

# Social Work Education in Countries of the East

## *Issues and Challenges*

Social Justice,  
Equality and  
Empowerment



Selwyn Stanley  
Editor

NOVA

SOCIAL JUSTICE, EQUALITY AND EMPOWERMENT

# **SOCIAL WORK EDUCATION IN COUNTRIES OF THE EAST: ISSUES AND CHALLENGES**

**SELWYN STANLEY**  
EDITOR



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*Chapter 30*

## **SOCIAL WORK EDUCATION AND TRAINING IN REPUBLICAN TURKEY**

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### **INTRODUCTION**

In this chapter, the education and training of social work in Republican Turkey are examined and the development of social work education and social services in Turkey are discussed against a historical background. In this framework, Turkish higher educational system and the position of social work education within the system is going to be emphasized. Moreover, the developments in social work education will be discussed from 1990's onwards with the example of Hacettepe University, Department of Social Work, which is the pioneer and a unique model for other social work education programs in Turkey.

Social welfare services and social assistance in Turkey have a deep-rooted history, dating back to the times of the Ottoman Empire. A large number of organizations were engaged in the field of social welfare thanks to the increasing economic and political power of the Ottoman Empire, which lasted seven centuries until the beginning of twentieth century. In this context, organizations, named Vakif (foundation) were founded by charitable folks as foundations focusing on social solidarity and financial aid. Futuvvet (also known as Lonca) were established by the tradesmen and merchants to provide vocational aid and those tasks similar to social security today. Other social welfare organizations were (and still existing in this century) the "Himaye'i Etfal Cemiyeti" (Child protection Institution) and "Hilal'i Ahmer Cemiyeti" (The Red Crescent) (Çavusoglu, 2001). Thus, these organizations performed most of the social welfare functions in the primarily Islamic, but also multi-religious and multi-ethnic and secular Ottoman Turkish history (Kut, 1983). They served for the poor, women and children, culminating in the present-day social welfare and support traditions of the Turkish society of Anatolia and Thrace. After the foundation of the Republican Turkey in the

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year 1923, providing social welfare services through the organizations of the state has gained renewed importance.

The emergence of organized social services and social work education in Republican Turkey can be described as a slow but sure developmental process over several decades. This process is closely related to societal changes such as rapid urbanization and industrialization followed by increased demands for scientific and professional standards for all, and especially, health and welfare services in the early sixties.

Social work education is historically connected with all the developments discussed above. The initiation of education and training for professional and planned public social services in Turkey was also in line with the Keynesian conceptualization of social welfare in the post-world war II era (Göbelez, 2003). Social welfare went through a period of rapid growth and gained popularity in Turkey as it did in many parts of the world. Governments regarded it within the framework of universalism, as an institution in its own right with a potential for treating social problems such as poverty, child, family and elderly welfare, etc. As the field of social welfare expanded, the concern for the education of qualified professionals gained prominence. Thus, in the late 1950s, social work education became a major concern of the Turkish state. However, what contributed the most to the structuring of social work education and to the contemporary design of social welfare services in Turkey were primarily external factors, rather than, internal societal demands. The United Nations (UN) was an active agent within the process of the establishment of a social work school and development of state-wide services, as it was in other developing countries. After the Social Commission of the Economic and Social Council under the UN stressed the need for fostering social welfare staff in its 1947 assembly, a survey about the social service education programs of countries was prepared and reported in 1949. These UN agencies approved a resolution in 1951 that acknowledged social work as profession with specific functions and educational requirements (Kosar and Tufan, 1999). The international assemblies concerning social work training that have met since then, the second being held in 1954 and a third in 1959, demonstrated the extent to which the institutionalization and professionalization of social work in various countries had been influenced by the leading characteristics of the experience in the USA, the leading country in the United Nations (Özdemir, 2001). Not surprisingly, training for social work expanded incrementally in Europe, Latin America, Canada and Australia, as well as in various countries of Asia and the Middle East in 1950s. Midgley (1981) indicated that despite the emphasis given to differing aspects of social work education in each country, social workers mainly undertook quite similar tasks and they dealt mostly with the problems of the individual and his/her family, just like their British and American counterparts. Because of this functional affinity and because of a common desire to strengthen scientific content of social work, social work education in Europe as well as in Turkey and other countries, has been receptive to theories and ideas formulated and advanced via the US.

According to Göbelez (2003), Turkey took its part in the worldwide phenomena of the diffusion of social work to the "Third-World" through the efforts of western social advisers provided by United Nations. This international spread of social work, instigated by western social work experts, corresponded to the ideals of modernization. The models that these experts utilized to promote modern social work were often based on approaches developed in their own countries, primarily the US. Turkey received support from a number of US experts commissioned by UN in order to develop a national welfare system and to provide solutions

for the rising social problems. Consultants were assigned to research in the field such as general social welfare, social development, social work education, family welfare, and rehabilitation services. Thus, the emergence and structuring of professional social work education was based on American experience. This is important not only because the institutionalization of social work education in Turkey was influenced by that experience, but also because emblematic of the processes in other parts, mainly the developed countries of the world.

