Promoting Social Justice:

Addressing Race and Ethnicity in a Changing World

School of Social Work

50th Anniversary
Remembering the Past to Bridge the Future

April 3, 2014 / 5:30 pm - 7:30 pm
Welcome from Judy Krysik

Promoting Social Justice: Addressing Race and Ethnicity in a Changing World is brought to you in partnership with our Community Advisory Board. We are proud to commemorate this 50th Anniversary event with a monograph highlighting research from academic members of the School of Social Work. These pages contain only a sampling of the diverse and innovative research conducted by our dedicated faculty and students in important areas such as aging, health, immigration, and children and families. We hope that what you see reflected on these pages will inspire you in the same way that the work inspires us on a daily basis. Much of our research is conducted in collaboration with you, our community partners. We are proud of our first 50 years of social work education and research. As we tackle fundamental challenges in the years ahead, we will build on the strong foundation that has been developed, and we look forward to actively seeking out new partnerships to further enhance the School's role in promoting social justice. On behalf of the 50th Anniversary Planning Committee, thank you for working alongside us to understand and expose injustice, and to build a better future for all. Please join us as we go forward, because only together can we fulfill our mission to promote social justice in a changing world.

Dr. Judy Krysik
Associate Director and Chair
of the 50th Anniversary Planning Committee

Welcome from Steve Anderson

On behalf of the School of Social Work, I invite you to delve into and enjoy Promoting Social Justice: Addressing Race and Ethnicity in a Changing World. This monograph was developed in conjunction with our accompanying 50th Anniversary forum on this critical issue, and is intended to highlight just a small portion of the related research in which School of Social Work faculty members and students are engaged.

The issue of promoting social justice with respect to race, ethnicity and more generally life circumstances that may impede fair treatment of people is fundamental to the social work profession. We are especially proud of our own School's record and focus in this respect. Social justice is at the core of the ASU School of Social Work mission, as is our consistent emphasis on developing culturally sensitive social practices and policies. The School has an accomplished history in both teaching and research related to diversity and social justice, and our faculty and students promote and operationalize this vision on an ongoing basis – and will continue to do so in the future. The faculty and students in the School reflect diversity as well – we are among the most racially and ethnically diverse Schools in the country, and this has served to enrich our research, teaching and service in countless ways.

I would like to thank all of those who were responsible for bringing together this event and monograph. In particular, the event featured collaboration between the School of Social Work and the ASU Center for the Study of Race and Democracy, and Center Director and Foundation Professor Dr. Matthew Whittaker undertook a central leadership role. The School effort was led by our Community Advisory Board and its Chair Carole Coles Henry, and our 50th Anniversary Planning Committee led by School of Social Work Associate Director Dr. Judy Krysik also was instrumental in developing and executing the event. School of Social Work Professor Dr. Elizabeth Segal generously agreed to lead the creation of this monograph. Many other faculty members, staff, and students in the School also contributed in diverse ways, so that the product truly is a community effort. We hope that this is but one of many dialogues on this and the related social issues of such great importance to our society.

Steve Anderson, Ph.D.
Director, School of Social Work
Arizona State University
Thank you for joining the Arizona State University School of Social Work’s Community Advisory Board in its committed partnership with the School and Dr. Matthew Whitaker, ASU Foundation Professor of History & Founding Director, Center for the Study of Race and Democracy to celebrate and commemorate the 50th Anniversary of this prestigious institution!

Our volunteer board plays a vital role in supporting the school and in generating ideas about future directions for its programs. We also provide suggestions regarding the School’s educational and research programs while helping to keep it in touch with emerging community needs. Our communication with Dr. Steve Anderson and his team keeps the School apprised of issues in social work education and about issues within ASU and the School specifically.

We are leaders and community partners and are an integral part of our valley. We are represented in every strata of society. We provide administrative and direct services in all aspects of public service including: schools; court systems; hospitals; colleges and universities; and, federal, state, county, tribal and municipal governments.

Collectively our Board salutes Dean Koppell, Dr. Anderson, and Celebration Committee Chair, Dr. Judy Krysaik for the opportunity to host this Forum; “Promoting Social Justice: Addressing Race & Ethnicity In a Changing World”. Our sincere appreciation to Dr. Elizabeth Segal for coordinating our 50th Anniversary publication.

