THE COLLEGE OF STATEN ISLAND
OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A PROGRAM IN THE DEPARTMENT OF SOCIOLOGY,
ANTHROPOLOGY AND SOCIAL WORK
LEADING TO THE
MASTER OF SOCIAL WORK DEGREE

EFFECTIVE FALL, 2014

SPONSORED BY THE DEPARTMENT OF
SOCIOLOGY, ANTHROPOLOGY AND SOCIAL WORK

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Abstract

Due to the demonstrated demand and interest, we propose to develop and implement a Master of Social Work (MSW) degree program at the College of Staten Island. By educating students for advanced, urban social work practice, with a specialization in disabilities, CSI will prepare students to meet the multiple demands of social work practice on Staten Island, and in the region.

The curriculum will follow that which is required for professional accreditation by the Council on Social Work Education (CSWE) and for licensure in New York State of Licensed Master Social Workers and Licensed Clinical Social Workers. An MSW degree is required for licensure in New York and is the terminal practice degree for the profession. In addition, for Medicaid to pay for the clinical services that people with developmental disabilities require, the provider must be licensed and hold no less than a Master’s degree.

The establishment of a Master’s of Social Work is aligned with three of the six strategic directions in CSI’s strategic plan. Strategic Direction (SD) 1 urges the college to develop a richer array of undergraduate and graduate degree programs that meet students’ educational and professional aspirations. SD 3 encourages increased student engagement with the community. Strategic Direction 4 seeks to strengthen and increase our ability to serve a broad and diverse campus community. We have designed the proposed Master of Social Work with these strategic directions in mind.

The MSW program will be housed in the proposed Department of Social Work. The Department of Sociology, Anthropology, and Social Work, which also houses the existing Bachelor of Science in Social Work, has voted for social work to become a Department effective fall, 2014 (the department proposal is under development). A cost analysis, included in this proposal, shows that the program will be self-sustaining beginning in year one.

This proposal outlines aspects of the Master of Social Work degree program including purpose, explanation and evidence of need and demand, a description of the curriculum, the cost to implement the program, and expected income that will be generated from the program.
1. Purpose and Goals

The purpose of the Master of Social Work (MSW) program is to educate students for advanced, urban social work practice in the community, region, and worldwide, with an emphasis on meeting the needs of people with disabilities. Social work is a profession that strives to create a just and equitable world for the future of humanity. Guided by a code of ethics, social work is committed to ending oppression, embracing diversity, and ensuring that individuals, communities, and organizations function at an optimal level. CSI is located on the former campus of the Willowbrook State School, an institution for people with developmental disabilities that was closed due to inhumane conditions and inadequate management. Given the history of Willowbrook State School, it is part of the mission of the MSW program at the College of Staten Island to develop a rigorous academic program that educates professionals who respond to the needs of former Willowbrook residents and clients, the larger disabilities communities, and others who live on Staten Island and in the region.

The establishment of a Master's of Social Work is aligned with three of the six strategic directions in CSI’s strategic plan. Strategic Direction (SD) 1 urges the college to develop a richer array of undergraduate and graduate degree programs that meet students’ educational and professional aspirations. SD 3 encourages increased student engagement with the community. Strategic Direction 4 seeks to strengthen and increase our ability to serve a broad and diverse campus community. We have designed the proposed Master of Social Work with these strategic directions in mind.

The curriculum will follow that which is required for professional accreditation by the Council on Social Work Education (CSWE) and meet licensure requirements of New York State for Licensed Master Social Workers and Licensed Clinical Social Workers. An MSW degree is required for both of these licenses in New York and the MSW is the terminal practice degree for the profession. In addition, for Medicaid to pay for the clinical services that people with developmental disabilities require, the provider must be licensed and hold no less than a Master’s degree.

It is critical to the purpose and goals of the MSW program to center the voices of people with disabilities. Therefore, the MSW program and curriculum has been developed in consultation with people with disabilities and remains committed to the inclusion of people with disabilities as we move forward. In addition to admitting students with disabilities, hiring faculty and staff with disabilities, and placing our second year students in internships with agencies serving people with disabilities, we are developing a community advisory board that includes people with disabilities. We are in the process of identifying potential advisory board members with plans for an initial meeting in September, 2013.

The goals of the Master of Social Work program are as follows:

1. Educate outstanding social work practitioners in an intellectually rigorous environment so they can practice social work in urban settings and with diverse communities.
2. Educate advanced social work practitioners prepared to work with and on behalf of people in need, grounded in a social constructionist perspective, with a special emphasis on former Willowbrook State School residents, people with disabilities, and organizations serving people with disabilities.
3. Provide professional opportunities for MSW students in a variety of sectors and settings.
4. Engage in faculty research, scholarship, and service which will advance theory, policy, and practice in the profession of social work and in the field of social welfare more generally.
5. Provide faculty expertise and leadership toward strengthening urban communities, particularly Staten Island and the region.
2. Rationale

Staten Island has nearly half a million residents and is part of one of the most important and opportunity-filled cities of the world. Due to the island’s geography, Staten Islanders tend to seek the majority of needed services within the borough and rely heavily on local schools, hospitals, and social service settings in the community. Many of these agencies struggle with inadequate resources and increasing need; they find it extremely challenging to recruit professionally educated social workers and often make do with staff that are ill-equipped to serve their clients well.

There are no public graduate social work programs on Staten Island, and the two MSW programs existing in CUNY are geographically inaccessible to Staten Islanders, given bridge costs and the failure of the City to extend the subway system to the Island. As CSI increases its emphasis on professional accreditation, the baccalaureate program in social work is engaged in the process of accreditation by the Council on Social Work Education (CSWE). This change increases the rigor of the program, supports the opportunity for advanced placement in graduate school, and makes it possible for more of CSI’s social work students to pursue graduate degrees in CSWE accredited MSW programs. An MSW is a clearly articulated goal of the majority of social work students at CSI. The College should have an MSW program where its strongest students can matriculate. A sufficient cadre of well-trained advanced social work practitioners is also a demand of the community.

As with all communities in a time of recession and high unemployment, social problems abound, but like most urban areas, Staten Island also has an impressive array of strengths. What is most remarkable about Staten Island at this juncture is its unparalleled growth in population: in the period from 2000 to 2010 the population increased by 5.6% as compared with a 2.1% increase in New York State. In terms of race and ethnicity, Staten Island boasts the most rapidly diversifying population among the five boroughs. Staten Island has an enormous influx of new immigrants, with a wealth of primary languages.

New York City has a large and diverse population of people with disabilities. The number of people with disabilities is similar to the national average, with approximately 18% reporting a disability and 12% reporting a severe disability (Brault, 2012; DisabilityPlanningData.com, n.d.). Thirty-eight percent of people with disabilities in New York City live in households with a median annual income under $15,000 (New York State Department of Health, 2007). On Staten Island, 28% of people with disabilities speak a language other than English at home (DisabilityPlanningData.com).

From 1947-1987, Staten Island was home to the Willowbrook State School, the largest facility for people with developmental disabilities in the U.S. As a result of a 1974 class action lawsuit about the inhumane conditions and overcrowding at the institution, the facility was permanently closed in 1987. Many former residents of Willowbrook, now in their 40’s and older, remain on Staten Island. Approximately half of Volunteers of America’s clients who live in Individualized Residential Alternatives on Staten Island are former Willowbrook residents (Volunteers of America, 2012).

The needs of long term residents and newcomers alike pose challenges for programs on Staten Island. Inadequate funding and insufficient education of social workers on the Island strain local social service networks. CSI proposes an MSW program to help address these challenges.
3. Need and Justification

No college or university offers an MSW program that can be taken in its entirety on Staten Island, nor is there a public MSW program on the island. The two MSW programs at CUNY are at Hunter College and Lehman College. Lehman College receives over 400 applications and has the capacity to accept 100. Hunter receives approximately 1,700 applications for the MSW program each year. According to their admissions office, they accept 25% (approximately 425 students). Based on the application statistics provided in Hunter’s response to CSI’s Letter of Intent, 44% of applicants (approximately 750) are not qualified. The remaining 525 people, from their pool of 950 qualified applicants who seek admission to a public program, are not accommodated by Hunter. Hunter indicated they receive 1.5% of their applications from Staten Island. This means they receive approximately 30 applications each year from Staten Island and, based on their acceptance rate, they accept 5-6 Staten Island students into their program. This meets neither the need nor the demand for MSWs on Staten Island. The NYU program offered on Staten Island receives 25 to 30 applications from Staten Island each year and they accept about 20. Per prior agreement with NYU, their MSW program will no longer be located at CSI after the end of the 2012-2013 academic year. (The revenue generated to the College for rent of office space was not part of the revenue stream for the social work program. Therefore, the program does not incur any loss of income due to the departure of the NYU program.) It is anticipated that the CSI MSW program will receive at least as many applications for our two year program as NYU currently receives, plus double that number for our advanced standing program (we will have approximately 100 CSI BSSW students eligible for our advanced standing program by 2014). This should result in an acceptance rate that is similar to the national average of 63% for full time and 72% for part-time MSW students [CSWE, 2011].

A survey conducted in the Fall, 2011, of community social work agencies (26 questionnaires were distributed with a total of 20 responses) that currently serve as field placements for CSI baccalaureate social work students found that all (100%) identified a need for an MSW program on Staten Island. Most (85%) indicated that a concentration in disabilities would be beneficial for the community (see attached questionnaire in Appendix A). Disabilities tied with geriatrics and substance abuse as the most common fields of practice respondents identified as needed on Staten Island; clinical practice was the most common practice method respondents identified as needed on Staten Island.

In addition to local need, the Occupational Outlook Handbook, 2010-2011 indicated that for the nation,

employment of social workers is expected to increase by 16 percent during the 2008–18 decade, which is faster than the average for all occupations. The growing elderly population and the aging baby boom generation will create greater demand for health and social services, resulting in rapid job growth among gerontological social workers. Employment of social workers in private social service agencies also will increase. (n.p.)

Social workers are not highly paid, at either the BSW or MSW level, and salaries do not tend to be the primary draw for the profession. While the median salary for social workers ($42,480 [Occupational Outlook Handbook] to $55,000 [NASW, 2010a]) is lower than that for many professions that require similar levels of education, it is still higher than the median income when considering all occupations in the U.S. ($33,840) (Occupational Outlook Handbook, 2011). In determining potential salary, many factors must be considered: sector, setting, practice area, region, additional certifications, etc. Although we expect our MSW students to be
marketable in any sector, setting, or practice area, the practice area for which we are specifically preparing our MSW students has a median base pay that nationally ranges from higher than the median ($55,300 for developmental disabilities) to just below the median ($54,100 for health) (NASW, 2010a). The median salary for social workers in New York is the third highest in the nation at $62,400 (NASWb). The median salary for MSW educated social workers is $15,000 to $22,000 more per year than for BSW social workers (NASW, 2010b).

For all social workers, the middle 50 percent earned between $31,040 and $52,080. Median annual wages in the industries employing the largest numbers of child, family, and school social workers in May 2008 were:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Median Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary and secondary schools</td>
<td>$53,860</td>
</tr>
<tr>
<td>Local government</td>
<td>$46,650</td>
</tr>
<tr>
<td>State government</td>
<td>$39,600</td>
</tr>
<tr>
<td>Individual and family services</td>
<td>$34,450</td>
</tr>
<tr>
<td>Other residential care facilities</td>
<td>$34,270</td>
</tr>
</tbody>
</table>


The empirical research on expected trends for social workers does not separate the anticipated demand for BSW’s from MSW’s (NASW, 2010a; Occupational Outlook Handbook, 2010). However, according to the Bureau of Labor Statistics (2012), most jobs in the sector in which many of our MSW students are likely to be employed—healthcare—require an MSW; this sector is expected to increase by 34% in the next 10 years. A 2006 study by the U.S. Department of Health and Human Services (DHHS) indicated that one of the most pressing recruitment problems in New York public health departments is hiring enough social workers. Most supervisory and all clinical social work jobs require an MSW degree. Finally, the passage of federal legislation that provides loan repayment or forgiveness for licensed clinical social workers who agree to work in Health Professions Shortage Areas (HPSA) suggests that government incentives are needed to meet the demand for MSWs (U.S. DHHS, 2011). Thus, we conclude that an MSW will provide our graduates with a competitive advantage in finding satisfying employment.

4. Students

   A. Interest/Demand

In the Fall, 2011, students who were enrolled in the Bachelor of Arts in Social Work (BASW) program at the time and students entering the Bachelor of Science in Social Work (BSSW) program participated in a survey using self-administered questionnaires (Appendix B). Forty-three students (74%) responded. Most (70%) were from the junior class of students in the new baccalaureate program. Ninety-five percent (95%) of students indicated they want to go forward with a Master’s degree in Social Work; two were unsure. When asked which college or university they would most like to attend, 68% listed CSI as their first choice, and all but two students (95%) listed CSI in their top three choices of colleges they would like to attend. Eighty-six percent reported they are “very likely” to apply to CSI if we have an MSW program, while 28% of our students indicated they were “very likely” to apply to Hunter. It is important to note that the students who responded to this survey are diverse: 16% African-American, 33%
Latina/o, 5% Asian, 35% Caucasian and 12% bi- or multi-racial. They ranged in age from 20 years old to 58 years old, with a mean age of 29 years old. There was a significant correlation between students indicating that they would likely apply to CSI and consideration of the following factors when selecting an MSW program: availability of evening programs (r=.44, p <.009), cost (r=.36, p < .034), location (r=.53, p < .001), and availability of financial aid (r=.35, p < .05). Potential Staten Island applicants prefer to obtain their MSW degree at CSI. Travel to Manhattan is time consuming (at least 1 ½ hours each way by ferry and subway; one hour by bus) and costly (a minimum of $5 by subway/ferry and $10 by bus, per day). An MSW program at CSI would allow students the opportunity they deserve, one that is not being met by public or private colleges in the NYC SMSA, while reducing the travel time and cost of education.

B. Enrollment

During the first three years, we anticipate admitting to the MSW program 36 students each fall: 14 full time two year students, four part-time students and 18 one year Advanced Standing students. This enrollment estimate was lowered from original projections based on feedback from both external evaluators. Students may attend the regular two year program or the Advanced Standing program on a full-time or part-time basis, in the day or in the evening. Since students in either program may attend full-time in the evening, we do not anticipate many part-time students; fewer than 10% of our undergraduate social work majors attend part-time, despite full time jobs and family responsibilities.

Once we are fully accredited, we expect enrollment to increase to 48 students each year: 18 full time two year students, 6 part time students and 24 Advanced Standing students. We anticipate that attrition will be approximately 5% per cohort, based on the attrition rate at other CUNY MSW programs. Maximum enrollment is reached in year seven, with a total of 82 students. By admitting students only in the fall, and having a part-time program that follows the full-time program as to the semester in which specific courses are offered, we maximize resources for the program.

<table>
<thead>
<tr>
<th>Year</th>
<th>New FT 2 year</th>
<th>New FT Advanced Standing</th>
<th>New PT 2 year</th>
<th>Attrition Advanced Standing</th>
<th>Attrition FT 2 year</th>
<th>Cont’ FT 2 year</th>
<th>Cont’ Advanced Standing</th>
<th>Cont’ PT</th>
<th>Total Majors Enrolled</th>
<th>Annual Grads</th>
<th>Cumulative Total Grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>14</td>
<td>18</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>35</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>2015-16</td>
<td>14</td>
<td>18</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>13</td>
<td>0</td>
<td>4</td>
<td>52</td>
<td>30</td>
<td>47</td>
</tr>
<tr>
<td>2016-17</td>
<td>14</td>
<td>18</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>13</td>
<td>0</td>
<td>8</td>
<td>56</td>
<td>30</td>
<td>77</td>
</tr>
<tr>
<td>2017-18</td>
<td>18</td>
<td>24</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>13</td>
<td>0</td>
<td>12</td>
<td>72</td>
<td>40</td>
<td>117</td>
</tr>
<tr>
<td>2018-19</td>
<td>18</td>
<td>24</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>17</td>
<td>0</td>
<td>14</td>
<td>78</td>
<td>44</td>
<td>161</td>
</tr>
</tbody>
</table>

FT 2 year= Full time 2 year students
FT Advanced Standing= Full time Advanced Standing students with a BSW/BSSW degree
C. Admissions Requirements

General Admission requirements: Admissions requirements for the Master of Social Work degree include a Bachelor’s degree from a regionally accredited institution. Overall GPA must be at least 3.0. Applicants must have completed a statistics course by the time they are admitted in the fall. A personal statement is required. Applicants must supply two letters of recommendation from instructors or employers.

Advanced Standing Admissions (BSW/BSSW): Students who graduated with a Bachelor's degree in Social Work from a CSWE accredited program within the past 5 years are waived of all courses in the foundation year. Advanced standing students must complete 720 field internship hours while at CSI, and are credited with 480 hours from their BSW/BSSW program. Students who completed less than 480 hours in their BSW/BSSW program will have to make up the necessary field hours in their advanced year internship placement.

Transfer students: Students who wish to transfer from another CSWE accredited Master of Social Work program will have their transfer credits evaluated by the Admissions Committee. The Director of the MSW program will review and approve or reject the Admission’s Committee decision. Two year students may transfer up to 12 credits and up to 480 hours of field internship (the equivalent of foundation year internship). Advanced Standing students may transfer up to 9 credits (6 elective credits and 3 advanced individual or advanced group practice credits). All advanced year field internships, advanced year seminars and concentration courses must be taken in residence at CSI.

Foreign degrees: Those with baccalaureate degrees from non-English speaking universities must also take the TOEFL examination and achieve a minimum score of 600 on the paper-based version (out of a total of 677 possible points) or 100 on the computer-based version (out of 120 possible points).

Students with Bachelor degrees in Social Work from foreign universities will have to obtain an evaluation of their degrees through the Council on Social Work Education. CSWE will determine whether or not the degree is equivalent to a CSWE accredited Bachelor of Social Work degree. If CSWE determines that the degree is equivalent, the student will be considered for admission to the Advanced Standing program. If CSWE determines that the degree is not equivalent to a CSWE accredited degree, the student will be considered for the Two Year program.

The Admissions Committee, with final agreement by the Director of the MSW program, will determine acceptance into the program. One member of the Admissions Committee will serve as the affirmative action designee responsible for seeing that students traditionally underrepresented in graduate programs will have opportunities to apply and to be accepted into the program.

D. Dismissal, probation and graduation

Academic requirements for MSW students are somewhat different from those of students in other programs. Faculty are expected to act as gatekeepers to the profession, ensuring graduates meet not only the academic expectations of the profession, but also the professional expectations. CSWE refers to this as professional performance. Students in both the classroom and field are expected to behave in a manner that is respectful of other students, staff, and faculty, and to conduct themselves in accordance with the NASW Code of Ethics. Failure to do so is a strong indicator of a lack of readiness for entry into the social work profession and consequently may result in termination from the Program.
To support academic and professional advisement, each student admitted to the MSW Program will be assigned a full-time social work faculty member to serve as the academic and professional advisor for the student for their remaining stay at the College. The advisor’s name and contact information are provided to students along with the letter of acceptance. Students are also informed that they must make an appointment to see their advisor every semester, prior to registration, to assure that the student is making the appropriate choices in pursuit of the MSW degree. Of course, social work academic advisors are available throughout every semester for any concerns or questions students may have regarding their studies or matters related to their professional development.

If a student is not performing to academic or professional expectations, or is unable to master basic knowledge or skills, or has violated the ethical standards of the profession, the academic advisor will report the difficulties to the MSW Program Director. Difficulties specifically relating to field placement will also be reported by the Field Liaison to the Director of Field Education. Regardless of where difficulties arise, it is the responsibility of the faculty, faculty advisor and/or Field Liaison to request a meeting of the Social Work Program’s Academic Review Committee. The Academic Review Committee may impose specific conditions to support the student in succeeding academically and professionally, place the student on probation or terminate the student from the program.

**Cumulative Grade Point Average.** In order to be awarded a master's degree, a graduate student must finish her/his program with a cumulative Grade Point Average of 3.0 (B) or better.

**Probation.** Students may be placed on probation for academic or professional reasons. Graduate students whose GPA falls between 2.7 and 3.0 will be placed on academic probation. Students on academic probation must raise their GPA to 3.0 within the next semester in order to continue in the M.S.W. program. Graduate students whose GPA remains below 3.0 at the end of the probationary semester will be allowed to continue in the M.S.W. program only upon successful review by the Academic Review Committee. This policy is applicable no matter the number of credits earned by the student.

Students who have been identified as not meeting professional requirements of the program may also be placed on probation by recommendation of the Academic Review Committee.

**Continuation.** Graduate students whose GPA falls below 2.7 will not be eligible for graduation, and will not normally be permitted to continue in the M.S.W. program. These students may only continue in the M.S.W. program upon successful review by the Academic Review Committee. Students who receive less than a B in any practice or seminar course, or do not pass Field, may only continue in the M.S.W. program upon successful review by the Academic Review Committee. Students who receive below a B in a practice or seminar course, or below a C in any other MSW course, may not continue in any course for which the course is a pre-requisite. For a course in which the minimum grade is not achieved, students may retake the course once if their GPA meets the criteria for continuation.

**Dismissal.** A student referred to the Academic Review Committee for failing to meet academic and/or professional expectation may be terminated from the MSW program. If The Academic Review Committee determines that, in its academic and professional judgment, the student is not meeting the standards of the program and the profession at the level expected of a graduate social work student, and that the difficulty is unlikely to be resolved quickly and satisfactorily with a problem resolution plan, the MSW Program Director will notify the student by registered mail, within 14 days of the Committee meeting, that the student will be dismissed from the MSW Program.

**Readmission after withdrawal or dismissal.** A student who withdraws in good standing is eligible for readmission within two years but must notify the Program six weeks prior
to the semester in which they intend to return. A student who withdraws or is dismissed due to not meeting minimum GPA expectations may reapply for admission during the regular spring admissions process. The student will have to participate in an interview with the Admissions Committee and it must be determined that the student is capable of academic success. A student who is dismissed due to a serious violation of the NASW Code of Ethics or other professional misconduct will not be considered for readmission.

5. Curriculum

As noted in the opening section of this proposal, the curriculum was developed in consultation with a range of local stakeholders: self-advocates; disabilities researchers; people served by disabilities agencies; staff from disabilities agencies; parents of people with disabilities; and, former Willowbrook State School residents. The curriculum is guided by the Council on Social Work Education (CSWE) (the accrediting body for social work education programs) and the State of New York Education Department. The proposed CSI two-year MSW program will total 60 credit hours including four internship courses. The CSI Advanced Standing MSW program will total 30 credit hours including two internship courses. Credit is not granted for life or work experience.

The advanced curriculum is grounded in a social constructionist perspective aimed at addressing issues of oppression and discrimination, promoting social and economic justice, creating an inclusive and barrier-free society, and developing a positive identity for people with disabilities. While acknowledging that physical, sensory, intellectual or psychological impairments may cause individual functional limitations, this theoretical perspective recognizes that these do not necessarily have to lead to disabilities unless society fails to ensure inclusion and acceptance of people with individual differences. It is understood that the concept of disabilities will vary according to cultural expectations and values, history and sociopolitical context. Therefore, while the curriculum includes content on traditional (i.e., medical model) assessment, diagnosis and intervention, it is balanced by critique of this model, and focused on knowledge and skills grounded in a social constructionist perspective.

The curriculum is also guided by licensure requirements set forth by the State of New York. To apply for licensure (LMSW), applicants must have graduated from a CSWE accredited program and have had the following content:

- social work values and ethics;
- diversity, social justice, and at-risk populations;
- human behavior in the social environment;
- social welfare policy and service delivery systems;
- foundation and advanced social work practice;
- social work practice evaluation and research; and
- a field practicum of at least 900 clock hours in social work integrated with the prescribed curricular content.

CSI’s two-year MSW curriculum is composed of 12 required courses, four internship courses providing 1200 hours (as is the norm for CUNY and other MSW programs), four integrative seminars, and one social work elective. The Advanced Standing MSW curriculum is composed of six required courses, two internships providing 720 hours, two integrative seminars and two social work electives. The curriculum combines both methods courses (Practice I, II, III, IV and V) and a field of practice concentration in disabilities (Practice with People with Disabilities Concentration I, II, III & IV). All courses, except integrative seminars, are 3-credit courses. As required by New York regulation, all students will complete a capstone
project; this will occur in the final semester integrative seminar and is described in that syllabus. All courses are new courses developed specifically for this program. In addition, the Special Education program in the Department of Education (CSI), the Autism Certificate in the Department of Psychology (CSI) and the Disabilities Studies program at the CUNY School of Professional Studies were consulted and have agreed to allow students from the MSW to take graduate courses in these programs; the MSW program will extend the same privilege to allow graduate students in these CSI and CUNY programs to take our MSW courses. All new courses have received governance approval within the College’s governance structure. Each course is designed specifically to fulfill the content area requirements mandated by the State’s regulations, as indicated in Table 2:

**Table 2: New York State Licensure requirements**

<table>
<thead>
<tr>
<th>New York State Licensure requirement</th>
<th>CSI MSW course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>social work values and ethics</td>
<td>Integrated in all courses</td>
</tr>
<tr>
<td>diversity, social justice, and at-risk populations</td>
<td>Integrated in all courses</td>
</tr>
</tbody>
</table>
| human behavior in the social environment | Human Behavior in the Social Environment I  
Human Behavior in the Social Environment II |
| social welfare policy and service delivery systems | Policy I  
Policy II |
| Foundation and advanced social work practice | Social Work Practice I (individuals)  
Social Work Practice II (groups)  
Social Work Practice III (communities & organizations)  
Social Work Practice IV (advanced individual practice)  
Social Work Practice V (advanced group practice)  
Introduction to SWK Practice with People with Disabilities  
SWK Practice with Children with Disabilities  
SWK Practice with Adults with Disabilities  
SWK Practice with Elders with Disabilities |
| social work practice evaluation and research | Research I  
Research II |
| a field practicum of at least 900 clock hours in social work integrated with the prescribed curricular content | Field Internship I (240 hours)  
Field Internship II (240 hours)  
Field Internship III (360 hours)  
Field Internship IV (360 hours) |

In addition to licensure at the LMSW level, to apply for licensure as a Licensed Clinical Social Worker in New York, applicants must have completed at least 12 credit hours of clinical coursework as accepted by the Department. Further clarification from NYSED indicated that these 12 hours of clinical coursework must provide clinical content which emphasizes the person-in-environment perspective and knowledge and skills in the following:

- diagnosis and assessment in clinical social work practice;
- clinical social work treatment; and,
- clinical social work practice with general and special populations.
The courses in which these 12 hours of clinical content are included are Social Work Practice IV; Social Work Practice V; Social Work Practice with Children with Disabilities; Social Work Practice with Adults with Disabilities; and, Social Work Practice with Elders with Disabilities (students are only required to take Practice with Individuals or Practice with Groups, plus the three Disabilities courses). Each course includes diagnosis and assessment using the American Psychological Association (APA) Diagnostic and Statistical Manual of Mental Disorders (DSM). Clinical interventions across the lifespan are also included in each of these courses.

**Course Sequencing**

The program’s courses will be offered according to the plan described in Tables 3-7. Both the two year program and the Advanced Standing program may be completed on a full-time or part-time basis and course sequence is predetermined. Because each required course (except Field Internship) is offered during both the day and evening, students may attend full-time or part-time in either the day or the evening. Weekend courses will be considered based on demand. All students need to be prepared for weekday internships during usual business hours since there are few evening and weekend placements available. The following is a list of all MSW courses. Course descriptions are found in Appendix C.

