

**UNIVERSITY OF NORTH CAROLINA WILMINGTON  
DEPARTMENT OF SOCIAL WORK**

INTRODUCTION TO SOCIAL WORK AND THE SOCIAL WELFARE SYSTEM (SWK 235)

**FALL, 2009**

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**COURSE DESCRIPTION**

This course is an introduction to the nature and development of social welfare policy, social services, and the social work profession. The course is intended to provide students with a basic understanding of the American social welfare system, including social services typical of U.S. communities, and the major issues in social policy and social services today. In addition, the development and status of the profession of social work will be considered. This course reflects the Curriculum Policy Statement of the Council on Social Work Education and the stated objectives of the UNCW BSW program within the Department of Social Work. Specifically, the course relates to objectives concerned with the “range of social services,” the “history and development” of social welfare and social work, the impact of social policy”, and “cultural and human diversity” as they relate to policy and services.

Students will review the major features of social welfare and social work history, the principle fields of social work practice, and the typical social services available in American communities, including mental health, child welfare, health and anti-poverty programs. The implications of culture, social values, economics, governmental structure, and politics on policy and the structure and operations of social services will be considered. Ethical considerations in policy and practice as well as issues of social equality and economic justice will be themes throughout the semester. Limited international comparisons of both service and policy also will be provided.

**COURSE OBJECTIVES**

Upon successful completion of this course, students will be able to:

1. State the major historical factors that have shaped the profession of social work and social welfare policy, particularly as they relate to culture, politics, and the economy (evidenced by exams and library paper).
2. Explain the values and ethics of the profession (evidenced by exams and required papers content).
3. Describe the concept of professional social work and the concepts of generalist and strengths-based practice (evidenced by exams and library paper).

4. Utilize standard research materials in social welfare and social work, and be able to communicate research findings effectively (evidenced by exams and library paper).
5. Explain the primary types of social services available in American communities and the roles that social workers have in them, specifying the social services delivered, consumers, operation, funding and impact (evidenced by exams, interview and library paper).
6. Understand poverty, inequality, discrimination, cultural diversity, and the implications each has for social welfare policy and programs, and how social work plays a role in addressing these issues (evidenced by exams, library paper and interview project.)

#### **REQUIRED TEXTBOOK**

DuBois, B. & Miley, K.K. (2008). *Social work: An empowering profession* (6th ed.). Boston: Allyn and Bacon.

#### **ON-LINE READINGS**

Edwards, R. (Ed.). (1996). *Encyclopedia of social work* (20<sup>th</sup> ed.). Washington, DC: NASW Press. Online in Randall Library website.

Code of Ethics *of the National Association of Social Workers*  
<http://www.socialworkers.org/pubs/code/code.asp>

**NOTE: Additional readings may be assigned during the semester as determined by the instructor**

#### **METHODS TO ATTAIN OBJECTIVES**

The primary learning format will be lectures and classroom activities, which involve all students as active learners. Class lectures and exercises are based on the understanding that all readings assigned for that topic have been **completed prior to class**. It also is anticipated that each student has experiences and points of view that will enrich class discussions. The instructor will be responsible for organizing and presenting primary course material, assisting any student with course-related material and assignments, and for assessing student progress. The student in SWK 235 will be responsible for **attending all classes**, facilitating his/her own learning and that of others in class, sharing ideas, making observations, and asking questions.

**ALL ASSIGNMENTS MUST BE TURNED IN AT THE BEGINNING OF CLASS ON THE DATE SPECIFIED**, and must be presented in a professional fashion (typed, double-spaced, grammar-and-spell-checked, properly formatted, and written in the accepted American Psychological Association style). **NO LATE PAPERS WILL BE ACCEPTED. ALL EXAMS MUST BE TAKEN ON THE DATE SPECIFIED BY THE INSTRUCTOR.**

#### **ACADEMIC HONOR CODE**

Conformity to the University Academic Honor Code is basic to academic integrity. All tests and assignments turned in must acknowledge your familiarity to the AHC by handwriting the letters "AHC" followed by your initials.



## ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

I am more than happy to make appropriate accommodations for students with disabilities. Students who have a disability and need accommodation should follow this procedure. First, contact and register with the **Office of Disabilities Services** in Westside Hall (ext. 3746). Second, bring a copy of your **Accommodations Letter** to me so that we may discuss the accommodation(s) suggested in the letter. Assistance will be gladly provided based on the recommendations of Disabilities Services and our mutual agreement.

## ATTENDENCE

Regular class attendance is required, and full participation is expected.

## ASSIGNMENTS AND EXAMS

- 1 & 2 A mid-term in-class examination will test your knowledge of course material. A capstone, comprehensive examination will be given at the end of the semester. Exam materials will be taken from text materials, library reading assignments, and ancillary materials presented by the instructor in lecture.
3. An extensive library paper will reflect your ability to locate and utilize social welfare-related information from national newspapers, academic journals, and the internet. (Details are provided on a separate sheet in this syllabus).
4. An interview with a local social work professional is required. Questions should be derived from material obtained from lecture, readings and class discussions (assignment details are provided on a separate sheet in this syllabus). A synopsis of your interview, along with your reflections regard the assignment, is required.

Library Paper:	25% of final grade
Professional Interview and Paper	25% of final grade
Mid-term Exam	25% of final grade
Capstone Assignment	<u>25% of final grade</u>
	100%

A final letter grade based on 100% of completed course assignments and exams will be given at the completion of the course. No +/- grades are given in the course. Grades are based on a 10-point scale, with no exceptions:

90 – 100 A	Papers must be written in the standard style of the American Psychological Association (APA), in third person, typed, double-spaced and in good grammatical form. <b>A paper written in first person, singular or plural, will result in a grade of 59.</b> Consult the writing center if you need help.
80 – 89 B	
70 – 79 C	
60 – 69 D	
59 and below F	

## LIBRARY PAPER RESEARCH ASSIGNMENT

The research assignment required for this course is to be a synopsis of the readings undertaken. It must be typed, double-spaced, grammar-and-spell-checked, written in third person, and in the acceptable style of the American Psychological Association (APA). If you have difficulty with grammar and punctuation, please use the services of the Writing Center on campus. **THE ASSIGNMENT MUST BE TURNED IN AT THE BEGINNING OF CLASS ON THE DATE SPECIFIED – NO LATE PAPERS WILL BE ACCEPTED. A paper written in first person singular or plural will receive an automatic grade of 59.**

The paper counts twenty percent (25%) of your final grade in the class.  
For APA style, consult:

American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington, DC: American Psychological Association.

This paper examines your ability to synthesize information gained in lecture and in your readings regarding a specific topic related to social work practice and/or social welfare. Examples of acceptable topics include current national policies on Medicare, Medicaid, Social Security benefits, faith-based initiatives, North Carolina's new Mental Health Service Plan, civil liberties housing issues and immigrant rights or lack thereof. Other acceptable topics include areas of social work/social welfare history, including reports on specific leaders in the field, or historical events that shaped social work's professional history. Areas of social work practice, including work in the fields of mental health, health care, work with the elderly, child protective services, hunger and homelessness, work with AIDS and HIV+ clients, bereavement, work with immigrants also are acceptable.

**You must clear your chosen topic with the instructor before you begin.**

You must include an examination of the topic at the micro, mezzo and macro levels, and you must discuss how this topic impacts social work and social welfare policies today. Also you must discuss what is being done to address the issue that is consistent with social work ethics and values as explicated in the NASW Code of Ethics.

Your research **must** include works from scholarly social work journals. Your paper also may include works from the popular press, the internet, and books. A minimum of five scholarly references is required.

### **Paper Format:**

A cover page and abstract page are required.

A reference page at the back of your paper is required.

Paper must be written in **third person**, typed, double-spaced, and in good grammatical form. Consult the Writing Center if you need assistance. **A paper written in first person singular or plural will receive an automatic grade of 59.**

The instructor will present a workshop early in the semester regarding the use of APA referencing style.

