



Committee for the Evaluation of Social Work and Human Services  
Study-programs

**University of Haifa  
Department of Human Services  
Evaluation Report**

**September 2007**



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## **Chapter 1- Background**

At its meeting on March 8<sup>th</sup>, 2005 the Council for Higher Education (hereinafter: the CHE) decided to evaluate study programs in the fields of Social Work and Human Services during the academic year 2005-2006.

Following the decision of the CHE, the Minister of Education who serves ex officio as a Chairperson of the CHE, appointed a committee consisting of:

- Professor Jonathan Rabinowitz - School of Social Work, Bar-Ilan University, Committee Chairman
- Ms. Ilana Ben-Shahar - Director of the Social Work Department, Ministry of Health
- Professor Ronald A. Feldman - School of Social Work, Columbia University, USA
- Professor Eileen Gambrill - School of Social Welfare, the University of California at Berkeley, USA
- Professor Zahava Solomon - School of Social Work, Tel-Aviv University

Within the framework of its activity, the committee was requested to<sup>1</sup>:

1. Examine the self-evaluation reports, which were submitted by institutions that provide study programs in Social Work and Human Services, and to hold on-site visits at those institutions.
2. Present the CHE with final reports for the evaluated academic units and study programs - a separate report for each institution, including the committee's findings and recommendations, together with the response of the institutions to the reports.
3. To submit to the CHE a report regarding its opinion as to the examined field of study within the Israeli system of higher education and a proposal of standards for Social Work & Human Services studies. The committee will submit a separate report to the CHE in this matter.

The first stage of the quality assessment process consisted of self-evaluation by the institutions. This process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of October 2005) and on the basis of the Specific Questions for the Fields of Social Work and Human Services which were compiled by the committee.

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<sup>1</sup>The Document with Terms of Reference of the committee is attached as **Appendix 1**

## **Chapter 2 -Committee Procedures**

The Committee held its first meeting on May 11, 2006, during which it discussed fundamental issues concerning Social Work and Human Services study programs in Israel and the quality assessment activity.

During the months of July and August 2006 the committee members received the self-evaluation reports and in September 2006 they began to hold discussions regarding these reports.

In November 2006 the committee members conducted a full-day visit to Social Work and Human Services Departments in five universities and three colleges. During the visits, the committee met with the academic leadership of the institution and that of the academic units under evaluation, representatives of committees, academic staff members, teaching assistants and students.

### **This report deals with the Department of Human Services, University of Haifa**

The committee's visit to the Department of Human Services took place on November 14, 2006. The schedule of the visit, including the list of participants representing the institution, is attached as Appendix 2.

The committee members would like to express their appreciation for the extensive amount of labor, thought and resources that went into preparations of the report and on-site visit and thank the management of the University, the Faculty of Social Welfare and Health Studies and the Department of Human Services for their hospitality towards the committee.

## **Chapter 3 - The Department of Human Services, University of Haifa**

### **I. Mission and Goals**

The Human Services Department is a part of the faculty of Social Welfare and Health Studies. The department started 12 years ago and is still in the early stages of development. Because of the interdisciplinary nature of the department, which combines elements of sociology, psychology, business and health and welfare, it was not obvious where the department should be situated within the university. While the department does not currently view human services as its own academic discipline they believe that in the next decade it will evolve into its own discipline. Currently the graduates of the program go on for graduate degrees in labor studies or management, but generally not to business schools. The Department and the university have submitted to the Council on Higher Education a proposal to launch a graduate program in human services.

### **II. Study Program**

The human services degree is currently a dual major degree. The most common second majors are in sociology, psychology, communication and Asian studies. There are no students studying social work

The program on the macro-level relates to organizations, effectiveness, and efficiency and on the micro level with serving customers or clients. The BA is 120 credits of which 60 credits are taken in human services and the rest in other departments such as psychology, sociology and business.

Student and graduate surveys indicate concerns regarding the extent to which the studies are of practical utility. Students have little direct contact with the field in the course of their studies. Only one course conducts a field trip and in only 20% of courses are students required to do a field-based project. The self-study report states that the human services program "is not designed to train students for a profession." If human services is to be regarded as a profession, there will need to be more field-based study.