## THE EARLY SEEDS OF SOCIAL WORK EDUCATION

First significant and policy-based step for the development of social work in Turkey was the enactment of the law for the establishment of Social Services Institute (Public Law, No. 7355). The law was put into practice in 1959 and legally provided to foundation of social work schools in Turkey (Kosar and Tufan, 1999). According to the ninth article of the law, "in order the train social workers and social assistants, the Social Services Academy would carry out theoretical and practical social work teaching at the university or high school level, either directly or via the university." (The institutionalization of education of social assistants at the high school level was never realized.)

The law asserted that the teaching leading to a university degree while earning a Bachelor's diploma would be designed in coordination with the ministries of Health and Social Assistance and Education. Moreover, with the law, the Social Services Institute became responsible for providing coordination between all institutions concerning social welfare, public (state-wide and municipal), non-governmental, private (voluntary/non-profit and profit-making).

Another significant development in terms of social work both as a profession and as scientific discipline was the establishment of the Social Services Academy in 1961, mentioned above, as included in the text of the above law for the foundation of Social Services Institute. As in other countries, a number of charismatic individuals were active in the field of social work education in the early 1960s, and their efforts were important in developing the educational system of social work in Turkey. One such person was Sema Kut. Professor Kut, who managed the Social Services Academy for over 30 years, indicates that the Academy was founded as a part of the Ministry of Health and Social Assistance. It served as a research and higher education institution, which taught four years of undergraduate education after high school (Kut, 1983).

It is an important question why the first social work school was affiliated with a State ministry and not with a university. Karatas and Erkan (2005) reasoned that Ministry of Health and Social Assistance was selected due to its organizational structure that comprised mainly of health, social assistance and care services, at the time. After the foundation of the academy, the UN continued its financial and counselling support. Furthermore, in order to train Turkish faculty members, some people were sent abroad with the support of UN, Central Treaty Organization (CENTO, now defunct), the Netherlands, and the Fulbright Commission. Göbelez (2003) indicates that the development of social work education was part of a global phenomenon of professionalization of social work. Although the diver and intensifying need of Turkey gave impetus to the formation of local demands, the initiation of social work and

its continuation could not be possible without its international component. Besides the financial and educational backing, identification with an international community of social work would grant a kind of authenticity and credibility for the emerging profession in the eyes of the Turkish public. Thus, in 1965, the Social Services Academy became a member of the International Association of Schools of Social Work (IASSW).

With the beginning of social work education in Turkey in the early 1960s, social problems, and accordingly, social policies diversified. The main components of social change between 1950 and 1980 in Turkey, i.e., rapid industrialization, urbanization and migration, brought along social issues such as the disintegration of the traditional family, the rise in crime rates, and an increase in the urban-rural population imbalance, and inequality of income. Thus, the Second National Services Conference, in 1962, opened by asking, "As a country in a changing world, its' ties disconnected with the old (Ottoman Empire), but not exactly in accord with the new world order, how do we handle the country's social problems?" The Minister of Health and Social Assistance, in his opening speech, further remarked that "the problems that were invisible like underground waters in the past, surfaced to the ground today. A river is flowing, but we do not know who it will drag along" (Göbelez, 2003). Facing and coping with the challenge of diverse social problems was anticipated with the construction of a society that could be planned and measurable as much as controllable. The increased importance of statistics, the establishment of institutions such as population studies, public administration, criminology and social services were some of the outcomes of the effort to make the society cognizant of more science and detailed information and to intervene in its state of affairs at large. As a new process of dealing with social issues, institutionalized and professionalized social work has thus aimed at the social integration of the poor and dependent sections of society by rendering a more harmonious life with their environment (Göbelez, 2003).

In the 1960s, when social work education entered Turkey, substantial progress had already been made in most other developed countries (especially in the USA and Europe). For instance, France and the United States had established 41 and 150 social work schools, respectively. (Payzin, 1961). Turkey had to go through some important phases to achieve this stage. The following view was taken during the first years of social work education: The training should focus on two bases, namely "theory" and "practice" during the training of social workers, and giving an education in this area both as a scientific discipline and as a profession. It was also recognized that social work had both the characteristic of science and the quality of arts.

The second school in Turkey for social work education was founded in 1967 with the name of the Social Work and Social Services, as a department of Hacettepe University. Two years later, it was brought under Faculty of Social and Administrative Sciences, and was given higher status and thus the name, "Department of Social Work and Social Services. The department provided not only undergraduate, but also graduate degrees of MSW and PhD, even before the first school, the Social Services Academy.

The Social Services Academy, which continued its educational activities under the Ministry of Health and Social Assistance until 1980s, became allied with Hacettepe University. This was a result of the nation-wide restructuring of the university system by the Council of Higher Education Law (the item 2547) which was put into practice in 1982. The two social work schools were united and changed the name and status as Department of Social Work under the administration of Hacettepe University. Obviously, there was some

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divergence and limited collaboration between the two educational institutions. The disputes that sometimes led to conflict were an impediment to join forces for the improvement of education.

At present, the unified Department of Social Work continues providing education both at undergraduate, and graduate levels (MSW and PhD), still under the Hacettepe University banner, although with a different status. In the year 2006, the Department of Social Work was integrated into the Faculty of Economics and Administrative Sciences, and officially became a unit of a "Faculty," which, in the Turkish higher educational system is accorded with full and complete privileges for conducting education, research and public service with full academic freedom and independence and without any statutory and administrative limitations and restrictions. The Department is now a member of the International and European associations of schools of social work (IASSW and EASSW, respectively).