**LIBRARY PAPER IS DUE AT THE BEGINNING OF CLASS ON THE DATE SPECIFIED. NO LATE PAPERS WILL BE ACCEPTED FOR ANY REASON.**

## PROFESSIONAL INTERVIEW AND REFLECTION PAPER

### Exercise Objectives:

The primary purpose of this exercise is to familiarize students with social service organizations, their purpose(s), structure, client populations, and methods of operation. The secondary purpose of the exercise is to provide students the opportunity to interact with a social worker. Finally, the paper is intended to enhance students' writing abilities.

### Methods:

You may choose from any social service agency in the area. It is the student's responsibility to research local agencies, contact a desired agency and schedule an interview with a social work professional. **You must receive prior approval before proceeding with the agency of your choice.** Example agencies will be offered during class.

### *Procedures/Requirements*

- Research local social services agencies. Contact desired agency / agency representative and schedule a face to face interview.
- Prepare a minimum of 50 interview questions based on information provided in class lecture, readings and discussion. Questions and answers need to be typed along with agency information, interviewee information and date/time of interview.

(Sample questions; Information concerning agency structure: is it a profit or non-profit organization? How are decisions about the structure and function of the agency made? How do the social worker and the agency utilize generalist practice? Does the agency/social worker include the strengths perspective in the agency's work? What is the education level of the social worker(s), what does s/he do? Does the agency conduct research? If so, what, and how is it used? What kinds of clients are served by the agency: age range, gender, ethnic background, needs of the clients? What additional services might the agency provide? What are the governmental policies that influence the agency operation?)

- A reflection paper will be completed and attached to the typed interview. The reflection paper will address your feelings concerning the interview, the agency, the social work role within the agency, the clients served, how interview information relates to course work, feelings toward a social work career and if the interview positively or negatively changed your perception of social work. The reflection paper will be no less than 4 typed double spaced pages.

GRADING: This assignment constitutes twenty-five percent (25%) of your final grade in this class.

**PROFESSIONAL INTERVIEW AND REFLECTION PAPER DUE AT THE BEGINNING OF CLASS SPECIFIED. NO LATE PAPERS WILL BE ACCEPTED FOR ANY REASON.**

## COURSE SCHEDULE

Week of	Topic/Readings
8/19	Introduction Defining Social Welfare, Social Welfare Policy, and Social Work  Readings:      Text: Chapters 1, 3, 7, 9 Edwards, "Social Welfare Policy"
8/24	Social Work as a profession Sanctioning social workers/policies governing CSWE and social work curricula Social work roles  Readings:      Text: Chapter 1, 3, 7, 9, 10
<b>9/7</b>	<b>NO CLASS – Labor Day holiday</b>
9/7	Theoretical frameworks for social work, social welfare, and social policy Generalist practice Systems theory Political, social and economic considerations  Readings:      Text: Chapter 8 Edwards: Reid: Social Welfare History Poor Law & Promise of the Institution
9/14	Ethical considerations: Development of Policy statements  Readings:      Text: Chapter 5 and Code of Ethics Appendix
9/21	Micro level practice, historical development of casework, political, economic and social influences Models of casework and micro practice; policies affecting them  Readings:      Text: Chapters 4, 9, 10
9/28	Mezzo level practice, historical development of group work, political, economic and social influences. Models of group work, policies affecting them
<b>10/5</b>	<b>NO CLASS – Fall Break</b>
<b>10/12</b>	<b>MID-TERM EXAM</b>

- 10/14 Macro level practice, historical development of community work,  
political, economic and social influences  
Models of macro work, policies affecting them  
Readings: Text: Chapter 2, 6, 10
- 10/19 Mental Health and Developmental Disabilities  
Readings: Text: Chapter 12  
Edwards: Supplement, 1997: Cooke, Reid,  
Edwards: "Management: New Developments"
- 10/21 INTERVIEW PAPER DUE**
- 10/26 Health Care  
Readings: Text: Chapter 12  
Encyclopedia: Supplement, 1997: Mizrahi: "Health Care  
Policy Development"
- 11/2 Services to Older Adults  
The Older Americans Act  
Readings: Text: Chapter 14
- 11/9 LIBRARY PAPER DUE AT BEGINNING OF CLASS**
- 11/9 Poverty and Injustice  
Poverty in the US: Historical and Current  
Progress Against Poverty through Policy  
  