**Required courses:**
SWK 6aa MSW Research I
SWK 6bb MSW Research II
SWK 6cc MSW Social Welfare Policy I
SWK 6dd MSW Social Welfare Policy II
SWK 6ee MSW Social Work Practice 1: Practice With Individuals I
SWK 6ff MSW Social Work Practice II: Group Work I
SWK 6gg MSW Social Work Practice III: Macro Practice I
SWK 6hh MSW Human Behavior in the Social Environment I (HBSE I): The Sociocultural Construction of the Human Experience
SWK 6ii MSW Human Behavior in the Social Environment II (HBSE II): Culture and Development Across the Life Course
SWK 6jj & 6kk MSW Field Integrative Seminar I & II
SWK 6ll & 6mm MSW Field Internship I & II

*SWK 7ee MSW Advanced Social Work Practice (Individuals, Couples & Families) IV
*SWK 7ff MSW Advanced Social Work Practice (Groups) V

SWK 7aa: Introduction to Social Work Practice with People with Disabilities
SWK 7bb: Social Work Practice with Children with Disabilities
SWK 7cc: Social Work Practice with Adults with Disabilities
SWK 7dd: Social Work Practice with Elders with Disabilities
SWK 7gg & 7hh MSW Internship III & IV—Advanced Year
SWK 7ii MSW Integrative Seminar III—Advanced Year
SWK 7jj MSW Integrative Seminar IV—Advanced Year

(*choose at least one)

**Electives**
SWK 7kk Immigration and Social Work Practice
SWK 7ll Social Work and Child Welfare
SWK 7mm Drugs and Alcohol
SWK 7nn Human Sexuality and Social Work Practice
Table 3: Full-Time Two Year Program (60 credit hours)

| YEAR ONE |  |  |
|-----------|----------------|
| MSW Human Behavior in the Social Environment (HBSE) I (3) | MSW HBSE II (3) |
| MSW Research I (3) | MSW Research II (3) |
| MSW Policy I (3) | MSW Policy II (3) |
| MSW Practice I (3) | MSW Practice II (3) |
| MSW Internship (2) | MSW Internship (2) |
| MSW Integrative Seminar (1) | MSW Integrative Seminar (1) |

| YEAR TWO |  |  |
|-----------|----------------|
| MSW Introduction to Disabilities (3) | MSW Practice IV or V (3) |
| MSW Practice III (3) | MSW Practice with Elders with Disabilities (3) |
| MSW Practice with Children with Disabilities (3) | MSW Internship II (3) |
| MSW Practice with Adults with Disabilities (3) | MSW Integrative Seminar (2) |
| MSW Internship III (3) | Graduate Elective (3) |
| MSW Integrative Seminar (1) |  |

Table 4: Part-Time Two Year Program (60 credit hours)

| YEAR ONE |  |  |
|-----------|----------------|
| MSW HBSE I (3) | MSW HBSE II (3) |
| MSW Research I (3) | MSW Research II (3) |
| MSW Policy I (3) | MSW Policy II (3) |

| YEAR TWO |  |  |
|-----------|----------------|
| MSW Practice I (3) | MSW Practice II (3) |
| MSW Internship (2) | MSW Internship (2) |
| MSW Integrative Seminar (1) | MSW Integrative Seminar (1) |

| YEAR THREE |  |  |
|-------------|----------------|
| MSW Introduction to Disabilities (3) | MSW Practice IV or V (3) |
| MSW Practice III (3) | MSW Practice with Elders with Disabilities (3) |
| MSW Practice with Children with Disabilities (3) | Graduate Elective (3) |

| YEAR FOUR |  |  |
|-----------|----------------|
| MSW Practice with Adults with Disabilities (3) | MSW Internship IV (3) |
| MSW Internship III (3) | MSW Integrative Seminar (2) |
### Table 5: Full-Time Advanced Standing Program (30 credit hours)

<table>
<thead>
<tr>
<th>YEAR ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSW Introduction to Disabilities (3)</td>
</tr>
<tr>
<td>MSW Practice with Children with Disabilities (3)</td>
</tr>
<tr>
<td>MSW Practice with Adults with Disabilities (3)</td>
</tr>
<tr>
<td>MSW Internship III (3)</td>
</tr>
<tr>
<td>MSW Integrative Seminar (1)</td>
</tr>
<tr>
<td>Graduate Social Work Elective (3)</td>
</tr>
</tbody>
</table>

### Table 6: Part-Time (2 years) Advanced Standing Program (30 credit hours)

<table>
<thead>
<tr>
<th>YEAR ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSW Introduction to Disabilities (3)</td>
</tr>
<tr>
<td>MSW Practice with Children with Disabilities (3)</td>
</tr>
<tr>
<td>Graduate Social Work Elective (3)</td>
</tr>
<tr>
<td>YEAR TWO</td>
</tr>
<tr>
<td>MSW Practice with Adults with Disabilities (3)</td>
</tr>
<tr>
<td>MSW Internship III (3)</td>
</tr>
<tr>
<td>MSW Integrative Seminar (1)</td>
</tr>
</tbody>
</table>

### Table 7: Part-Time (3 years) Advanced Standing Program (30 credit hours)

<table>
<thead>
<tr>
<th>YEAR ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSW Introduction to Disabilities (3)</td>
</tr>
<tr>
<td>MSW Practice with Children with Disabilities (3)</td>
</tr>
<tr>
<td>YEAR TWO</td>
</tr>
<tr>
<td>MSW Practice with Adults with Disabilities (3)</td>
</tr>
<tr>
<td>Graduate Social Work Elective (3)</td>
</tr>
<tr>
<td>YEAR THREE</td>
</tr>
<tr>
<td>MSW Internship III (3)</td>
</tr>
<tr>
<td>MSW Integrative Seminar (1)</td>
</tr>
</tbody>
</table>
Other Degree Requirements

As part of the curriculum, two-year MSW students must meet the requirement for 1200 hours of supervised internship placement. Advanced standing students must complete 720 hours while at CSI, and are credited with 480 hours from their BSW/BSSW program. Students who completed less than 480 hours in their BSW/BSSW program will have to make up the necessary field hours in their graduate placement. All students must adhere to the NASW Code of Ethics.

Currently, 50 local social service agencies provide internships for Bachelor level interns from the CSI program. From our conversations with these agencies, most are interested in providing placements for graduate student social work interns. There are additional agencies that will take only graduate level social work students. The Director of MSW Field Education is responsible for ensuring that there are adequate qualified field internship placements for all MSW students. The process of expanding internship opportunities for the MSW program began this academic year and will continue henceforth. The CSI Health Center, Center for Student Accessibility, and Veterans Services are likely internship resources.

In conjunction with the Director of MSW Field Education, students will apply for their internship placements based on the MSW program’s list of acceptable sites. Under certain CSWE approved circumstances, students may be allowed to use their current employers for one year of field internship. To facilitate students’ integration of material, Internships I, II, III & IV are concurrent with a Field Seminar which integrates learning from the field site with the theoretical and practice concepts, policy, and research that they learned in the classroom setting.

All field supervisors for the practicum/internship component of the program will have an MSW from an accredited social work program, as required by CSWE. As required by the State of New York, all supervisors will also have an LMSW. The New York region commonly requires supervisors to have successfully completed the Seminar in Field Instruction (SIFI) training or to take the seminar concurrently with supervising their first student, and CSI will include this requirement in the program. In addition to a field supervisor, who is an employee of the agency, each student will have a faculty liaison. This is a faculty member from CSI who visits them in the field once during the semester. During these field visits, the faculty liaison will check the student’s work, including process recordings, case notes, and other aspects of their work. The faculty liaison will also meet with the field supervisor to check on the student’s performance. At the end of each semester, the field supervisor will provide an evaluation of the student’s performance. Grades for the field internship are pass/fail and are assigned by the faculty liaison.

The external evaluators noted concern about whether there are an adequate number of field placements for our projected enrollment. When both the BSSW and the MSW have the maximum number of students in field internships, approximately 110 placements will be needed. While recruiting appropriate field internships is almost always a concern for social work programs, there are adequate opportunities on Staten Island and in the surrounding region to meet our need. Fortunately, since many agencies take multiple students (for example, the Charter School which has requested up to six students a year), there is not a need for 110 distinct agencies. While the Director of MSW Field education has responsibility for recruiting appropriate field internships, the social work program receives regular unsolicited requests for student interns. However, one ongoing concern is the lack of licensed master social workers (LMSW) in Staten Island agencies who can provide the required field supervision. To respond to this problem, like other MSW programs, we are able to hire off-site LMSW’s to provide the necessary supervision. Therefore, while we acknowledge the challenge, we are confident we can meet the need.

Capstone project. Per New York State regulations for all master’s degrees, the MSW at
CSI will require a special project for graduation. This capstone project—an in-depth case analysis—will be submitted in the student’s final integrative seminar. Using a client system from their field placement, each student will write a case analysis with the following components, capturing and synthesizing all major content areas in the MSW program: analysis of the client system; synthesis of the agency, community, and client contexts; assessment of the presenting problem(s); bio-psycho-social-spiritual assessment; analysis of the mutually agreed upon goals and plan of action in terms of potentially competing goals and plans; evaluation of intervention options at the micro, mezzo and macro levels; critique of the theoretical perspectives that inform the interventions proposed; analysis of the ethical issues and/or dilemmas involved in the case; evaluation of the intervention(s) and extrapolating from this case, provide a preliminary design for strategies that show promise of preventing similar problems identifying for which population(s) the proposed strategies are expected to be most successful, and specifying one or more groups who would benefit from a different strategy. All students will follow confidentiality guidelines when presenting their case analysis, ensuring that client identity is protected. This case analysis will also be used for assessment of student learning in the program.

Training for Identification and Reporting of Child Abuse and Maltreatment

As part of the registration of the CSI MSW Program with the Office of the Professions of the New York State Education Department, prior to graduation, all MSW students must complete the state-mandated two-hour training in identification and reporting of child abuse and maltreatment. A Certificate of Completion for this training is also required for application to the New York State Department of Education for the LMSW license. This training will be offered by the CSI M.S.W. Program for second year MSW students during the spring semester; there is no charge for the training. A Certificate of Completion will be issued only to those who are in attendance for the entire two hours. Students' transcripts will include information indicating completion of the training.

As an alternative, students can take the training elsewhere or online. However, that will be at the student's own expense. The Certificate of Completion must be given to the MSW Program Director no later than May 1st prior to graduation. Since it may take several weeks to receive the Certificate of Completion, students who take the training online or elsewhere should arrange to do it early enough so that graduation is not delayed.

Students who already have a valid Certificate of Completion are not required to repeat the training, but must provide a copy of their Certificate to the M.S.W. Program Director no later than May 1. Students may choose to repeat the training.

6. Faculty

The Council on Social Work Education (CSWE) requires a minimum of two full time faculty for a Bachelor of Science in Social Work program (BSSW) and six full time faculty for a Master of Social Work program (MSW). CSWE requires faculty to student ratios of 1:25 for the BSSW and 1:12 for the MSW. We will achieve these minimums through a combination of hiring one new full time faculty member per year between 2013 and 2016, and shifting faculty primary teaching assignment from the baccalaureate to the Master’s program as we manage enrollment in the two social work programs. We currently have five full time social work faculty. We expect that most faculty will teach across the undergraduate and graduate programs.

With the start of the MSW program, we will reduce BSSW enrollment from 60 to 40 new admissions each fall. This will allow us to shift three existing faculty to the MSW program in 2014, and another BSSW faculty member and hiring one new faculty member to the MSW

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2 CSWE requires six full-time faculty, not full-time equivalents
program in 2015. As enrollment is reduced in the BSSW program, faculty will be shifted to meet the need in the MSW program. It is anticipated that students not accepted into the BSSW program will not leave CSI, but will choose another major. The Dean of Humanities and Social Sciences indicates that these 20 students per year will be absorbed into other majors at no additional faculty costs to the College. In addition, students who are interested in social work but not admitted to the BSSW program provide a potential source of students for the Two Year MSW program. The CSI administration is supportive of reducing the BSSW program to ensure proper resources for both programs. Faculty projections are subject to change based on student enrollment and availability of faculty lines. We are projecting conservative hiring and enrollment figures at present (see Table 8). Adjuncts will still be needed to staff some courses. In sum, the plan for staffing the MSW program includes hiring four new faculty (inclusive of the current search) and simultaneously reducing the total BSSW enrollment from 120 to 80 students a year so that three of the faculty currently supporting the BSSW program may be reassigned to the MSW program as of 2014.

Table 8: Hiring/Staffing Plan for BSSW and MSW programs

<table>
<thead>
<tr>
<th>Year</th>
<th>BSSW total Student Enrollment</th>
<th>Faculty assigned to BSSW program</th>
<th>MSW total Student Enrollment (maximum)</th>
<th>Faculty assigned to MSW program</th>
<th>Total Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Existing Faculty</td>
<td>New Hires</td>
<td>Existing Faculty</td>
<td>New Hires</td>
<td>BSSW</td>
</tr>
<tr>
<td>2012-2013</td>
<td>100</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2013-2014</td>
<td>120</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2014-2015</td>
<td>100</td>
<td>3</td>
<td>1</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>2015-2016</td>
<td>80</td>
<td>3</td>
<td>0</td>
<td>52</td>
<td>4</td>
</tr>
<tr>
<td>2016-2017</td>
<td>80</td>
<td>3</td>
<td>0</td>
<td>56</td>
<td>5</td>
</tr>
</tbody>
</table>

*current BSSW faculty

Release time requirements for program directors and field directors are also set by CSWE. The faculty count above includes:

- 50% release time for the MSW field education director, (in addition to the 25% required for the BSSW field education director), and
- 50% release time for the director of the MSW program, (in addition to the 25% release time as required for the director of the BSSW program).

All current faculty are qualified to teach in the MSW program. All new faculty will be required to meet CSWE guidelines which include having an MSW from a CSWE accredited program and two years post-masters social work practice experience for most positions. A Ph.D. is preferred by CSWE in all cases and a majority of the faculty must possess a Ph.D. We anticipate that all new faculty will have a Ph.D.

Proposed Departmental Structure: The Social Work program has voted to develop itself into a Department effective Fall, 2014, with the implementation of the MSW program. The SASW Department has approved the move and a proposal to develop a Social Work Department is in progress. If the proposed Department is approved, the organizational structure and staff support of the social work programs will be as follows: A tenured faculty member will serve as Chairperson of the Department of Social Work; a tenure track faculty member will direct the MSW program; another tenure track faculty member will direct the BSSW program (CSWE does not allow one person to direct both the BSSW and MSW programs). Both Social
Work program directors will report to the Chairperson of the Department of Social Work. In addition to the Chairperson and Program Directors, there will be a Director of BSSW Field Education and a Director of MSW Field Education.

The program currently has a half time college assistant. Once the program becomes a Department, that position will need to be augmented with a full time administrative assistant (Gittleson) to support the faculty and students in a variety of tasks (e.g., copying, personnel paperwork, keeping track of field contracts and student field hours, etc.).

The training and expertise of full-time faculty and current adjunct faculty are described briefly below.

Lacey Sloan, Ph.D., MSSW, BSW, Associate Professor of Social Work, is the director of the Social Work program. She has a Bachelor, Masters and Ph.D. in social work. She has over 20 years of social work practice experience, including the areas of disaster relief, child welfare, sexual assault and domestic violence. Her experience is at both the micro and macro practice levels. She has worked as an academic since 1995, including at the University at Buffalo, University of Houston, University of Southern Maine and Qatar University. While at the University of Southern Maine, Dr. Sloan was recruited to serve as scientific lead on the Department of Justice funded VAWA Measuring Effectiveness Project, a multi-year multi-million dollar project which created instruments to measure the effectiveness of the Violence Against Women Act (VAWA) funded grants. VAWA grants were provided to all 50 states and the six U.S. territories. Dr. Sloan is best known for her scholarship on sex work, and on sexual violence. She has published in the top social work journals, including Affilia; and Social Work. She is also known for her work to end the practice of polygraphing rape victims, a practice that was effectively banned in 2004 via the Violence Against Women Act rules which prevent states from receiving VAWA funding if they continue the practice.

Dr. Sondra Brandler, Associate Professor of Social Work, has been at the College of Staten Island since 1995, when she was hired as Director of Field Education and as a classroom instructor. She served as the Director of the Social Work Program for approximately ten years. Dr. Brandler earned her MA in English literature at Bucknell University in 1971, her MSW at the Hunter College School of Social Work in 1973 and her DSW at the Adelphi School of Social Work in 1984. She is the co-author with Camille Roman of two editions of a group work textbook, Group Work: Skills and Strategies for Effective Intervention, and has written several articles and chapters and presented on social work with aging populations, on group work, and on social work pedagogy. She is a fellow of the Brookdale Center on Aging where she was involved in several research studies and a grant on ethnicity in Jewish long-term care facilities, and has been a consultant in the field of aging throughout her career. Dr. Brandler’s practice experience is varied. For nearly ten years, she was the executive director of a senior program with a registration of several thousand participants. Prior to teaching in the College of Staten Island, Dr. Brandler taught at the NYU School of Social Work and for two years at the Lehman College Social Work Program. A film, The Beautiful Hills of Brooklyn, created from the diary of an elderly woman who was Dr. Brandler’s client, has been featured in film festivals and has won honors throughout the world. The movie which, in part, speaks to the importance of the senior program and the social worker in the life of an older person has been selected by the Department of Aging for training social workers and other health care professionals in the field of aging.

Dr. Vandana Chaudhry, Assistant Professor of Social Work, is the newest faculty member in the social work program, joining the faculty in the fall, 2012. Dr. Chaudhry defended her dissertation in May, 2012, from the University of Illinois at Chicago (UIC) Jane Addams School of Social Work. Her Master’s in Social Work degree is from the University of Delhi (India). Dr. Chaudhry’s area of expertise is disability policies and services, empowerment and human rights approaches, health disparities, youth and child development, and international
Participatory Development and Disability: An Ethnographic Study of Self-help Groups in Rural Areas of Southern India," she has published peer-reviewed journal articles and book chapters on disabilities. While at UIC, Dr. Chaudhry worked as a research assistant on an NIH funded grant examining health disparities amongst people with disabilities in Chicago. She also served as an intern and consultant to the World Bank, designing and conducting research on disabilities in India, Lebanon, Malawi, Yemen, and Ukraine. Dr. Chaudhry has received numerous competitive grants and fellowships, including the International Ford Foundation Fellowship, Nation Science Foundation Doctoral Dissertation Research Improvement Grant and Society for Social Work and Research, Doctoral Fellows Award.

Ms. Kari Meyer joined the faculty as a lecturer in the summer of 2010 to serve both as course instructor and as Director of BSSW Field Education. Ms. Meyer earned her MSW at Boston University School of Social Work in 2005 where her focus was in macro studies. She currently teaches Social Policy and Planning, Social Welfare, and the Fieldwork Seminar. In her field education director role, Ms. Meyer is responsible for overseeing existing field sites and developing new settings for internships, particularly those reflective of the diversity of Staten Island. Within a few months of beginning at the College of Staten Island, she introduced a number of new fieldwork agencies, finding creative solutions to accommodate the schedules and special needs of social work students. Ms. Meyer’s prior social work experience was in the area of criminal justice, where she worked with people with substance abuse problems, and in the child welfare system where she worked with older children and adolescents who were in foster care. She has also served as a staff supervisor and a field instructor.

Ms. Patti Gross was hired in 2010 as a lecturer. She is the Director of MSW Field Education. Ms. Gross was an adjunct instructor at New York University Silver School of Social Work in Manhattan and taught in their satellite program on Staten Island. Ms. Gross earned her MSW in 1988 from NYU where she also completed some doctoral studies. At NYU, she participated in curriculum development and taught courses on Human Behavior in the Social Environment, Social Work Practice, and Multiculturalism. At the College of Staten Island, Ms. Gross teaches Human Behavior in the Social Environment, and Diversity and Social Welfare Policy. Ms. Gross’ most recent social work practice experience has been as a social worker in the Employee Assistance Program at the New York City Transit Authority where she was involved in writing and implementing the New York State mandated program on intimate partner violence in the workplace. Ms. Gross has consulted with agencies in program development in the areas of international (transracial and transcultural) adoption, substance abuse, working with the LGBT community and working with families who have intellectually challenged children. In addition, Ms. Gross has been a member of the board of the NYU Certificate Program in Substance Abuse and psychodynamic psychotherapy. Ms. Gross has presented at many professional venues on the topics of substance abuse, working with the LGBT community, and parenting the intellectually challenged child.

Part-time Faculty

Dr. Adrienne Asch is the Director of the Center for Ethics at Yeshiva University, where she holds appointments at the Albert Einstein College of Medicine and the Wurzweiler School of Social Work. Her work focuses on ethical issues in reproduction, death and dying, and justice for disadvantaged minorities in American society. She is a member of the New York State Task Force on Life and the Law, a state commission on bioethical issues. In 1993 she served as a member of the Bioethics Working Group of the Clinton Task Force on Healthcare Reform. She has been a member of the Society for Disability Studies since its inception and served as its president for two years (1996-98). She is also a Fellow of the Hastings Center and of the
Society for the Psychological Study of Social Issues, as well as a past board member of the American Society for Bioethics and Humanities, and a past board member of the NYC chapter of National Association of Social Workers. In addition, she has been a board member of the American Civil Liberties Union, the Society for Jewish Ethics and the Society for Disability Studies. Finally, she has authored numerous articles and book chapters, and is the co-editor of *Prenatal Testing and Disability Rights* and *The Double-Edged Helix: Social Implications of Genetics in a Diverse Society*. She has taught at the Boston University School of Social Work and Wellesley College before coming to CSI. She received a Bachelor’s degree in philosophy from Swarthmore College, her Masters in Social Work from Columbia University, and her Ph.D. in social psychology also from Columbia University.

Mr. Hal Angel earned his MSW at New York University School of Social Work in 1975. He teaches courses in sociology and social work, and is familiar with the sociological theory and research that are part of the liberal arts tradition that informs social work practice. In the social work program, Mr. Angel has taught nearly every course and has often been the instructor in the Introduction to Social Work course in which students learn about the field in preparation for applying to the program. His enthusiastic introduction to the profession has been a positive force in the recruitment of new students. The majority of Mr. Angel’s work experience is in the field of mental health. Until his retirement a few years ago, he was for many years a clinician, supervisor, and field instructor in the South Beach Psychiatric Hospital, a state-run facility with both in-patient and out-patient services for acutely and chronically mentally ill people in Staten Island and Brooklyn.

Ms. Sherry McShall-Roche is an adjunct faculty member with a deep commitment to the College of Staten Island, from where she graduated more than twenty years ago. Ms. McShall-Roche earned her MSW in 1991 from Hunter College School of Social Work and began her career working in adult day care at Seaview Hospital, Rehabilitation Center and Home. For the last ten years, Ms. McShall-Roche has served as Seaview’s Director of Social Work. During this time, Ms. McShall-Roche has been a field instructor to social work students from various schools but always accommodates social work candidates from the College of Staten Island. She often opts to help the program with students who pose special challenges. For approximately five years, Ms. McShall-Roche has enjoyed teaching the Human Behavior in the Social Environment course and the Introduction to Social Work course.

Ms. Lauren Tacconi received her Master’s degree in Social Work from Monmouth University. Her concentration was in international community development. She was selected to present her master’s thesis on the post-war environment’s effect on children at the Global Understanding Convention in 2007. As part of her internship Lauren helped plan an international conference to address the needs of like-minded agencies working with youth in over 14 countries. Lauren also conducted program evaluations in Guatemala, and worked with agencies to attain consultative status with the U.N. Lauren recently began setting her attention to micro-based areas of practice. Lauren chose to work with the March of Dimes to learn the development aspect of not-for-profit work. Lauren currently is working at Staten Island Mental Health Society with persons who are developmentally disabled. Lauren divides her time with the agencies’ head start program as well. Lauren conducts weekly groups with children and parents and also maintains a caseload of individual clients.

Mr. Douglas Brooks graduated from Columbia University, earning a Master's of Science in Social Work. Mr. Brooks was an adoption coordinator, then foster care supervisor of Lutheran’s Queens/Long Island Offices. After 12 years of direct service provision, Mr. Brooks joined New York City’s Children Services as Chief of Staff and Director of Special Projects for the Deputy Commissioner of Policy and Planning of Children’s Services. It was during this time that Mr. Brooks conceptualized and developed the “Well-Being Initiative” that is being used today to measure the wellness of the children and families involved with child welfare. Mr. Brooks then moved onto the Commissioner’s Office serving as Deputy Chief of Staff and then
as the Deputy Director of Administration for the Manhattan Borough Office. Mr. Brooks is also an Adjunct Professor at New York University's School of Social Work, teaching social welfare policy to graduate students. He also is a field instructor having guided over 15 social workers into the profession. In 2008, Mr. Brooks left Children's Services to become the Director of Family and Children's Services at Brooklyn Community Services (BCS). At BCS, Mr. Brooks manages a $13.1 million portfolio of programs and services that help children reach their full potential and strengthen families.

7. Cost Assessment

Overview

Beginning academic year 2014-2015, and thereafter, tuition revenue from a Master of Social Work program will exceed direct program costs. The moderate projected rate of enrollment growth from an initial entering cohort of 36 students should yield annual tuition revenue that grows from approximately $458,080 in academic year 2014-2015 to $1,322,781 in academic year 2020-2021 and forward. Beginning in year one, the MSW program will generate net revenue of $43,150. By academic year 2018-2019, the net revenue increases to $658,631 per year. A detailed justification of the budget is in Appendix D.

Table 9: Masters of Social Work Budget Estimate Worksheet
(costs in 2012 dollars; tuition rates to 2015 are per CUNY guidelines)

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<tr>
<th></th>
<th>Faculty Costs</th>
<th>Equipment Costs &amp; New faculty start-up</th>
<th>Staff Costs</th>
<th>OTPS</th>
<th>Total Costs**</th>
<th>Tuition Revenue*</th>
<th>Net Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>$361,335</td>
<td>0</td>
<td>$35,529</td>
<td>$18,066</td>
<td>$414,930</td>
<td>$458,080</td>
<td>$43,150</td>
</tr>
<tr>
<td>2015-2016</td>
<td>$545,958</td>
<td>$7,000</td>
<td>$35,529</td>
<td>$27,297</td>
<td>$615,784</td>
<td>$736,130</td>
<td>$120,346</td>
</tr>
<tr>
<td>2016-2017</td>
<td>$598,687</td>
<td>$7,000</td>
<td>$35,529</td>
<td>$29,934</td>
<td>$671,150</td>
<td>$855,945</td>
<td>$184,795</td>
</tr>
<tr>
<td>2017-2018</td>
<td>$598,687</td>
<td>0</td>
<td>$35,529</td>
<td>$29,934</td>
<td>$664,150</td>
<td>$1,172,124</td>
<td>$507,974</td>
</tr>
<tr>
<td>2018-2019</td>
<td>$598,687</td>
<td>0</td>
<td>$35,529</td>
<td>$29,934</td>
<td>$664,150</td>
<td>$1,322,781</td>
<td>$658,631</td>
</tr>
</tbody>
</table>

Faculty Costs

We calculated faculty costs based on meeting the CSWE mandated MSW faculty minimum of six faculty (required by year three [2016]) and required faculty to student ratios (1:12 for MSW programs), which includes 50% release time each for field and program directors. With three full time MSW faculty members for 2014-2015 (three existing faculty), we will need adjunct faculty to teach 20 course sections. In 2015-2016, one existing BSSW faculty member and one new faculty hire will begin, and we will need adjunct faculty to teach 21 course sections. In 2016-2017, our final hire will begin, and we will need adjunct faculty to teach 15 course sections. We plan to hire two junior faculty and one senior faculty. The need to hire
additional faculty will be based on both graduate and undergraduate enrollment and availability of new faculty lines (although CSWE mandates a minimum of only two faculty for undergraduate programs. CSWE also requires a 1:25 faculty to undergraduate student ratio). Faculty salary was estimated at an average rate of $58,503 per year for junior faculty and $72,010 for senior faculty. A 33% benefits rate was included. Salaries reflect discipline-specific expectations. Adjunct salary was calculated at $3,800 per course plus 10% benefits rate and includes part-time faculty to cover the release time of the field and program directors.

Facilities and Equipment Costs
Equipment which is not a capital expenditure will include costs for faculty computers, printers and start-up packages ($7000 per faculty member). As noted by the external evaluators, the department will require additional private office space for four additional faculty as the program increases in size. Although office space is currently a challenge for CSI, the shortage should be rectified once the High Performance Computing Center opens at CSI. Several departments will move into the Center, providing space for back fill by remaining departments and programs, including Social Work. The administration is committed to co-located space for the social work faculty.

Other Costs
Other direct estimated costs include a full time administrative assistant (Gittleson) to support the faculty and students in a variety of tasks (e.g., copying, personnel paperwork, keeping track of field contracts and student field hours, etc.). This will commence in Fall 2014 and will be in addition to the administrative assistant (College Assistant) line that is already in place. The entry-level salary for the pay range is $26,714. Fringe benefits are calculated at 33%. The total annual cost for this position, including fringe benefits is calculated at $35,530. Other costs will include the purchase of instructional materials (e.g., books, journal subscriptions, videos) at a rate of $3000 per year. Many materials are already available in the CSI library.

OTPS
Other than personnel services (OTPS) expenses are calculated at 5% of faculty expenses (full and part-time faculty plus fringe). This results in $18,066 in expenditures in year one and increases to $29,934 from year three and forward.

NYU MSW program
Per prior agreement with NYU, their MSW program will no longer be located at CSI. The revenue generated to the College for rent of office space was not part of the revenue stream for the social work program. Therefore, the program does not incur any loss of income due to the departure of the NYU program.

Tuition Revenue
We have estimated that all full time Two Year and full time Advanced Standing program will be residents of New York. We also estimated that in 2014-2016, two of the four incoming part-time Two Year students will be out-of-state residents. Beginning in 2017, three of the six part-time Two Year students will be out-of-state residents.

Tuition rates for 2014-2015 are based on the CUNY approved rate of $12,740 per year for a full time New York resident in a Master of Social Work program. Part-time New York residents pay $535 per credit hour, and out-of-state residents pay $865 per credit. Tuition rates for 2015-2016 are $13,371 per year for full time New York residents, $560 per credit for part time in-state residents and $910 for out-of-state residents. Tuition rates for 2016-2017 are $14,032 per year for full time students, $586 per credit for part-time in-state students and $957
for part-time out-of-state students. Tuition rates for 2017-2018 are $14,727 per year for full time students, $614 per credit for part-time in-state students and $1007 per credit for part-time out-of-state students. Tuition rates for 2018-2019 are $15,456 per year for full time students, $642 per credit for part-time in-state students and $1059 for part-time out-of-state students. Full details are outlined in Appendix D.