The third school of social work in Turkey, Baskent University, Faculty of Health Sciences, Department of Social Work, was founded as part of a Vakif (foundation) university. It started undergraduate education in 2002. In this department, high school graduates are admitted for a five-year curriculum beginning with one year of English preparatory class. This school is also a member of both IASSW and EASSW.

After 2006, eight social work departments were established under different state or foundation universities one after another in the following cities: Ankara (Ankara Univ.), Konya (Selcuk Univ.), Sakarya (Sakarya Univ.), Aydin (Adnan Menderes Univ.), Düzce (Düzce Univ.), Isparta (Suleyman Demirel Univ.), Kocaeli (Kocaeli Univ.), and in Istanbul (Maltepe Univ.). Today, there are totally ten social work departments in Turkey, and new departments will continue to be established in the near future.

In order to grasp better the quality and structure of social work education which is the main theme of this chapter it is necessary to focus on Turkish higher education system in a general sense.

## **The Higher Education System in Turkey**

What also has added to the structure and quality of social work education are the general characteristics of the Turkish higher education system. This system has been built on two parallel structural platforms interacting with each other on social and political terms. These platforms are, first, the Five-year development plans, and, second, the Higher Education Council (Yüksek Öğrenim Kurumu, YOK, in Turkish; hereafter, YOK). In Turkey, which is among the developing countries, five-year development plans, originally put into practice in 1963, have progressively been not only main economic but also educational and social welfare policy instruments utilized as the major guides for the design, implementation, and provision of public education and social services with one-to-five-year goals and objectives. Second, YOK has been set up to play a substantive political and technical role in determining operational policies and programs of the country's higher education in accordance with the planned national educational goals and objectives.

It is a fully autonomous supreme corporate public body solely responsible for the planning, coordination, governance and supervision of higher education within the provisions set forth in the Constitution (articles 130 and 131) and the Higher Education Law (No. 2547), enacted in 1981. It has no political or governmental affiliation. Within this framework, all

institutions of higher education have been bought under the roof of YOK. Universities with their faculties and institutes, so-called "advanced schools" for higher education, conservatories, vocational /technical higher education schools, police and military academies and colleges, and applied research centres are considered as the institutions of higher education.

Today, there are 139 universities, 94 public and 45 private-non-profit with Vakif (foundation) status in the country. In the universities, the instruction is generally in Turkish. Some universities also use English, French and German as the language of instruction with one preparatory year, if necessary. After a four-year "faculty" education, one can further his/her education with master's and doctoral degrees. Master's programs usually are for two years with thesis and non-thesis options. Admission to doctoral programs does require a master's degree and has duration of minimum four years with the completion of a doctoral dissertation to term.

The major source of income of state universities is the funds allocated through the annual State budget, providing for about 60% of the total university income. The other 40% comes from the services provided by that university, such as patient care services in university hospitals, research funds and grants and tuition (4%). Tuition could be waived off or provided by the state and/or by private individuals and organizations, for high achieving students. Tuitions are much higher in the Vakif (foundation) universities. At present, enrolment in the foundation universities accounts for only 5% of the total. Clearly, state universities by far carry the major portion of the load of higher education in Turkey.

Although, university education also lost its appeal in Turkey in the 2000s as it did in other developing countries, the demand for it has again grown of late in Turkey. There are various psychosocial factors behind this growth. (Ulugtekin *et al.*, 2002): There is a. First, there is a common belief that higher level of education provides higher social status. Second, competition in the work life creates an urgent need for qualified human power having the highest education. Third, high level jobs with high levels of income and prestige could only be obtained through higher education.

Entrance to all Turkish higher education institutions is a unified process and is realized through a central testing and examination system. Each candidate wishing to enter a school must be at least a high school graduate and must take the exam named, "The Student Selection Examination (Ogrenci Secme Sinavi, ÖSS, in Turkish; hereafter, OSS)." Candidates taking this exam, given once a year, are required to get the minimum entrance score designated for each department of both public and private (foundation universities in order to be accepted. The Centre for Selection and Placement of Students (Ogrenci Secme ve Yerlestirme Merkezi, OSYM; hereafter, OSYM), which is part of YOK (the Higher Education Institution) has been continuing this practice since 1974. All departments of social work in all the universities also utilize this system. According to comprehensive report of OSYM (2006), nearly all institutions of higher education in Turkey have, each year since 1974, accepted students in accordance with the results of the examinations organized by ÖSYM. In Turkey, as in most other countries, the current demand for higher education far exceeds the places available. In view of this fact, ÖSS has two objectives: 1) to assure a balance between the demand for higher education and the places available in higher educational institutions, and, 2) to select and place students with the highest probability of success in all the available higher education programs, taking into consideration their preferences, and performance on ÖSS. ÖSYM is totally financed by the candidates who apply

for the examinations i.e. it is financially a self-supporting organization, and there are separate fees for application and for each examination.

Given the basic characteristics of the Turkish higher educational system explained above, the departments of social work in all universities admit around 560-570 high-school graduates each year, an equal number of men and women, with adequate scores to enter these departments.

## Philosophy and Quality of Social Work Education

Since the Hacettepe University Department of Social Work is the premier social work educational institution widely used by the other emerging schools as the model for their work, its philosophy and characteristics are discussed here as if they represent all other schools.