Faculty wish to see coursework and the field connected more integrally to one another. They would like the study program to be a self-contained single major program providing greater training in core skills such as organization, interviewing, managing human resources and budgeting.

The department is planning to develop practicum courses partly in response to student's feedback. Faculty view the third sector as a natural area for concentration in the future. The current program does not focus on social problems. The faculty noted that more attention in the program should be given to the special needs of disadvantaged populations. Another area that they would like to emphasize is the role of technology in human services. Among other improvements recommended by the faculty are providing students with greater research and communication skills, both oral and written.

There is an internal faculty review committee that conducts regular reviews of the study program. However, it is not altogether clear that there is any significant degree of consensus among faculty and students as to whether or not the program does or should train persons to become professional intervention agents. Efforts need to be made to attain clarity and consensus on these issues and the nature of the program should be clearly conveyed to applicants.

### **III. Teaching Staff**

The department shares faculty members with other departments. Affiliated with the department are 2 associate professors, 4 senior lecturers, 3 lecturers, 4 doctoral students who teach courses and 18 adjunct lecturers. Together they teach the departments' 525 students. Because the lecturers are shared it is difficult to determine the student to faculty ratio which appears to be over 50 students per faculty member.

### **IV. Teaching and Learning**

Student surveys indicate a considerable degree of satisfaction with teaching in the program. However, courses and tutorials enroll very large numbers of students. This does not allow for discussion. In addition, the tutorials are large and in some cases there is not sufficient space and students must sit on the floor. There are no e-learning courses, but courses do have their own webpage with access to course materials. The faculty members expressed interest in developing some courses to be totally online, but noted that external help would be needed to accomplish this.

### **V. Students**

Students are enthusiastic about the program and the quality of the instruction as well as the personal attention that they get from faculty. In the committee's meeting with them they stressed the importance of the department opening an MA program. They would like the BA program to be more practice-oriented and suggested that the third year of the program concentrate on providing practical experience. Students contend that the curriculum is too general and that what they are taught is not readily applicable to the "real world". They also expressed a desire to have smaller class sizes.

There is no formal mechanism for academic advising when registering for the program or choosing courses. Such a mechanism needs to be developed within the Department.

Most of the students find a job within half a year after they graduate and some are already working while in school. Faculty members provided students assistance in finding a job. According to the self-study report a preliminary analysis of the kind of work-places shows that of those employed, 64% work in business organizations, 21% work in public organizations, and 15% in not-for-profit organizations. Analysis of the job characteristics shows that 28% operate in the human services domain, 26% in managerial positions, 23% in service positions, 11% in various administrative areas, and 12% in other kinds of

positions. Graduates prefer working in the private sector and not in NGOs. The faculty would like to see more of their graduates working in the third sector.

## **VI. Research**

Faculty engage in research in a variety of areas, but not necessarily in domains that will help to advance the emerging human services field. It is not altogether clear whether there is sufficient research activity in the Department to warrant introduction of an MA program with its attendant demands for research expertise and supervision of MA theses.

## **VII. Infrastructure**

Office space is very limited with faculty members sharing offices. Faculty do not have enough space to store research materials or meet with groups of students. Classes are taught in buildings throughout campus. Library services are excellent.

## **VIII. Budget**

The program was budgeted for 80 students and currently has 120. This has resulted in stretching of all resources from class size to inadequate office space. The department reports a large demand of students to enter the program.

## **IX. Self-Study Process**

As a result of the self-study process, the faculty have formulated some important plans for change. These focus upon developing administrative procedures aimed at supporting students, establishing ways to strengthen academic skills, and developing means to strengthen the applied aspects of the curriculum without adversely affecting the scholarly level. Important in this regard are planned efforts to examine ways of enhancing congruence between students' conceptions of the program and curricular content and to improve the clarity of information given by the university to candidates who register for the program.

Formal and regularized systems for evaluating the quality of the program are scant. Efforts need to be made to develop objective, reliable, formal, and regularized mechanisms and instruments to evaluate the program more accurately and to identify specific areas that require greater attention from the central administration and/or the Department's administration.



## **Chapter 4 - Recommendations: (\*priority recommendations)**

### **General**

- Improved ways should be developed to clearly apprise applicants, students, and the lay public about the goals and possibilities of the program.
- Faculty should develop formal and regularized systems for evaluating the quality of the program, the practice accomplishments of students and graduates, and the criteria for selecting courses and specific course content to be taught in the curriculum.