Social Justice is a fundamental ethical principle the social work profession. As a result of your participation in this Forum, we hope to advance the conversation on social justice.

As we accomplish our work through direct practice; community organizing; social & political action; policy development & implementation; supervision; education; program administration; research and evaluation; and other areas, we must keep the NASW value of social justice in the forefront of our work.

The National Association of Social Worker’s Preamble outlines broad ethical principles and they are based on social work core values. Social workers pursue social change on behalf of vulnerable and oppressed individuals and groups of people. Our social change efforts are focused primarily on the many issues of social injustice.

There is incredible power in the works of a few committed people to change society!! Each of us owes something back to the cities and communities in which we live and thrive. That is our belief and is evidenced in our service to the social work profession.

Upholding justice for all in a diverse society requires us all to consider the extensive perspectives on justice from former historical figures. Numerous icons have helped to establish the tenets of a fair and just society: access to fair and affordable housing; fair employment opportunities; quality education for all people; affordable healthcare; juvenile and criminal justice; access to quality and affordable food; economic, social and environmental justice and human and civil rights for all people.

We have come a long way from segregated schools, neighborhoods, public facilities and employment opportunities however, there is work to be done to achieve the fair and just society that we all aspire to work and thrive on a personal and professional level.

Keep your light bright and the flame burning for social justice in all areas of society!!

In the spirit of public service,

Carole Coles Henry, M.S.W.
Community Advisory Board, Chair
& City of Phoenix Equal Opportunity Director, retired
Theodore Parker, a Unitarian minister and leading American nineteenth century Transcendentalist, wrote that the arc of the moral universe is long but it bends toward justice. The process is not organic, however, and it is triggered by the faith, passion, and dedicated work of architects of positive change. Social workers are among the most important agents for individual, group, and systemic progress in our midst. Social workers assist people with the many challenges that one encounters in life. They accomplish this by forging and maintaining critical relationships with youth, the elderly, families, teachers, health care providers, law enforcement, and myriad organizations. “Direct-service social workers” aid individuals in managing and devising solutions to difficulties and life changes, including terminal disease diagnosis, death, and adoption. “Clinical social workers” are certified to “treat behavioral, emotional, and mental disorders, like anxiety and depression.”

Together, direct-service and clinical social workers, as professionals, have been on the front lines of the struggle for acceptance, the affirmation of individuality, non-judgementalism, self-determination, and social justice, since the late nineteenth century. During the Gilded Age, Progressive Era, Great Depression, and World War II, social workers were at the vanguard of the struggle to provide counsel, care, and advocacy for the downtrodden, dispossessed, immigrants, and others who needed education, guidance, and care. During the civil rights era, from the end of World War II to the early 1970s, social workers participated in and fought for many of the same causes that America’s Black freedom struggle, Chicano Movement, American Indian Movement, Feminist Movement, and gay and lesbian movement sought. They helped individuals, institutions, and communities secure educational assistance, health care, legal guidance, and political representation. They also challenged the nation’s “separate-but-equal” doctrine, “Jim Crow,” disfranchisement, political marginalization, and economic exploitation.

Their collective efforts undergirded the local, state, and national cause of securing equal rights and racial, economic, and gender equality in America following World War II. All in all, social workers played a key role in the dismantling of social, economic, and political structures of inequality and oppression in America. As Arizona State University’s (ASU) School of Social Work celebrates its 50th anniversary, it is appropriate for us to pause and reflect upon the grand legacy of which the school and its faculty, staff, students, and alumni are a part, and to remind everyone of the indispensable role they play in ensuring the health, wellbeing, and progress of our neighborhoods, cities, states, society and species. As Dr. Steven G. Anderson, Director of ASU’s School of Social Work, has stated, “effective social work practice is critical in allowing disadvantaged families and communities to prosper. Through cutting edge research, teaching, and community service efforts that bridge many social issues, the ASU School of Social Work is at the forefront of creating the effective social service systems needed to serve our communities.” ASU’s School of Social Work, with our support, is primed and ready to continue rendering top notch instruction and field training, as it prepares future generations of change agents, who will help protect and lead us to our next stage of development.