8. Evaluation

To ensure the on-going quality of the MSW program, both summative and formative evaluations are integrated in the program.

**Summative evaluation.** Using multiple measures, summative evaluation will measure the achievement of program. The two primary means will be an alumni survey conducted one year after graduation, and a survey of Staten Island social service agencies, commencing in academic year 2017-2018. The program goals will be measured as indicated below.

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educate outstanding social work practitioners in an intellectually rigorous</td>
<td>Capstone project: Case analysis</td>
</tr>
<tr>
<td>environment so they can practice social work in urban settings and diverse</td>
<td>Alumni survey</td>
</tr>
<tr>
<td>communities</td>
<td>Pass/fail rates on Licensure exam</td>
</tr>
<tr>
<td></td>
<td>Staten Island social service survey</td>
</tr>
<tr>
<td>Educate advanced social work practitioners prepared to work with and on</td>
<td>Capstone project: Case analysis</td>
</tr>
<tr>
<td>behalf of people in need, with a special emphasis on former Willowbrook</td>
<td>Alumni survey</td>
</tr>
<tr>
<td>State School residents, people with disabilities, and organizations serving</td>
<td>Staten Island social service survey</td>
</tr>
<tr>
<td>people with disabilities</td>
<td></td>
</tr>
<tr>
<td>Provide professional opportunities for MSW students in a variety of sectors</td>
<td>List of field internship opportunities</td>
</tr>
<tr>
<td>and settings</td>
<td>Alumni survey</td>
</tr>
<tr>
<td></td>
<td>Staten Island social service survey</td>
</tr>
<tr>
<td>Engage in faculty research, scholarship, and service which will advance</td>
<td>Annual faculty evaluation</td>
</tr>
<tr>
<td>theory, policy, and practice in the profession of social work and in the</td>
<td>Annual faculty survey</td>
</tr>
<tr>
<td>field of social welfare more generally</td>
<td></td>
</tr>
<tr>
<td>Provide faculty expertise and leadership toward strengthening urban</td>
<td>Annual faculty evaluation</td>
</tr>
<tr>
<td>communities, particularly Staten Island and the region</td>
<td>Annual faculty survey</td>
</tr>
<tr>
<td></td>
<td>Alumni survey</td>
</tr>
</tbody>
</table>

**Formative evaluation.** In addition to ongoing summative evaluation, the program will monitor process and implementation goals beginning 2014 to ensure admissions, student retention, and faculty hiring expectations are achieved. The program will use this formative evaluation to inform changes in student and faculty recruitment, field internships and other program goals.

<table>
<thead>
<tr>
<th>Implementation Goals</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admit and retain qualified students to the MSW program</td>
<td>Admissions applications</td>
</tr>
<tr>
<td></td>
<td>Acceptance rates</td>
</tr>
<tr>
<td></td>
<td>Graduation rates</td>
</tr>
<tr>
<td>Recruit and retain qualified faculty in the MSW</td>
<td>Faculty applications</td>
</tr>
<tr>
<td>Implementation Goals</td>
<td>Evaluation</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| Recruit and retain appropriate field internship placements for the MSW program | Field Agency applications  
New agreements signed  
% of internship agencies accepting students each year |
| Develop & implement an effective licensing exam preparation program | % of students accessing licensing exam prep program  
Pass/fail rates on licensing exams |
| Ensure adequate resources for the MSW program | Space assessment  
Faculty & staff assessment of resources |

**CSWE Core Competencies: Student Learning Outcomes**

CSWE identifies ten core competencies that must be met by all baccalaureate and master’s social work students. Within these ten core competencies are 41 foundation practice behaviors that must be mastered. In addition, Master of Social Work programs are required to identify at least one additional advanced practice behavior for each of the ten core competencies to reflect the advanced learning expected in the program’s concentration. For MSW programs, this results in a minimum of 51 practice behaviors that are to be included in the curriculum and measured in the program’s assessment. For CSI’s proposed MSW program, ten additional practice behaviors have been identified to meet this CSWE requirement.

CSI’s student learning outcomes are based on the ten CSWE core competencies and 51 practice behaviors (41 foundation practice behaviors determined by CSWE and ten advanced practice behaviors determined by CSI’s MSW program). The 41 foundation practice behaviors are the same for BSSW and MSW students, except that BSSW students are trained for entry level generalist practice and MSW students are trained for advanced practice that is “augmented by knowledge and practice behaviors specific to a concentration” (CSWE, 2008, p. 3). Drawn directly from the CSWE core competencies, upon graduation, a CSI MSW student will:

- Identify as a professional social worker and conduct oneself accordingly
- Apply social work ethical principles to guide professional practice
- Apply critical thinking to inform and communicate professional judgments
- Engage diversity and difference in practice
- Advance human rights and social and economic justice
- Engage in research-informed practice and practice-informed research
- Apply knowledge of human behavior and the social environment
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- Respond to contexts that shape practice
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

These ten core competencies (i.e., student learning outcomes) will be assessed in the following
Upon graduation, the student will | Courses measured
--- | ---
Identify as a professional social worker and conduct oneself accordingly | MSW Integrative Seminar I, II, III, IV
 | MSW Field Internship I, II, III, IV
Apply social work ethical principles to guide professional practice | MSW Practice I, II, III, IV, V
 | MSW Field Internship I, II, III, IV
Apply critical thinking to inform and communicate professional judgments | MSW Practice I, II, III, IV, V
 | MSW Concentration I, II, III, IV
 | MSW Field Internship I, II, III, IV
Engage diversity and difference in practice | MSW Concentration I, II, III, IV
 | MSW Field Internship I, II, III, IV
Advance human rights and social and economic justice | MSW Practice I, II, III, IV, V
 | MSW Concentration I, II, III, IV
 | MSW Field Internship I, II, III, IV
Engage in research-informed practice and practice-informed research | MSW Research I, II
 | MSW Field Internship I, II, III, IV
Apply knowledge of human behavior and the social environment | MSW HBSE I, II
 | MSW Field Internship I, II, III, IV
Engage in policy practice to advance social and economic well-being and to deliver effective social work services | MSW Policy I, II
 | MSW Field Internship I, II, III, IV
Respond to contexts that shape practice | MSW Internship I, II, III, IV
 | MSW Concentration I, II, III, IV
 | MSW Field Internship I, II, III, IV
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities | MSW Practice I, II, III, IV, V
 | MSW Concentration I, II, III, IV
 | MSW Field Internship I, II, III, IV

Measurement of outcomes is just the first step in assessment. Each year, faculty will examine program and student learning outcome data to identify changes needed to the program and curriculum. Sequence (i.e., practice, policy, HBSE, research and field) coordinators will use student learning outcome data to inform changes to course objectives, assignments, texts and readings, and other factors that could affect student learning in each course. For example, in the BSSW program, we used student learning outcome data to improve course assignments in Practice I & II. Changes that do not need CSI curriculum committee or faculty senate approval will be made by the sequence coordinators with approval by the MSW program director. Changes needing CSI curriculum committee or faculty senate approval will be presented to those bodies for approval.

9. Conclusion

This proposal for a Master of Social Work program responds to documented needs and interest in the community, and to student demand. The MSW program will prepare students for advanced urban practice in the field of social work, with a particular emphasis on serving people with disabilities. The MSW curriculum was developed with input from staff and clients at various agencies serving people with disabilities on Staten Island and in New York City. The curriculum
provides a coherent approach to ensuring that both accreditation and licensure requirements for social work programs and social workers are met. The program is expected to begin in Fall, 2014 and graduate its first students (the one year advanced standing students) in Spring, 2015. The first group of full-time two-year students, who entered without an undergraduate degree in social work, is expected to graduate in Spring, 2016.

The establishment of an MSW program at CSI does not duplicate the efforts of Hunter or Lehman. CUNY offers many of the same degrees across its campuses so that students in various geographical areas of the City will have accessible education that is high quality and affordable. The demand from students, and need within the community for an MSW program on Staten Island, are great. The demand for social workers, including MSWs, is expected to grow up to 34% in certain settings (including health care) over the next ten years. New York State, including New York City, has a shortage of MSWs in the public health domain and the federal government has responded by increasing financial assistance (i.e., loan repayment) for persons with MSW degrees. The median salary for social workers is higher than the median for all other occupations, and is about $15,000-22,000 higher for MSWs than BSWs. CSI will be offering a unique concentration in disabilities. Only one other MSW program in the U.S.—Gallaudet University—offers a specific concentration in disabilities. Due to our geographic location, the demographics of Staten Island and our focus on an area which is historically associated with the borough of Staten Island, we do not believe that our MSW will in any way compromise or compete with the Silberman School at Hunter College. Expansion of the social work program at CSI to include an MSW degree will increase the capacity of CUNY to offer a quality social work education to NYC’s aspiring social workers and will help to meet the need of the community.

References


U.S. Census (2010) retrieved October 11, 2011 from
http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?prodType=table


APPENDICES
Appendix A: Community Agency Questionnaire

This is Kari Meyers from the College of Staten Island Social Work program. I am calling because we are trying to determine whether or not there is a need for a Master of Social Work program here on Staten Island. We value the input of our community partners and would like to ask you a couple of questions.

Agency Name_______________________________________________________________
Person interviewed__________________________________________________________

Do you think there is a need for an MSW program on Staten Island?      Yes  No

If no, how is your need for Master level social workers currently filled?

If yes, what do you think the focus of an MSW program should be?

If yes, do you think a concentration focusing on Disabilities would be desirable?

Thank you very much for your input.
Agency Assessment Results

**Agency Name:** Jewish Community Center-Staten Island; Staten Island Youth Justice Center; JCC Bensonhurst; Staten Island University Hospital-Geriatric Unit; On Your Mark; Staten Island Care Center; Community Agency for Senior Citizens; Staten Island Mental Health; NY Foundling-Brooklyn; NY Foundling-Staten Island; Seaview Hospital and Home; Aviation High School; Brooklyn LINK; Eden II; PS 861/IS 51; SIBN; YMCA (2 different programs)

Do you think there is a need for an MSW program on Staten Island?  
Yes 20  
No 0

**If no,** how is your need for Master level social workers currently filled?

**If yes,** what do you think the focus of an MSW program should be?

<table>
<thead>
<tr>
<th>Fields of Practice</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabilities 3</td>
<td>Clinical 7</td>
</tr>
<tr>
<td>Geriatric 3</td>
<td>Administration 3</td>
</tr>
<tr>
<td>Substance abuse 3</td>
<td>Direct practice 2</td>
</tr>
<tr>
<td>Health Care 1</td>
<td>Methods 1</td>
</tr>
<tr>
<td>Child welfare 1</td>
<td>Case management 1</td>
</tr>
<tr>
<td>Trauma, etc., 1</td>
<td>Community work 1</td>
</tr>
</tbody>
</table>

**If yes,** do you think a concentration focusing on Disabilities would be desirable?  
Yes 17  
No 2  
Unsure 1

**Sample comments:**  
-A concentration in the area of disabilities would be highly desirable with a particular focus on developmental disabilities. Currently 1 in 110 newborns are diagnosed with Autism. Also, the Article 16 clinics which currently provide clinical services to the developmentally disabled population will shortly require that all providers be licensed with no less than a Master’s degree in order for Medicaid to fund these services. The change in policy supports the obvious need for a program on Staten Island.

-I think that an MSW program should focus on interventions for persons with disabilities. I am currently working with that population and often find my graduate school curriculum lacked in the focus on disabilities. Clinical mythology for the population is hard to gain and a strong knowledge base would be very effective.

-I think it is imperative to have more knowledge on the array of disabilities that exist and the appropriate community resources available. The clinicians should also be trained for advocacy work related to disabilities because some of the available resources may be insufficient.
Appendix B: Social Work Students Interests in Graduate Education

Please answer each question to the best of your ability. This questionnaire will be used to assess interest in graduate education here at CSI. Your answers will be anonymous, so please do not put your name on the questionnaire.

Gender
  o Female
  o Male
  o Other_______

Ethnicity (check all that apply)
  o African American
  o Latino/Latina
  o Asian
  o Native American
  o Caucasian
  o Other___________________

Year in Social Work Program
  o Junior
  o Senior
  o Other
    ______________________

Age____________________________
1. Do you want to obtain a Master of Social Work degree?
   - Yes
   - No
   - Undecided

2. How soon after graduating with your BASW or BSSW do you want to start your MSW education?
   - Immediately
   - 1 year
   - 2 years
   - 3 years or more
   - Not applicable (I do not intend to pursue a Master’s degree)

3. How likely are you to apply to attend an MSW program at each of the following schools?

<table>
<thead>
<tr>
<th>School</th>
<th>Very Likely</th>
<th>Likely</th>
<th>Unsure</th>
<th>Not Likely</th>
<th>Very Unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Staten Island</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Hunter College</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Lehmann College</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>New York University</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Fordham University</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Yeshiva University</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Long Island University</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Adelphi University</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Columbia University</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Rutgers University</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

4. Which Master’s program would you most like to attend? Please rank order your top three choices from 1 to 3 with 1 being the one you would most like to attend.

   __College of Staten Island
   __Hunter College
   __Lehmann College
   __New York University
   __Fordham University
   __Yeshiva University
   __Long Island University
   __Adelphi University
   __Columbia University
   __Rutgers University

5. What factors will you consider when selecting a Master’s program to attend?
<table>
<thead>
<tr>
<th>Feature</th>
<th>Definitely</th>
<th>Somewhat</th>
<th>Unsure</th>
<th>Definitely not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Availability of evening classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Availability of weekend classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Cost of program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Location</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Availability of Financial Aid</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Admissions requirement GPA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Availability of transportation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Availability of online courses</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Accreditation of program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Size of classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Qualifications of professors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

6. Any other comments:
Results of Social Work Students Interests in Graduate Education

Gender
31 Female
12 Male
0 Other

Ethnicity (check all that apply)
7 African American
14 Latino/Latina
2 Asian
0 Native American
14 Caucasian
5 Other

Year in Social Work Program
30 Junior
10 Senior
3 Other

Age
20-58
Mean=29
Median=26

Do you want to obtain a Master of Social Work degree?
41 Yes
0 No
3 Undecided

How soon after graduating with your BASW or BSSW do you want to start your MSW education?
34 Immediately
7 1 year
1 2 years
0 3 years or more
0 Not applicable (I do not intend to pursue a Master’s degree)
How likely are you to apply to attend an MSW program at each of the following schools?

<table>
<thead>
<tr>
<th>School</th>
<th>Very Likely</th>
<th>Likely</th>
<th>Unsure</th>
<th>Not Likely</th>
<th>Very Unlikely</th>
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<tr>
<td>College of Staten Island</td>
<td>37</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hunter College</td>
<td>12</td>
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<td>8</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Lehmann College</td>
<td>3</td>
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<td>11</td>
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<td>10</td>
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<tr>
<td>New York University</td>
<td>8</td>
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</table>

Which Master’s program would you most like to attend? Please rank order your top three choices from 1 to 3 with 1 being the one you would most like to attend.

# of top three responses
41 College of Staten Island
31 Hunter College
7 Lehmann College
23 New York University
2 Fordham University
2 Yeshiva University
2 Long Island University
0 Adelphi University
4 Columbia University
6 Rutgers University

What factors will you consider when selecting a Master’s program to attend?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Definitely</th>
<th>Somewhat</th>
<th>Unsure</th>
<th>Definitely not</th>
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<td>Availability of transportation</td>
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<td>Accreditation of program</td>
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Any other comments:
Appendix C: Courses Descriptions

SWK 6aa MSW Research I (3 credits)
First in a two course sequence. This course is designed to help students gain an understanding of and appreciation for the use of research as a tool for professional evidence-based practice. Students are introduced to the concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific method in social work, the value of research in social work, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs to evaluate programs and practice, sampling, alternative quantitative and qualitative data gathering and analytic techniques, and preparation and use of research reports. The emphasis in the course is on equipping students with the research knowledge and skills needed to engage in the evidence-based practice process at all levels of social work practice. As part of that process, students learn how to critically appraise sources of scientific evidence and how the criteria for that appraisal will vary depending upon the purpose of the research. Prerequisite: Admission to MSW program

SWK 6bb MSW Research II (3 credits)
Second in a two course sequence. This course deals with evaluating and applying standard social science methods to a student-designed research project. Qualitative and quantitative data collection and analysis methods are explored. Descriptive and inferential statistics are presented. The course covers data collection, data preparation and computer assisted analysis. It reviews the basic skills required to evaluate and write research reports including graphic and statistical analysis and presentation. This course fosters an appreciation for diversity and fosters an awareness and sensitivity for social work practice research with diverse groups based on multiple dimensions including race, ethnicity, gender, sexual orientation, and disability. Prerequisite: SWK 6aa (Research I)

SWK 6cc MSW Social Welfare Policy I (3 credits)
First of a two course sequence in social welfare policy. This course introduces students to the evolution of social welfare beginning with early human societies through to current day social welfare systems in the United States and globally. Students will learn the historical and philosophical bases current-day social welfare programs with special emphasis on policies and programs affecting vulnerable populations. The course examines the role of the social work profession in the development of social welfare policy. Prerequisite: Admission to MSW program

SWK 6dd MSW Social Welfare Policy II (3 credits)
Second course in the policy sequence. The course examines issues surrounding the development, implementation and evaluation of social welfare policies. Students are introduced to a framework for policy analysis and advocacy. Several social welfare policy areas, including anti-poverty measures, child welfare, and disability are examined. The course is designed to help social workers learn to work effectively within the social welfare system and fulfill their ethical obligation promote social and economic justice. Prerequisite: SWK 6cc (Policy I)

SWK 6ee MSW Social Work Practice 1: Practice with Individuals I (3 credits)
First of three foundation social work practice courses. The course provides an introduction to knowledge, skills and values of practice with diverse individuals and families. The course emphasizes engagement, assessment, intervention, prevention, and evaluation of practice. Skills include interviewing and recording skills, case analyses, use of self and communication techniques. The NASW Code of Ethics is used to guide decision-making and practice. Focus
includes identifying strategies that promote social and economic justice. Prerequisite: Admission to MSW program

SWK 6ff MSW Social Work Practice 2: Practice with Groups I (3 credits)
The second of three foundation courses in social work practice that provide an introduction to the basic theory and methods of social work practice with individuals, families, groups, organizations and communities. As a preparation for practice in the field, this second course emphasizes the development of group work skills and analyses, focusing on the use of self, communication techniques, and the problem-solving process in groups varying from those intended to provide supportive counsel to those designed to meet social action goals. All case material is studied within the context of the values of the social work profession and the recognition of the importance of cultural diversity and other differences among those served. Prerequisite: SWK 6ee (Practice with Individuals)

SWK 6gg MSW Social Work Practice 3: Macro-Practice I (3 credits)
Third of three foundation courses in social work practice. The social work practice sequence provides an introduction to the basic theory and methods of generalist social work practice with individuals, families, groups, organizations and communities. As a preparation for practice in the field, this third course emphasizes practice with organizations, neighborhoods and communities. Change strategies such as social action, legislative policy, citizen participation, advocacy and service development are explored. All case material is studied within the context of the values of the social work profession and the recognition of the importance of cultural diversity. Prerequisite: SWK 6ee (Practice with Individuals)

SWK 6hh MSW HBSE I: The Sociocultural Construction of the Human Experience (3 credits)
First of a two course sequence. Introduction to the sociocultural concepts that define the context of human experience. This course will explore the areas of culture, social structures, inter-group relationships and identity, concepts of ethnicity, race, class, gender, sexual orientation, religion, age, and disability. Students will learn how these variables impact the lives of groups, communities, families and individuals. The implications of a sociocultural construction of the human experience for social work practice will be explored. This course will examine the uses and misuses of power in constructing social identities and social meanings as well as personal and group experiences. It will explore how social identity and position affect access to services and resources. Prerequisite: Admission to MSW program

SWK 6ii MSW HBSE II: Culture and Development Across the Life Course (3 credits)
Second course in a two course sequence. This course explores similarities and differences in development across cultures. Emphasis will be placed on developing an understanding of the interaction between the biological/maturational aspects of development and the way cultural values, ideals and practices shape, and give meaning to, development. The course will use a history of ideas approach to explore the continuing debate on the intersection between universalist and cultural pluralist approaches to understanding development, and the relevance to social work practice. Students will use a global perspective to develop the ability to use paradigm development and critical thinking skills in their practice with clients. Prerequisite: SWK 6hh HBSE I

SWK 6jj MSW Integrative Seminar I (1 credit)
First of two foundation integrative seminar courses. This course is designed to support the educational focus of students' agency-based practicum. The sessions assist students in applying in their agencies the knowledge acquired throughout the MSW foundation curriculum,
and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their practicum education beyond their individual placements and gain a basic understanding of social work practice in diverse settings.

The Field Seminar must be taken concurrently with the Internship. Prerequisite: Admission to MSW program Co-requisites: SWK 6ll

**SWK 6kk MSW Integrative Seminar II (1 credit)**

Second of two course foundation integrative seminar courses. This course is designed to support the educational focus of students’ agency-based practicum. The seminar meets weekly over the course of the first year foundation practicum placement. The course assists students in applying in their agencies the knowledge acquired throughout the MSW foundation curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their practicum education beyond their individual placements and gain a basic understanding of social work practice in diverse settings.

The Field Seminar must be taken concurrently with the Internship. Prerequisite: B or better in SWK 6jj Co-requisites: SWK 6mm

**SWK 6ll MSW Internship I (2 credits)**

First of two foundation social work internship/practicum courses. Students are placed in a social work setting for 16 hours per week for a total of 240 hours each semester. Students will work under the supervision of an LMSW who provides guidance for learning in cooperation with the student’s faculty liaison at the College. Direct interaction with individuals, families, groups and communities from diverse backgrounds aid the student with integrating concepts and principals from the classroom into their field setting. The Internship must be taken concurrently with the Field Seminar.

Prerequisite: Admission to MSW program Co-requisites: SWK 6jj

**SWK 6mm MSW Internship II (2 credits)**

Second of two foundation social work internship/practicum courses. Students will be placed in a social work setting for 16 hours per week for a total of 240 hours each semester. Students will work under the supervision of an LMSW who provides guidance for learning in cooperation with the student’s faculty liaison at the College. Direct interaction with individuals, families, groups and communities from diverse backgrounds aid the student with integrating concepts and principals from the classroom into their field setting. The Internship must be taken concurrently with the Field Seminar. Prerequisite: P in SWK 6ll; Co-requisite: SWK 6kk

**SWK 7ee MSW Social Work Practice 4: Advanced Practice with Individuals & Families II (3 credits)**

Advanced social work practice with individuals and families. This course builds on professional values, ethics, principles, practice methods, and the person-in-environment perspective of the profession. Advanced social work practice with individuals, couples and families requires the professional use of self to restore, maintain, and enhance the biological, psychological, social, and spiritual functioning of individuals, couples and families. The course will cover the
application of advanced social work knowledge and skills in multidimensional assessment, diagnosis, and intervention with people with emotional, mental, behavioral, intellectual and physical disorders, conditions, and addictions. Crisis intervention, brief and long-term psychotherapy and counseling, client-centered advocacy, consultation, and evaluation are covered. Interventions responsive to all dimensions of diversity are applied within the context of the therapeutic relationship guided by best practices and evidence-based guidelines.

Prerequisite: SWK 6ee (Individual Practice I) or Admission to Advanced Standing program

*SWK 7ff MSW Social Work Practice 5: Advanced Practice with Groups II (3 credits)
Advanced social work practice with groups. This course builds on professional values, ethics, principles, practice methods, and the person-in-environment perspective of the profession. Advanced social work practice with groups requires the professional use of self to restore, maintain, and enhance the biological, psychological, social, and spiritual functioning of group members. The course will cover the application of advanced social work knowledge and skills in multidimensional assessment, diagnosis, and group intervention with people with emotional, mental, behavioral, intellectual and physical disorders, conditions, and addictions. Group interventions, including brief and long-term group psychotherapy and counseling, client-centered advocacy, consultation, and evaluation are covered. Interventions responsive to all dimensions of diversity are applied within the context of the therapeutic relationship guided by best practices and evidence-based guidelines.

Prerequisite: SWK 6ff (Practice with Groups I) or Admission to Advanced Standing program

*Students choose at least one advanced practice course

SWK 7aa: Introduction to Social Work Practice with People with Disabilities (3 credits)
First of four courses in the Social Work Practice with People with Disabilities concentration. It introduces the student to the emerging, multidisciplinary field of disabilities. This course will teach the social construction of disabilities, which is distinct from a medical model of disabilities. Included are definitions, early history of disabilities, the disability rights movements, eugenics, policy that impacts people with disabilities, legal issues, self-advocacy, and disability culture. This course provides the foundation for the three courses on social work practice with people with disabilities across the life span.

SWK 7bb MSW Social Work Practice with Children with Disabilities (3 credits)
Second of four courses in the Social Work Practice with People with Disabilities concentration. This is an advanced practice course on children that addresses human variances referred to as “disabilities” within the context of social service agencies and legislation. The social construction model utilized in this course asserts that disability is not inherent in the individual as a deficit, but rather, is often a set of physical and social barriers that can constrain people. This course is designed to promote inclusive policies and practices for children with disabilities. The intersectionality of disability and other diversity factors will be explored critically. Prerequisite: Admission to MSW program

SWK 7cc MSW Social Work Practice with Adults with Disabilities (3 credits)
Third of four courses in the Social Work Practice with People with Disabilities concentration. This is an advanced practice course on social work practice with adults with disabilities. It addresses types of human variances referred to as “disabilities” from a social constructionist framework. The social construction framework utilized in this course asserts that disability is not inherent in the individual as a deficit, but rather, is often a set of physical and social barriers that can constrain people. This course is designed to promote inclusive policies and practices for
adults with disabilities. The intersectionality of disability and other diversity factors will be explored critically.
Prerequisite: Admission to MSW program

SWK 7dd MSW Social Work Practice with Elders with Disabilities (3 credits)
Fourth of four courses in the Social Work Practice with People with Disabilities concentration. This is an advanced practice course on social work practice with elders with disabilities. It addresses types of human variances referred to as "disabilities" from a social constructionist framework. The social construction framework utilized in this course asserts that disability is not inherent in the individual as a deficit, but rather, is often a set of physical and social barriers that can constrain people. This course is designed to promote inclusive policies and practices for elders with disabilities. The intersectionality of disability and other diversity factors will be explored critically. Prerequisite: Admission to MSW program

SWK 7gg MSW Internship III (3 credits)
First of two advanced year field internship courses. Students are placed in a social work setting that specializes in an area of disabilities – physical, developmental, and/or mental health – for 24 hours per week for a total of 360 hours per semesters. This field internship provides students with the opportunity to further integrate and build upon the knowledge, values and skills learned in the previous placement and to adequately prepare students for professional employment within the social work field. Students work under the supervision of a licensed MSW professional who provides guidance for learning in cooperation with the student's faculty liaison at CSI. Advanced direct interaction with individuals, groups and communities from diverse backgrounds aid the student with integrating concepts and principles from the classroom into their field setting.
Prerequisite: Admission to MSW Advanced Standing or Successful completion of first year curriculum. Co-requisite: SWK 7ii

SWK 7hh MSW Internship IV (3 credits)
Second of two advanced year field internship courses. Students continue in their placements in a social work setting that specializes in an area of disabilities – physical, developmental, and/or mental health – for 24 hours per week for a total of 360 hours per semesters. This field internship provides students with the opportunity to further integrate and build upon the knowledge, values and skills learned in the previous placement and to adequately prepare students for professional employment within the social work field. Students work under the supervision of a licensed MSW professional who provides guidance for learning in cooperation with the student's faculty liaison at CSI. Advanced direct interaction with individuals, groups and communities from diverse backgrounds aid the student with integrating concepts and principles from the classroom into their field setting.
Prerequisite: P in SWK 7gg; Co-requisite: SWK 7jj

SWK 7ii MSW Integrative Seminar III—Advanced fall semester (1 credit)
First of two advanced integrative seminar courses. This course supports the educational focus of students’ agency-based internship. The course assist students in applying in their agencies the knowledge acquired throughout the MSW advanced curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their internship education beyond their individual placements and gain an understanding of social work practice in diverse settings
SWK 7jj MSW Integrative Seminar IV—Advanced spring semester (2 credits)
Second of two advanced integrative seminar courses. The integrative seminar is designed to support the educational focus of students’ agency-based internship. The seminar assist students in applying in their agencies the knowledge acquired throughout the MSW curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their practicum education beyond their individual placements and gain an understanding of social work practice in diverse settings. A capstone project required for graduation is submitted in this course.

Electives

SWK 7kk Immigration and Social Work Practice (3 credits)
Explores the global dimensions of refugee and immigrant status. This course will increase students’ awareness of working with immigrants and refugees by exploring the knowledge that social workers must have to work effectively with newcomer populations of Staten Island. Students will gain working knowledge of various experiences people may have prior to arrival in the United States, as well as cultural adjustment, culture shock, post-traumatic stress, and war and refugee trauma. Advanced social work students of the 21st Century are required to utilize a global, multicultural lens when working with consumers in the macro, mezzo and micro domains. Newcomers to the U.S. need social workers with specific expertise to serve the communities in which they reside. The course will help develop that expertise.