### **Study Program**

- Faculty ought to strive toward consensus regarding to what extent, if at all, the curriculum should include applied content and a field work internship.
- Efforts should be made to connect coursework more readily with the needs of the field.
- Add courses that help to develop better academic skills.
- Efforts should be made to determine whether the curriculum needs to offer greater depth in selected areas.
- The double-major approach is of questionable utility. Because students spend so much time on one or the other of the double majors, they acquire much more breadth than depth of knowledge. It may be advisable to consider other options such as, perhaps, offering most courses within the Department of Social Work along with a minor in another relevant area of study.
- Faculty should determine whether sufficient human, financial, and material resources are in place before a master's program is offered. In particular, they should determine whether there will be a need for research theses and, if so, whether sufficient numbers of research-oriented faculty will be available to help with them.

### **Teaching and Learning**

- Attention should be given to helping students develop fluid critical appraisal skills for reviewing different kinds of research related to particular practice and policy questions.

### **Students**

- Formal mechanisms should be established to help students with academic advising, registration, and selection of courses.
- \*The university should re-assess the number of students vis-a-vis the resources allocated to the program and make needed adjustments.

## **Research**

- If the educational program is to be service oriented and directed toward disadvantaged populations, faculty should conduct more research about the needs of such populations.

## **Infrastructure**

- \*Additional office space needs to be provided for the faculty.

**SIGNED BY:**

Jonathan Rabinowitz  
Prof. Jonathan Rabinowitz  
Chairperson

Ilana Ben Shahar  
Ms. Ilana Ben Shahar

Ronald A. Feldman  
Prof. Ronald A. Feldman

Eileen Gambrell  
Prof. Eileen Gambrell

Zahava Solomon  
Prof. Zahava Solomon

# APPENDIX 1

Terms of Reference of the Committee



מדינת ישראל

STATE OF ISRAEL

## Minister of Education Culture and Sports

December 4, 2005

To:

Professor Jonathan Rabinowitz	School of Social Work, Bar-Ilan University
Ms. Ilana Ben-Shahar	Director of the Social Work Department, Ministry of Health
Professor Ronald A. Feldman	School of Social Work, Columbia University, USA
Professor Eileen Gambrell	School of Social Welfare, Berkeley University of California, USA
Professor Zahava Solomon	School of Social Work, Tel-Aviv University

Esteemed Ladies and Gentlemen,

I hereby appoint you as members of the Council for Higher Education's (CHE) Committee for the Evaluation of Social Work & Human Services Study-programs (that have already received authorization) within institutions of higher education in Israel.

You are kindly requested to operate in accordance with the Appendix to the Terms of Reference of Evaluation Committees (study-programs), which is attached to this Terms of Reference document.

The Committee is requested within the framework of its activity to:

1. Examine the self-evaluation reports that shall be submitted by the institutions that provide study-programs in Social Work & Human Services, and hold on-site visits to those institutions.
2. Present the CHE- by January 2007- with final reports regarding the evaluated academic units and study-programs- a separate report for each institution including the Committee's findings and recommendations, together with the institutions' responses to the reports.

Within the framework of the final reports, the Committee is requested to refer to the following topics, among others, in relation to each of the study-programs:

1. The goals and aims of the evaluated academic unit and study-programs.
2. The study-program and its standard.
3. The academic staff.
4. The students.
5. The organizational structure — both academic and administrative - of the academic unit and study-program.
6. The broad organizational structure (school/faculty) in which the academic unit and the study-program operate.
7. Physical and administrative infrastructure available to the study-program.

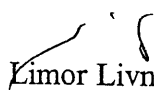
8. Internal mechanisms for quality assessment
9. Conclusions of the academic unit and the study-program.
10. Other topics to be decided upon by the Evaluation Committee.

In addition to its final report concerning each study program under examination, the committee shall submit to the CHE the following documents:

1. A report regarding its opinion as to the field of Social Work & Human Services within the Israeli system of higher education.
2. A proposal of standards for Social Work & Human Services studies.

Professor Jonathan Rabinowitz shall preside over the Committee as Chairman.  
Ms. Hadas Keppel shall coordinate the Committee's activities.