Matthew C. Whitaker, Ph.D.
ASU Foundation Professor of History
Founding Director, Center for the Study of Race and Democracy
Arizona State University

---


4
An Introduction to Scholarship at

The Arizona State University
School of Social Work

One of the challenges for a university-based School of Social Work is to blend our knowledge of human behavior and communities with our skills in conducting research. Our faculty and students have worked hard to meet that challenge and develop meaningful, community-inspired research that reflects our commitment to social and economic justice. The following pages offer a glimpse into some of the current publications of the School of Social Work's community of faculty and student research scholars. While we are engaged in research in many areas, we have highlighted five key concerns that face our community today.

With enactment of the Affordable Care Act, health concerns and receipt of adequate care have become central to policy-makers and social service providers. While increased access to health care is a significant accomplishment, we continue to need greater insight into people's health needs, particularly those who are on the margin.

Child welfare services, particularly our delivery system and protective services, have come under major scrutiny. There is overwhelming agreement that the system needs to be assessed and better ways to serve families and protect children are needed. Many members of our School are committed to engaging in meaningful research that helps to promote better social welfare services and systems for children and their families.

Arizona has become a pivotal region in the debate on immigration. The laws and regulations that have been enacted have significant impacts on our community, particularly residents of Latino communities. Assessing the impact of legislated policies on the social well-being of individuals and communities has become a critical concern for scholars in the School of Social Work. With confirmation of the deleterious impact of these policies, we can promote service reform and efforts to address social injustices.

Growing older is a part of life we all share, but how we age and the quality of services and care we receive are not equitably shared. Understanding what practices and services facilitate a positive quality of life as we age, particularly among diverse communities, is a key motivation behind our gerontology related research.

All social issues play out in communities. Enhancing dialogue between researchers and community members is a key way to understand what issues are most pressing. Following that awareness with investigation of ways to strengthen communities has long been a part of social work practice and research. We at the School of Social Work share a deep commitment to community-based research, with an eye towards enhancing social and economic justice.

We hope you find today's panel discussion and the resources shared in this monograph helpful and informative.

Elizabeth A. Segal, PhD
Professor, Arizona State University School of Social Work
**Ensuring that all people can live healthy and socially engaged lives is a commitment that we as social workers make. Without physical, mental and emotional health, people cannot reach their full potential and contribute to society. We are committed to finding ways to enhance health and social well-being for all.**

### Factors Associated with Diabetes-related Distress: Implications for Diabetes Self-Management


Everyone experiences stress; people with diabetes have additional stressors that need to be effectively identified and addressed in order to maintain health and quality of life. We would suggest that social justice is served as people with diabetes have a stronger perception of personal control, acquire adequate social support, and engage in healthier eating, the result will be a reduction in diabetes-related distress. Building a comfortable relationship with members of an interdisciplinary team of healthcare providers may open doors for patients to discuss their stressors, master practical skills, improve coping, and become more engaged in self-management.

As 7.8% of the U.S. population is affected by diabetes (Centers for Disease Control and Prevention, 2011), health care teams are tasked with providing resources to assist patients toward self-management. Social determinants of health are related to higher rates of diabetes in people of color; however, social determinants do not explain all of the disparity (Barr, 2008). Social justice for those with a chronic illness is best served when they are receiving all of the elements of the biopsychosocial care they need to improve their health. It is well known that people with chronic illness are at a higher risk for depression; however, Fisher et al. (2008) suggest blood sugar control is more closely related to diabetes-related distress. Diabetes-related distress is defined as the patient’s concerns about self-management of diabetes, perception of support, emotional burden, and access to quality healthcare (Fisher et al., 2008).

This cross-sectional study examines how demographic factors, psychological orientations, support from others, and diabetes management behaviors predict diabetes-related distress as measured by the 17-item Diabetes Distress Scale (DDS; Polonsky et al., 2005). This study identifies five elements that are associated with increased diabetes-related distress. They include younger age, higher BMI, lower self-efficacy, less support from their healthcare provider, and fewer days per week following a healthy eating plan. Findings from this study may help healthcare providers identify those most at risk for diabetes-related distress and work toward relieving the particular stressor(s).