SWK 7ll Social Work and Child Welfare (3 credits)
Introduces knowledge and skills needed for practice in the field of child welfare. The course content includes an overview of relevant historical, legal, theoretical, research material as well as policy issues related to the child welfare system at the state and national levels. Students will learn the importance of advocating for social justice within a bureaucratic system as well as various alternatives to traditional foster care that exist in the United States. Discussions of the influence of racism, poverty and the media on child welfare will be integrated throughout the course. Student learning will focus on prevention, reporting, and investigation of child abuse and neglect, family preservation, out-of-home care, adoption, and services for adolescents. Students will learn to evaluate the impact of policies and to propose change in ineffective policies and service organizations.

SWK 7mm Drugs and Alcohol (3 credits)
Advance theory elective focused on integration and application of theory to social work practice in the area of alcohol and drugs. This course focuses on the social reality of drug use, and drug users, within contemporary society and includes an historical analysis of the social construction of drug use, drug users, misuse, and theories of addiction. The course examines the complex relationships among individual and group behavior, and social structure. Students analyze social learning, labeling, power, and inequality. Special attention is given to the complex legal history surrounding drug use, the link between drugs and crime, the impact of the medicalization of human behavior, and varying perspectives on "doing something about drugs."
SWK 7nn Human Sexuality and Social Work Practice (3 credits)
Advanced exploration of the field of human sexuality as it relates to social work practice. Using both a political framework and a biopsychosocial framework, the course will review key biological aspects of reproductive anatomy and physiology that are relevant to social work practice. The course will apply a range of theories to the study of sexual behavior, sexual orientation and concepts of gender. Students will explore how social and cultural ideas and ideals regarding human sexuality are shaped. Students will consider human sexuality from historical and multicultural perspectives.
## Appendix D: Five Year Financial Projection

### Table 10: Masters of Social Work Budget Estimate Worksheet
(costs in 2012 dollars; tuition per CUNY approved rates)

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty Salary Costs</th>
<th>Equipment Costs &amp; New faculty start-up</th>
<th>Staff Costs</th>
<th>OTPS</th>
<th>Total Costs**</th>
<th>Tuition Revenue*</th>
<th>Net Revenue</th>
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<td>2014-2015</td>
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<td>2015-2016</td>
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<td>2016-2017</td>
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<td>$7,000</td>
<td>$35,529</td>
<td>$29,934</td>
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<td>$855,945</td>
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<td>2017-2018</td>
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<td>$29,934</td>
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<td>2018-2019</td>
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<td>$29,934</td>
<td>$664,150</td>
<td>$1,322,781</td>
<td>$658,631</td>
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*See Table 10a for summary of revenue and Table 10d for details of revenue

**See Table 10b for summary of costs and Table 10c details of expenses
Table 10a: Masters of Social Work Projected Revenue Worksheet

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<tr>
<th>Revenues[1]</th>
<th>1st Year Academic Year</th>
<th>2nd Year Academic Year†</th>
<th>3rd Year Academic Year†</th>
<th>4th Year Academic Year†</th>
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<td>01. From Existing Sources[4]</td>
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<td>02. From New Sources[5]</td>
<td>$458,080</td>
<td>$736,130</td>
<td>$855,945</td>
<td>$1,172,124</td>
<td>$1,322,781</td>
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<tr>
<td><strong>03. Total</strong></td>
<td>$458,080</td>
<td>$736,130</td>
<td>$855,945</td>
<td>$1,172,124</td>
<td>$1,322,781</td>
</tr>
<tr>
<td>State Appropriation[6]</td>
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<td></td>
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<tr>
<td>04. From Existing Sources§</td>
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<td>05. From New Sources**</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td><strong>06. Total</strong></td>
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<td>$0</td>
<td>$0</td>
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<td>Other Revenue[7]</td>
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<td></td>
<td></td>
<td></td>
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<td>$0</td>
<td>$0</td>
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<tr>
<td>08. From New Sources**</td>
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<td><strong>09. Total</strong></td>
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<tr>
<td>10. From Existing Sources§</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>11. From New Sources**</td>
<td>$458,080</td>
<td>$736,130</td>
<td>$855,945</td>
<td>$1,172,124</td>
<td>$1,322,781</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$458,080</td>
<td>$736,130</td>
<td>$855,945</td>
<td>$1,172,124</td>
<td>$1,322,781</td>
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</table>
Table 10b: Masters of Social Work Projected Costs Worksheet

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year 1 Academic Year 2</th>
<th>Year 2 Academic Year †</th>
<th>Year 3 Academic Year †</th>
<th>Year 4 Academic Year †</th>
<th>Year 5 Academic Year †</th>
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<td>535987</td>
<td>535987</td>
<td>535987.34</td>
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<td>Part Time Faculty*</td>
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<td>87780</td>
<td>62700</td>
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<td>Full Time Staff</td>
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<td>35529.6</td>
<td>35529.6</td>
<td>35529.62</td>
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<tr>
<td>Part Time Staff</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Library (Includes Staffing)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Equipment</td>
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<tr>
<td>Laboratories</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Supplies &amp; Expenses (Other than Personal Services)</td>
<td>18066</td>
<td>27297</td>
<td>29934</td>
<td>29934</td>
<td>29934</td>
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<tr>
<td>Capital Expenditures</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Total all</td>
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<td>615784</td>
<td>671150</td>
<td>664150</td>
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</table>

*These costs include part-time faculty costs to cover the 50% release time each for MSW field and program directors
Table 10c: The Five-Year Detailed Costs for Program

Direct Operating Expenses (Include additional expenses incurred by other programs when satisfying needs of new program):

Current Full Time Faculty Replacement Costs (list separately):

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
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<tr>
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Current Full Time Faculty Overload (include Summer)

New Full Time Faculty Base Salary (list separately):

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
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<tr>
<td></td>
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New Full Time Faculty Overload (include Summer)

New Faculty Re-assigned Time (list separately)

Full Time Employee Fringe Benefits (33.0%)

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</tr>
</thead>
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<tr>
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<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
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<td>132989.3</td>
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<td>458178.4</td>
<td>535987.3</td>
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Total (Links to Full-Time Faculty on Program Exp Worksheet)

Part Time Faculty Actual Salaries

<table>
<thead>
<tr>
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<tbody>
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<td></td>
<td>76000</td>
<td>79800</td>
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<tr>
<td></td>
<td>7600</td>
<td>7980</td>
<td>5700</td>
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<tr>
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<td>83600</td>
<td>87780</td>
<td>62700</td>
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Part Time Faculty Actual Fringe Benefits (10%)

Total (Links to Part-Time Faculty Program Exp Worksheet)

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</thead>
<tbody>
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<td></td>
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<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
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<tr>
<td></td>
<td>26714</td>
<td>26714</td>
<td>26714</td>
<td>26714</td>
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<tr>
<td></td>
<td>8815.62</td>
<td>8815.62</td>
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<tr>
<td></td>
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<td>35529.62</td>
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</table>

Full Time Staff Base Salary (list separately)

Full Time Staff Fringe Benefits (33%)

Total (Links to Full-Time Staff on Program Exp Worksheet)
(DO NOT INCLUDE NEW LIBRARY STAFF IN THIS SECTION)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part Time Staff Base Salary (list separately)</td>
<td></td>
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<tr>
<td>Graduate Assistants</td>
<td></td>
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<tr>
<td>Student Hourly</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Part Time Employee Fringe Benefits (10.0%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total (Links to Part-Time Staff on Program Expense Worksheet)</strong></td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

LIBRARY

<table>
<thead>
<tr>
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<th>Year 3</th>
<th>Year 4</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Library Resources</td>
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<tr>
<td>Library Staff Full Time (List Separately)</td>
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</tr>
<tr>
<td>Full Time Staff Fringe Benefits (33%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Library Staff Part Time (List Separately)</td>
<td></td>
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<tr>
<td>Part Time Employee Fringe Benefits (10.0%)</td>
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EQUIPMENT

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<th>Year 4</th>
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</thead>
<tbody>
<tr>
<td>Computer Hardware</td>
<td>0</td>
<td>1895</td>
<td>1895</td>
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<tr>
<td>Office Furniture</td>
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<tr>
<td>Other (Specify)</td>
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<tr>
<td><strong>Total (Links to Equipment on Program Expense Worksheet)</strong></td>
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<td>1895</td>
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LABORATORIES

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</thead>
<tbody>
<tr>
<td>Laboratory Equipment</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Other (list separately)</td>
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<tr>
<td><strong>TOTAL (Links to Laboratories on Program Expense Worksheet)</strong></td>
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</table>
### SUPPLIES AND EXPENSES (OTPS)

<table>
<thead>
<tr>
<th>Category</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultants and Honoraria</td>
<td></td>
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<td></td>
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<tr>
<td>Office Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Instructional Supplies</td>
<td>18,066</td>
<td>27,297</td>
<td>29,934</td>
<td>29,934</td>
<td>29,934</td>
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<tr>
<td>Faculty Development</td>
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<td>5105</td>
<td>5105</td>
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<td></td>
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<tr>
<td>Travel and Conferences</td>
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</tr>
<tr>
<td>Membership Fees</td>
<td></td>
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</tr>
<tr>
<td>Advertising and Promotion</td>
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<td>Accreditation</td>
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<tr>
<td>Computer Software</td>
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<tr>
<td>Computer License Fees</td>
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<tr>
<td>Computer Repair and Maintenance</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Total Supplies and OTPS Expenses (Links to Supplies on Program Exp Worksheet)</td>
<td>18,066</td>
<td>32,402</td>
<td>35,039</td>
<td>29,934</td>
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### CAPITAL EXPENDITURES

<table>
<thead>
<tr>
<th>Category</th>
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<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Renovations</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Classroom Equipment</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other (list separately)</td>
<td></td>
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</tr>
<tr>
<td>TOTAL (Links to Capital Expenditures on Program Exp Worksheet)</td>
<td>0</td>
<td>0</td>
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</table>

**Other (list separately)**

**TOTAL (Links to Other on Program Exp Worksheet)**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>414,930</td>
<td>615,784</td>
<td>671,150</td>
<td>664,150</td>
<td>664,150</td>
</tr>
</tbody>
</table>
TABLE 10d: The Five-Year Detailed Revenue for Program

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Majors (Enter # of NEW FULL TIME In State Students)</td>
<td>32</td>
<td>44.5</td>
<td>44.5</td>
<td>54.5</td>
<td>58.5</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit) calculates 4.95% increase per year (as per CUNY tuition manual)</td>
<td>$12,740</td>
<td>$13,371</td>
<td>$14,032</td>
<td>$14,727</td>
<td>$15,456</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$407,680</td>
<td>$595,010</td>
<td>$624,424</td>
<td>$802,622</td>
<td>$904,176</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Instate Tuition &amp; Fees</td>
<td>$407,680</td>
<td>$595,010</td>
<td>$624,424</td>
<td>$802,622</td>
<td>$904,176</td>
</tr>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Majors (Enter # of NEW FULL TIME Out of State Students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Tuition Income (Specify Rate per credit) calculates 5.2% increase per year (as per CUNY tuition manual)</td>
<td>$25,950</td>
<td>$27,299</td>
<td>$28,719</td>
<td>$30,212</td>
<td>$31,783</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Out of State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL NEW FULL TIME TUITION REVENUE</strong></td>
<td>$407,680</td>
<td>$595,010</td>
<td>$624,424</td>
<td>$802,622</td>
<td>$904,176</td>
</tr>
<tr>
<td></td>
<td>Year One</td>
<td>Year Two</td>
<td>Year Three</td>
<td>Year Four</td>
<td>Year Five</td>
</tr>
<tr>
<td>----------------------</td>
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<td><strong>PART TIME</strong></td>
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<td></td>
</tr>
<tr>
<td>Tuition &amp; Fees:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Majors</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td><strong>In State Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrolled Credits</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Tuition Income</td>
<td>$535</td>
<td>$560</td>
<td>$586</td>
<td>$614</td>
<td>$642</td>
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<tr>
<td>Total Tuition</td>
<td>$19,260</td>
<td>$40,320</td>
<td>$73,855</td>
<td>$110,435</td>
<td>$127,151</td>
</tr>
<tr>
<td>Student Fees</td>
<td>0</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Instate Tuition &amp; Fees</td>
<td>$19,260</td>
<td>$40,320</td>
<td>$73,855</td>
<td>$110,435</td>
<td>$127,151</td>
</tr>
<tr>
<td><strong>Out of State Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrolled Credits</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Tuition Income</td>
<td>$865</td>
<td>$910</td>
<td>$957</td>
<td>$1,007</td>
<td>$1,059</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$31,140</td>
<td>$65,520</td>
<td>$120,622</td>
<td>$181,278</td>
<td>$209,775</td>
</tr>
<tr>
<td>Student Fees</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Out of State Tuition &amp; Fees</td>
<td>$31,140</td>
<td>$65,520</td>
<td>$120,622</td>
<td>$181,278</td>
<td>$209,775</td>
</tr>
<tr>
<td>Year</td>
<td>Year One</td>
<td>Year Two</td>
<td>Year Three</td>
<td>Year Four</td>
<td>Year Five</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>----------</td>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Majors (Enter # of NEW PART-TIME In State Students) YEARS TWO AND FOUR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring + Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit) calculates 4.67% increase per year (as per CUNY tuition manual)</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$13,440</td>
<td>$14,068</td>
<td>$29,449</td>
<td>$30,824</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>$0</td>
<td>$13,440</td>
<td>$14,068</td>
<td>$29,449</td>
<td>$30,824</td>
</tr>
<tr>
<td>Total Instate Tuition &amp; Fees</td>
<td>$0</td>
<td>$13,440</td>
<td>$14,068</td>
<td>$29,449</td>
<td>$30,824</td>
</tr>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Majors (Enter # of NEW PART-TIME Out of State Students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring + Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit) calculates 5.2% increase per year (as per CUNY tuition manual)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$21,840</td>
<td>$22,976</td>
<td>$48,341</td>
<td>$50,855</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Total Fees</td>
<td>$0</td>
<td>$21,840</td>
<td>$22,976</td>
<td>$48,341</td>
<td>$50,855</td>
</tr>
<tr>
<td>Total Out of State Tuition &amp; Fees</td>
<td>$0</td>
<td>$21,840</td>
<td>$22,976</td>
<td>$48,341</td>
<td>$50,855</td>
</tr>
<tr>
<td>Year</td>
<td>One</td>
<td>Two</td>
<td>Three</td>
<td>Four</td>
<td>Five</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>TOTAL NEW FULL TIME TUITION REVENUE</td>
<td>$407,680</td>
<td>$595,010</td>
<td>$624,424</td>
<td>$802,622</td>
<td>$904,176</td>
</tr>
<tr>
<td>TOTAL NEW PART TIME REVENUE</td>
<td>$50,400</td>
<td>$141,120</td>
<td>$231,521</td>
<td>$369,503</td>
<td>$418,605</td>
</tr>
<tr>
<td>TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)</td>
<td>$458,080</td>
<td>$736,130</td>
<td>$855,945</td>
<td>$1,172,124</td>
<td>$1,322,781</td>
</tr>
<tr>
<td>State Revenue from EXISTING sources-identify sources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>STATE BUDGET APPROPRIATIONS FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>State Revenue from NEW sources-identify sources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>STATE BUDGET APPROPRIATIONS FROM NEW SOURCES -LINKS TO REVENUE SPREADSHEET ROW 11</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>FOR YEARS 2-5 INCLUDE CONTINUING RESOURCES FROM PREVIOUS YEARS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year One</td>
<td>Year Two</td>
<td>Year Three</td>
<td>Year Four</td>
<td>Year Five</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------</td>
<td>----------</td>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Other Revenue From</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Sources</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>(specify and explain)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(LINKS TO REVENUE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPREADSHEET ROW 13)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Revenue New</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(specify and explain)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(LINKS TO REVENUE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPREADSHEET ROW 15)</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Faculty Costs

Faculty costs were calculated based upon CSWE faculty minimum mandates, CSWE mandated faculty to student ratios, and MSW projected enrollment. We plan to hire three full time faculty members to staff the MSW program by fall, 2016 at an average rate of $58,503 per year for the junior faculty and $72,010 for the senior faculty. Salaries reflect discipline-specific expectations. This is in addition to three full time faculty members who will be moved from the BSSW program (two tenured/tenure track and one lecturer). Fringe benefits are calculated at 33%. These salary costs include full costs of release time for field and program directors, including adjunct salaries to cover needed courses. Adjunct salary was calculated at $3,800 per course plus 10% benefits rate.

Specifically, we plan to begin 2014-2015 with three existing faculty (one associate professor, one assistant professor and one lecturer). In 2014-2015, 20 course sections will need adjunct faculty to teach them at a cost of $4180 per course. The total faculty costs, including the three existing faculty, one new faculty, and adjuncts for 2014-2015 is $361,335.

In 2015, we plan to add one senior faculty member and one junior faculty, for an additional cost of $180,442, including fringe benefits. Twenty-one courses will need adjunct faculty at a cost of $4180 per course, including fringe benefits. The total faculty costs for 2015-2016 is $545,958.

In 2016, we plan to add one junior faculty member, for an additional cost of $77,808 including fringe benefits. Fifteen courses will need adjunct faculty at a cost of $4180 per course, including fringe benefits. The total faculty costs for 2016-2017 and forward is $598,687.

The staffing levels are expected to remain stable at 2016 levels for the future.

Facilities and Equipment Costs

Equipment which is not a capital expenditure will include costs for faculty computers and printers $1895 per faculty member, per CSI Office of Information Technology. In this category are also included new faculty start-up packages, at an expense of $5105 per new faculty.

Other Costs

Other direct estimated costs include a full time Gittleson (COA). This will commence in fall, 2014 and will be in addition to the part-time college assistant line that is already in place. The entry level salary for a Gittleson within the pay range is $26,713. Fringe benefits are calculated at 33%. The total annual cost for this position, including fringe benefits, is calculated at $35,530.

Other costs will include the purchase of instructional materials (e.g., books, journal subscriptions, videos) at a rate of $3000 per year. Many materials are already available in the CSI library.

Per prior agreement with NYU, their MSW program will no longer be located at CSI after the end of Spring, 2013. The revenue generated to the College for rent of office space was not part of the revenue stream for the social work program. Therefore, the program does not incur any loss of income due to the departure of the NYU program.

As enrollment is reduced in the BSSW program, faculty will be shifted to meet the need in the MSW program. It is anticipated that students not accepted into the BSSW program will not leave CSI, but will choose another major. The Dean of Humanities and Social Sciences indicates that these 20 students per year will be absorbed into other majors at no additional faculty costs to the College. In addition, students who are interested in social work but not admitted to the BSSW program provide a potential source of students for the Two Year MSW program. The CSI administration is supportive of reducing the BSSW program to ensure proper resources for both programs.
OTPS

Other than personnel services (OTPS) expenses are calculated at 5% of faculty expenses (full and part-time faculty plus fringe). This results in $18,066 in expenditures in year one and increases to $29,934 from year three and forward.

Tuition Revenue

Tuition revenue is based on the CUNY approved tuition rate for full time students times two semesters, times the number of full time students. Tuition for part time students is based on the CUNY approved MSW credit hour tuition rate times the number of credit hours per year times the total number of students. For budgeting purposes, it is assumed that all part-time students will be in the Two Year (non-BSW/BSSW) program. Part-time first year students take 18 credit hours per year. Part-time second year students take 12 credit hours per year. Part-time third year students take 18 credit hours per year. Part-time fourth year students take 12 credit hours per year. For computation purposes, attrition was taken from the full time students: 1 per year from the full time advanced standing program (assuming the student attends one semester only), and 1 per year from the full time Two Year students (assuming the students attends one year), reflected beginning in year two.

In 2014-15, there will be 14 full time first year Two Year (non-BSW/BSSW) students, 18 full time Advanced Standing students and four part-time first year students. Part time first year students take 18 credits per year. Assuming that we do not lose any students to attrition during the first year, tuition revenue is determined by multiplying 32 full time New York resident students times $12,740 flat rate tuition per academic year, plus two part-time in-state students times 18 credits times $535 per credit, plus two part-time out-of-state students times 18 credits times $865 per credit. This equals total tuition revenue of $458,080.

In 2015-2016, there will be 14 full time first year students, 13 continuing full time second year students, 18 full time Advanced Standing students, two part-time first year in-state students, two part-time out-of-state students, two part-time in-state second year students and two part time out-of-state second year students. Part time first year students take 18 credits per year and part-time second year students take 12 credits per year. Assuming that we lose one Advanced Standing student between first and second semester, tuition revenue is determined by multiplying 44.5 full time students times $13,371 flat rate tuition per academic year, plus two part time in-state students times 18 credits times $560 per credit, plus two part-time out-of-state students times 18 credits times $910 per credit, plus two part-time in-state second year students times 12 credits times $560 per credit, plus two part-time out-of-state second year students times 12 credits times $910 per credit. This equals total tuition revenue of $736,130.

In 2016-2017, there will be 14 full time first year Two Year students, 13 continuing full time second year Two Year students, 18 full time Advanced Standing students, two part-time in-state first year students taking 18 credits per year, two part-time out-of-state students taking 18 credits per year, two part-time in-state second year students taking 12 credits per year, two part-time, out-of-state second year students taking 12 credits per year, two part-time in-state students taking 18 credits per year, and two part-time out-of-state students taking 18 credits per year. Assuming that we lose one Advanced Standing student between first and second semester, tuition costs are determined by multiplying 44.5 full time students times $14,032 per year, plus part-time in-state students by the number of credit hours times $586 per credit and part-time out-of-state students by the number of credits times $957 per credit. This equals total tuition revenue of $855,945.

In 2017-2018, admissions are increased by four full time Two Year students, two part-time Two year students (one in-state and one out-of-state resident) and six Advanced Standing students. There will be 18 full time first year Two Year students, 13 full time second year Two Year students, 24 full time advanced standing students, three part-time in-state first year students taking 18 credits per year, three part-time out-of-state students taking 18 credits per
year, two part-time in-state second year students taking 12 credits per year, two part-time out-of-state second year students taking 12 credits per year, two part-time in-state third year students taking 18 credits per year and two part-time out-of-state third year students taking 18 credits per year, two part-time in-state fourth year students taking 12 credit hours per year and two part-time out-of-state students taking 12 credits per year. Assuming that we lose one student between first and second semester, tuition costs were determined by multiplying 54.5 full time students times $14,727 per year, plus part-time in-state students by the number of credit hours times $614 per credit and part-time out-of-state students by the number of credits times $1007 per credit. This equals total tuition revenue of $1,172,124.

In 2018-2019, there will be 18 full time first year Two Year students, 17 full time second year Two Year students, 24 full time advanced standing students, three part-time in-state first year students taking 18 credits per year, three part-time out-of-state students taking 18 credits per year, three part-time in-state second year students taking 12 credits per year, three part-time out-of-state second year students taking 12 credits per year, two part-time in-state third year students taking 18 credits per year and two part-time out-of-state third year students taking 18 credits per year, two part-time in-state fourth year students taking 12 credit hours per year and two part-time out-of-state students taking 12 credits per year. Assuming that we lose one student between first and second semester, tuition costs were determined by multiplying 58.5 full time students times $14,727 per year, plus part-time in-state students by the number of credit hours times $642 per credit and part-time out-of-state students by the number of credits times $1059 per credit. This equals total tuition revenue of $1,322,781.

Revenue continues to increase until academic year 2021-2022 when part-time continuing students reaches the maximum number of 24.
Appendix E: Sample Evaluation of Student Learning Outcomes Instrument

College of Staten Island  
City University of New York  
MSW Degree Program

Social Work Field Evaluation  
The evaluation form is designed to assess the development of social work skills. All questions should be addressed by the field instructor and student. The faculty liaison should be consulted if there is need for clarification regarding any question.

Fall _____  Spring _____

Student Name: ___________________________________________________________

Field Instructor: __________________________________________________________

Agency: ________________________________________________________________

Please provide a brief narrative describing the students’ learning assignments over this semester. In addition to outlining direct service assignments, please note the students plan for a macro project, participation in educational seminars, in-service training sessions, consultation with other professionals, orientation sessions, field trips and other external activities.

Number of hours completed: __________
If the student has not completed the required number of hours, please describe in detail the plan for these hours to be completed:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
**Instructions:**
Evaluation is a critical part of a student's professional education, and we are asking you to evaluate behaviors and activities of this student in order to provide feedback, growth, discussion, and educational planning. The evaluation is comprised of 10 sections which correspond to the learning objectives for practicum. The aspect of performance addressed by each item is applicable to individuals, families, groups and community assignments. When rating the student, use other social work students you have known with similar education and experience as a comparison. Circle the rating that best describes the student's performance on each item.

**Explanation of Ratings used in Evaluating Student's Level of Performance in Field Placement Scale**

1= UNACCEPTABLE.
Far below adequate level of performance. Work is deficient or uneven. Dramatic and rapid improvement is needed.

2= CONSIDERABLY BELOW AVERAGE.
Considerably below adequate level of performance. Significant improvement is needed.

3= BELOW AVERAGE.
Fairly good work in some areas. Performance is a little below adequate. Student is functioning at a beginning level.

4= AVERAGE.
Adequate work in most areas. Student is functioning at a level to be expected at the end of the first semester of field placement.

5= GOOD.
Student is doing well in several areas. Performance is above expectations in some areas. Skills and knowledge developing well.

6= EXCELLENT.
Far above average in most areas. Performance is far above expectations

7= OUTSTANDING.
Student demonstrates an unusually high level of performance. Work is superior in nearly all areas.

N/A= No basis for judgment/opportunity.

**Competence #1: Intern identifies as a professional social worker and conducts self accordingly**

Learning opportunities and student activities to achieve competency #1

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
a) Student makes effective use of supervision
   1 2 3 4 5 6 7 n/a
b) Practice reflects an awareness of self and the ability to use self
   1 2 3 4 5 6 7 n/a
c) Practices personal reflection and self-correction to assure continual
   professional development
   1 2 3 4 5 6 7 n/a
d) Student demonstrates professional demeanor in appearance
   1 2 3 4 5 6 7 n/a
e) Demonstrates appropriate and professional time management in completing and
   submitting process recordings, keeping appointments and using time responsibly
   1 2 3 4 5 6 7 n/a

Additional Comments: (Please note that additional comments are required for a score of 3 or
less on any of the above skill areas).

______________________________________________________________

______________________________________________________________

Competency #2. Student applies social work ethical principles to guide professional
practice

Learning Opportunities and Student Activities to Achieve Competency #2

______________________________________________________________

______________________________________________________________

a) Student is able to manage personal feelings when working with
   clients/groups/families/communities
   1 2 3 4 5 6 7 n/a
b) Complies appropriately with agency policies, including – record keeping,
   preparation of reports, attendance and participation in meetings
   1 2 3 4 5 6 7 n/a
c) Shows ability to differentiate own feelings, values, attitudes and behavior
   from those of the client
   1 2 3 4 5 6 7 n/a
d) Demonstrates respect for confidentiality
   1 2 3 4 5 6 7 n/a
e) Is able to apply the NASW Code of Ethics in identifying ethical dilemmas and
   bringing them to supervision for discussion
   1 2 3 4 5 6 7 n/a
f) Demonstrates an understanding of the mission of the agency
   1 2 3 4 5 6 7 n/a
g) Shares knowledge and information appropriately with other professions or as a member of a multidisciplinary team

Additional comments: (please note that additional comments are required for a score of 3 or less on any of the above skill areas)

________________________________________

________________________________________

Competency #3. Student applies critical thinking to inform and communicate professional judgments.

Learning Opportunities and Student Activities to Achieve Competency #3

________________________________________

________________________________________

________________________________________

a) The student has problem solving skills

b) The student demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues

c) The student demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues

Additional Comments: (please note that additional comments are required for a score of 3 or less on any of the above skills areas)

________________________________________

________________________________________

Competency #4. Student engages diversity and difference in practice

Learning Opportunities and Student Activities to Achieve Competency #4
a) Evidences appropriate sensitivity, care and warmth with people
   1 2 3 4 5 6 7 n/a
b) Demonstrates a capacity to respect and value differences
   1 2 3 4 5 6 7 n/a
c) Demonstrates an understanding of the populations served by the agency
   1 2 3 4 5 6 7 n/a
d) Articulates understanding of the importance of difference in shaping life experiences
   1 2 3 4 5 6 7 n/a
e) Demonstrates respect for clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation
   1 2 3 4 5 6 7 n/a
f) Treats clients with respect and dignity
   1 2 3 4 5 6 7 n/a

Additional Comments: (Please note that additional comments are required for a score of 3 or less on any of the above skills areas)

________________________________________________________________________
________________________________________________________________________

Competency #5. Student understands the importance of social and economic justice and how to engage in practice that advances social justice for historically underrepresented groups in society

Learning Opportunities and Student Activities to Achieve Competency #5

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

a) Student recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education
   1 2 3 4 5 6 7 n/a
b) Advocates for human rights and social and economic justice
   1 2 3 4 5 6 7 n/a

Additional Comments: (Please note that additional comments are required for a score of 3 or less on any of the above skills areas)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Competency #6: Intern engages in research-informed practice and practice-informed research

Learning Opportunities and Student Activities to Achieve Competency #6

________________________________________________________

________________________________________________________

________________________________________________________

a) Demonstrates the ability to gather and analyze data to evaluate need for and create change
   1 2 3 4 5 6 7 n/a
b) Student uses practice experience to raise questions for research/data gathering
   1 2 3 4 5 6 7 n/a

Additional Comments: (Please note that additional comments are required for a score of 3 or less on any of the above skills areas)

________________________________________________________

________________________________________________________

Competency #7: Intern applies knowledge of human behavior and the social environment.