Yours sincerely,

  
Limor Livnat  
Minister of Education, Culture and Sport  
Chairperson of The Council for Higher Education

cc: Mr. Naftali Weitman, Secretary of The Council for Higher Education  
Ms. Hadas Keppel, Committee Coordinator

Enclosure

**Appendix to the Terms of Reference of Evaluation Committees (study-  
programs).**

**Appendix to the Terms of Reference of Evaluation Committees**  
**(Study-Programs)**

**1. General**

On June 3, 2003 the Council for Higher Education (CHE) decided to establish a system for quality assessment and assurance in Israeli higher education. Within this framework, study-programs are to be evaluated once in six years and institutions once in eight years. The quality assessment system came into effect in the academic year of 2004-2005.

The objectives of the quality assessment activity are:

- To enhance the quality of higher education in Israel;
- To create an awareness within institutions of higher education in Israel of the importance of this subject and to develop internal mechanisms for the evaluation of academic quality on a regular basis;
- To provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel;
- To ensure the continued integration of the Israeli system of higher education in the international academic arena.

**It is not the CHE's intention to rank the institutions of higher education according to the results of the quality assessment activity. The evaluation committee is requested not to make comparisons between the institutions.**

**2. The Evaluation Committee**

- 2.1 The CHE shall appoint a Committee to carry out quality assessment of the study-programs.
- 2.2 A senior academic figure in the examined field shall be appointed as Chairman.
- 2.3 The Committee shall include 3 to 5 senior academic figures in the field from leading institutions in Israel and abroad. In exceptional cases, and in cooperation with the committee chairman, an authoritative figure who is not on the academic staff of an institution of higher education may be appointed as a committee member.
- 2.4 In the event that a member of the committee is also a faculty member in an institution being evaluated, he will not take part in discussions regarding that institution.

**3. The work of the Evaluation Committee**

- 3.1 The Committee shall hold meetings, as needed, before visiting the institution, in order to evaluate the material received.
- 3.2 The committee shall visit the institution and the academic unit being evaluated within 3-4 months of receiving the self-evaluation report. The purpose of the visit is to verify and update the information submitted in the self-study report, clarify matters where necessary, inspect the educational environment and facilities first hand, etc. During the visit the committee will meet with the heads of the

institution, faculty members, students, the administrative staff, and any other persons it considers necessary.

- 3.3 In a meeting at the beginning of the visit, the committee will meet with the heads of the institution (president/rector, dean), the head of the academic unit and the study-programs, in order to explain the purpose of the visit. At the end of the visit, the committee will summarize its findings, and formulate its recommendations.
- 3.4 The duration of the visits will be coordinated with the Chairman of the Committee according to the issue, and in any event will not be less than one day.
- 3.5 Following the visit, the committee will write its final report, including its recommendations, which will be delivered to the institution and the academic unit for their response. The institution's and the academic unit's response will not result in changes to the content of the Committee's report, unless they point out errors in the data or typographical errors in the Committee's report. In such cases, the committee will be able to make the required corrections in its final report.

#### **4. The Evaluation Committee's Report**

- 4.1 The final report of the evaluation committee shall address every institution separately.
- 4.2 The final report shall include recommendations on the subjects listed in the guidelines for self-evaluation, and in accordance with the Committee's Terms of Reference.
- 4.3 The recommendations can be classed as one of the five following alternatives:
  - 4.3.1 *Congratulatory remarks and minimal changes recommended, if any.*
  - 4.3.2 *Desirable changes recommended* at the institution's convenience and follow-up in the next cycle of evaluation.
  - 4.3.3 *Important/needed changes requested for ensuring appropriate academic quality* within a reasonable time, in coordination with the institution (1-3 years).
  - 4.3.4 *Essential and urgent changes required, on which continued authorization will be contingent* (immediately or up to one year).
  - 4.3.5 *A combination of any of the above.*
- 4.4 The committee's report shall include the following:
  - 4.4.1 **Part A — General background and an executive summary:**
    - 4.4.1.1 General background concerning the evaluation process, the names of the members of the committee, a general description of the institution and the academic unit being assessed, and the committee's work.
    - 4.4.1.2 An executive summary which will include a description of the strengths and weaknesses of the academic unit and program being evaluated, according to the subjects listed in the body of the report and a list of recommendations for action.
  - 4.4.2 **Part B — In depth description of subjects examined:**
    - 4.4.2.1 This part will be composed according to the topics examined by the evaluation committee, in accordance with the committee's Terms of Reference and the report submitted by the institution, and at the discretion of the committee.
    - 4.4.2.2 For each topic examined - the report will present a summary of the findings, the relevant information and an analysis thereof, and conclusions and recommended actions.
  - 4.4.3 **Part C — Summary and recommendations:**