The person-in-environment approach is a valuable tool for assessing what the patient needs in context: healthy behavioral change and decreased distress. Social workers can make substantial contributions to the creation and teaching of diabetes self-management (DSME) classes; they can emphasize the need for psychosocial components in addition to a biological understanding of diabetes (De Coster, 2001). In fact, social workers’ behavioral science background that includes training in behavior modification, coping skills, and stress and time management is a perfect companion to the traditional biological and self-management skills training in many diabetes management programs (De Coster, 2001). This collaboration has the potential to create a more comprehensive biopsychosocial care for individuals with diabetes.
References


More research on health and mental health from our faculty and students...


Supporting Children and Families

The future of our community rests with our children. Ensuring the health of all children during their early lives enhances their chances to grow to be productive and successful adults. Of particular concern is recognizing and addressing key ways to improve child welfare services. This is particularly important in light of recent events in Arizona.

Informing Reasonable Efforts in Child Welfare – Enhancing our Current Services

By Judy Krysik, MSW, PhD & Elisa Kawam, MSW, Doctoral Candidate

Trauma Informed Child Welfare Practice

There is a strong relationship documented between parent trauma of an interpersonal nature, occurring in childhood or as an adult, and subsequent negative parenting (Appleyard & Osofsky, 2003). Trauma symptoms are more predictive of poor parenting and poor child outcomes than a history of childhood abuse alone (Milner et al., 2010). The implications of these findings are that instruments used to screen and assess trauma should include both historical and current information and should examine traumatic symptoms rather than solely experiences of traumatic events. The theory of intergenerational transmission of trauma hypothesizes that trauma and its impact will be passed between generations, e.g., the traumatized adult may be emotionally or functionally unavailable for their infant, increasing the likelihood of enhanced symptoms within the child (Walker, 1999). Although intergenerational trauma was documented in the 1960s (Fraiberg, Adelson, & Shapiro, 1975), we currently know little about the prevalence of trauma symptoms in child welfare involved adults. Our current research is attempting to fill this gap and improve understanding of the relationship between trauma symptoms and traumatic events. The end goal is to inform best practice and improve outcomes and to decrease child welfare practices that are believed to exacerbate parent trauma symptoms (The National Child Traumatic Stress Network, 2012).
Need to Improve Outcomes for Infants and Toddlers in the Child Welfare System

Children who have been in foster care, especially those who entered at an early age, are considered to be at risk for deleterious short and long term health, mental health, and education outcomes (Magunson & Shager, 2010). Infants have the highest child abuse and neglect victimization rates of all children. In federal fiscal year 2012, the national victimization rate for infants was 21.9, and in Arizona the rate was even higher at 24.2 per 1,000 children (DHHS, 2013). African American children were disproportionately represented in the Arizona child welfare system with more than double the rate of maltreatment victimization compared to American Indian, Hispanic, or white children (DHHS, 2013). In addition, infants enter out of home care at higher rates than older children, remain in care longer, have higher post reunification reentry rates, and are more likely to exit out of home care to adoption (Chapin Hall at the University of Chicago, Center for State Child Welfare Data, 2014). State law requires protective services departments to make reasonable efforts in service provision on behalf of children and families when a child has been removed from his or her home (Arizona Revised Statute § 8-846 as cited in Child Welfare Information Gateway, 2012). Specifically, these services are for the purpose of preserving and reunifying the family unit. The effectiveness of such services, however, depends at least in part on the current state of research and best practices at the time the child is removed. The National Association of Social Workers Code of Ethics explicitly directs social workers to “critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice” (Workers, 2008, p.25). Subsequently, recent research efforts at the ASU School of Social Work are helping to inform the implementation of reasonable efforts for infants and toddlers involved in the child welfare system.