Learning Opportunities and Student Activities to Achieve Competency #7

________________________________________________________

________________________________________________________

________________________________________________________

a) Student is knowledgeable about human behavior across the life course
   1 2 3 4 5 6 7 n/a
b) Student is skilled at applying theories and knowledge about biological variables, social variables, cultural variables, psychological variables, and spiritual development
   1 2 3 4 5 6 7 n/a
c) Shows maturity in dealing with conflict and stress and the availability to use these emotions in a constructive manner
   1 2 3 4 5 6 7 n/a
d) Student is skilled at utilizing conceptual frameworks to guide the processes of assessment, intervention, and evaluation
   1 2 3 4 5 6 7 n/a

Additional Comments: (Please note that additional comments are required for a score of 3 or less on any of the above skills areas)
Competency #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services

Learning Opportunities and Student Activities to Achieve Competency #8

a). Is able to define the services and resources provided by the agency to its clients
   1 2 3 4 5 6 7 n/a
b). Demonstrates the ability to network appropriately with other provider agencies in the community to mobilize resources for clients
   1 2 3 4 5 6 7 n/a
c) Student is knowledgeable about current social policies and services, particularly those that affect the agency they are assigned too.
   1 2 3 4 5 6 7 n/a
d) Student is skilled at analyzing, formulating, and advocating for policies that advance social well-being
   1 2 3 4 5 6 7 n/a

Additional Comments: (Please note that additional comments are required for a score of 3 or less on any of the above skills areas)

Competency #9: Intern responds to contexts that shape practice

Learning Opportunities and Student Activities to Achieve Competency #9

a) Student is informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice
   1 2 3 4 5 6 7 n/a
b) Student is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
   1 2 3 4 5 6 7 n/a
c) Student understands how communities impact practice
1 2 3 4 5 6 7 n/a

Competency #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities

Learning Opportunities and Student Activities to Achieve Competency #10

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
a) Demonstrates appropriate empathy with individuals, families and/or small groups
1 2 3 4 5 6 7 n/a
b) Demonstrates appropriate empathy with communities and/or organizations
1 2 3 4 5 6 7 n/a
c) Student is skilled at engaging (developing a positive relationship) with individuals, families and/or small groups
1 2 3 4 5 6 7 n/a
d) Student is skilled at engaging organizations and/or communities
1 2 3 4 5 6 7 n/a
e) Student is skilled at assessing individuals, families, small groups or organizations and communities
1 2 3 4 5 6 7 n/a
f) Student provides effective services to individuals, families and/or small groups
1 2 3 4 5 6 7 n/a
g) Student empowers individuals, families and/or small groups to advocate/problem-solve on their own behalf
1 2 3 4 5 6 7 n/a
h) Student empowers communities and/or organizations to advocate/problem-solve on their own behalf
1 2 3 4 5 6 7 n/a
i) Student terminates effectively with the clients, agency and colleagues
1 2 3 4 5 6 7 n/a
j) Student can gather, use and analyze evidence to evaluate her/his practice
1 2 3 4 5 6 7 n/a
k) Student can identify outcomes for programs in which they work
1 2 3 4 5 6 7 n/a

Student Strengths:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

65
Area's Needing Improvement:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Students Comments on Evaluation

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

_______________________    _________________
Field Instructor Signature    Date

_______________________    _________________
Student Signature     Date
Appendix F: Program Scheduling

Graduate Program Schedule

- Indicate academic calendar type: _X_Semester __Quarter __Trimester __Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Fall 1 (Full-Time Two Year Students)</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>SWK 6XX Human Behavior I</td>
<td>3</td>
<td>X</td>
<td>Admission to MSW</td>
<td></td>
</tr>
<tr>
<td>SWK 6XX Policy I</td>
<td>3</td>
<td>X</td>
<td>Admission to MSW</td>
<td></td>
</tr>
<tr>
<td>SWK 6XX Practice I</td>
<td>3</td>
<td>X</td>
<td>Admission to MSW</td>
<td></td>
</tr>
<tr>
<td>SWK 6XX Field Internship I</td>
<td>2</td>
<td>X</td>
<td>Admission to MSW</td>
<td></td>
</tr>
<tr>
<td>SWK 6XX Integrative Seminar I</td>
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<td>Admission to MSW</td>
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</tr>
<tr>
<td>Term credit total:</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Spring 1 (Full-Time Two Year Students)</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 6XX Human Behavior II</td>
<td>3</td>
<td>X</td>
<td>Human Behavior I</td>
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<th>Prerequisite(s)</th>
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<tr>
<td>SWK 7XX SW Practice with Individuals &amp; Families; or SW Practice with Groups</td>
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<td>Course Number &amp; Title</td>
<td>Credits</td>
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<td>Prerequisite(s)</td>
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**New:** indicate if new course    **Prerequisite(s):** list prerequisite(s) for the noted courses

**Program Totals:**

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<th>60 (2 yr program)</th>
<th>30 (1 yr program)</th>
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Capstone project in SWK 7XX Integrative Seminar IV: Case Analysis:
Graduate Program Schedule

- Indicate **academic calendar** type: X_Semester _Quarter _Trimester _Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Fall 1 (Part-Time Two Year Students)</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
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<th>Prerequisite(s)</th>
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<tbody>
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<tr>
<td>SWK 6XX Policy I</td>
<td></td>
<td>3</td>
<td>X</td>
<td>Admission to MSW</td>
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<tr>
<td>SWK 6XX Research I</td>
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  Term credit total: 9

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<th>Prerequisite(s)</th>
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<td>SWK 6XX Research II</td>
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<tr>
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<th>New</th>
<th>Prerequisite(s)</th>
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<tr>
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</tr>
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<td>SWK 7XX SW Practice with Children with Disabilities</td>
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<td>X</td>
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</tr>
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<td>SWK 6XX Practice III</td>
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69
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| Program Totals:                           | Credits:                                        | 60 (2 yr program) 30 (Advanced Standing program) | Capstone project in SWK 7XX Integrative Seminar IV: Case Analysis: |
Graduate Program Schedule

- Indicate **academic calendar** type: _X_Semester _Quarter _Trimester _Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Fall 1 (Part-Time 3 year Advanced Standing Students)</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
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Term credit total: 6

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<th>Course Number &amp; Title</th>
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<th>Prerequisite(s)</th>
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Term credit total: 6

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<th>Prerequisite(s)</th>
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Term credit total: 6

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Term credit total: 3

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<th>Prerequisite(s)</th>
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Term credit total: 4

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Term credit total: 5
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<th>Cproject in SWK 7XX Integrative Seminar IV: Case Analysis:</th>
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<td><strong>New</strong>: indicate if new course  <strong>Prerequisite(s)</strong>: list prerequisite(s) for the noted courses</td>
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</table>
Appendix G: Faculty Teaching Assignments
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

### Full-Time Faculty

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacey Sloan, Director, Social Work Program, Associate Professor</td>
<td>Research I, II</td>
<td>100</td>
<td>Master of Science in Social Work &amp; Ph.D. in social work The University of Texas at Austin</td>
<td>Research Associate on NIJ funded grant (2001-2006); Several research grants and peer-reviewed publications Extensive policy work</td>
</tr>
<tr>
<td></td>
<td>Policy I, II</td>
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<tr>
<td>Patti Gross, Lecturer</td>
<td>Human Behavior I, II</td>
<td>100</td>
<td>Master of Social Work New York University</td>
<td>Licensed Clinical Social Worker 35 years clinical practice, with focus on international adoption and EAP</td>
</tr>
<tr>
<td></td>
<td>Integrative Seminar I, II, III, IV</td>
<td></td>
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<td></td>
<td>Field Internship I, II, III, IV</td>
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<tr>
<td></td>
<td>SW Practice I (individuals)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Vandana Chaudhry</td>
<td>Intro to Disabilities</td>
<td>100</td>
<td>Master of Social Work Ph.D. in social work and disability studies</td>
<td>Research on people with disabilities</td>
</tr>
<tr>
<td></td>
<td>SW Practice with Children with Disabilities</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SW Practice with Adults with Disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice III (Communities &amp; Organizations)</td>
<td></td>
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</table>

74
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

**Part-Time Faculty**

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Adrienne Asche | Intro to SW Practice with People with Disabilities  
SW Practice with Adults with Disabilities  
SW Practice with Elders with Disabilities | Master of Social Work – Columbia University  
Ph.D. in social work – Columbia University | Director of Center for Ethics at Yeshiva University  
Extensive research and publications on people with disabilities |
| Lauren Tacconi | SW Practice I (Individuals)  
SW Practice II (Groups)  
SWK Advanced Practice IV & V | Master of Social Work – Monmouth University | Licensed Clinical Social Worker  
Experience in social work practice with people with developmental disabilities |
| Hal Angel | SW Practice with Adults with Disabilities  
SWK Field Internship (faculty liaison) | Master of Social Work – New York University | Licensed Clinical Social Worker  
Experience in social work practice with people with chronic psychiatric disabilities |
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Sherry McShall-Roche          | SW Practice with Adults with Disabilities  
SW Practice I (Individuals)  
SWK Advanced Practice IV (Individuals) | Master of Social Work – Hunter College | Licensed Clinical Social Worker  
Over 20 years of experience in social work practice in health care |
| Douglas Brooks                | SWK Policy I & II  
SWK Practice III | Master of Social Work – Columbia University | Licensed Clinical Social Worker  
12 years direct social work practice in child welfare  
5 years of experience in social work administrative |

Appendix H: Faculty to be Hired

**Faculty to be Hired**

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>1</td>
<td>Ph.D., MSW</td>
<td>FT</td>
<td>100</td>
<td>SW Practice with Children with Disabilities, SW Practice with Elders with Disabilities</td>
<td>Fall, 2014</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>Ph.D., MSW</td>
<td>FT</td>
<td>100</td>
<td>SW Practice with Individuals, SW Practice with Groups</td>
<td>Fall, 2015</td>
</tr>
</tbody>
</table>
| Assistant Professor    | 1                    | Ph.D., MSW                                                   | FT         | 100                    | Research I, II  
Policy I, II | Fall, 2016 |

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Appendix I: Evaluation Report Form

External Evaluation Reports
Evaluation Report Form for Program Proposals

Institution: College of Staten Island

Evaluator(s): Diana DiNitto, Ph.D., Distinguished Teaching Professor, The University of Texas at Austin, School of Social Work

Program title: Social Work

Degree title: Master of Social Work

Date of evaluation: June 2012

I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The program purpose, structure, requirements, administration, and monitoring generally seem reasonable and feasible. Below are comments on each aspect.

Purpose: Given the social work profession’s focus on at-risk, disadvantaged, and disenfranchised populations of all ages, and in particular the growing numbers of older adults who will encounter disabling conditions during their lifetimes, the program’s purpose is particularly relevant. The program is also relevant to the community given the history of the former Willowbrook State School.

Structure: The curriculum structure of the program seems to be well within the parameters of social work master’s degree programs. The proposal demonstrates that the program’s faculty is versed in the Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS), and the required courses indicate where each of the EPAS curriculum areas/competencies will be addressed during the program (see, for example, pp. 18-19 and Appendix D). The proposal also indicates that the curriculum will address New York state’s social work licensing requirements (see p. 9). Both a 60-hour program with full-time and part-time attendance options will be offered to meet student needs, and a 32-hour advanced standing program will be available for students with a bachelor’s degree from a CSWE
accredited program who also meet other program admission requirements. A survey of potential master’s students (see Appendix B) indicated their desire for evening and evening classes. The faculty may intend to offer classes at these times. If so, the extent to which evening or weekend classes will be offered to accommodate students whose work or family responsibilities may preclude daytime course attendance could be specifically stated in the proposal.

Requirements: Student admission requirements seem standard for an MSW program: a bachelor’s degree from an accredited institution of higher education; minimum undergraduate GPA of 3.0; a statistics course; personal statement; recommendation letters. An admissions committee will vet applications.

The specific course requirements indicate the department’s potential to deliver a strong degree program. Of particular note are that the 60-credit hour program includes two required research courses, two required policy courses, and two required human behavior courses as well as the practice and internship courses. The program intends to infuse content on ethics, diversity and difference, and social and economic justice content across required courses rather than use stand-alone courses for this purpose. The program’s focus on disabilities is supported with four required courses on disabilities as well as other courses students may elect to take (students are required to take two elective courses). The courses listed on the supplemental materials provided to me indicate that MSW Social Work Practice I, II, and III and are all advanced courses. Are there no foundation practice courses?

Program Administration: Administration will necessarily require that faculty members have some release time from other duties to administer the overall program and the internship program. Page 12 of the proposal delineates CSWE’s minimum requirements for this, and the program plan is designed to meet these minimum requirements. The program intends to be largely self-supporting financially as pages 16-18 and Appendix E indicate.

The proposal indicates that 48 students (essentially a full cohort) be admitted in the first year of the program. Is this expectation reasonable or desirable? Needs assessment information provided in the proposal indicates that potential students have indicated a strong interest in obtaining a master’s degree from CSI. The needs assessment also indicates that student demand for places in MSW programs on Staten Island exceeds supply. However, students may apply to more than one program, and information on unduplicated counts of student demand is not available. Experience tells me that following through with an application and enrolling may not be as feasible as potential students initially hope it will given the costs and time commitment involved in pursuing a graduate degree. In addition, since this will be the first time the program will admit master’s students, it may be preferable to begin with a smaller cohort of student. As with any new program venture, issues will likely need to be ironed out, and program
modification may need to be made that can better be done with a smaller rather than larger initial group of students. Furthermore, given that the program intends to bring new faculty on gradually, which is a good idea in terms of integrating them into the program, the faculty may wish to consider increasing student enrollment more gradually since the full team of faculty the program hopes to hire will not be available from the program’s onset.

The proposal indicates that by Academic Year 2016-2017, the intent is to have three faculty supporting the BSW program and six faculty supporting the MSW program and that the heads of the BSW and MSW programs will report to the Chairperson of the Sociology, Anthropology and Social Work Department. Perhaps there should be clarification as to whether the faculty will be bifurcated, i.e., assigned to either the BSW or MSW program, or if faculty will teach across the two programs.

The proposal might have discussed the extent that people with disabilities, in addition to professionals in the field, were consulted in developing the proposal. Will there be an advisory committee that includes community members, including people with disabilities and service providers, to help guide the program as it is implemented and modified throughout the course of the program?

In the proposal, the faculty may wish to spell out plans for academic and professional advising of master’s students and for addressing gatekeeping issues. I assume such mechanisms are in place for current bachelor’s students that would be used for master’s students as well, though some modifications may need to be made for graduate students.

**Monitoring**: The evaluation plan for the MSW program, addressed on page 18 of the proposal, will rely on annual faculty and alumni surveys, a social service survey, licensure exam pass/fail rates, and annual evaluations of faculty. In addition, the program’s goal to “Provide professional opportunities for MSW students in a variety of sectors and settings” is to be evaluated with a list of field internship opportunities. It is likely the current bachelor’s program already makes additional efforts to evaluate internship settings; therefore, these mechanisms could be spelled out for evaluation of master’s program as well in terms of evaluating the quality of internships using a survey or meeting of faculty liaisons and the field director about the quality of students’ field experiences and a survey of field internship supervisors about their satisfaction with students and other aspects of the internships (e.g., the social work faculty’s administration of internships, such as placement processes). These mechanisms/procedures seem particularly important for a new master’s program.

The evaluation plan for the MSW program seems to focus more on summative measures than formative processes and measures. The program may wish to spell out plans for an implementation evaluation during the first years of the new MSW program,
perhaps using focus groups or town hall meetings of students, field supervisors, agency representative, and other stakeholders in addition to surveys. Because the faculty is relatively small, I assume that the faculty converse regularly about the various aspects of the program. The formal program, department, and college structures for curriculum review were not specifically described in the proposal, though page 8 notes that all new courses for the program were vetted through CSI’s governance structure.

2. Comment on the special focus of this program, if any, as it relates to the discipline.

The program’s focus is highly relevant and highly desirable. Given the connection of the community to the Willowbrook facility, it also seems particularly appropriate. The social work profession is focused on helping every individual reach his or her full potential. The proposal correctly points out that people with disabilities have higher poverty and unemployment rates that the general population. People with disabilities often lack the supports to achieve full participation despite public laws, agency policies, and community services intended to help accomplish this goal. A social work workforce better prepared to assist people with disabilities is an admirable program goal, and the program intends to do this through preparation for direct and indirect (e.g., policy) practice.

Further elaboration in the body of the proposal on the philosophical approach to disabilities the program will take may be useful. Professors are, of course, entitled to academic freedom in their courses, and I assume the faculty has discussed at length the overall perspectives or approaches it will take in its focus on people with disabilities given that perspectives among professionals in the disability field people have varied substantially over time and remain controversial. Pages 31 and 32 provide brief descriptions of the three disability courses focused on different stages of the life cycle (childhood, adulthood, aging); each states: "The social construction model utilized in this course asserts that disability is not inherent in the individual as a deficit, but rather, is often a set of physical and social barriers that can constrain people." The drafts of syllabi I received for these three courses and the introductory disability course elaborate further on various concepts of disability and the perspectives underlying them, including topics such as the disability rights movement, self-advocacy, and disability studies as differentiated from a medical model. The proposal itself might benefit from more elaboration on the perspective or perspectives the program intends to take on addressing disabilities as communities of people with disabilities and others will likely scrutinize any proposal such as this one to ascertain the program’s perspective. The faculty seems well qualified to deliver the proposed curriculum, and this elaboration will help to convince communities of people with disabilities and the professional and volunteer communities that serve them of the faculty’s intentions.
3. Comment on the plans and expectations for continuing program development and self-assessment.

The evaluation plan described on page 18 discusses annual measures and comments in the Monitoring section on page 3 of this report discuss evaluative mechanisms. The program may wish to elaborate on how modifications or any corrective action needed will be taken should these summative and any formative evaluations undertaken indicate a need for change. For example, what committees or processes already exist or need to be developed to address curriculum changes, entrance requirements, or other modifications if needed? In addition, since this program is focused on meeting the Staten Island community’s needs, in addition to the involvement faculty already have with communities of disabled individuals and service providers, how will faculty interact with communities of people with disabilities and service providers to obtain their input and ensure faculty remain abreast of issues in these communities?

4. Assess available support from related programs.

The new MSW program will necessitate a substantial number of new internships each year. The program is already closely involved with agencies that offer internships to bachelor’s students, which should be a substantial advantage in placing MSW students. The proposal might address more specifically whether sufficient internships will be available to place all students on Staten Island, or at least those who wish to be placed on Staten Island, to avoid commuting problems and costs mentioned in documentation of the need for a MSW program on Staten Island. Given the other master’s social work education programs on Staten Island already in place, is any problem expected in securing sufficient placements for CSI students?
5. (Only for programs requiring master plan amendment.) What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

The proposal does a good job of justifying the rationale for the focus of the program and the demand for the program. Efforts were made to survey local agencies employing social workers (see Appendix A) and potential students (see Appendix B). There is no doubt that demand for social workers who can assist people with disabilities will continue to increase, especially with regard to the rapidly growing older adult population. Labor force statistics continue to support the need for social workers in general and in specific areas such as health and aging in particular. Though there are many social work programs in the New York area, the proposal provides a strong rationale for why a program is need at CSI in terms of its being the only social work program on Staten Island offered by a public institution, geography-commuting, tuition costs, and potential students’ preferences. In addition, page 5 of the proposal presents figures indicating that the two CUNY MSW programs receive far more applications for their MSW programs than these programs can accommodate.

II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.

The faculty, both individually and collectively, seem prepared to carry out the proposed degree program. Items 7 and 8 below elaborate on these points.

7. Assess the faculty in terms of size and qualifications. What are plans for future staffing?

Obviously, additional faculty will be needed to implement the master’s program. The proposal is written in terms of meeting minimum staffing requirements (i.e., number of faculty) necessary for CSWE accreditation. The current faculty seems qualified, individually and collectively, to carry out the program. Dr. Lacey Sloan, associate professor and social work program director, is an experienced faculty member, has direct and policy practice experience, and is an expert in violence in against women as well as other issues. Dr. Sondra Brandler, associate professor, is former social work program director at CSI and also an experienced social work educator with expertise in group work and aging populations. Aging populations are an important focus of the proposed
program. Dr. Vandana Chaudhry will join the faculty in fall 2012 as an assistant professor. Her expertise is in disability policies and services, the focus of the proposed master’s program, and she also brings an international focus on disability, another area of interest mentioned in the master’s program proposal. Ms. Kari Meyer, instructor and field education director, joined the CSI social work faculty in 2010 and has experience with criminal justice and substance abusing populations and with children in foster care. In particular, her substance abuse focus will contribute to the proposed master’s program. Ms. Patti Gross, instructor, also joined the faculty in 2010. She has extensive social work practice experience and expertise in several areas including international (transcultural and transracial adoption) and working with LGBT communities. In particular, her expertise in substance abuse and working with families with intellectually disabled children will add to the proposed program. In addition, the faculty’s record of publication, service, and recognition support its ability to carry out the program.

The proposal articulates a plan for bringing on additional faculty gradually, which is commendable given the need to focus on new faculty to ensure their career success at CSI and adequately integrate each one into the social work program and larger CSI community. This gradual addition of faculty may also be necessary in acquiring the funds necessary to support the program along with meeting minimum CSWE faculty staffing requirements as new student cohorts are admitted.

8. Evaluate credentials and involvement of adjunct and support faculty.

The proposal indicates that the five part-time/adjunct faculty listed have strong credentials for assisting the social work program in implementing a MSW program. Dr. Adrienne Asch is well known in the disabilities field. Mr. Hal Angel has many years of social work experience treating people with mental illness. Ms. Sherry McShall-Roche’s expertise is in adult day care/rehabilitation. Ms. Lauren Tacconi adds international expertise in addition to expertise working with people who are developmentally disabled. Mr. Douglas Brooks brings experiences in children’s and family services, including extensive administrative experience. Additional adjunct faculty will be needed as page 17 of the proposal indicates.

As the proposal notes, all field supervisors will hold a master’s degree from an accredited social work program, and the state of New York requires all supervisors hold the LMSW credential. CSI will also require that internship supervisors have completed, or take concurrently with their first internship, a Seminar in Field Instruction.

III. Resources
9. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

The program intends to conserve resources by admitting students in the fall only and timing the admission of advanced standing students to coincide with the sequencing of courses for students admitted to the 60-hour program.

Page 17 of the proposal addresses the need for additional office space for new faculty and indicates that whether each faculty member will have her or his own office remains to be resolved. Individual offices or other private space seem to be a necessity for meeting with students and for faculty to carry out other aspects of their day-to-day work.

The proposal indicates that currently 26 agencies provide internships for bachelor’s social work students, and it seems most are interested in providing internships for master’s students with additional agencies interested in taking master’s students. Given that the new MSW program will cause a substantial increase in enrollment and the need for field placements, the department may wish to take further steps to ensure or clarify that sufficient placements will be available locally to accommodate MSW students, especially given that local agencies are also accommodating the internship needs of the other social work programs located or operating on Staten Island.

The budget includes a line item of $3,000 annually for library materials. Computer costs for new faculty were included. Other than that, library resources, computer equipment for student use, and laboratory facilities (such as video taping facilities) were not discussed.

Other campus resources for students (writing consultation, career services, etc.) and social work and other campus student organizations and were not discussed.

10. (Only for programs requiring master plan amendment.) What is the institution’s commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload?

The proposal outlines the need for faculty lines, office space, computers, and library resources but did not indicate the institution’s (College of Staten Island) commitment to providing the resources. The proposal does address how it intends to be largely self-supporting through the tuition the program will generate. Scholarships and financial aid for students were not discussed.

IV. Summary Comments and Additional Observations
11. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

Major program strengths are the faculty and the curriculum it has designed in response to its decision to focus the program on serving people with disabilities, including a program to prepare students to provide direct and indirect services to better serve people with disabilities.

In addition to points addressed earlier, here are a few other considerations or questions:

More information on how current bachelor’s students and other stakeholders have evaluated the bachelor’s program would be useful in evaluating the strengths and weaknesses of the program to add a master’s program at this time.

The curriculum outlined indicated there are four required courses on disabilities, an introductory course and three other courses, one each focusing on childhood, adulthood, and aging. I understand the faculty is currently working on refining course syllabi, so my comments on the specific courses may be premature. The topics and readings included in the draft of the introductory course syllabus, entitled “Thinking Critically about Disability History, Definition, Culture and Politics,” which I received in an early stage, generally looks good. The required texts are more than a decade old. Though they may continue to be essential texts, I assume more current readings will also be included. In might be indicated more clearly how some of the assignment options for this course will require incorporation of scholarly literature. In addition to class participation, only one graded assignment is included in this course. From a pedagogical standpoint, will students have an opportunity to get feedback on their papers before turning them in since this is the major part of their grade? The course on disabilities and childhood is still in development. It also looks like there is one major assignment in this course. Goode’s book seems to be a major text in this course and in the introductory course. The course on adults and disabilities lists several assignments, including mid-term and final exams. The course seems strong in many respects and includes texts written by social workers. It might be clarified how this courses focuses specifically on adulthood. The course on disabilities in aging also looks strong. The readings may also be essential, though inclusion of some more current readings may be helpful.

Will the drug and alcohol course also include information on treatment methods/approaches, and will the human sexuality course also include information on
practice methods in family planning, pregnancy prevention for teens, etc. In some ways these sound more like sociology courses than social work courses.

How will integration of program content be achieved during the last semester of the program?

Social workers likely serve people with disabilities in all types of settings, but will all first and second year internships focus on disabilities, or will the first year placement provide a wide range of opportunities with second year placements focusing more on disabilities?
Evaluation Report Form for Program Proposals

Institution: College of Staten Island

Evaluator(s): Mary S. Tijerina, PhD, MSSW, Professor, Texas State University, School of Social Work
CSWE Council on Disabilities

Program title: Social Work

Degree title: Master of Social Work (MSW)

Date of evaluation: January 8, 2013

I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The proposal clearly articulates the program purpose, structure and requirements as well as the formal mechanisms for program administration and monitoring.

The purpose is consistent with the aim of graduate level social work education, namely, to educate students for advanced professional practice. The purpose statement reflects core social work values of social justice, ending oppression, embracing diversity and enhancing social functioning. The stated purpose also supports one of the missions of the College of Staten Island, which is to educate professionals to respond to the needs of persons with developmental and other types of disability. The purpose therefore is unique and particularly appropriate for the targeted service area given the history of the former Willowbrook State School. Further, the proposed MSW program will serve the purpose of providing a geographically accessible graduate social work program for residents of the region. No public graduate social work programs currently exist on Staten Island and the two existing MSW programs within the CUNY system are geographically inaccessible to residents of Staten Island. A majority of baccalaureate social work students at CSI indicate a goal of obtaining an MSW, considered the terminal degree for social work practice. The proposal establishes a need and demand for the program based on input from students and community social services agencies.

The proposed MSW program appears to have a solid structure. The program will be administratively located in the CSI’s Department of Sociology, Anthropology and Social Work. It will complement the existing undergraduate social work program which is fully accredited by the Council on Social Work Education (CSWE). The proposal’s projections for student enrollment and number of faculty are guided by CSWE standards for faculty to student ratios. These staffing levels will be achieved through a combination of new hires,
reassignment of current faculty from the baccalaureate to the graduate program (with accompanying reduction in new undergraduate admissions) and use of adjunct instructors as needed. The proposed curriculum structure includes a 60-hour regular degree program, which will be offered on a fulltime or part-time basis, and a 30-hour advanced practice degree program for applicants who hold a bachelor’s degree from a CSWE-accredited program and meet other program admission requirements. All courses to be offered in the MSW program are new courses developed specifically for the proposed program and will be reviewed for approval by the CSI governance structure. The proposed course sequencing for each degree program appears logical and feasible. While the proposal does not specify the scheduling of courses for the new MSW program, results of the Department’s survey of student interest in graduate education reflected the importance of evening class availability as a factor to be considered in choosing a graduate program. It may be helpful to indicate whether the program will be offered on a schedule that will attract working, non-traditional students.