Philosophy of the Department is expressed in its mission, vision, and objectives. Mission is to provide social work education in line with universal declarations of human rights and values; to produce scientific knowledge; to cooperate with its publics; to produce policies; to eliminate the inequalities in society; to protect human rights and to prevent violations. Vision of the Department is to reach a level to serve as a contributing institution to the education and training efforts of the social work schools in the developed countries with both its graduates and production of scientific knowledge, to be perceived as an authority on education and training for development of social welfare theory and practice for human development, social justice, and democracy, and to be respected as a guardian of national and international ethics and values of the profession.

The above mission and vision statements of the Department shape its goals, which could be grouped under three sections.

- 1) Training social workers who are equipped with adequate basic knowledge for capturing the conditions and problems of Turkey and also with adequate knowledge and skills of social work methods ( Graduates may assume duties as practitioners in both rural and urban areas, both in the public and private sectors and volunteer institutions; may participate in social welfare policy and planning work at various levels; may work in every field of social work as organizer, planner, trainer, and researcher.)
- 2) Conducting scientific studies and research, and publishing in all fields of social work.
- 3) Teaching and instructing by organizing various lessons, seminars and conferences in order to improve the knowledge and skills of the ones working in the fields of social work (Tufan and Tuncay, 2004).

The social work Department's mission, vision, and goals are cognizant of the profession's concerns and framework for practice. The following are major concerns of the profession in the country, contributing to the Department's curriculum:

- Facilitate the inclusion of marginalized, socially excluded, dispossessed, vulnerable and at-risk groups of people.
- Address and challenge barriers, inequalities and injustices that exist in society

- Assist and mobilize individuals, families, groups and communities to enhance their well-being and their problem-solving capacities.
- Encourage people to engage in advocacy with regard to relevant local, national, regional and/or international concerns.
- Advocate for, and/or with people, the formulation and targeted implementation of policies that are consistent with the ethical principles of the profession.
- Advocate for, and/or with people, changes in those structural conditions that maintain people in marginalized, dispossessed and vulnerable positions.
- Work towards the protection of people who are not in a position to do so themselves, for example children in need of care and persons experiencing mental illness or mental retardation within the parameters of accepted and ethically sound legislation.

As to its framework for practice, as also an academic discipline, social work in Turkey engages in a practice with a wide range of theories and modalities within many types of settings and with many different client systems, also imbedded in the Department's curriculum.

### **THE CURRICULUM OF THE DEPARTMENT INSPIRED BY THE GENERALIST APPROACH TO SOCIAL WORK PRACTICE**

Today the curriculum of the Hacettepe University Department of Social Work which is the only higher education institution giving social work education in the levels of undergraduate, MSW and PhD in Turkey is based on the generalist approach. The generalist approach in Turkish social work education emphasises the contextual understanding and importance of making knowledge based and professionally underpinned assessment of the client's case (individual, family, small groups or larger systems). Such analytical evaluation of needs, possible resources and solutions make planning from a micro as well as the mezzo and macro perspectives attainable. Rather than giving precedence to any special approach, there is emphasis on conveying respect and confidence as a generalist social work skill simultaneously opening the student's mind for developing more selected skills or approaches in graduate studies and future professional specialization.

It is essential to discuss the integration of theory and practice in a general framework in the generalist social work approach. In this approach, basic and social sciences education for comprehending human society and their problems is significant. Professional knowledge and practice are also shaped according to a general frame, which is constituted by a combination of all methods. The generalist approach takes human and social problems as systemic and generic and focuses on problem fields in practice (Ulugtekin *et al.*, 2002). Besides, Miley, O'Melia and Dubois (1998) indicate that the generalist approach to social work rests on four major premises: First, human behaviour is connected to the psychological and social environment. Second, based on this relation among persons and environments, opportunities for enhancing the functioning of any human system include changing the system itself, modifying its interactions with the environment. Generalist practitioners put into practice multi-level assessments and multi-method interventions (micro – mezzo – macro) in response to these potential changes. Third, working with any level of human system -from individual

to society- uses similar social work processes. Finally, generalist practitioners have also responsibilities to work on social policies and to conduct applied research.

From this viewpoint, the educational program is rather multi-disciplinary, covering knowledge of the human being with his/her physical, intellectual and emotional development, as well as knowledge of society with its economic, cultural psychological, legal, and administrative aspects, besides the theory and practice of social work.

Content of the generalist approach in social work education has the following historical development: In 1950's in the framework of the generalist approach traditional methods such as social individual work, social group work, social organization were brought together and integrated, and development of a social work practice theory which reaches beyond old boundaries gained importance. In this context, social work intervention was no more "agency/field oriented," but now "problem and solution oriented," and so its scope was enlarged (Ulugtekin *et al.*, 2002). In the light of these developments, curriculum of the Department of Social Work was altered and improved five times.

The recent curriculum which has been implemented since Fall, 2001 in the Department of Social Work goes parallel with social work education programs worldwide and especially United States of America, and has similar qualities.