Collaboration in Quality Early Education

Although quality early education for foster children has been shown to be beneficial, actually obtaining such services can prove challenging due to nonexistent and vague policy, and lack of space and quality programming in educational settings (Magunson & Shager, 2010). In 2011 we collaborated with the Juvenile Court of Maricopa County and other community partners to obtain a Children's Bureau grant focused on building infrastructure and capacity for quality early education for young children in foster care. Together we have pursued a systematic approach to assessing and building collaboration, studying the strengths and barriers to providing quality early education, and have worked to build infrastructure to address identified barriers. The resulting service system enhancements are currently being piloted, and at the macro level several systems level changes are in process. Examples of these include working to attain an exemption for foster children enrolled in Head Start allowing them to receive continued services regardless of location; increasing access to quality foster parent training on infant mental health and child development; clarification on educational rights; increased support and training for kinship care providers; the development of an early education referral system for foster children; and an increase in collaboration and communication among all stakeholders involved in the wellbeing of infants and toddlers in foster care statewide. Interagency collaboration focusing on improving quality early education for children in foster care represents best practice and a redefinition of service development and provision.
Are Strengths-based Principles Illustrated in Families’ Descriptions of Child Welfare Services?


Considering the strengths and capacity for growth among those with whom social workers interact is key to move the profession towards a more socially just distribution of social services. One approach to working with children and families that stresses a strengths-based perspective to guide child welfare services is known as Family Centered Practice. As practitioners committed to including the voices of those most involved in services, the question of whether parents’ descriptions of service are consistent with the practice principles outlined in FCP. This research found that parents’ descriptions of child welfare services are often inconsistent with the principles outlined in FCP. When descriptions were theoretically consistent, parents were pleased with services. However, descriptions that contradicted FCP practice principles generally related to a lack of satisfaction with services. This means that more work is needed to implement child welfare services in ways that are theoretically consistent with FCP. There is a growing need for increased supervision and training in this practice model.
More research on children and families from our faculty and students...


Arizona has become the flashpoint for policies and approaches to handling immigration and the social welfare of immigrants. As social workers committed to protecting the rights of all, understanding the conditions, treatment and needs of immigrants is vital to ensuring the health and well-being of all members of our community.

Mexican Immigrant Families under Siege


Current economic and political conditions challenge immigrant Latino families in Arizona to lead healthy and productive lives. Members of our Latino community shared the confusion, sadness, frustration, and fear that they and their children feel as a result of the increased immigration enforcement and discrimination. The research findings from this study demonstrate that discrimination is associated with negative health and social implications. This means that helping professions must do more to reflect the changing demographics of the United States and prepare practitioners to work with immigrant populations. Community-based organizations must recruit, hire, and train bilingual/bicultural practitioners and staff to work with Latino immigrant communities. It is also important that community-based organizations incorporate cultural and community strengths into social service delivery and community development efforts. Community-based organizations should partner with public health officials, and state and county social service agencies to conduct outreach and education efforts regarding immigrant rights, as well as help address the fear and anxiety that Latino immigrant families face in this current economic and political climate.
The numbers of Mexican Americans living in the United States, many of whom are first generation immigrants, are increasing. The process of immigration and acculturation can be accompanied by stress, as an individual attempts to reconcile two potentially competing sets of norms and values and to navigate a new social terrain. This article reports on a study of the impact of acculturation and familismo, on reported life satisfaction and resilience among Mexican American adults living in the Southwest (N=307), the majority (89%) of which are immigrants. The findings indicate that bilingual individuals report significantly higher levels of life satisfaction and resilience. Speaking primarily English only predicted higher levels of resilience but not life satisfaction.

These findings indicate that retaining aspects of one’s culture of origin and embracing elements of the host culture, may promote the best mental health outcomes among Latino immigrants. The results also lend support to the hypothesis that identification with traditional norms about family would result in higher levels of life satisfaction and resilience, again illustrating the potentially protective effect of remaining connected to traditional norms and values while acquiring skills like language proficiency, which allows an individual to be more successful in navigating American culture.