- 4.4.3.1 A short summary of every one of the topics described in detail in Part B, including the committee's recommendations.
- 4.4.3.2 Comprehensive conclusion/s and recommendation/s regarding the evaluated academic unit and the study-programs.
- 4.4.4 **Part D- Appendices:**
  - The appendices shall contain the committee's Terms of Reference, relevant information about the institution and the evaluated academic unit, the schedule of the on-site visit.
- 4.5 The final report will be delivered to the institution, with the deadline for its and the academic unit's response noted.
- 4.6 The Committee's final report together with the response of the institution and the academic unit will be brought before the CHE.
- 4.7 The CHE will discuss these documents and formulate its decisions within (approximately) a year from the time the guidelines for self-evaluation were sent to the institutions.

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# APPENDIX 2

The schedule of the visit



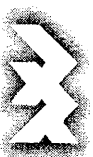
The Department of Human Services

החוג לשירותי אנוש

Schedule of visit for the Assessment Committee – November 14, 2006

14.11.2006 המלי"ג - טעם התערכה הרטורכה ועדת ביקור ועדת

Meeting with	Participants	שעות Time	מיקום Location	משותפים	פגישת עם
Academic and administrative management of the department	Dr. Rikoula Rita Mano, Head of Department Mrs. Miriam Lewin, Department Administrator Mrs. Efrat Medzini, Assistant to Administrator	10:15-11:00	חדר 712 קומה 7 מגדל אשכול Eshkol Tower	ד"ר ריקולה ריטה מנו, ראש החוג גבי מרים לוי, מרכזת החוג גבי אפרת מדיני, עוזרת למרכזת החוג	הנהלת האקדמית ומנהלית של החוג
Representatives of senior and junior staff members	Prof. Ruth Katz, Faculty Member / Professor Dr. Iddo Gal, Faculty Member / Senior Lecturer Dr. Orna Blumen, Faculty Member / Senior Lecturer Dr. Gil Luria, Faculty Member / Lecturer Dr. Shay Tzafir, Faculty Member / Lecturer Dr. Shlomo Hareli, Faculty Member / Lecturer Mrs. Mihal Biron, Adjunct Teacher Mr. Shay Rudin (tentative), Teaching Assistant	11:00-12:00	חדר 712 קומה 7 מגדל אשכול Eshkol Tower	פרופ' רוט כץ, ת.סגל / פרופסור ד"ר עידו גל, ת.סגל / מרצה בכיר ד"ר שיר צפירי, ת.סגל / מרצה ד"ר אורנה בלומן, ת.סגל / מרצה בכיר ד"ר גיל לוריא, ת.סגל / מרצה ד"ר שלמה הרצלי, ת.סגל / מרצה גבי מיכל בירון, עמית הוראה מר שיר רודין, עוזר הוראה	נציגי סגל בכיר וסגל זוטור של החוג לשירותי אנוש ● ועדת הוראה (ד"ר גל, ד"ר צפירי)
Lunch – Summary meeting with the heads of the department and the university*	Prof. Yossi Ben-Artzi, Rector Prof. David Faraggi, Vice Rector Prof. Perla Werner, Faculty Dean Dr. Amnon Lazar, Head of SW School Prof. Adital Ben Ari, SW Faculty Member Dr. Israel Doron, SW Faculty Member Dr. Rikoula Rita Mano, Head of HS Dept Prof. Avner Halevy, Head of the Department of Statistics and chair of its MA program in Quality Studies Mrs. Ruchama Elad-Yarum, Assistant to the Vice-Rector	12:00-13:00	חדר סנאט Senate Room קומה 29 מגדל אשכול Eshkol Tower	פרופ' יוסי בן ארצי, רקטור פרופ' דוד פראגי, המשנה לרקטור פרופ' פרלה ורנר, זיקן ד"ר אמנון לזר, ראש כיד"ס לעו"ס פרופ' עדיטל בן-ארי, חברה סגל עו"ס ד"ר אימי דורון, חבר סגל עו"ס ד"ר ריקולה ריטה מנו, ראש החוג פרופ' אבנר הלוי, ראש החוג לסטטיסטיקה וראש מגמת לימודי איכות גבי רוחמה אלעד-ירום, עוזר המשנה לרקטור	ארוחת צהריים