The administrative structure and the curriculum structure meet requirements articulated in the CSWE’s Educational Policy and Accreditation Standards (EPAS). In addition to meeting CSWE standards for accreditation, the proposed curriculum structure meets New York state’s requirements for social work licensing, ensuring that graduates of the program will be eligible to sit for licensure as social work professionals. Admission requirements proposed for the new program are reasonable and standard for most MSW programs. Program requirements for cumulative GPA and for academic probation are also standard for an MSW program. Admission decisions will be determined by the Program Director with the assistance of an admissions committee. A strength of the proposed admissions process is that one member of this committee will serve as the affirmative action designee, ensuring that traditionally underrepresented students will have opportunities to apply and be accepted into the MSW program. All current faculty are qualified to teach in the MSW program and all new faculty will be required to meet CSWE guidelines (MSW degree from a CSWE accredited program, minimum of two years post-masters social work practice experience for most positions, and a PhD preferred).

As previously noted, the proposed MSW program will be administratively located in the Department of Sociology, Anthropology and Social Work. The Department currently has five fulltime social work faculty members. Upon implementation of the proposed MSW program, two of these faculty members will be designated as MSW faculty. Through this shift and one new tenure track faculty hire per year, the program anticipates having six fulltime faculty for the MSW program by 2016-17. These projections are contingent upon student enrollment and availability of faculty lines. The proposal describes hiring and enrollment projections as conservative; the current economic climate certainly provides reason for caution. Enrollment projections of 48 students in the first year seem particularly ambitious. Beyond information about the number of qualified applicants that cannot be accommodated by existing MSW programs in the CUNY system and the interest expressed by CSI undergraduate social work students, the proposal does not discuss plans for recruitment. Although the goal of program self-sufficiency is important, the program may wish to consider a more incremental approach to projected enrollment as is done with planned additions to the faculty. While the needs assessment appears to provide a rational basis for enrollment projections, there are many intervening variables expressed interest, application
and matriculation in MSW programs. The organizational structure for the proposed program seems reasonable feasible. A tenure track faculty member will direct the MSW program and a second tenure track faculty member will direct the undergraduate (BSSW) program. Both of these program directors will report to the Chair of the Department of Sociology, Anthropology and Social Work. Administrative release time will be required for the MSW program director as well as the MSW field director as dictated by CSWE accreditation standards. With implementation of the MSW program, one administrative support position will be added to the current half-time college assistant.

The proposal describes plans for internal evaluation of program goals, identifying the methods and measures to be used for each of five program goals. Measures include an alumni survey, a survey of community social service agencies, a faculty survey and annual faculty evaluations. For the most part, the methods/means proposed for evaluating each program goal are reasonable. However, the means of evaluation for the third program goal, Provide professional opportunities for MSW students in a variety of sectors and settings, is limited to a “list of field internship opportunities.” Beyond a simple list of possible field placements, assessing this goal might be approached by surveys of student in field placements or by surveys of field supervisors regarding the learning opportunities experienced by students. Perhaps measures of student professional involvement are included or could be added to the standard evaluations of student performance in the field placement. Outside of field placements, faculty mentoring of students and involving students in faculty research might serve as additional measures for this program goal. According to the proposal, the two primary means of program evaluation will be an alumni survey conducted one year after graduation and a survey of Staten Island social service agencies beginning in academic year 2017-18. Since these two primary means of evaluation will not be in place until one year following program administration at the earliest, it may be useful to consider mechanisms for monitoring and other process evaluation strategies for assessing program implementation. A new program might find it helpful to track prospects, admissions, matriculations, and retention data as well as faculty and student feedback to use in program planning.

2. Comment on the special focus of this program, if any, as it relates to the discipline.

The proposed program has a special and extremely relevant focus on disabilities. This focus is very appropriate given the current needs of the community and the historical context of the CSI. The College is located on the former campus of the Willowbrook State School, an institution for people with developmental disabilities known for inhumane conditions and mismanagement which eventually led to its closing. The proposal notes that many former residents of Willowbrook remain on Staten Island and form part of a large and diverse population of people with disabilities. As noted in the proposal, persons with disabilities are disproportionately affected by poverty and other social problems. The service needs of the population, coupled with insufficient opportunities for graduate social work education on the Island create a demand for more professionals with specialized training in disability issues.

The program focus on disabilities is also highly relevant to the discipline of social work. As a profession, social work aims to enhance the social functioning of individuals, communities
and organizations. Core professional values include service to vulnerable populations, respect for the inherent dignity and worth of individuals, and promoting social justice; the proposed MSW program appears grounded in these professional values. As the proposal correctly states, only one other MSW program in the U.S.—Gallaudet University in Washington, D.C.—offers a specific concentration in disabilities. Thus, due to its special focus on disabilities, CSI's MSW program will respond to community needs and serve to advance the mission of social work.

3. Comment on the plans and expectations for continuing program development and self-assessment.

The evaluation plan described in the proposal indicates mechanisms that will be used for purposes of self-assessment. Specifically, the proposal will use surveys of alumni, faculty and social service agencies. Although the proposal indicates which of these mechanisms will be used to assess the various program goals, no information is provided to ascertain which of these mechanisms may be currently in place vs. those that would be implemented after the MSW program is in place. If some of these mechanisms are in place and have been used for assessing and program development of the undergraduate program, it would be helpful for the proposal to describe how these have been used for purposes of continuing program development. As noted in the comments offered in response to item number 1 of this report, it appears that the mechanisms that will be used for purposes of evaluation are summative. It could well be that the program will use other means of monitoring and process evaluation that are not described in the proposal (perhaps some of these are used currently in the undergraduate program) but it would be useful to clarify these in the proposal. The proposal also outlines student learning outcomes as required by CSWE educational policy and identifies particular courses in which the outcomes will be addressed. As the program develops and implements specific measures for the learning outcomes, data may provide direction for continued program development and enhancement.

4. Assess available support from related programs.

The proposed MSW program will join an administrative unit that currently includes a baccalaureate social work program as well as programs in sociology and anthropology. Thus it is assumed that the new MSW program will benefit from the support of these existing programs in areas such as facilities, equipment and some administrative functions. In terms of other MSW programs, the proposal states that no other college or university offers an MSW program that can be taken in its entirety on Staten Island, nor is there a public MSW program available on the Island. Although the CUNY system of which CSI is a part offers two other MSW programs (Hunter College and Lehman College), these programs are geographically not accessible to residents of Staten Island. Further, the proposal indicates that the Hunter and Lehman programs are presently not able to accommodate the number of qualified applicants. Thus, the proposed program will not duplicate the efforts of existing MSW programs but will in fact help to meet the demand for social workers in the area.

5. (Only for programs requiring master plan amendment.) What is the evidence of need and
demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

The need and demand for the program is well documented in the proposal. Population growth, economic challenges and other social problems (especially as they affect people with disabilities), along with the lack of accessible options for graduate social work education create a need for the proposed MSW program locally as well as in the State of New York. The proposal references the results of a survey of community social work agencies in which 100 percent of the respondents identified a need for an MSW program on Staten Island. As noted, only one other MSW program in the nation offers a specific focus on disabilities at a time when the population of people with disabilities is increasing; thus the program addresses a need in the field of social work at large.

The proposal also does a good job of documenting demand for the program. A survey of students currently enrolled in the baccalaureate program found that 95 percent of respondents reported that they want to go forward with a master’s degree in social work and 68 percent identified CSI as their first choice of colleges. As referenced in item #4 above, the two CUNY MSW programs are currently unable to accommodate the number of qualified MSW applicants. The proposal cites a 2006 report from Department of Health and Human Services (DHHS) indicating hiring enough social workers is one of the most pressing recruitment problems in New York public health departments. Further, the proposal cites projections from the Occupational Outlook Handbook (2010-2011) that employment of social workers will increase by 16 percent in the period of 2008-18, a growth rate faster than the average of all occupations. Population dynamics including the growing population of aging and elderly are expected to create a continuing demand for social workers in health and social service settings.

II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.

The faculty of the proposed MSW program, both individually and collectively appear well qualified and prepared to deliver the program. Three of the faculty currently teaching in the baccalaureate program will be shifted to the MSW and one additional person will be hired in each of the first three years of the program. All of the current faculty members meet CSWE guidelines (MSW degree from a CSWE accredited program and two years post-masters social work practice experience with a PhD degree preferred). It is anticipated that the three new faculty will have a PhD. Each of the current faculty members brings to the MSW program a solid record of experience, scholarship and recognition in the field. Dr. Lacey Sloan, associate professor and director of the current social work program, has more than 20 years of practice experience at both macro and micro levels in such areas as disaster relief, child welfare and sexual violence. She has extensive experience as a social work educator and has published in the top social work journals. Dr. Sondra Brandler, associate professor, has a varied practice experience that includes administration of a large senior program. She has been in social work education for many years, having previously served
CSI as director of the social work program and director of field education. Her scholarship includes co-authoring two editions of a group work textbook and several publications on aging, group work and social work pedagogy. Dr. Vandana Chaudhry, assistant professor and newest member of the current faculty, brings expertise in disability policies and services, empowerment and human rights approaches, health disparities, youth and child development, and international development and globalization. She has published peer reviewed journal articles and book chapters in the field of disabilities, qualifying her as a valuable resource for the program’s special focus on disabilities. Ms. Kari Meyer, lecturer, serves as a course instructor and director of field education for the undergraduate program. Her practice experience is in the areas of criminal justice, substance abuse and child welfare. Ms. Patti Gross, lecturer, will serve as director of MSW field education. She is an experienced social work educator who has taught a wide variety of content areas. Ms. Gross’ practice expertise is in the areas of international adoption, substance abuse, services to the LGBT community and work with families of children with intellectual disabilities; this expertise will also add value to the special focus of the MSW program. In summary, the faculty offers both depth and breadth in their training, experience, scholarship, service and professional recognition. Their individual and collective expertise represent valuable contributions to the proposed program.

7. **Assess the faculty in terms of size and qualifications. What are plans for future staffing?**

In the first year of the program, there will be four faculty assigned to the MSW program. Three of these will be faculty currently teaching in the CSI undergraduate program who will be shifted to the new graduate program and the fourth will be a new hire. The program plans to hire one new faculty member in each of the two following academic years, bringing the total size of the faculty to six (6) by 2016-2017. Ultimately, with the hiring of its sixth faculty member, the program will be in compliance with the CSWE requirement of a minimum of six fulltime faculty for MSW programs.

As previously noted, the qualifications of the current faculty are consistent with CSWE requirements for graduate social work faculty (MSW degree from a CSWE accredited program and two years post-masters social work practice experience with a PhD degree preferred). New faculty will have equivalent qualifications and it is anticipated that they will all have the PhD degree.

8. **Evaluate credentials and involvement of adjunct and support faculty.**

The proposal identifies five adjunct faculty, all with strong credentials, who will staff some of the new MSW courses. All of these individuals hold the MSW degree and one also holds the PhD. Dr. Adrienne Asch is recognized in the field of disabilities and bioethics, and has extensive experience in social work education. Mr. Hal Angel has extensive experience in the field of mental health, having served as a clinician, supervisor and field instructor in a state-run psychiatric hospital. Ms. Sherry McShall-Roche has worked extensively in the field of aging and is an experienced field instructor as well as classroom instructor. Ms. Lauren Tacconi brings experience at both the macro and micro levels, having expertise in community development, non-profit development and developmental disabilities. Mr.
Douglas Brooks has extensive experience in the field of child welfare, specifically adoption, foster care, policy and program development. He has also served as a field instructor in addition to classroom instruction.

Agency-based internships or field placements are a key component of social work education in which the student gains supported, hands-on experience in applying classroom learning. The proposal states that currently, there are 50 local social service agencies that provide internships for undergraduate students and that most of these agencies have expressed interest in providing placement for MSW level students. Additional agencies have been identified as likely resources for field placements of MSW students. Agency-based field instructors provide on-site supervision of students and work closely with faculty field liaisons. All field instructors will be required to have an MSW degree from an accredited social work program as required by CSWE and to be licensed as a master social worker (LMSW) as required by the State of New York. In addition, supervisors must complete the Seminar in Field Instruction training as required by the New York Region.

III. Resources

9. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

Facilities needs for the proposed program includes additional office space for new faculty hires. The proposal indicates that the additional staffing will require two additional double, or four single office spaces. There is no detail provided as to where this additional space will be located. Will the additional faculty be accommodated within the footprint of the current social work program space or would space need to be located in other areas of the campus? It would be important to locate new faculty offices within or close to the existing program offices in order to help integrate and support new faculty. The proposal recognizes that an office sharing arrangement is less than desirable and suggests that this problem will be alleviated once a planned computing center opens and several departments move into the new facility. However, there is no information provided about the timetable for the opening of the new center. Cost projections include budgeting for instructional materials (books, journal subscription, videos, etc.). The budget justification (Appendix D) notes that “many materials” are already available in the CSE library, but the proposal does not include information about the capacity of existing library resources. Costs for faculty computers and equipment are included in the proposal. There is no information provided regarding laboratory facilities. It is assumed that there is existing lab space for undergraduate instruction and perhaps plans are to use this space for graduate instruction. However, it would be helpful to describe the capacity of the existing lab space and address plans for accommodating additional lab space needs that will be created by the graduate program.

As previously noted, 50 local social service agencies currently provide internships for undergraduate students and most of these agencies have expressed interest in providing placement for MSW level students. Additional agencies have been identified as likely resources for field placements of MSW students. While it appears that CSI has established
good working relationships with local agencies, the projected enrollment in the new MSW program will essentially double the number of internship slots required. This represents a significant demand for additional internship sites, providing reason for the program to work more aggressively to secure commitments from local agencies to accommodate MSW students.

10. (Only for programs requiring master plan amendment.) What is the institution’s commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

Cost projections included in the proposal address faculty salaries, including fringe benefits, equipment, and administrative support. The number of faculty lines budgeted for is based on the projected enrollment and CSWE mandated faculty-student ratios (1:12 for MSW programs). The proposal acknowledges that new faculty hires will be dependent on availability of faculty lines but does not indicate whether there is institutional commitment to assign available faculty lines to the MSW program. Similarly, the proposal provides no indication of institutional commitment to providing the additional office space and other operating costs (furniture, computing infrastructure and technical support, etc.). The proposal states that in its first year (2014-15), the tuition revenue from the MSW program will exceed direct program costs; however, it does not fully explain how the program intends to be largely self-supporting through the tuition generated.

IV. Summary Comments and Additional Observations

11. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

The proposed MSW program has a number of major strengths. It features a unique focus on disabilities which is grounded in the history and special needs of the community it will serve. The program will make MSW education more accessible to residents of Staten Island for whom transportation to existing options is a challenge; it will also provide a valuable resource for all individuals seeking graduate social work education that will prepare them to work specifically in the field of disabilities. The faculty brings a depth and breadth of experience in education and a variety of practice fields, many of them in areas that will support the special disabilities focus. The program objectives very are appropriate for an MSW degree program. The curriculum is sound and consistent with educational standards for national accreditation as well as state licensure requirements. All of the proposed new courses appropriately reflect a commitment to addressing issues of diversity related to the particular content. The program defines disability broadly, to include developmental, physical, mental health, and chronic health conditions; this is appropriately reflected in the disability courses required of all students. Each of the four required advanced courses on disability takes a social constructivist theoretical perspective. Historically, theoretical perspectives and definitions of disability have varied and have not been without
controversy. However, the social constructivist perspective is embraced by most disability experts in the field today. Additionally, the inclusion in the course descriptions of the intersectionality of disability with other diversity issues and identities reflects a contemporary and relevant perspective.

There are a few areas which may not in actuality be weaknesses but about which the proposal leaves unanswered questions. As previously discussed, the availability of sufficient field placements for MSW students is somewhat of a concern. Further, it is not clear whether or how the field placements will provide students experience related to disabilities and/or persons with disabilities. It is understood that the MSW courses are new and likely subject to additional refinement in terms of textbooks, reading assignments, etc. Many of the references listed in the syllabi are quite dated. Notwithstanding the importance of seminal works, more current sources should be incorporated. The proposal acknowledges that the ability to hire new faculty as planned will depend upon the availability of faculty lines and plans for securing sufficient office space for new faculty seem tentative. A clearer indication of institutional commitment to the program would be helpful in assessing the feasibility of plans for faculty hiring and administrative support.

To summarize, the proposal outlines a strong, well conceptualized program that will meet community need for advanced social work practitioners equipped to serve persons with disabilities. The program will also help meet demand for geographically accessible, publicly supported MSW education. The curriculum is sound and meets requirements for national accreditation and state licensure. Commitment from the College of Staten Island/CUNY will be critical to the successful implementation of the program.
Appendix J: CSI Library Report for Social Work
The CSI Library is committed to providing a balanced collection of select materials that support the College's instructional, curricular, and research goals. The Library’s total collection consists of approximately:

- 243,800 monographs
- 110,400 electronic books
- 250 print journals
- 42,800 electronic periodicals
- 140 databases and electronic resources
- 3,000 films and videos
- 5,000 sound recordings
- 400 linear square feet of archival materials

The Library collections adequately support the curriculum of the Social Work program and the research needs of its students and faculty. The liaison to the Department of Sociology, Anthropology and Social Work, working closely with the department’s teaching faculty, is responsible for selecting and acquiring library materials in the area of Social Work. Faculty may place purchase requests either by contacting the liaison directly or by completing an online request form via the Library’s website.

Library collections related to the field of social work consist of the following:

**Reference Collection**

The reference collection for Social Work is updated regularly for currency through acquisitions of new titles by the liaison to the social work department and at the request of the teaching faculty. The Library holds approximately 65 reference titles specifically related to social work including specialized encyclopedias, dictionaries, handbooks, and manuals.

**Circulating Book Collection**

The circulating book collection for social work is updated on an annual basis by the liaison to the Department of Sociology, Anthropology and Social Work with input from the department’s teaching faculty. The Library currently holds approximately 2,695 monographs specifically related to fields of Social Work.

**Course Reserves Collection**

The course reserve collection is updated throughout the semester and contains textbooks and course readings placed on reserve by faculty for their students. There are, presently, 120 textbooks and over 800 articles on course reserves materials in the field of Social Work. These items include materials from NYU, which support the CSI/NYU partnership.
Periodical Collection

The library holds approximately 208 journals and trade publications related to social work. Although some of these titles are available in print and microform, most are accessible online through subscription databases. They can be found listed on the homepage at: http://ux7xn7gd4e.search.serialssolutions.com/?V=1.0&L=UX7XN7GD4E&N=100&S=SC&C=S00482

Electronic Resources

The Library subscribes to approximately 140 databases and electronic resources that provide indexing, abstracts, and/or full text of books and periodicals in all subject areas. These resources are accessible on campus and remotely via the Library’s proxy server. The library subscribes to 5 electronic resources specifically related to the field of Social Work and they include: Social Sciences Full Text, SocIndexFT, Social Science Citation Index, Social Explorer, and the Social Science & Humanities Conference Proceedings Citation Index

- **Staffing pertinent to the provision of library services to social work students**
  The CSI Library staff is comprised of 13 full-time library faculty, 12 part-time adjunct library faculty, and 43 support personnel. All library faculty have master's degrees in library and information science from ALA-accredited schools and/or a second graduate degree in an additional subject area. In addition to supporting the research needs of the College, library faculty also actively pursue their own research interests through scholarly publication and conference presentations.

- **Budget for social work library resources for the last, current and upcoming academic years.**
  The Library, in collaboration with the faculty of Social Work, is committed to building the research collection for this program in order to meet current and future needs. As such, in support of the mission and goals of the Social Work program in its infancy, $5000 was allocated to the program annually in its first three years, and $3,000.00 subsequently has been allocated to for monographs, DVDs, journals, and e-resources.

- **Circulation or utilization data for items relevant to social work.**
  The library does not have any utilization data of circulating items specific to social work or any discipline. However, total number of circulating materials in 2009/2010 was 76,299 transactions (an increase of 43% from the previous year).

- **Equipment and technology available to social work (computers, copiers and printers).**
  The CSI Library offers 150 public computer workstations and 50 laptops to provide access to its growing number of electronic resources and services. While 1st floor computers are reserved for online research, 2nd and 3rd floor workstations are fully equipped with academic software such as MATLAB, SPSS, Minitab, and AutoCAD.
The Library also offers wireless network access, a laptop loan service, free printing and digital scanning, and photocopy and fax services.

- **Circulation policies and procedures (policy and procedures to ensure that books or other materials required or recommended in social work courses are made available to students).** Library borrowing privileges are available to all students, faculty, and staff with a valid CUNY identification card. Loan periods are 3 weeks for undergraduate and master’s students; 6 weeks for doctoral students; and 8 weeks for faculty. All library users can manage their account online to check the status of their loans, renew items, and request materials from other CUNY libraries.

Faculty may request that materials used in their courses, such as textbooks, articles, calculators, DVDs, and geological stones, be placed on reserve and restricted to in-library use to ensure that their students have access to these resources. Faculty are encouraged to place materials on Reserve prior to the beginning of the semester in which they will be required. Students may borrow reserve items for use inside the library for a two-hour period. Some reserve items circulate outside the library for 7 days.

- **Library’s online catalogue, email, computerized search services, document delivery, interlibrary loan (identify per-fee versus non-fee), media, and other related services available to students (include other libraries outside the educational institution to which students have regular access and the appropriateness of each library’s holdings for social work).**

The Library’s website acts as the gateway for students to conduct research, providing access to our catalog, as well as the union catalog for the City University of New York. In addition it provides access to the numerous research guides and databases necessary for student research.

Students and faculty have access to the entire CUNY monograph collection in addition to those available at the College of Staten Island.

Interlibrary loan services are available to all students, faculty, and staff who require materials that are not available at any of the 23 CUNY libraries. Library users can manage their interlibrary loan account online to request materials available at non-CUNY libraries, check the status of outstanding requests, and renew their loans. Most loan requests are fulfilled within 5-10 business days. Articles are delivered electronically and generally arrive within one week.

- **Reference coverage and related services (comment on the availability of library staff to provide reference help on social work topics to faculty and students).**

The CSI Library provides high-quality services designed to assist students and faculty in locating the informational resources they need for research, study, and teaching. These services include:

Professional reference librarians are available any time the Library is open to assist students, faculty, and library visitors in identifying, locating, and retrieving information in a variety of formats. Library users can obtain on-site research assistance at the reference desk or remotely via telephone, email, or online chat. Users requiring more in-depth assistance are welcome to schedule a research consultation with a librarian subject specialist in their area of study.
Library Instruction Services

Library instruction services are offered, in partnership with classroom faculty, to provide students with the information literacy skills required to locate, evaluate, and use information effectively. Library instruction is offered in a state-of-the-art multimedia classroom equipped with 42 computer workstations, a SmartBoard, and SynchronEyes classroom management software. Sessions are generally 90-120 minutes in length and provide students with basic research skills such as defining a research topic, identifying appropriate information sources, constructing effective search strategies, and evaluating and citing sources.

Librarians also offers workshops for faculty aimed at introducing faculty to new information resources and services that will enhance their teaching and research. Workshops are offered every winter on a variety of topics including new electronic resources and collections, research alert services, plagiarism prevention tools, and designing effective research assignments.

Media Services

Media Services provides access to the Library’s collection of audio, video, and film recordings as well as A/V equipment for classroom use. It also offers multimedia services for faculty such as audio-visual support, video conferencing, and digital production and imaging.

• Is there a library staff member assigned to a liaison role for the social work program? (If yes, describe the nature of this role vis-à-vis the social work program.)

One librarian is appointed as the liaison to the Department of Sociology, Anthropology and Social Work and this individual is responsible for working closely with the faculty to support teaching, learning, and research through the provision of library services and resources. Toward this end, the liaison selects library materials which support the department’s various programs and the research needs of its students and faculty; offers library instruction services to introduce students to research methods and information resources in the sciences; creates and maintains online research guides within the department’s fields of study; and provides research consultations and reference services to its students and faculty.

• Is there a librarian (or librarians) with a specific social work designation, such as social work librarian, social work bibliographer, or social work liaison? Describe the job responsibilities of these librarians and other activities. In addition, is there involvement by librarians in (a) social work courses or in course management programs (such as Blackboard, WebCT) for social work students; (b) library instruction provided through distance education, continuing education; (c) library services for alumni, outreach, or community services; (d) development of the program’s strategic planning, technology development and curriculum revision; and (e) activities providing opportunities for professional development?

CSI Librarians are generalists in that they are not hired as specialists or bibliographers to support any one discipline. However, librarians are assigned as liaisons to academic
Assistant Professor Andrew Leykam, who incidentally has a second graduate degree in Anthropology, has been the liaison to the Department of Sociology, Anthropology, and Social Work over the past four years.

a) Librarians are involved in several course management programs, however, at this time, a librarian is not involved in social work course or in course management programs.

b) At this time, a librarian is not involved in providing library instruction for any social work distance education program.

c) Librarians provide services for alumni and the community, but not specifically to those in the field of social work.

d) Librarians are currently involved in the College’s strategic planning committees, the technology task force committee, and faculty senate committees that review curriculum initiatives.

Librarians at CSI are all on tenure-track or tenured faculty. As such they are required to seek professional development and pursue grants that will aid in their pursuit of research and scholarship. CSI Librarians are known to be the most active among CUNY library faculty in seeking and providing professional development activities.

- **Is there a procedure used by social work faculty to recommend items for purchase? If yes, how are such faculty recommendations handled by library staff.**
  The CSI Library welcomes the input of the College’s teaching faculty in its collection development efforts. Faculty members are invited to recommend books for library purchase by completing an online form or contacting their library liaison. While the library welcomes faculty suggestions, purchase decisions are ultimately dependent on the selection criteria outlined in the library’s collection development policy and the availability of funds. Priority is given to materials that: a) support the College’s curriculum; b) are required course reading; and/or c) meet students’ assignment needs.

- **How often are new acquisitions in social work listed and reported to program faculty?**
  Faculty requests are reported to faculty via e-mail upon their arrival within the library.

- **Traffic or other counts of users of social work collection or social work resources.**
  The CSI Library does not track usage of resources by disciplines, hence there are no specific counts available for users of the social work collection or social work resources.

- **Instructional sessions (number and type of presentations, number of participants, evaluation data).**
  The library provides an average of 260 library instructions sessions annually, reaching an average of 51.8% of the student body annually, since 2005. Presentations are tailored to the course assignments for undergraduate and graduate courses. At the request of individual instructors, librarians provide information literacy sessions to help students locate, evaluate, and use effectively the needed scholarly resources.

The Library offers the following state-of-the-art instructional facilities:

**Digital Library Learning Lab (DL3)**
A multimedia classroom equipped with 42 computer workstations, a SmartBoard, and SynchronEyes classroom management software.

**ComWeb Lab**

A 24-seat multimedia classroom equipped with SynchronEyes classroom management software.

**The Videoconference Center**

A facility which combines state-of-the-art audio, video, and data technologies to facilitate multi-site meetings and collaborations.

**Group Study Rooms**

Five enclosed rooms for users requiring study/meeting space for group study and collaborative learning.

- Location of library/social work collection relative to classroom and other social work student services.

The CSI Library is the focal point of the campus' South Academic Quadrangle. The social work department is also in the south quad, one building over from the Library.

On the first floor of the Library are located Borrower Services, Reference Services, and the Library’s print reference collection. The second floor leads to the CSI Archives & Special Collections, Microforms, and Media Services. The **Social Work** materials in the circulating book collection and print journal holdings are housed on the third floor. One hundred fifty (150) computer workstations are available throughout the building to provide access to social work print and electronic resources and services.

- Library hours for the main library and social work collection library for the full calendar year. (Are there requests for additional hours from social work students? If yes, discuss the library’s response).

The library is currently opened seven days a week from 8am to midnight, a total of 112 hours weekly. There are limited hours when class is not in session and the library is closed when the college is closed. The current hours are the result of previous request for additional hours by students. To our knowledge, these requests were not initiated by Social Work students.

**Samples and results of assessment/evaluation surveys of library services.**
A Reference Services Survey was conducted over 4 weeks in Fall 2010. Users were invited to participate in an anonymous voluntary survey to measure the quality of reference services. There were 113 participants and below are samples of the results.