The findings have implications for both macro and micro social work practice with Latinos, specifically first-generation Mexican migrants. The large and growing number of Mexican immigrants living in the United States, both documented and undocumented, makes understanding the circumstances that promote optimal physical and mental health among this population, and working to eradicate social and economic barriers to mental health care, crucial concerns in the field of social work. Although the process of immigration and acculturation presents a host of unique risk factors, this study has identified a bicultural orientation and an endorsement of traditional family norms as protective. These findings run counter to the typical American norm that encourages complete assimilation into the dominant American culture. Instead, the findings suggest that policies that aim to separate individuals from their country of origin and fully integrate them into American society (i.e. English only policies) might have a negative impact on well-being. Furthermore, the findings suggest that failing to adopt essential skills necessary for integration such as English language proficiency is also related to lower levels of life satisfaction. In fact, individuals who primarily spoke English were found to be more resilient than those who primarily spoke Spanish. These findings might reflect discriminatory systems, but they indicate a need to acquire new skills to successfully navigate American culture. However, these skills do not need to be obtained at the expense of an individual’s culture of origin. In addition in order to advance a social justice agenda, policies need to be created on the national, state, local, and agency level that support families to co-exist in micro and mezzo systems that reflect their culture of origin and the larger systems of work and school, places typically dominated by mainstream or dominant American norms and values.
More research on immigration
from our faculty and students...


As We Grow Older

We all share the journey of growing older, yet for some it is full of challenges. Many of those challenges can be addressed and overcome. We strive to find ways to help people as they age to tackle the personal and community barriers that impede living a full and rich life.

Perceived Threat of Alzheimer’s Disease (AD) Among Chinese American Older Adults: The Role of AD Literacy


The Chinese American older population is one of the fastest growing ethnic minority groups (Administration on Aging, 2009) and deserves the attention of aging service providers. The fact that about 80% of the older Chinese population are foreign-born (Gallagher-Thompson et al., 2007) and one third immigrated to the U.S. after age 60 (Mui & Shibusawa, 2008) indicates a non-negligible influence of Chinese culture on their perceptions of Alzheimer’s disease (AD). Yet, culturally sensitive dementia care services including educational programs are surprisingly lacking for this group (Emerson-Lombardo, Wu, Chang, & Hohnstein, 2007). To ensure social justice for this group, it is essential to call for concerted efforts from service professionals to promote AD knowledge, to minimize the influence of biases in the cultural beliefs toward AD, and to decrease anxiety of developing AD.

Based on a survey on 385 participants aged above 55 in the Phoenix metropolitan area, we found out that both cultural beliefs of AD and AD factual knowledge contributed to higher levels of perceived threat of AD. Increased knowledge in people with less than a high school education was related to more worries of developing AD, while the effect of increased AD knowledge on perceived threat of AD tended to be minimal for those with a college education or above. It is highly likely that better educated people have more coping resources that prevent worry resulting from AD knowledge.

Besides, beliefs in inter-generational support were also identified as a protective factor for perceived threat of AD. Chinese American older adults’ strong beliefs in inter-generational support may reduce their worries and lead them to believe that their service needs will be met through the assistance of their adult children should they develop AD. Another potential risk factor for perceived threat of AD is depression, since depression may shape a more pessimistic view of the future including worries about AD. Still, it is possible that people with more concerns of developing AD tend to feel depressed, as was found in a study of patients with diabetes that suggested the perceived threat of diabetes lead to depressive symptoms (Connell et al., 1994).

Changing AD knowledge alone may not necessarily address the worries or concerns of developing AD. Rather, exposure to more AD knowledge might increase the uncertainty or fear of AD in an ethnic group that uses denial and silence as a popular coping strategy for a mental illness (Yang, 2007), which is particularly true for those with limited education. Arizona is a state that has witnessed a growth in Chinese population in recent years, nevertheless, there are few effective AD education and intervention programs available for patients and family caregivers this population. Future AD education programs, interventions and services need to include components addressing the worry and other psychological concerns of developing AD. Several other modifying factors such as participant depressive symptoms and beliefs on intergenerational support should be considered in designing culturally sensitive community-based interventions for the Chinese
References


Social Justice and Building Community

Perhaps one of the strongest ways we can promote social justice is by building communities to be the central place for people to connect with one another, share resources, and develop ways to thrive across diverse cultures. This is important both locally and globally.