Readings: Text: Chapter 11  
Edwards: Ozawa: "Income Security Overview"  
Housing and Homelessness  
  
Child Welfare  
  
Readings: Text: Chapter 13  
Encyclopedia: Wells: "Child Abuse and Neglect  
Overview"  
  
Criminal Justice  
Readings: Text: Chapter 11
- 11/18 CAPSTONE ASSIGNMENT DUE**
- 11/25 NO CLASS – THANKSGIVING BREAK**
- 11/30 Class Discussions about Interviews, Library Paper
- 12/2 LAST CLASS: Wrap-up

## SUGGESTED READINGS

- Addams, J. (1902). *Democracy and social ethics*. New York: Macmillan.
- Addams, J. (1959). *Twenty years at Hull House*. New York: MacMillan.
- Albert, V. (2000). Reducing welfare benefits: Consequences for adequacy and of eligibility for benefits. *Social Work*, 45(4), 300-312.
- American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington, DC: American Psychological Association.
- Americans with Disabilities Act of 1990, P.L. 101-336, 104 Stat. 327.
- Andrews, A.B., & Ben-Arieh, A. (1999). Measuring and monitoring children's well-being across the world. *Social Work*, 44(2), 105-115.
- Axinn, J., & Levin, H. (1997). *Social welfare: A history of the American response to need*. New York: Longman.
- Baker, P.L. (1997). And I went back – Battered women's negotiations of choice. *Journal of Contemporary Ethnography*, 26, 55-74.
- Barak, M.E.M. (2000). The inclusive workplace: An ecosystems approach to diversity management. *Social Work*, 45(4), 339-354.
- Beckett, J.O., & Dungee-Anderson, D. (1998). Multicultural communication in human services organizations. In A. Daly (Ed.), *Workplace diversity: Issues and perspectives* (pp. 191-214). Washington, DC: NASW Press.
- Biggerstaff, M.A. (2000). A critique of the Model State Social Work Practice Act. *Social Work*, 45(2), 105-117.
- Brooks, D., Barth, R.P., Bussiere, A., & Patterson, G. (1999). Adoption and race: Implementing the Multiethnic Placement Act and the Interethnic Adoption Provisions. *Social Work*, 44(2), 167-178.
- Burnette, D. (1999). Custodial grandparents and Latino families: Patterns of service use and predictors of unmet needs. *Social Work*, 44(1), 22-35.
- Carlton-LaNey, I. (1999). African American social work pioneers' response to need. *Social Work*, 44(4), 311-322.
- Carter, C.S. (1999). Church burning in African American communities: Implications for empowerment practice. *Social Work*, 44(1), 62-69.
- Chaffin, M., Kelleher, K., & Hollenberg, J. (1996). Onset of physical abuse and neglect: Psychiatric, substance abuse, and social risk factors from prospective community data. *Child Abuse and Neglect*, 20, 191-203.