### Reference Services Survey – Fall 2010

**What is your campus affiliation?**

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<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
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<tr>
<td>Faculty</td>
<td>4.4%</td>
<td>5</td>
</tr>
<tr>
<td>Staff</td>
<td>4.4%</td>
<td>5</td>
</tr>
<tr>
<td>Visitor</td>
<td>2.7%</td>
<td>3</td>
</tr>
</tbody>
</table>

**Which option best describes how often you visit the CSI Library?**

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>First time</td>
<td>17.7%</td>
<td>20</td>
</tr>
<tr>
<td>Weekly</td>
<td>62.8%</td>
<td>71</td>
</tr>
<tr>
<td>Monthly</td>
<td>13.3%</td>
<td>15</td>
</tr>
<tr>
<td>Rarely</td>
<td>6.2%</td>
<td>7</td>
</tr>
</tbody>
</table>

### Which of the following methods do you prefer to use when seeking research assistance? (Check all that apply.)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit the reference desk</td>
<td>72.6%</td>
<td>82</td>
</tr>
<tr>
<td>Schedule an appointment with a librarian</td>
<td>15.9%</td>
<td>18</td>
</tr>
<tr>
<td>Telephone</td>
<td>7.1%</td>
<td>8</td>
</tr>
<tr>
<td>Email</td>
<td>13.3%</td>
<td>15</td>
</tr>
<tr>
<td>Instant message / chat</td>
<td>13.3%</td>
<td>15</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>4.4%</td>
<td>5</td>
</tr>
</tbody>
</table>

### Have you ever attended a library instruction class at the CSI Library?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46.9%</td>
<td>53</td>
</tr>
</tbody>
</table>
What new thing did you learn as a result of this visit? (Check all that apply.)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned how to construct a more effective search strategy.</td>
<td>54.0%</td>
<td>61</td>
</tr>
<tr>
<td>I learned about a new library resource (databases, books, journals, etc.).</td>
<td>49.6%</td>
<td>56</td>
</tr>
<tr>
<td>I learned about a new library service (interlibrary loan, group study rooms, laptop loan, etc.).</td>
<td>28.3%</td>
<td>32</td>
</tr>
<tr>
<td>I learned nothing new.</td>
<td>14.2%</td>
<td>16</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>2.7%</td>
<td>3</td>
</tr>
</tbody>
</table>

As a result of this visit, do you feel more confident in your ability to independently find the information you are seeking today or other information you may seek in the future?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>90.3%</td>
<td>102</td>
</tr>
<tr>
<td>No</td>
<td>9.7%</td>
<td>11</td>
</tr>
</tbody>
</table>

- **Strengths, areas of concern, projections for and assessment plans of the social work collection.**

The library continues to review and expand the social work collection on an annual basis, in conjunction with the Social Work faculty. We have actively strengthened the collection by devoting $5,000.00 for the first three years of the program, and $3,000.00 subsequently in support of the curricula needs of the program.
MSW Proposal Volume II

Appendices K and L
Appendix K: MSW Social Work Job Advertisements

(Online job listings for Master level Social Workers retrieved on or about November 29, 2012; Additional job listings for MSWs retrieved on April 17, 2013)
MSW JOBS ON STATEN ISLAND

Social Worker - Care Coordination
Richmond University Medical Center,- Staten Island, NY
Current registration in New York State as an LMSW required. Experience in a hospital or community health agency and additional language fluencies preferred.

<table>
<thead>
<tr>
<th>Social Worker - Care Coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department:</strong></td>
</tr>
<tr>
<td><strong>Schedule:</strong></td>
</tr>
<tr>
<td><strong>Shift:</strong></td>
</tr>
<tr>
<td><strong>Hours:</strong></td>
</tr>
<tr>
<td><strong>Job Details:</strong></td>
</tr>
</tbody>
</table>
| **Requirements:** | - Graduate from an accredited school of social work.  
- Current registration in New York State as an LMSW required.  
- Experience with patient population required.  
- Experience in a hospital or community health agency and additional language fluencies preferred.  
- Computer literacy preferred. |

**HR Use Only:**
The Continuing Care Community of The Archdiocese of New York

Fr. John with Mary Ellen Lynch, Dir. Occupational Therapy

Your choice to work at ArchCare is a choice you’ll be proud of.

Browse the list of current job openings below.

Social Worker

<table>
<thead>
<tr>
<th>Job ID</th>
<th>2013-5426</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility</td>
<td>Terence Cardinal Cooke</td>
</tr>
<tr>
<td>Experience (Years)</td>
<td>2</td>
</tr>
<tr>
<td>Category</td>
<td>Social Services</td>
</tr>
<tr>
<td>Shift</td>
<td>D</td>
</tr>
<tr>
<td>Shift End Time</td>
<td>5:00pm</td>
</tr>
<tr>
<td># Hours</td>
<td>35</td>
</tr>
<tr>
<td># Positions</td>
<td>1</td>
</tr>
<tr>
<td>Location</td>
<td>US-NY-New York</td>
</tr>
<tr>
<td>Posted Date</td>
<td>4/11/2013</td>
</tr>
<tr>
<td>Work Days Per Week</td>
<td>5</td>
</tr>
<tr>
<td>Shift Start Time</td>
<td>9:00am</td>
</tr>
<tr>
<td>Type</td>
<td>Full-Time</td>
</tr>
</tbody>
</table>

More information about this job:

**Overview:**
Manage social work practice on Sub-acute unit

**Responsibilities:**
D/C Planning, Psychosocial assessment and care planning, meeting daily needs of residents and families.

**Qualifications:**
MSW required with NY State Licensure (LMSW)

Apply for this job:

[Browse our job listings]
[Volunteer at ArchCare]
[Testimonials]
LMSW/LCSW/MSW

Green Key Resources

- Learn more about this company >>
- View all jobs at this company >>

Job Snapshot
Location:
All 5 Boroughs
Base Pay:
$30.00 /Hour
Employee Type:
Seasonal/Temp
Industry:
Healthcare - Health Services
Other
Manages Others:
No
Job Type:
Health Care Nurse
Education:
4 Year Degree
Experience:
Not Specified
Post Date:
4/10/2013
Contact Information
Ref ID:
HCTN16
Description Looking for Master Level Social Workers with skilled nursing, long-term care, and rehab experience. Positions available in all 5 boroughs!
Established Private Psychiatric Practice currently seeks a Psychotherapist with LCSW-R credentials in NYC to work at one of our offices. It is conveniently located in Staten Island, NYC (5 min from Verazano Bridge). It is a Part Time position with minimum 15-20 hr a week. Salary is Per-Diem/Per-Hour and is based on experience.

Immediate Openings: Psychotherapist for individual, couple, and family psychotherapy with all age groups.

Minimum 15 hrs/week, evenings or Saturdays required. Need licensure for independent practice LCSW-R

We have a great team and we are looking for some new additions. Unique group supervision: strives to be nonjudgmental and values use of humor; strong emphasis on analysis of transference/counter-transference to improve efficacy of therapy. Great opportunity to develop your acumen and grow as a professional.

Please email resume/CV in Microsoft Word format. Send cover letter as the body of the email. Feel free to email me with questions about this position. Write in the subject line the words: "Fee-for-Service Therapist"
Licensed Social Worker

Visiting Nurse Service of New York

Staten Island, NY

POSITION INFORMATION

Location: Staten Island, NEW YORK
Company: Not Provided
Job Code: 
Posted On: 4/15/2013

DESCRIPTION

Responsibilities Responsible for providing social work services to patients and families in collaboration with the health care team consistent with the policies of the program. Works under general direction
Qualifications Licensure: Current registration to practice as a Licensed Social Worker in New York State, preferred. Valid drivers license may be required, as determined by operational/regional needs. Education: Masters degree in Social Work after successfully completing a prescribed course of study at a graduate school of Social Work accredited by the Council on Social Work Education and the Education Dept. and who is certified or licensed by the Education Dept to practice Social Work in New York State, requiredExperience: Minimum of one year social work experience in a health care setting, preferred. Bilingual skills may be required, as determined by operational needs.
SOCIAL WORK JOBS With PEOPLE WITH DISABILITIES

Social Worker (LMSW/LCSW) Fee-for-Service Afternoons/Saturdays

Job Code: 3589168 Location: Queens, NY

Premier HealthCare (PHC), a member of the YAI Network, is recognized by the US Surgeon General as a national model for the provision of health care, and by the National Council on Disabilities for raising the national standards of health care services for children and adults with developmental and intellectual disabilities. PHC has also earned national certification as a Level 2 Patient-Centered Medical Home by the National Committee on Quality Assurance (NCQA).

PHC is unique in its quality of medical, dental, mental health, rehabilitation and specialty care provided to individuals with disabilities and their families. With medical professionals and physicians affiliated with major hospitals in the New York metropolitan area, PHC has practices conveniently located in the Bronx, Brooklyn, Manhattan and Queens.

Premier HealthCare, a member of the YAI Network, is seeking a Fee-for-Service Social Worker (LMSW/LCSW) to work weekday afternoons or Saturdays in our Outpatient Clinic in Bayside, Queens (near Northern Blvd./Bell Blvd.).

Responsibilities:
* Meet with individuals with intellectual disabilities / developmental disabilities (ID/DD) and their families in an outpatient clinic
* Provide individual, group, and family psychotherapy to individuals with ID/DD and their families.

Requirements:
- LMSW/LCSW
- Experience with in-patient or out-patient therapy
- Experience with individuals with intellectual disabilities / developmental disabilities a plus
- Bilingual Spanish a plus (not required)

Hours: Work a fee-for-service schedule based on your availability within the following hours:
- Tuesdays 12pm-6pm; Mondays-Thursdays 3pm-7pm; Saturday 9am-3pm

Please apply online below. For more information about the YAI Network, please visit www.yai.org. EOE
JOB APPLICATION DETAILS

Company Name: YAI National Institute for People with Disabilities
Title: Social Workers (Fee-for-Service) - Work with individuals with autism
Location: New York, NY
Salary: N/A

Premier HealthCare (PHC), a member of the YAI Network, is recognized by the US Surgeon General as a national model for the provision of health care, and by the National Council on Disabilities for raising the national standards of health care services for children and adults with developmental and intellectual disabilities. PHC has also earned national certification as a Level 2 Patient-Centered Medical Home by the National Committee on Quality Assurance (NCQA). PHC is unique in its quality of medical, dental, mental health, rehabilitation and specialty care provided to individuals with disabilities and their families. With medical professionals and physicians affiliated with major hospitals in the New York metropolitan area, PHC has practices conveniently located in the Bronx, Brooklyn, Manhattan and Queens. YAI is seeking Fee-for-Service Social Workers (LMSW/LCSW) to work weekday afternoons/Saturdays in our Outpatient Clinic in Midtown Manhattan. Responsibilities: - Work with individuals on the autism spectrum and their families in an outpatient clinic - Provide individual, group, and family psychotherapy to individuals on the autism spectrum and their families. Requirements:- LMSW/LCSW- Experience with in-patient/out-patient therapy- Experience with individuals on the autism spectrumHours: there are 2 potential schedules:- Fee-for-Service, primarily afternoons/Saturdays in Midtown Manhattan. Please apply online below. For more information about the YAI Network, please visit www.yai.org. EOE
SOCIAL WORKER (Per Diem)

Location: Headquarters
Job Code: 110
Log #: 2012-0055
TO#: 176653021001

Description

Kingsbrook Jewish Medical Center
Social Worker (Per Diem)
for
Inpatient Geriatric Psychiatric Unit

Kingsbrook Jewish Medical Center’s acute Inpatient Geriatric Psychiatric Unit, 33 beds, seeks a motivated & dedicated individual with an MSW in Social Work who has current LCSW/LMSW certification. Experience in discharge planning and working with geriatric psychiatric patients and their families is preferred. Experience working with psychiatric inpatients and with a multidisciplinary treatment team is
desirable.

This position is Per Diem. For consideration, please email: aburnett@kingsbrook.org or Fax: 718-363-6575. Additionally, all candidates MUST complete an online application at: www.kingsbrook.org/employment.

E.O.E.
Career Opportunity
SOCIAL WORKER 2 CL 1 [ONCOLOGY] 3PD1

Location: Red Bank, NJ

Description
Opening:

At Meridian Health, you're never far from what matters most in your life. The balance our team members keep between their very full personal and professional lives is a priority. That's why we strive to provide programs and services that help our team members find that balance. Our goal is to take the very best care of our team members, so they can take the very best care of our patients.

Description:

The Social Worker is responsible for rendering professional social work services to primarily oncology and hospice patients by assessing, implementing and evaluating the social and emotional needs of patients in accordance with agency policies and procedures applicable to social work standards and governmental laws and requirements within the scope of social work practice.

Department: Oncology Services

Requirements:

[Minimum education]
Master of Social Work (MSW) is required.

[Minimum work experience]
One year of acute care, preferably within a hospital environment is required. Oncology/hospice experience is a plus.

[Required licenses/certifications]
NJ Licensed Social Worker (LSW) is required.

[Required skills]
Competent computer skills, excellent verbal and written communication skills, ability to work well as part of a multidisciplinary team, flexibility and adaptability in work and case load. Strong Crisis, discharge planning, and case management skills required.

Closing:

MERIDIAN HEALTH Best Workplace. Best Team. Best Care.

Meridian Health is an equal opportunity employer.

Location
Red Bank, NJ
USA
Privacy  |  We are an Equal Opportunity Employer
JOB APPLICATION DETAILS
Company Name: Advanced Care Staffing
Title: Medical Social Worker - Emergency Department
Location: Far Rockaway, NY
Salary: N/A
We have an immediate opening for Medical Social Worker to work for the Emergency Department (ED) of a hospital in Far Rockaway. The Medical Social Worker is responsible for monitoring patient’s progress throughout hospitalization, documenting relevant findings with regard to Social Services, and time-appropriate discharge planning. He or she helps patients and their families understand a particular illness, work through the emotions of a diagnosis, and provide counseling about the decisions that need to be made.

Job Description:
Initiate screening and evaluation of patient and families, including comprehensive psychosocial assessment of patients to help patients and families understand the illness and treatment options, consequences of various treatments, as well as treatment refusal. Help patients and families adjust to hospital admission, possible role changes, exploring emotional/social responses to illness and treatment. Educate patients and families on the roles of health care team members and assist them in communicating with one another and to member of health care team. Facilitate decision making on behalf of patients and families and employ crisis intervention. Diagnose underlying mental illness, provide referrals for individual, family and group psychotherapy. Promote communication and collaboration among health care team members. Coordinate patient discharge and continuity of care planning. Arrange for resources and funds to finance medications, and needed services. Advocate for patient and family needs in different settings: inpatient, outpatient, home and in the community.
LCSW/LMSW
Workforce1 Healthcare Career Center - New York, NY

Job Specifications:
Responsible for the clinical management of consumer needs in the SUS Wellness Works outpatient Mental Health Clinic serving adults living with serious mental illness; provides all required and optional clinical services appropriate to scope of practice and consistent with relevant laws and regulations.

Requirements:
- Licensed Master in Social Work from accredited University
- Strong knowledge of new Article 31 regulations (Part 599), and best practices in clinic operations also required;
- High degree of computer literacy is necessary to meet expectations.
  Must be computer literate;
- Must be able to function with ease in a paperless environment. Strong knowledge of all laws and regulations associated with Medicaid.

Indeed - 26 days ago - save job - block

» Apply Now

Please review all application instructions before applying.

Apply Now
Opening:

At Meridian Health, you're never far from what matters most in your life. The balance our team members keep between their very full personal and professional lives is a priority. That's why we strive to provide programs and services that help our team members find that balance. Our goal is to take the very best care of our team members, so they can take the very best care of our patients.

Description:

The Social Worker is responsible for rendering professional social work services to primarily oncology and hospice patients by assessing, implementing and evaluating the social and emotional needs of patients in accordance with agency policies and procedures applicable to social work standards and governmental laws and requirements within the scope of social work practice.

Department: Oncology Services

Requirements:

[Minimum education]
Master of Social Work (MSW) is required.

[Minimum work experience]
One year of acute care, preferably within a hospital environment is required. Oncology/hospice experience is a plus.

[Required licenses/certifications]
NJ Licensed Social Worker (LSW) is required.

[Required skills]
Competent computer skills, excellent verbal and written communication skills, ability to work well as part of a multidisciplinary team, flexibility and adaptability in work and case load. Strong Crisis, discharge planning, and case management skills required.
Associate Coordinator – Mental Health and Outreach (WTC)

Tracking Code
1014238_0007241

Job Description

NYU Langone Medical Center, a world-class patient-centered integrated academic medical center, is one of the nation's premier centers for excellence in health care, biomedical research, and medical education. Located in the heart of Manhattan, NYU Langone is comprised of three hospitals - Tisch Hospital, a 705-bed acute-care tertiary facility, the Rusk Institute of Rehabilitation Medicine, the world's first university-affiliated facility devoted entirely to rehabilitation medicine, with 174 beds and extensive outpatient rehabilitation programs, and the 190-bed Hospital for Joint Diseases, one of only five hospitals in the world dedicated to orthopaedics and rheumatology-plus the NYU School of Medicine, one of the nation's preeminent academic institutions which includes the Smilow Research Center, the Skirball Institute of Biomolecular Medicine, and the Sackler Institute of Graduate Biomedical Sciences.

We have an exciting opportunity to join our team as an Associate Coordinator – Mental Health and Outreach (WTC). To qualify you must have a Masters degree and a New York State licensure as a Licensed Clinical Social Worker (LCSW) plus three years of experience in related field and have experience in unions or community based campaigns and case management experience. The successful candidate will be responsible for assisting in member's case management; assisting member services coordinator in all aspects of members services including outreach; developing, implementing and evaluating recruitment and retention activities for various first responder group populations; producing written outreach and retention materials including flyers, brochures and educational fact sheets; planning events and conferences; working with the current World Trade Center Health Program (WTCHP) staff on case management issues; plus all related job duties. Excellent communication skills are essential.

Ability to speak Spanish preferred.

NYU Langone Medical Center provides its staff with far more than just a place to work. Rather, we are an institution you can be proud of, an institution where you'll feel good about devoting your time and your talents. And just as our employees invest so much in us, we invest in our employees.

We're pleased to have one of the most competitive compensation packages not only among New York's hospitals and healthcare institutions, but within the corporate sector as well. We begin with exceptional medical, dental, and drug coverage. We enhance this basic coverage with comprehensive wellness programs, and supplement those with retirement investment and benefits plans, and generous paid time off allowances. Add to that a very attractive tuition program, and you'll see just some of the ways that NYU
Langone Medical Center demonstrates our commitment to our employees.

NYU Langone Medical Center is an equal employment/affirmative action employer and does not discriminate on the basis of race, color, religion, gender, gender identity or expression, sexual orientation, marital/or parental status, age, national origin, citizenship, disability, veterans status, or any other classification protected by applicable Federal, State, or Municipal Law.

We require applications to be completed online.

**Company Location**
NYU School of Medicine

**Position Type**
Full-Time/Regular

**Union**
Non Union

**Shift**
09:00 AM to 05:00 PM

[Return To Job Listings]

---

**Licensed Clinical Social Worker**
Community Health Care Association of New York State - Brooklyn, NY

The LCSW is responsible for assessing and referring patients for appropriate psychiatric and/or mental health services. Follows up on internal/external service referrals which include other social service agencies servicing the patient. Provides counseling to help patients adjust to new physical/mental diagnosis. **Masters Degree in Social Work.** New York State Licensure. Minimum of 2 years experience in a medical/health environment. Bilingual English/Spanish helpful.

Indeed will send your application to bklynhealthhr@gmail.com.

Please review all application instructions before applying.
Special Instructions:
Forward resume to bklynhealthhr@gmail.com. No phone calls please. No agencies. Only those of interest will be contacted. For information about the organization, visit www.bsfhc.org.

Compensation Type: Salary

Travel Desired: No Travel

Job Type: Social Worker Counselor
Community Health Care Association of New York State - 16 days ago - save job - original job - block

» Apply Now

Indeed will send your application to bklynhealthhr@gmail.com.

Please review all application instructions before applying.

MENTAL HEALTH CLINICIAN
Supreme Consultants - Rutherford, NJ
GENERAL FUNCTIONS:

- Responsible for assessment/in-take and development of individualized treatment plan for students, which addresses their behavioral, emotional, mental and social needs.
- Collaborates with school personnel on identification and needs of each student.
- Establishes and maintains communication with students, parents, school personnel and the community and acts as a

« Apply Now

Please review all application instructions before applying.
liaison between these for the well-being and benefit of the student.

- Monitors student’s behavioral, emotional and academic progress from the initiation of program services to termination or case closure.
- Plans, organizes and coordinates group work and preventive health workshops.
- Maintains records/charts, documentation and provides reports of services rendered.
- Performs other duties as requested.

QUALIFICATIONS:

- **Masters Degree in Counseling**, Psychology, Social Work or Sociology from an accredited
- Experience working with school staff and students in education, prevention and intervention or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.
- Bilingual & Multicultural (English/Spanish, experience in working in Urban Areas and Community Settings)
- Good verbal and written communication skills.
- Experience with computers (Word, Excel, and Internet and data collection systems).
- Possession of valid NJ Driver’s License and **Auto Insurance**.

REPORTS TO: MENTAL HEALTH CLINICIAN SUPERVISOR

Indeed - 1 day ago - save job - **block**
» Apply Now

Please review all application instructions before applying.

Apply Now
About Hospice Jobs at VNSNY

By being hired into one of our Hospice jobs at Visiting Nurse Service of New York, you’ll be a key member of the Visiting Nurse Service of New York team. Professionals in Hospice careers come from a variety of backgrounds, bringing an assortment of knowledge and skills to every area of our business. Please click on your desired Hospice job below to learn more about the exact qualifications.

A job in Hospice at Visiting Nurse Service of New York may be waiting for you!

Search Jobs

Hospice Liaison Queens \ Brooklyn

City: Brooklyn, NY
Job ID: 23884
Responsibilities
Responsible for coordinating and facilitating referrals to Hospice care based on Hospice admission criteria and recommends alternate plans of care as appropriate. Serves as on-site Hospice resource to assist facility staff that refers patients to VNSNY Hospice Care. Works under general supervision.

Qualifications
Licensure: License and current registration to practice as a Registered Professional Nurse or a Licensed Social Worker in New York State preferred. Education: Bachelors Degree in Nursing, OR, Masters Degree in Social Work from an accredited social work program OR, Bachelors Degree in Business/Marketing, or the equivalent combination of education and work experience required. Experience: Minimum of one-year experience in a Hospice or Palliative Care Program, Oncology or other related services required. Effective oral and written communication skills required. Strong clinical foundation with the ability to understand and converse in clinical terminology required, particularly with non clinicians. Proficiency in personal computer operations including MS Office applications required. Bilingual skills may be required as determined by operational needs. Minimum of one-year experience in management, administration, marketing, education or discharge planning preferred.

Location Information
Brooklyn, NY
USA
© Copyright 2009 Visiting Nurse Service of New York. All rights reserved. Privacy.

Social Worker (Part Time 20 Hours)

Location: Brooklyn, NY
Exempt/Non-Exempt: Non-Exempt
Employment Type: Part Time
Department: CFS - PS 13
Job Classification Category: Social Service
Qualifications: Masters Degree in Social Work from an accredited institution of higher learning and current, valid license (LMSW or LCSW) issued by the New York State Education Department. Maintenance of current licensure is necessary for continued employment in this title.

APPLY NOW

Managed by Job Match LLC, All Rights Reserved - iApplicants™ Applicant Tracking Systems © Copyright 2005-2013 | admin
Master Social Worker for Inpatient Psych

LOCATION:
Manhattan, NY

SALARY:
$24-$27 / hr

EXPERIENCE:
1 year(s)

JOB TYPE:
Temporary/Consulting

JOB ID:
U973496

About the Opportunity

A major New York hospital is seeking a registered level II Master Social Worker to join their Inpatient Psychiatry division. This is an exciting opportunity for someone with bilingual Spanish and experience in psychiatry to work for a leading hospital.

Company Description

Hospital

Job Description

As the Master Social Worker, you will:

- **Complete** comprehensive diagnostic assessments, treatment planning, and inpatient psychotherapy
- Support patients requesting help with depression and/or anxiety, personality disorders and other mental health disorders
- Serve a wide range of patients and utilize a variety of psychosocial interventions,
including cognitive-behavioral treatment, interpersonal psychotherapy, dialectical behavior therapy, and brief psychodynamic psychotherapy

- Primarily provide treatment to individuals and groups
- Work in collaboration with medication providers who use the most sophisticated and advanced psychopharmacological treatments as well as time-honored psychotherapeutic ones

Required Skills

- 1 year experience in psychiatry
- Bilingual Spanish
- Licensed for social work
Bilingual Social Worker - Children's Outpatient Program  
Upper Manhattan Mental Health Center, Inc.  
[View all jobs from this company](#)

<table>
<thead>
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<th>Apr 10, 2013</th>
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<tbody>
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<tr>
<td>Start Date:</td>
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</tr>
<tr>
<td>Salary:</td>
<td>Competitive</td>
</tr>
<tr>
<td>Location:</td>
<td>US - New York - New York</td>
</tr>
<tr>
<td>Job Reference:</td>
<td>- n/a -</td>
</tr>
</tbody>
</table>

**Description**

Provide individual and group therapy / counseling for adolescents and their parents / guardians. Conduct intake assessments as needed. Maintain compliance with applicable quality management requirements.

**Skills**

Social Worker - NYS LCSW (preferred) or NYS LMSW. Experience working with children, adolescents and families. Must be fluent writing / speaking Spanish and English.
Job Posting Notice

DEPT OF HEALTH/MENTAL HYGIENE
Job Posting Notice

Job ID: 118276  # of Positions: 1

Business Title: Discharge Planner (Social Worker), Forensic Behavioral Health Services
Civil Service Title: SOCIAL WORKER
Title Code No: 52613  Level: 00
Proposed Salary Range: $43,068.00 - $61,233.00 (Annual)
Work Location: Hazen St-West Facil, E. Elm, N
Division/Work Unit: CHS Discharge Planning

Job Description

Division/Program Description: FBHS is responsible for planning, development, evaluation, and oversight of forensic discharge planning and community based services including the Medication Grant Program. The goal is to ensure that all consumers who leave the criminal justice system have access to necessary community based mental health services.

Job Description: The Discharge Planning Unit at Rikers Island is designated to assist individuals who are receiving mental health treatment while incarcerated in the New York City Correctional System with obtaining necessary services to continue their treatment after release. These services include, but are not limited to issuing referrals and scheduling appointment referrals/appointments to community mental health providers and assistance with obtaining Medicaid and Public Assistance.

Preferred Skills: Experience working with individuals with severe and persistent mental illness; one year of full-time, paid experience in mental health, case management, social work, knowledge of entitlement, community mental health and substance resources, providing direct services to mentally ill individuals and linking them to a broad range of services essential to remaining in the community.

You Will:
• Carry our caseload.
• Collaborate with the mental health and medical services.
• Knowledge and understanding of community-based resources.
• Develop good working relationships with intake workers in Community Board Organizations (CBO).

• Establish rapport with each inmate on his/her caseload to facilitate discharge and encourage acceptance of services.

• Conduct Discharge Planning groups.

• Coordinate with legal entities to ascertain discharge date.

• Complete Human Resources Administration (HRA) 2000.

• Prepare packages for Department of Homeless Services (DHS), Service Planning Assistance Network (SPAN), Link, etc.

• Schedule appointments and issue referrals and follow up for aftercare services.

• Perform all other duties related to Discharge Planning.

Minimum Qual Requirements

1. A Master's Degree in Social Work from an accredited school of social work.

Certification/License Requirements

For those who receive certification before September 1, 2004: A valid Certified Social Worker (CSW) certificate issued by the New York State Department of Education is required.

For those who receive certification after September 1, 2004: A valid Licensed Master Social Worker (LMSW) or Licensed Clinical Social Worker (LCSW) must be obtained within one year of the date of appointment. Employees who fail to obtain their LCSW or LMSW within one year after appointment will automatically have their probationary periods extended for no more than six months. Failure to obtain the LCSW or LMSW by the end of 18 months of service will result in dismissal.

Preferred Skills

Experience working with individuals with severe and persistent mental illness; one year of full-time, paid experience in mental health, case management, social work, knowledge of entitlement, community mental health and substance resources, providing direct services to mentally ill individuals and linking them to a broad range of services essential to remaining in the community.

To Apply

Apply online with a cover letter to https://a127-jobs.nyc.gov/. In the Job ID search bar, enter: job ID number #118276.

We appreciate the interest and thank all applicants who apply, but only those candidates under consideration will be contacted.
Work Location
Hazen St-West Facil, E. Elm, NY

Residency Requirement
New York City residency is required within 90 days of appointment. However, city employees in certain titles who have worked for the City for 2 continuous years may also be eligible to reside in Nassau, Suffolk, Putnam, Westchester, Rockland, or Orange County. To determine if the residency requirement applies to you, please discuss with the agency representative at the time of interview.

The City of New York is an Equal Opportunity Employer
YMCA HOME

The Y offers both full-time and part-time career opportunities in a variety of areas. Use our job search tools to find salaried, full-time positions at Ys throughout the United States.

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YMCA: YMCA of Greater New York

Location: New York, NY

Job Description:

The YMCA of Greater New York is seeking a dynamic Clinical Social Work Supervisor to provide direct clinical supervision to Masters in Social Work (MSW) Interns placed at various YMCAs and to YMCA staff that work in the mental health field. The YMCA of Greater New York has, for many years, placed MSWs in our various youth, family, international or adult programs. Interns complete site specific work with the population we serve. S/he will function as the clinical supervisor to an annual cohort of MSW interns placed in sites where an existing MSW is not employed. The Supervisor will also host a weekly general supervision for YMCA employees working in the mental health field to provide guidance and supervision.

JOB RESPONSIBILITIES:

- Lead two to three weekly group supervision sessions, lasting 90 minutes each with MSW Interns.
- Lead one weekly group supervision session with YMCA staff working in mental health roles.
- Prepare and maintain all records and reports as required by placement schools or licensing organizations, including education plans, mid-year reviews and end-of-year reviews.
- Participate in faculty advisor visits when needed.
- Visit interns at placement sites when needed.