### **The Undergraduate Curriculum**

The curriculum of social work is based on a solid tradition of social science. In the first two academic semesters, the students are to take basic obligatory courses in economy, sociology, psychology, law and political sciences, mathematics, philosophy and social anthropology (see tables, 1-4). Yet, rather than learning these disciplines systematically and in detail, these courses aim at the attainment of a deeper insight about human needs and social problems. Starting with second year, specific courses concerning the profession are offered such as human behaviour and social environment, social work theory, social work management, human rights and social work, social policy and planning, and social work research (in both quantitative and qualitative methods).

In addition to the theoretical courses, the social work students are obligated to participate in two practical courses under the supervision of lecturers, starting with their seventh semester. Thus, as all the students can have some experience in various fields of social work practice and a competency in one specific field of social work can be achieved by the 14 weeks practical work in the last semester of undergraduate education. The department has formal contracts with different governmental or non-governmental institutions in the fields of social, health and forensic services regarding, practice placements of students and research cooperation. A strong theory and practice relation is gained by students in their practical work. In other words, the possible gaps between social work theory and practice are bridged by supervised practical placements. In addition to theoretical and practical courses, the students are to prepare a comprehensive research thesis in their third year so that they learn not only research methodology, but also experience sharing responsibility in their working teams.

The main purpose of the theoretical and practical training is to prepare students to become professionally qualified generalist social workers offering competent and culturally sensitive services to individuals, families, groups and communities. Students are prepared

with a substantial knowledge of the Turkish socio-cultural structure, legislation, and social policy. Thus, they are equipped with a broad knowledge base in order to be able to operate within a wide range of social knowledge, and capable of applying such knowledge and skill in various practical settings, critically aware of the ethical issues involved in social work practice, welfare policy and research.

The education given in the Department of Social Work is of international standards at the university level in terms of social work method, theory and practice. Moreover, students are oriented to the issues such as social conditions, social problems, change processes and development aspects of Turkey. Social Work Research provides opportunity for students to identify and research problem fields of the country's social welfare.

In addition, the courses like Public Administration and Social Work Management help students to gain administrative knowledge and skills repertoire. Field work, which dominates 40% of the curriculum, contributes to the development of students in terms of gaining professional attitudes and skills, transferring theoretical knowledge to practice, recognizing the qualities of client groups in society, functioning of bureaucratic structures, gaining the experience of cooperation and team work with other professions and disciplines.

30% of the courses in the curriculum, which has been the practice since 2001 in the Department of Social Work, are taught in English, and the rest in Turkish. The duration of undergraduate program is five years with a one-year English preparatory class.

The curriculum aims at training in the generalist social work approach which is accepted by social work education programs whose equivalence is certified in both undergraduate and graduate levels; laying stress on primary fields of knowledge production and practice that Turkey's conditions necessitate; increasing the efficiency of social workers and social work institutions in Turkey which is in a process of integration with Europe; adjusting academic and professional development of social work students to rapidly changing country and world conditions; equipping social workers with values, knowledge and skills to produce effective solutions for social problems.

For these purposes, students take at least 48 courses in the four-year period of the undergraduate program. Total credits for these courses are 151, and there is totally 672 hours of field practice.

In the curriculum, the traditional courses of social case work, social group work and work with community – community organization that had been taught separately and are classical social work methods have now been integrated according to the generalist approach and brought under a three-phase course Social Work Theories I-II-III. In addition, in keeping with the developments in the profession, the needs of the country, the expectations from social workers and students' areas of interest various elective courses are also offered. The elective courses are as follows: Animation, Communication with Play, Communication Skills, Creative Drama, Art and Social Work, Sport and Social Work, Turkish Language for Foreigners, Social Work with Immigrants and Refugees, Urbanization, Urban Problems and Social Work, Social Work in Disasters, Poverty and Social Work, Juvenile Delinquency and Social Work, Child Protection and Care Systems, Interviewing Techniques in Social Work, Social Work with Elderly, Industrial Social Work, School Social Work, Community Development and Social Work, Demography, Comparative Social Welfare Models, Social Work with Youth, Street Social Work, Substance Abuse and Social Work, Non-governmental Organizations and Social Work, Anti-Oppressive Practice, Strategic Planning and Project

Development in Social Service Agencies, Health and Environment, and Gender and Social Work.

Below, the undergraduate, MSW and PhD curricula of Hacettepe University Department of Social Work, are presented in the Tables 1- 8.

**Table 1. Social Work Undergraduate Program First and Second Semesters' Curriculum**

First Semester	T P C	Second Semester	T P C
*General Economics	3 0 3	Social Structure of Turkey	2 0 2
Introduction to Sociology	3 0 3	*Introduction of Basic Information Technologies	2 0 2
Introduction to Social Work	3 0 3	Introduction to Social Anthropology	3 0 3
Introduction to Law	3 0 3	Introduction to Psychology	3 0 3
*Basic Mathematics	3 0 3	Reporting and Presentation Skills	2 0 2
*Field Experience In Social Work Settings	1 2 2	Introduction to Philosophy	3 0 3
Turkish Language I	2 0 2	Turkish Language II	2 0 2
*Speaking and Presentation Skills I	2 0 2	*Speaking and Presentation Skills II	3 0 3
		Elective I	1 2 2
Total	21 2 22	Total	21 2 22

\*Courses are given in English. \*\* T.: Theoretical hrs.; P.: Practical hrs.; C: Credits.