- Coley, R.L., & Chase-Lansdale, P. (1998). Adolescent pregnancy and parenthood: Recent evidence and future directions. *American Psychologist*, 53, 152-166.
- Collins, M.E., Stevens, J.W., & Lane, T.S. (2000) Teenage parents and welfare reform: Findings from a survey of teenagers affected by living requirements. *Social Work*, 45(4), 327-339.
- Cook, C.A.L., Selig, K.L., Wedge, B.J., & Gohn-Baube, E.A. (1999). Access barriers and the use of prenatal care by low-income, inner-city women. *Social Work*, 44(2), 142-155.
- Corey, G., Corey, M., & Callahan, P. (1998). *Issues and ethics in the helping professions* (5th ed.). Belmont, CA: Brooks/Cole.
- DeBord, K., Canu, R.F., & Kerpelman, J. (2000). Understanding a work-family fit for single parents moving from welfare to work. *Social Work*, 45(4), 313-326.
- Dore, M.M., Nelson-Zlupko, L., & Kaufmann, E. (1999). "Friends in Need": Designing and implementing a psychoeducational group for school children from drug-involved families. *Social Work*, 44(2), 179-190.
- DuBois, B. & Miley, K.K. (2002). *Social work: An empowering profession* (4th ed.). Boston: Allyn and Bacon.
- Duncan, G. (1998). Making welfare reform work for our youngest children. *Spectrum*, 71(14), 28-30.
- Duncan, G.J., & Brooks-Gunn, J. (1997). *Consequences of growing up poor*. New York: Russell Sage Foundation.
- Early, T.J., & GlenMaye, L.F. (2000). Valuing families: Social work practice with families from a strengths perspective. *Social Work*, 45(2), 118-130.
- Franklin, C. & Corcoran, J. (2000). Preventing adolescent pregnancy: A review of programs and practices. *Social Work*, 45(1), 40-52.
- Fredriksen, K.I. (1999). Family caregiving responsibilities among lesbians and gay men. *Social Work*, 44(2), 142-155.
- Gardner, F. (2000). Design evaluation: Illuminating social work practice for better outcomes. *Social Work*, 45(2), 176-182.
- Gartner, A.J.. (1997). Professionals and self-help: Can they get along? *Social Policy*, 27, 47-52.
- Gibelman, M. (1999). The search for identity: Defining social work – past, present, future. *Social Work*, 44(4), 298-310.
- Gill, D.G. (1998). *Confronting injustice and oppression: Concepts and strategies for social workers*. New York: Columbia University Press.
- Green, J.W. (1999). *Cultural awareness in the human services: A multi-ethnic approach* (3rd ed.). Boston: Allyn & Bacon.

- Hackl, K.L., Somlai, A.M., Kelly, J.A., & Kalichman, S.C. (1997). Women living with HIV/AIDS: The dual challenge of being a patient and caregiver. *Health and Social Work*, 22, 53-62.
- Haggarty, M., & Johnson, C. (1996). The social construction of the distribution of income and health. *Journal of Economic Issues*, 30, 525-532.
- Hall, M.N., Amodeo, M., Shaffer, H.J., & Bilt, J.V. (2000) Social workers employed in substance abuse treatment agencies: A training needs assessment. *Social Work*, 45(2), 141-156.
- Jackson, A.P. (1999). The effects of nonresident father involvement on single black mothers and their young children. *Social Work*, 44(2), 156-166.
- Johnson, Y.M. (1999). Indirect work: Social work's uncelebrated strength. *Social Work*, 44(4), 323-334.
- Lipovsky, J.A., Swenson, C.C., Ralston, M.E., & Saunders, B.E. (1998). The abuse clarification process in the treatment of intrafamilial child abuse. *Child Abuse and Neglect*, 22, 729-741.
- McNeece, C.A., & DiNitto, D.M. (1998). *Chemical dependency: A systems approach* (2nd ed.). Boston: Allyn & Bacon.
- Marcenko, M.O., & Samost, L. (1999). Living with HIV/AIDS: The voices of HIV-positive mothers. *Social Work*, 44(1), 36-45.
- Marx, J.D. (2000). Women and human services giving. *Social Work*, 45(1), 27-39.
- Miller, P.J. (2000). Life after death with dignity: The Oregon experience. *Social Work*, 45(3), 263-272.
- Miller, P.J., Hedlund, S.C., & Murphy, K.A., (1998). Social work assessment at end of life: Practice guidelines for suicide and the terminally ill. *Social Work in Health Care*, 26(4), 23-36.
- Morelli, P.T.T., & Spencer, M.S. (2000). Use and support of multicultural and antiracist education: Research-informed interdisciplinary social work practice. *Social Work*, 45(2), 166-175.
- National Association of Social Workers, (1997), *Code of ethics*. Washington, DC: author.
- Ng, B. (1996). Characteristics of 61 Mexican American adolescents who attempted suicide. *Hispanic Journal of Behavioral Sciences*, 18, 3-12.
- Nord, D. (1997). *Multiple AIDS -related loss: A handbook for understanding and surviving a perpetual fall*. Washington, DC: Taylor & Francis.
- Ozawa, M.N. (1999). The economic well-being of elderly people and children in a changing society. *Social Work*, 44(1), 9-21.