Meeting with	Participants	שעת Time	מיקום Location	משתתפים Participants	פגישת עם Meeting with
•Tour in the department	Dr. Rikoula Rifa Mano, Head of Department	13:00-14:00	קומה 7 Eshkol Tower	הסיוור יתקיים בקומה של חדר המרכזים והמנהלה ד"ר ריקולה ריפה מנח מלווה:	•סיוור בחוג
•Tour in the library	Dr. Orna Blumen Mrs. Orit Kamiehl Miller Mr. Oren Weinberg, Library Director Representatives of Library Staff	13:00-14:00	קומה 600, Library, Floor 600, Main Building	מלווים: ד"ר אורנה בלומן, אשת קשר מנהוג לשירותי אנוש גב' אורית קמיהל, אשת קשר עם הספרייה מבחינת ל"ע"ס מר אורן ויינברג, מנהל הספרייה נציגים של צוות הספרייה	•סיוור בספרייה
Representatives of students	Ms. Neta Baner, Graduate Mr. Nadav Yaakobovitz, 3 <sup>rd</sup> year Mr. Yaakov-Lev Alexander, 3 <sup>rd</sup> year Mr. Ali Makalda, 3 <sup>rd</sup> year Ms. Moran Hazan, 3 <sup>rd</sup> year Ms. Liraz Cohen, 3 <sup>rd</sup> year Ms. Tali Lugasi, 3 <sup>rd</sup> year Ms. Meirav Rabiner, 3 <sup>rd</sup> year Ms. Maayan Otmazgin, 2 <sup>nd</sup> year Mr. Shay Ungerman, 2 <sup>nd</sup> year Mr. Yoav Bar-shlomo, 2 <sup>nd</sup> year Mr. Tzahi Davidas, 2 <sup>nd</sup> year Mr. Amir Navon, 2 <sup>nd</sup> year Ms. Inna Sobolov, 2 <sup>nd</sup> year	14:00-15:00	חדר 712 קומה 7 Eshkol Tower	נטיע בער, בוגרת גב' יעקובוביץ, שנה ג' יעקב לב-אלכסנדר, שנה ג' עלי מקאלדה, שנה ג' מורן חזן, שנה ג' לייר כהן, שנה ג' טלי לוגסי, שנה ג' מירב רביניץ, שנה ג' מעין אטמזגין, שנה ב' שי אונגמן, שנה ב' יואב בר שלמה, שנה ב' צחי דודס, שנה ב' אמיר נבון, שנה ב' אינה סובולוב, שנה ב'	נציגי סטודנטים של החוג לשירותי אנוש

**הערות:**

\* נשאל המנויים והתקציב כרמה האוניברסיטאית נידונו ביום הביקור בע"ס.  
\*\* ד"ר ריקולה ריפה מנח, ראש החוג נכחה בכל השיחות, למעט שיחות המוגדרות כטנורות או ללא נוכחות של הנחלת המוסד.

**חברי הוועדה המעריכה:**

פרופ' יונתן רבינוביץ (יו"ר הוועדה) - בית הספר לעבודה סוציאלית, אוניברסיטת בר אילן  
גב' אילנה בן-שחר - לשעבר מנהלת השירות הארצי לעבודה סוציאלית, משרד הבריאות  
פרופ' איילין גמבריל - בית הספר ללימודי רווחה חברתית, אוניברסיטת ברקלי, קליפורניה, ארה"ב  
פרופ' זהבה סולומון - בית הספר לעבודה סוציאלית, אוניברסיטת תל אביב  
פרופ' רונלד א. פלדמן - הספר לעבודה סוציאלית, אוניברסיטת קולומביה, ארה"ב  
מרכות הוועדה, אנה קלינובה