**Table 2. Social Work Undergraduate Program Curriculum for Third and Fourth Semesters**

Third Semester	T P C	Fourth Semester	T P C
Human Behaviour and Social Environment I	4 0 4	Human Behaviour and Social Environment II	4 0 4
Social Work Legislation	2 0 2	Social Work Research II	3 0 3
Social Problems	2 0 2	*Social Work Terminology in English I	2 0 2
Social Work Research I	2 0 2	Social Work Theory I	4 0 4
Introduction to Statistics	4 0 4	*Public Administration	3 0 3
Ataturk's Principles and The History of The Revolution I	2 0 2	Ataturk's Principles and The History of The Revolution II	2 0 2
*Academic Writing Skills I	3 0 3	*Academic Writing Skills II	3 0 3
Total	19 0 19	Total	21 0 21

\*Courses are given in English.

**Table 3. Social Work Undergraduate Program Curriculum for Fifth and Sixth Semesters**

<b>Fifth Semester</b>	<b>T P C</b>	<b>Sixth Semester</b>	<b>T P C</b>
*Social Work Terminology in English II	2 0 2	*Social Policy and Planning	3 0 3
Applied Research (Annual)	2 8 6	*Human Rights and Social Work	2 0 2
*Social Work Management	4 0 4	Social Work Theory III	4 0 4
Social Work Theory II	4 0 4	Social Work With Families and Children	2 0 2
*Elective II	2 0 2	Social Work With Disabled	2 0 2
		*Social Work Ethical Principles, Values and Responsibilities	2 0 2
		Elective III	2 0 2
Total	14 8 18	Total	17 0 17

\*Courses are given in English.

**Table 4. Social Work Undergraduate Program Curriculum for Seventh and Eighth Semesters**

<b>Seventh Semester</b>	<b>T P C</b>	<b>Eighth Semester</b>	<b>T P C</b>
*Medical and Psychiatric Social Work	2 0 2	Social Work Practice II	1 30 16
*Criminality and Social Work	2 0 2		
Social Work Practices I	1 18 10		
Elective IV	2 0 2		
Total	7 18 16	Total	1 30 16

\*Courses are given in English.

Total Credits: 151.

## THE MASTER OF SOCIAL WORK CURRICULUM

The graduate programs of the Hacettepe University Department of Social Work are composed of two levels: master of social work (MSW) and doctorate (PhD). The major goal of the MSW program is to train social workers for a range of leadership and advanced practice roles in the profession. While students will be prepared to practice at specific intervention levels, and with specialized skills, all will be thoroughly grounded in knowledge of psychosocial development, social welfare policies, and social work organizations. Instilling the skill of critical inquiry and an emphasis on the use of tested knowledge and theory in developing and applying intervention methods is another goal of the program. Classroom preparation focuses on knowledge of individual and family development, ethno-cultural factors, policies and institutional systems governing services, and research strategies for program development and evaluation. In this program, which aims at educating human power

in the field of social work in accordance with the above general goal courses are offered as compulsory and elective (see Tables 5, 6).

The Master of social work program also aims to prepare students for professional responsibility in the field of social services and to work within institutional systems, which comprise it, mainly public social services and publicly supported voluntary social services. The modes of practice emphasized include those most relevant to the public service system.

The most important function of the Department of Social Work master's program is to graduate practitioners whose role will be to deal with individual and social problems. Conducting research will not be the primary professional function of most graduates. However, the social work profession requires practitioners who understand the role and character of social work research and who can cooperate with social scientists in both research and practice settings. The Department, therefore, has a mandate to make research methods an essential part of the preparation for careers in social work. The objective of the research portion of the curriculum is to express an understanding of the nature of scientific inquiry, the relationship of science to practice, and an appreciation of the potential contribution of research to the profession. Students complete their research requirement by preparing an individual thesis related to their specific research interests.

Having studied for bachelor's degree at the any department of social work or other related disciplines (psychology, sociology or philosophy) is the requirement for applying to the master of social work program. The candidates of other related disciplines may be asked to take two-to-twelve credit hours of professional courses additionally at the scientific preparation program. The students who complete totally 24 credit hours by taking requisite and elective courses offered by the program and by doing practice, and also who prepare master's thesis under the supervision of a supervisor and are successful at the thesis oral exam, are eligible to get master of social work diploma. The courses students take are determined in consultation with their supervisor. The program duration is of two years, one year for theory and the second for their thesis.

**Table 5. Social Work Master's Program First Semester's Curriculum**

Course Title	T P C*
Special Topics (dissertation)	4 0 0
Social Work Theories and Practices	3 0 3
Social Policy and Social Work Administration	3 0 3
Social Work Practice I	0 6 2
Comparative Health Policy and Services	3 0 3
Medical Social Work	3 0 3
Comparative Family Policy and Services	3 0 3
Family Theories	3 0 3
Comparative Child and Youth Policy And Services	3 0 3
Child Neglect, Abuse and Social Work	3 0 3

\* T.: Theoretical hrs.; P.: Practical hrs.; C: Credits.