- Peled, E., Eisikovits, Z., Enosh, G., & Winstok, Z. (2000). Choice and empowerment for battered women who stay: Toward a constructivist model. *Social Work*, 45(1), 9-26.
- Penn, M.L., & Coverdale, C. (1996). Transracial adoption: A human rights perspective. *Journal of Black Psychology*, 22, 240-245.
- Personal Responsibility and Work Opportunity Reconciliation Act of 1996, P.L. 104-193, 110, Stat. 2105.
- Petr, C.G. (1998). *Social work in child and family settings: Pragmatic foundations*. New York: Oxford University Press.
- Pinderhughes, E. (1997). Developing diversity competence in child welfare and permanency planning. *Journal of Multicultural Social Work*, 5 (1/2), 19-38.
- Poindexter, C.C., & Linsk, N.L. (1999). HIV-related stigma in a sample of HIV-affected older female African American caregivers. *Social Work*, 44(1), 46-61.
- Pollack, D. (1997). *Social work and the courts*. New York: Garland.
- Poppo, P., & Leighninger, L. (1999). *Social work, social welfare and American society* (4th ed.). Boston: Allyn and Bacon.
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- Reamer, F.G. (2000). The social work ethics audit: A risk-management strategy. *Social Work*, 45(4), 355-366.
- Richmond, M.E. (1917). *Social diagnosis*. New York: Russell Sage Foundation.
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- Rittner, B., & Dozier, C.D. (2000). Effects of court-ordered substance abuse treatment in child protective services cases. *Social Work*, 45(2), 131-140.
- Roberts, A.R. (1997d). *Social work in juvenile and criminal justice settings* (2nd ed.). Springfield, IL: Charles C. Thomas.
- Schneider, R.L., & Netting, F.E. (1999). Influencing social policy in a time of devolution: Upholding social work's great tradition. *Social Work*, 44(4), 349-358.
- Segal, E.A., & Brzuzy, S. (1998). *Social welfare policy, programs, and practice*. Itasca, IL: F.E. Peacock.
- Seipel, M.O. (2000). Tax reform for low-wage workers. *Social Work*, 45(1), 65-72.
- Strom-Gottfried, K. (2000). Ensuring ethical practice: An examination of NASW code violances, 1986-97. *Social Work*, 45(3), 251-263.

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- Stuart, P.H. (1999). Linking clients and policy: Social work’s distinctive contribution. *Social Work*, 44(4), 335-348.
- Taylor, R.J., Ellison, C.G., Chatters, L.M., Levin, J.S., & Lincoln, K.D. (2000). Mental health services in faith communities: The role of clergy in black churches. *Social Work*, 45(1), 73-87.
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- Watts, B. (1997). *Work First: The first 18 months of welfare reform in North Carolina* (Division of Social Services technical assistance report 97-7224). Raleigh, NC: Department of Human Resources.
- Weaver, H.N. (1997). Training culturally competent social workers: What students should know about Native people. *Journal of Teaching in Social Work*, 15(1/2), 97-112.
- Weaver, H.N. (1999). Indigenous people and the social work profession: Defining culturally competent services. *Social Work*, 44(3), 217-227.
- Wertheimer, R., & Moore, K. (1998). Childbearing by teens: Links to welfare reform. In *New Federalism: Issues and Options for States* (Publication No. A -24). Washington, DC: Urban Institute.
- Wilson, C. (1998). Are battered women responsible for protection of their children in domestic violence cases? *Journal of Interpersonal Violence*, 13, 289-293.
- Wilson, W.J. (1996). *When work disappears: The world of the new urban poor*. New York: Alfred A. Knopf.
- Wituk, S., Shepherd, M.D., Slavich, S., Warren, M.J., & Meissen, G. (2000). A topography of self-help groups: An empirical analysis. *Social Work*, 45(2), 157-165.
- Zayas, L.H., Kaplan, C., Turner, S., Romano, K., & Gonzales-Ramos, G. (2000). Understanding suicide attempts by adolescent Hispanic females. *Social Work*, 45(1), 53-64.