New Models of Social Innovation


Social problems affecting the developing world poor have received growing interest among both academics and practitioners. Program development strategies that build on market-based or business principles have been widely promoted in response by advocates, the media, foundations, and many academics and governmental officials. Yet, claims for their success have stemmed largely from carefully selected case examples and the enthusiastic accounts of advocates. Specific approaches often have been poorly defined, and there has been little comparative analysis of their strengths and limitations. Balanced assessments of expected contributions to social development, skills required for operation, and the conditions required for successful implementation likewise have been lacking.

New Models of Social Innovation: Assessing Market-Based Development Strategies for Assisting the Poor is the first book to comparatively assess recently emerging market-based social change approaches. Anderson focuses on four approaches that have received widespread attention: social entrepreneurship, corporate social responsibility, fair trade, and private sustainable development. He first discusses the developing world social problems to which these strategies have been applied, and defines the core principles they share. He then creates a general framework for defining and assessing these and other program development approaches, and applies it to each market-based strategy. Separate chapters on each approach provide background on its historical development and application, as well as interpretations of the necessary processes for implementation and the underlying behavioral assumptions related to successful outcomes. These chapters provide readers with grounding on each approach, as well as a sense of strengths and limitations.

A final chapter provides a comparative assessment of the approaches across a set of important program development dimensions. This analysis includes interpretations concerning how these models attend to participant empowerment in the process of development and in expected outcomes. It also focuses upon the important roles that politically oriented consumers play in the success of some of these models. In addition, Anderson analyzes the utility of market-based approaches as part of a more general consideration of social development approaches for the developing world poor. He concludes that these market-based approaches can be effectively employed as development strategies, and that both academics and practitioners can usefully draw on selected of their design principles. However, he argues that these approaches have been overhyped, and should be viewed as supplements rather than replacements for broader-scale government social interventions. Anderson also suggests strategies for better linking the best aspects of these approaches into governmental programs, while recognizing practical difficulties in doing so.
More research on social justice and community from our faculty and students...


Special thanks to our community advisory board:

Phoenix

Ariel Carlos, MSW, Chicanos Por La Causa, Inc.
Cheryl Crutch, Associate Dean of Foundation Relations and Development, South Mountain Community College
Lisa Garcia, MSW, Assistant County Manager, Pinal County Department of Health & Human Services
Richard Geasland, MSW, Sojourner Center
Carole Coles Henry, MSW, Retired, City of Phoenix (CAB Chair)
James Jones, MSW, Phoenix Veterans Administration Healthcare System
Nicole Levato, ASU Social Work Student Organization President and MSW student
John Lewis, MSW, Executive Director Inter Tribal Council of Arizona, Inc.
Peter Luszczak, Arizona Department of Juvenile Corrections
Douglas Mitchell, MSW, Retired, Veterans Administration
Shakira Pipher, Community Developer, Magellan Health Services
Madeline Stilwell, MSW, Big Brothers Big Sisters
Sheila Tickle, Juvenile Court Administrator, Superior Court Maricopa County
Judy Walruff, MSW, Ph.D, Early Childhood Development and Health Board – First Things First
Linda Westover, Retired, Phoenix Area Indian Health Service

Tucson

W. Mark Clark, MSW, ACSW; President and CEO, Pima Council on Aging
Danielle Demailo, LMSW; ASU SSW Faculty Associate and Mental Health Therapist/Team Lead, Southern AZ Veteran’s Health Care System
Pauline Machiche, BSW, CPM; Program Manager, Pima Region, AZ Division of Children, Youth, Families
Lupe Martinez, LCSW; Internship Coordinator, Southern AZ Veteran’s Health Care System
Maria Paisano, MSW; Social Service Division Director, Pascua Yaqui Tribe
Victoria Ramirez, BA; Clinical Coordinator, La Frontera Southwest Case Management and MSW PAC Student
Vanessa Seaney, LCSW, CPHQ; Chief Operating Officer, Community Partnership of Southern Arizona (CPSA)
Marie Davila-Woolsey, PhD; Director of Clinical Initiatives, La Frontera Center, Inc., Craig Wunderlich, LCSW; School Social Worker, Cholla High School
Mary Beth Ginter, PhD; Dean of Business, Computers, Languages, and Social Sciences at Pima Community College