Table 6. Social Work Master's Program Second Semester's Curriculum

Course Title	T P C
Special Topics (writing thesis)	4 0 0
Qualitative and Quantitative Research	3 0 3
Social Work Seminar	3 0 0
Social Work Practice II	0 6 2
Psychiatric Social Work	3 0 3
Social Work with Families	3 0 3
Social Work with Children and Youngsters	3 0 3
Substance Abuse and Social Work	2 0 2
Cancer and Social Work	2 0 2
Sexually Transmitted Diseases and Social Work	2 0 2
Domestic Violence and Social Work	2 0 2
Poverty, Family and Social Work	2 0 2
Broken Families and Social Work	2 0 2
Street Children and Social Work	2 0 2
Children in need of Protection and Social Work	2 0 2
Children Violate the Law and Social Work	2 0 2

### THE PHD CURRICULUM

The Doctoral program of Hacettepe University Department of Social Work, started in 1968 and is the only program in Turkey. The doctoral program is aimed at developing scholars who will make significant contributions to social work in Turkey through, for example, taking part in social work education, and contributing to the development of scientific developments in the field of social work. Within the framework of this goal, besides the basic courses in the doctoral program there are also elective courses (see Table 7). The program takes four years, two years for theory and two for the dissertation. In the Department of Social Work both MSW and PhD programs are developed according to the generalist social work approach.

The students, who are admitted to the doctoral program with social work undergraduate diploma, must complete at least 42 credit hours. The total number of 21 credit hours of courses should be taken from master's program, and preparing an individual master's thesis is not required. The students, with Master of social work diploma, must complete at least 21 credit hours in order to graduate.

Doctoral course work includes seminars in research methods, statistics, theory and other related courses within the Department of Social Work and other departments of the university along with individual tutorials with members of the faculty. Doctoral students become proficient in research methodology and experts in their area of interest and ultimately demonstrate their scholarly competence through their dissertation.

Table 6. Social Work Master's Program Second Semester's Curriculum

Course Title	T P C
Special Topics (writing thesis)	4 0 0
Qualitative and Quantitative Research	3 0 3
Social Work Seminar	3 0 0
Social Work Practice II	0 6 2
Psychiatric Social Work	3 0 3
Social Work with Families	3 0 3
Social Work with Children and Youngsters	3 0 3
Substance Abuse and Social Work	2 0 2
Cancer and Social Work	2 0 2
Sexually Transmitted Diseases and Social Work	2 0 2
Domestic Violence and Social Work	2 0 2
Poverty, Family and Social Work	2 0 2
Broken Families and Social Work	2 0 2
Street Children and Social Work	2 0 2
Children in need of Protection and Social Work	2 0 2
Children Violate the Law and Social Work	2 0 2

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Table 7. Curriculum of Social Work Doctoral Program

Course Title	T P C*
Special Topics (writing thesis)	5 0 0
Seminar	0 2 0
Field Work I	1 4 3
Quantitative Research Design	3 0 3
Qualitative Research Design	3 0 3
Social Sciences and Social Work	3 0 3
Social Work Education	2 2 3
Social Policy Analysis	3 0 3
Management in Social Work Organizations	3 0 3
Field Work II	1 4 3
Clinical Social Work Theories	3 0 3
Social Work with Community	3 0 3
Social Work with Individuals	3 0 3
Social Work with Groups	3 0 3
Human Rights and Social Work	3 0 3
Advanced Statistics in Social Work	2 2 3
Urban Change and Urban Problems	3 0 3
Ethics in Social Work	3 0 3
Social Work Research Application	1 4 3

\* T.: Theoretical hrs.; P.: Practical hrs.; C: Credits.

### Methods of Teaching and Assessment

Social work courses are most offered and taught by the academic staff who have been social workers with an MSW and/or PhD degrees, and or individuals who have specialized in an academic subject. Academic staff who do not have social work background may teach some subjects. Teaching of social sciences primarily includes conventional approaches including lectures and seminars. However, there may also be invited presentations from social work practitioners or managers from local or state agencies and it is expected that clients will also be involved in course delivery, helping to bring topical issues and case material into the course. In general, relationships between staff and students are relatively informal and there is usually emphasis on the student as an adult learner in terms of the educational philosophy underlying course delivery. There is considerable emphasis on the value of experiential learning so that role-play and small group work are important in delivery of some subjects, including those teaching skills. In addition, active learning is also used as the method of teaching in social work. Sunay Il, an experienced social work educator of the department (2006), indicates that the essential expectation from social work educators is a more active facilitation rather than a didactic learning in active learning approach. Thus, students are encouraged to be active rather than passive in the learning process.

It is a standard practice that social work students' knowledge and learning in relation to all aspects of social work courses are assessed and this may be through a variety of means including essays, case reports, agency studies, assignments and projects. Evaluation of social work practice is also important, both through the student's written work and through self-assessment. In both academic and practice assignments, students are expected to demonstrate integration of theory and practice, and adherence to social work ethics, values and professional responsibilities. There are also mandatory written final exams at the end of the each semester in assessment of learning for every course.

According to the December 2009 statistics, academic staff of Hacettepe University Department of Social Work is comprised of five professors, eight associate professors, two assistant professors, two PhD lecturers, and nine teaching assistants with MSW degrees. In addition, lecturers from related departments of Hacettepe University teach some of the courses in the curriculum (economy, psychology, sociology, social anthropology, and statistics). In the department, there are 781 students, total, continuing their education, of which 716 are undergraduate, 49, MSW, and 16 are PhD students.

Starting from the first years of its foundation, international relationships of the Department of Social Work have gained new dimensions. Each year, 20-25 students and social workers from various Western European countries visit the school, and are given briefings about social work education and social work system in Turkey. The Department has Erasmus Bilateral Agreement with 32 European social work schools for students and for teaching staff exchange. Moreover, the department has long been a member of International Association of Schools of Social Work and of European Association of Schools of Social Work.

Especially the growing interest of social work profession in the problems of the Turkish population living in Western Europe, mainly in Germany and Netherlands, caused an increase in cooperation and relations between social work education institutions in these countries and the Department of Social Work, and thus joint projects were developed in this context.

### **The General Structure of Social Welfare Services in Turkey**

The major service structural development in Turkey in the field of social work has been the enactment of the law for Social Services and Child Protection Institution (Sosyal Hizmetler ve Çocuk Esirgeme Kurumu, SHCEK, in Turkish; Public Law, No: 2828, Year: 1983, hereafter SHCEK). This law, in essence, is still in force and it defines social services as follows: "Social services are systematic, programmed services with the objective of helping individuals of families deprived through no fault of their own but on account of their environment to avoid and solve material, moral and social inadequacies and social problems and to improve their living conditions." The purpose of the law has been stated as realizing the implementation of social services for families, children, disabled, aged and other persons in need of protection, care and assistance; preparing plans and programs for this purpose, and providing coordination in this area. Duties and responsibilities of SHCEK may be stated as follows:

- 1) to determine the essentials of social assistance and services in Turkey according to the policy and targets of social services;

- 2) to prepare and implement works plans and programs and provide coordination in this field;
- 3) to deliver social assistance and services primarily to children, disabled and aged in need protection, care and assistance,
- 4) to establish and manage day care and inpatient facilities with the purpose of providing care and protection for the children of working parents in Turkey and the workers abroad;
- 5) to provide cash and in-kind assistance for the persons and the families in poverty,
- 6) to do activities in order to provide for the volunteer contribution and participation of societal organizations,
- 7) to lead the activities of associations and foundations in the field of social service, to do activities of research publication and presentation in the fields related to social services,
- 8) to follow implementations of social work in the international level and coordinate with international institutions (Kahramanoglu, 1991).

SHCEK continues its social work social welfare services with individuals, and families' on the micro, with groups on the mezzo, and with the whole society on the macro levels. It is the premier service organization for the central management, coordination and delivery of social welfare services countrywide; and the institutionalization of social welfare state.

Both in the field of education and the institutional field the developments mentioned are the cornerstones of social work profession in Turkey.

According to the year 2009 statistics, there are 3900 social workers in Turkey. Social workers usually work in agencies and organizations such as:

- SHCEK, Social Services and Child Protection Institution,
- the provincial directorates of social services in every major city,
- nursery schools and day-care centres,
- kindergartens for the age group 0-12,
- orphanages for the ages 12-18 for girls and boys,
- adolescent consultation centres,
- preventive family services,
- family counselling centres,
- rest and relaxation homes for the aged,
- care and rehabilitation centres for the handicapped,
- community centres,
- special education institutions,
- centres for spastic children,
- social assistance units,
- local governments,
- the State Planning Institution,
- the Ministry of Labour and Social Security,
- the Ministry of Education,
- the Ministry of Health,

- medico-social centres of universities,
- state, university and private hospitals, and specialty hospitals (oncology, sanatorium, children, maternity hospitals, venereal diseases, psychiatry),
- prisons and reformatories of the Ministry of Justice,
- child courts,
- family courts,
- Prime Ministry's Family Research Institution,
- Prime Ministry's General Headquarters of Women's Status and Problems, Prime Ministry's Administration of Handicapped, Employment Office,
- Social Security Institution,
- Social Solidarity Foundations,
- public relation departments of various organizations,
- State and Private Manufacturing Industries,
- Nongovernmental organizations (the Red Crescent, the Turkish Family Planning Association, the Foundation of Improving Human Resource, the Foundation of Regaining Children's Freedom, etc.),
- the Youth and Sports General Headquarters Youth Centres,
- projects such as rural and urban social development and street children, etc.

## CONCLUSION

Most of the Turkish social workers are involved in the field of social services (children, family, disabled and elderly care services in state institutions). The other areas of social work are health care services, forensic services and financial aid institutions where social workers are chiefly employed. They are also involved in different volunteer organizations where they are responsible for services, planning and supervision of volunteering non-professionals.

Besides, the marketisation of social welfare system in Turkey, and desire to raise standards has led to an extension of employment opportunities for qualified social workers in the private sector. Social workers have also started to work in for-profit social care agencies and establishments such as rehabilitation centres for mentally disabled people, elderly homes etc. A small number of social workers have therapeutic training and a few are running private practice, specially offering couple and family therapy.

Increasing number of graduates enhanced employment opportunities of field of social work, and the field of social work education is undergoing significant change in Turkey. There is an increasing demand in the Turkish society for social workers in different fields. Thus, the Council of Higher Education continually increases the numbers of departments of social work in various state or foundation universities.

The major task for the future of social work education in Turkey is to strengthen its prestige and status, and enhancing it as an academic discipline. Fortunately, there is an increasing interest in the International arena and in Europe in particular which has enhanced cooperation on a wide range of issues relating to education and research which augurs well for professional social work in Turkey.

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