JOB QUALIFICATIONS:

- Must have earned a Masters or doctorate level Social Work degree and be professionally licensed in NYS as a clinical social worker (LCSW).
- Successfully completed the Semester in Field Instruction Course (SIFI).
- Have previous youth work, staff training and supervision experience in a non-profit organization.
• Familiarity with brief, structured counseling techniques (e.g., Motivational Interviewing, Behavioral Activation) with various populations - Juvenile justice, probation, foster care, older adults, youth and new immigrants.
• Ability to coordinate with professionals from different backgrounds, working at different levels.
• Excellent organizational skills.
• Ability to manage multiple tasks and projects simultaneously to produce high quality results quickly and on time.

Salary: $44,266 - $55,332

HOW TO APPLY

If you would like to be a member of our dynamic team, please send cover letter, resume and references, with subject line "Clinical Social Work Supervisor" to jobshr@ymcanyc.org or to: YMCA of Greater New York Human Resources Department 5 West 63rd Street 6th floor - Box CSWS90 New York, NY 10023 New York City's YMCA | WE'RE HERE FOR GOOD EQUAL OPPORTUNITY EMPLOYER - DRUG FREE WORKPLACE

Apply By Email: jobshr@ymcanyc.org

Resumes until: 5/31/2013

Contact: Melissa Kindle

Copyright © 2013 YMCA of the USA. All rights reserved. The YMCA is a nonprofit organization whose mission is to put Christian principles into practice through programs that build healthy spirit, mind and body for all.
A Renowned Hospital in Brooklyn is Hiring Social Workers!

*Excellent Pay Rate & Medical Benefits*

The Social Workers must be licensed, Bilingual/Spanish and will work primarily in the Peds or OB/GYN departments. Upload your resume to apply!
Job Title: PD Social Worker (MSW)
Requisition Number: 79327
Facility: Overlook Medical Center
Department: CASE MANAGEMENT
Shift: 8:30am - 4:30pm
Status: PER DIEM

Atlantic Health System has been chosen by Fortune® Magazine for the third year in a row as one of the "100 Best Companies to Work For®," recognizing the rewarding working environment provided for our employees. In addition, AARP ranked us among the top ten companies in their newest list of "Best Employers for Workers Over 50." The successful candidate will have a MSW with current LCSW or LSW in the state of NJ, at least 1 year of acute care experience and knowledge of systems- entitlements, financial, legal, insurance, resources, etc. Spanish speaking is preferred. The essential functions of this position include being a consultant to healthcare team, facilitates resolution of crucial individual/family problems and facilitates plan to address post hospital discharge plan. With unlimited possibilities for growth and learning, a career with Atlantic Health System is anything but routine. So, join us, and experience the prestige of working in a state-of-the-art environment that puts our patients- and our people- first. We are an equal opportunity employer.

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Send this job to a friend

Palliative Care Social Worker
Department: CLHC-CENTERLIGHT HEALTHCARE
Schedule: Full Time
Shift: Day
Hours: 09:00am to 05:00pm - 0900A0500P

Job Details:
• 4 - Master's Degree
• LCSW
• 1 -2 years of experience

**JOB PURPOSE:**
Under the direction of the Palliative Care Social Work Manager or designee, the social worker works in partnership with members of the interdisciplinary team (IDT) to facilitate conversations with patients requiring palliative care or supportive care and their families and caregivers; to develop an individualized, values-based treatment plan so that member’s goals of care are understood and well integrated into their plan of care; and provide crisis intervention as needed.

**JOB RESPONSIBILITIES:**
• Collaborates with the Palliative Care Team in completing a timely initial assessment of all new PACE members on enrollment
• Collaborates with the Palliative Care Team, Pastoral Care Team, and IDT in determining the level of palliative care intervention needed and the appropriate time line for follow-up for all members
• Collaborates with the Palliative Care Team, Pastoral Care Team, and IDT in developing goals of care and plans of care for members and their families
• Participates in morning report, case conferences, and care planning meetings
• Provides palliative care social work consultation to PACE members and their families and caregivers
• Provides support and counseling to members of the IDT in conjunction with the Pastoral Care Department and the Bereavement Coordinator, as indicated
• Integrates palliative care services into the total care of the patient by collaborating with other professional personnel within CenterLight Healthcare across all levels of care
• Collaborates with the Palliative Care Team, Pastoral Care Team,
and IDT in development of advance directives and revisiting directives as clinical needs change

- Facilitates family meetings in collaboration with IDT
- Facilitates communication between members, families, caregivers, the IDT, and the Palliative Care Team
- Provides education on palliative care and related topics, in conjunction with other palliative care and pastoral care staff, to all PACE employees, members and their families, as well as the community
- Assists in playing an active role in changing the present CenterLight and Interdisciplinary (IDT) culture with regard to Palliative Care
- Prepares and maintains accurate patient records, charts, and documents
- Attends team meetings for the operational and administrative functions of the Palliative Care Team
- Represents the social service component of the palliative care program at appropriate internal and community meetings when requested to participate
- Performs other tasks as assigned by the Manager of Social Services of Palliative Care, or designee
- Attends trainings and conferences as required

**QUALIFICATIONS:**

**Education:** M.S.W. from an accredited college or university

**Experience:** Minimum of 3-5 years experience in palliative care, either in a hospital, long-term care setting or hospice setting

**License:** Current certificate and licensure from New York State. CSW preferred

**Other:** Bilingual with fluency in Spanish, Korean, French Creole, Russian, or Mandarin a plus

NY State Driver’s License and access to reliable transportation may be required depending on work site

[Click Here to Apply Online](#)

[Current Employees Click Here to Apply Online](#)
Psychiatric Social Worker
Puerto Rican Family Institute, Inc.

Post Date: Mar 25, 2013
Job Type: Per Diem/Contract/Other
Start Date: Once clearances are obtained
Salary: $30 (LMSW); $35 (LCSW)
Location: US - New York - New York City
Job Reference: - n/a -

Description
Out-Patient Mental Health Clinic largely, but not exclusively, serving the Latino community. Psychotherapy service modalities include: individual (child/adolescent/adult), family, group, couples therapy. Client's range in age from 5-65. Wide spectrum of diagnosis from mild to severe. Majority of the population is Spanish speaking. Looking for someone who can work Saturday and Evenings.

Skills
Requires previous experience as an out-patient mental health provider. Must be LMSW licensed and fully bilingual Spanish/English. LCSW's encouraged to apply.

Notes
We are open Mon- Thurs 9:00-7:00pm;
Fri 9:00-5:00pm; Sat 9:00-7:00pm
About JFK Health System

*JFK Health System is a non-profit organization that encompasses a wide array of services and facilities serving residents in the Central New Jersey region. The system includes a comprehensive acute care hospital JFK Medical Center, nationally recognized inpatient and outpatient rehabilitation centers, nursing and rehabilitation facilities and specialized treatment programs including the JFK New Jersey Neuroscience Institute. At JFK Health System, we partner with our employees to create a work environment that delivers high quality patient and resident care. We look for employees who are highly skilled, offer a human touch and bring their best self to work everyday. At JFK Health System, we are committed to excellent benefits, competitive salaries, generous time-off and career advancement. Our goal is to attract and retain a motivated, talented and dedicated workforce.*

Counselor Haven

**Job Description**

**Job Title:** Counselor Haven  
**Company Name:** JFK Medical  
**Employment Type:** Full Time  
**Location:** EDISON, NJ, United States  
**Department:** Haven/Hospice  
**Salary:** Highly Competitive  
**Shift Hours/ Days:** FT days, some evenings  
**Hours/Pay Period:** 80  
**Degree Required:** M.S.W.  
**Job ID:** 2013-001669  
**Date Posted:** Feb 13, 2013  
**Years Experience:** 1  
**Job Category:** Support Services

**Note:** Please read the complete description below before applying for this job.

**Complete Description**

The Haven Counselor provides supportive counseling and case management services to individuals and families referred to Haven Hospice who are coping with the challenge of a terminal illness or life threatening illness. The counselor may also be asked to facilitate support groups to decrease isolation...
for those coping with loss and ensure successful adjustment. Counselors are responsible for the completion of assessments, care plans, and progress notes. Counselors work under the direction of the Clinical Supervisor. Counselors also play an active role in the training of Haven Hospice volunteers. Some evening and weekend hours required. Prior experience providing supportive counseling services is highly desirable, with a demonstrated understanding in the grief process. MSW required. The ability to document in the EMR is essential with knowledge of Word. Excel and Access highly desired. Current New Jersey Social Work or Counseling Licensure. LCSW or LPC preferred. Current drivers license and ability to travel a must.

Additional Information

Weekend and/or Holiday Rotation may be required.
Renal Social Worker ( MSW ) - West Orange NJ Job Details

Show me jobs like this one
Part-Time/Per Diem Renal Social Worker ( MSW ) - Brownsville, TX
Part-Time Renal Social Worker ( MSW ) - Queens Village NY
Part-Time Renal Social Worker ( MSW ) - Carrollton, TX
Part Time Renal Social Worker ( MSW ) - ( Hopi Dialysis Center ) - Polacca, AZ
Renal Social Worker (LMSW or LCSW) - ( Downtown San Antonio and Marymont Dialysis )-San Antonio, TX
Renal Social Worker (MSW) (32 Hours + per week) Nashville (Whitebridge Dialysis - TN)
Renal Social Worker ( MSW )-Flint, MI
Part-Time Renal Social Worker ( MSW ) - Mountain View Dialysis - Las Vegas, NV
Renal Social Worker ( MSW )-Maplewood, MN

View all

Job ID Number: 138818
Job Role: Social Worker
Job Type: Full Time
States: New Jersey (NJ)
City: East Orange
Zip Code: 07017
Job Description: Be different. Do what you love.

Use your natural gift of education and persuasion to help patients and their families cope with the effects of kidney disease. Life on dialysis can be a difficult transition for many patients-and you'll be there to support and advocate for them. In this vital role, you will help patients understand their rights and responsibilities, and guide them in managing the physical, mental, emotional and financial demands of End Stage Renal Disease.

If you love patient-centered health care with real relationships inside a company that encourages fun on and off the clock, then DaVita is the place for you.

We offer career options to fit your lifestyle.

Some Details About This Position:

- Must be able to split time between East Orange and West Orange Facilities
- Previous Medical Social Work experience preferred
- Must be a Licensed Social Worker
Here is what you can expect when you join our Village as a Social Worker:

- A community first, company second culture based on Core Values that really matter.
- Clinical outcomes consistently ranked above the national average.
- Award-winning education and training across multiple career paths to help you reach your potential.
- Performance-based rewards based on stellar individual and team contributions.
- A comprehensive benefits package designed to enhance your health, your financial well-being and your future.
- Dedication, above all, to caring for patients suffering from chronic kidney failure across the nation.

- Licensed or registered in the state of practice as required by state regulations. ACSW/ASW licensure required in the State of California.
- Master’s degree in Social Work (MSW) required with a specialization in clinical practice
- Minimum of 2 years experience as a social worker in a healthcare setting preferred
- Demonstrated knowledge of government and private insurance programs

Join us as we pursue our vision "To Build the Greatest Healthcare Community the World has Ever Seen."

Why wait? Explore a career with DaVita today.
JOB APPLICATION DETAILS

Company Name: Isabella Geriatric Center
Title: Social Worker LMSW
Location: New York, NY
Salary: N/A

Isabella Geriatric Center is seeking a experienced Licensed Master Social Worker for our Home Health Care Department. Job Summary: The candidate will perform social work assessments and interventions to home care patients referred by Isabella Geriatric Center's Long Term Home Health Program Nurse Coordinators, in their place of residence. He/She will assists patients and facilities with personal, family and adjustment problems that interfere with the effectiveness of their treatment plan as part of an interdisciplinary team.
JOB LISTINGS RETRIEVED 11/29/2012

DUTIES:

As a Social Work Supervisor 1, you would be responsible for clinical supervision of Social Work staff. You will be asked to make supervisory judgments concerning social work principles, practices and procedures. You will be responsible for assessing the quality and appropriateness of care planned and provided to clients/consumers; evaluating the quality of documentation in case records; ensuring treatment and discharge plans are relevant to client/consumer needs and resources are used effectively; and taking effective supervisory action given specific problems and situations.

Note: Due to the nature of this position, some evening shifts will be required.

TO APPLY:

Indicate the Title and Location of the position you are applying for. Qualified and interested candidates should apply to:

Director of Human Resources
Manhattan Psychiatric Center
Ward's Island
New York, New York 10035
Fax: (646) 672-6438

Please include your e-mail address on your resume.

You are advised that, should you accept a job offer with this facility, you may be required to be fingerprinted and pay a $75 fingerprint fee.

For information concerning the various benefits available to you as a NYS employee, go to Orientation to NYS Employment, a site maintained by the NYS Governor's Office of Employee Relations. By linking to the GCER site, you will be leaving the Office of Mental Health's web site. To easily return to this Office of Mental Health site, add us to your favorites or bookmark our site.

OMH is an Equal Opportunity/Affirmative Action Employer

Comments or questions about the information on this page can be directed to the Center for Human Resources Management.
Title: Project Hope Team Leader
**Department:** Behavioral/Mental Health  
**Start Date:** As soon as possible  
**Hours:** Temporary, 35+ hours per week / including evenings and weekends  
**Salary:** Commensurate with experience

**Organization Overview:**

Since 1893, Henry Street has delivered the most effective, compassionate and comprehensive services possible to residents of the Lower East Side. As a multifaceted not-for-profit, Henry Street provides innovative social services, arts programs and healthcare services from 17 locations throughout the Lower East Side. Building upon its legacy for innovation and effective programming, Henry Street has grown to offer more than 50 different programs, currently making it one of the most comprehensive settlement house in New York City, as well as one of the City's largest social service agencies. Henry Street is governed by a 45-member Board of Directors and is supported by government grants and contracts, as well as foundation, corporate and individual support.

**Henry Street Settlement** is seeking to fill three (3) full-time salaried positions to serve as Team Leader's for **Project Hope**.

Project Hope is a program that provides free crisis counseling services to persons, families, and groups most affected by Hurricane Sandy. Project Hope is funded by the Federal Emergency and Management Agency (FEMA) and is administered by the New York State Office of Mental Health (OMH) in conjunction with NYC Department of Health and Mental Hygiene. This Position will be located at the Henry Street Settlement. The Crisis Counseling Assistance and Training Program (CCP) aims to provide immediate behavioral health support, primarily relying on face-to-face contacts with survivors in their communities over a specific period of time. Provided services will be culturally and linguistically competent and include outreach and engagement in community settings; education and training; assessment and referral to mental health and substance abuse programs.

The incumbent will report to the Clinical Coordinator, NYC Project Hope Henry Street Settlement. This is a grant-funded position. The initial grant period will run through December 29, 2012 with an anticipated total duration of one (1) year.

**Qualifications:**

- Master's Degree in Social Work (MSW), Public Health, Public Administration or other relevant graduate degree from an accredited college or university preferred; or
- Bachelor's degree from an accredited college plus one (1) year of professional experience required
- Extensive knowledge of community mental health resources
- Excellent interpersonal skills
- Strong verbal and written communication skills
• Ability to manage staff and resolve conflict
• Ability to interface with service providers from all sectors of the service system
• Strong organizational skills
• Ability to display cultural competence
• Fluent in Spanish and/or Chinese a plus

Responsibilities:

• Provide clinical and management supervision to outreach workers
• Oversee a team of four to eight crisis counselors
• Supervise and assists in the assessment of persons who require traditional mental health or substance abuse treatment
• Directly conduct outreach, counseling, education, provide information and referral services
• Build relationships with community based organizations, faith-based groups, and local agencies
• Provide survivors with information and education about typical reactions, helpful coping strategies, and available disaster related resources
• Other related duties as assigned

Due to the high volume of applicants, only qualified candidates will be contacted. Henry Street Settlement is an equal opportunity employer/program. Auxiliary aides and services are available upon request to individuals with disabilities.

Retrieved on 11/20/12 from http://www.idealist.org/view/job/cJgKTFjhskMD/
Clinical Social Worker
Air Force (New York, New York)

Posted: September 27, 2012
Address: New York, NY 10101
Description: Clinical Social Worker
U.S. Air Force

Position Summary
This isn't your average social work job. As a U.S. Air Force Clinical Social Worker, you'll have the important responsibility of supporting our nation's Airmen. These men and women face unique challenges as service members and will rely on you to guide them through everything from family struggles to mental health. You'll lead an interesting, varied career with all the benefits that come with working for the world's premier Air Force.

Primary Responsibilities

* Evaluate Airmen and their families and diagnose disorders.
* Perform counseling and therapy.
* Consult with Air Force medical teams and commanders.
* Use your expertise to ensure that all Airmen are able to carry out the Air Force mission.

Benefits

The Air Force benefits package is unparalleled in the civilian world. Benefits include:

* Thirty days of vacation with pay each year.
* Excellent healthcare coverage for you and your family.
* A retirement pension after 20 years of qualifying service and a thrift savings program [similar to 401(k)].
* Prestigious leadership, training and educational opportunities.
* Free or low-cost world travel opportunities.
* Excellent starting salary.

Qualifications
This is an active duty position as an Air Force Officer. To be considered, you must meet the following requirements:

* Must be willing to relocate.
* Must have a master's degree in social work from a graduate school accredited by the Council on Social Work Education and the highest level of clinical license your state offers (such as LCSW, LISW, etc.) to practice as an independent clinical social worker.

About the Air Force
The U.S. Air Force is the number one air force in the world. Our mission is to fly, fight and win in air, space and cyberspace. We live by three core values: integrity first, service before self and excellence in all we do. The Air Force offers hundreds of careers, from healthcare to engineering, in order to serve the American people and provide precise and reliable global vigilance, reach and power for the nation.

Talk to an Air Force Adviser Today.

Please click the Apply Now button and complete the short form to be contacted by a U.S. Air Force recruiter. There is no obligation on your part by completing this form.

LCSW (Licensed Clinical Social Worker)

Location: Passaic, NJ

Description: Maxim Healthcare Services is seeking caring and responsible Licensed Social Workers to provide services to patients in Jersey City, Passaic, Newark, Hackensack, Morristown, Wayne, NJ and the surrounding areas. Currently we have Day and Evening shifts available on Part-Time schedules. All candidates MUST have one year post Masters experience working with children and families. Interested candidates are encouraged to apply online at www.maximnurses.com/apply for immediate consideration for these exciting positions. Thank you for choosing Maxim, we look forward to speaking with you!

A Licensed Social Worker / Counselor / Therapist will assist service recipients in attaining the goals of the individual care plan while sustaining positive behavioral changes and improvement in functionality and quality of life. The worker may provide interventions such as counseling, clinical consultation, skill development, and psycho-education, within the scope of his or her scope of practice. Essential functions include, but are not limited to:

- Demonstration of support of all outcomes for service recipients
- Providing support and assistance to service recipients in accordance with Individual Care Plans
- Listening to and responding to the needs of service recipients
- Flexibility in clinical modalities in accordance with the client’s needs and abilities
- Ensuring proper documentation of all activities in accordance with Federal, State, and Local requirements
- Completion of all mandated supervision and training as required
- Work within a team-based approach to care

Qualifications: Job Qualifications

- Bachelor’s or Master’s Degree in a related field, such as social work, psychology, counseling, etc.
- Must have be a valid LAC, LPC, LSW, or LCSW in the State of New Jersey
- Must be 21 years of age or older with a clean background
- One year of comparable post-graduate experience working with children and families
- Reliable Transportation and proper document is strongly preferred

Benefits

At Maxim we understand that our employees are our greatest asset, and we are happy to offer them the following benefits:

- Flexible Scheduling
- 24 hour On-call Service
- Competitive Pay
- Direct Deposit
- Medical, Dental, Vision, Life Insurance & 401(k)
- Positive Work Environment

Maxim Healthcare is an industry leader, providing compassionate home healthcare since 1988. As a full-service healthcare company, we have earned a reputation for providing innovative solutions that improve health and enhance the quality of life for our patients. Our dedication to customer service and improving patient care, combined with our commitment to employing only quality healthcare professionals has made Maxim one of the most dependable healthcare companies in the industry. Our Healthcare Recruiters work diligently to accommodate your career preferences and lifestyle by matching your skills, experience and schedule to find you the best long-term, short-term and per diem assignments. They are available around-the-clock to provide the assistance you need, when you need it. Whether you prefer day, evening or night shifts, Maxim has the solution for you

Maxim Healthcare Services, Inc. is an Affirmative Action/Equal Opportunity Employer

Lac, lpc, lsw, lcsw, in-home, home health, therapy, therapist, behavioral therapist, behavior, counselor, worker, social worker, social, behavior, child behavioral therapist

**Required Licenses:** Licensed Social Workers - LSW

**Shifts Available:** Day and Evening Shifts

**Post Date:** 10/1/2012

**Post ID:** 46781

**Job Code:** RS-Display


Care Manager (LMSW/LCSW)
Location: Manhattan, NY
Salary: $59,000-$70,000
Experience: 3.0 year(s)
Job Type: Full-Time
Job ID: J61959

About the Opportunity
A managed behavioral care organization in New York City is seeking to hire a Care Manager. The individual in this position will be responsible for providing assessments, referrals, and counseling to both providers and insured members.

Company Description
Behavioral Health / Managed Care Facility

Job Description
As the Care Manager, you will be responsible for:

- Conducting telephonic triage and assessments
- Collecting sufficient data to make appropriate referral and certification decision for emergency/urgent referrals that require alternate levels of care
- Making appropriate certification decisions
- Collaborating with providers to determine alternate levels of care and to facilitate transfers to network facilities and providers whenever possible
- Facilitating coordination of care with other care managers to assure continuity of care.
- Participating in clinical rounds with medical care management teams
- Evaluating clinical appropriateness of treatment within worksite guidelines

Required Skills
- 3+ years of related experience
- LMSW, LCSW, Mental Health Counselor, or RN license
- Experience with mental health and substance abuse
- Psych, Discharge Planning, Chemical Dependency, CCM, Case Management, Behavioral, Ambulatory

Desired Skills
- CASAC
Per Diem SOCIAL WORKER II [HOME CARE SOCIAL WORK MONMOUTH]

Location: Monmouth, NJ

Description

The Social Worker is responsible for rendering professional social work services to patients in their home by assessing, implementing and evaluating the social and emotional needs of patients in accordance with agency policies and procedures applicable to social work standards and governmental laws and requirements within the scope of medical home care.

Department: Meridian Home Care Schedule: per diem

Requirements:

[Minimum education]

Education:
Must have Master of Social Work (MSW)

[Minimum work experience]

One year experience in Masters level social work position.

[Desired work experience]

One year homecare experience.

[Required licenses/certifications]

NJ Licensed Social Worker (LCSW) required

[Required skills]

[Valid drivers license required]

Yes

SOCIAL WORKER 2 [CMHC CRISIS] 2PD2

Location: Neptune, NJ

Description

Opening:

At Meridian Health, you’re never far from what matters most in your life. The balance our team members keep between their very full personal and professional lives is a priority. That's why we strive to provide programs and services that help our team members find that balance. Our goal is to take the very best care of our team members, so they can take the very best care of our patients.

Description:

Work in Psychiatric Crisis Unit and ED providing assessment, crisis counseling, discharge planning and disposition to clinically diverse patient population. Work collaboratively with Nursing, Psychiatry, and ED Team. Fast paced work environment.

Requirements:

[Minimum education]
Masters in Social Work.

[Minimum work experience]
2 year experience in Behavioral Health.

[Desired work experience]
Crisis experience a plus.

[Required licenses/certifications]
LSW/LCSW

Closing:

MERIDIAN HEALTH Best Workplace. Best Team. Best Care.

Meridian Health is an equal opportunity employer.
SOCIAL WORKER 2 [PEDI MAB 101A] 2FT1

Location: Neptune, NJ

Description

Opening:

At Meridian Health, you're never far from what matters most in your life. The balance our team members keep between their very full personal and professional lives is a priority. That's why we strive to provide programs and services that help our team members find that balance. Our goal is to take the very best care of our team members, so they can take the very best care of our patients.

Description:

The Social Worker is responsible for rendering professional social work services to pediatric patients and their families as part of the Child Evaluation Center (CEC) one of only 6 such centers in NJ. Programs within the CEC include fetal alcohol syndrome program, infant toddler assessment program and autism program. As part of the care team the Social Worker identifies patient/family psycho/social needs, directly provides support services and facilitates access to other services.

Requirements:

[Minimum education]
Master of Social Work (MSW). Bachelor of Social Work (BSW) will be considered with 3-5 years experience working in a Child Evaluation Center.

[Minimum work experience]
One year experience in a Masters level Social Work position working in a school setting with disciplines that interact with the child study team or child evaluation. Work experience with populations of ADHD, FAS, developmental disabilities and autistic related dysfunctions.

[Desired work experience]
Experience working in physician practice setting and working with pediatric population with developmental and learning disabilities desired. Experience with autistic population a plus.

[Required licenses/certifications]
NJ Licensed Social Worker (LSW) is preferred.

Closing:

MERIDIAN HEALTH Best Workplace. Best Team. Best Care.
Meridian Health is an equal opportunity employer.

**JOB DESCRIPTION**

**Hospice Social Worker-MSW, LSW**

Social Worker for Hospice

*Great Team! Great Rewards!*

The Social Worker collaborates with members of the interdisciplinary team to assess, evaluate, and provide support to our patients and families. This position supports our Central and West teams in New Jersey.

Requirements:

- MSW and LSW License
- Minimum one (1) year social work experience in healthcare setting, hospice or home care preferred
- Strong interpersonal communication and documentation skills
- Understanding of hospice philosophy related to families in crisis and end of life issues
- PC literate
- Ability to multitask & prioritize work load
- Valid NJ driver’s license, reliable transportation, and ability to travel locally within assigned territory.

We offer a competitive salary and comprehensive benefits package.

Be a part of an extraordinary team committed to making a difference in the lives of our patients and in yours!

Job Summary

- **Company**: Jewish Home Lifecare
- **Location**: New York, NY
- **Job Status/Type**: Full Time Employee
- **Job Category**: Medical/Health
- **Industry**: Healthcare Services
- **Occupations**: Social Service
- **Career Level**: Experienced (Non-Manager)
- **Work Experience**: 1+ to 2 Years
- **Education**: Master's Degree

Contact Information

- **Company**: Jewish Home Lifecare
- **Reference Code**: 163851

Fee-For-Service Social Worker*

Responsible for provision of direct [social work](#) services in the home, including working with patients and their families in planning the provision and coordination of social work services on a Fee-For-Service basis.

Skills/Requirements

Master's degree in Social Work and valid NYS [certification](#) or license issued by the NYS Department of Education required. Minimum of one year previous experience working with geriatric clients in their homes required.

Team Leader - Social Worker New York, NY

Apply now

This employer posted this position through the association displayed to the right. Clicking the “Apply Here” button will take you to that society’s website to complete your application.

About the Job

Team Leader - Social Worker ACT Team The Cases Manhattan ACT team is a new program launched in October 2012. We have an excellent team of dedicated and hardworking clinicians. We are looking for a supervisor with ACT experience, great organizational and clinical skills who is able to lead the team in consumer oriented practice with flexibility, creativity, and a warm and nurturing personality. Manhattan ACT provides non-traditional community based mental health treatment to promote the recovery and community integration of 68 adults with serious mental illnesses and co-occurring substance use disorders. Our consumers live mainly in Upper Manhattan (Harlem and Inwood) and the ‘in vivo’ community-based treatment services of the ACT team support consumers to reduce their use of ERs and inpatient hospital stays. The Team Leader directs and supervises ACT staff activities, leads organizational, clinical and service planning activities and meetings, and also provides direct treatment services to consumers and their families. Working in collaboration with the psychiatrist, the TL leads the ACT staff in the delivery of effective evidence-based clinical, risk assessment, and administrative operations of the team. The leadership results in effective treatment and rehabilitation services to reduce episodes of harmful outcomes such as use of ERs, medical and psychiatric inpatient beds, arrests and incarceration for program consumers. Specific responsibilities include:

Responsibilities: Oversee the clinical and administrative operations of the ACT Team and reports on activities to the Deputy Director of Behavioral Health and executive staff; Ensure the timely flow of activities to meet ACT core operating principles, goals and standards; Coordinate program admissions and discharges with the SPOA; Provide direct clinical treatment to consumers in the community on a regular basis; Provide daily clinical oversight and supervision to team; Allocate time to diver consumer services as a member of the clinical team, including direct work with staff in the community; Complete assessments, progress notes, and significant data; Oversee coordination of reporting to the CASES Incident Review Committee (IRC) and ensure team adheres to IRC policy and procedures and follows recommendations and guidance of the IRC; Coordinate Assisted Outpatient Treatment (AOT) reporting and communication and ensure 100 percent compliance; Lead the daily organizational meetings and weekly service planning and clinical meeting; Train, supervise, and evaluate ACT staff; Respond to utilization review and quality assurance review findings to ensure the ACT team operates in compliance with New York State Office of Mental Health guidelines and regulations and New York City Department of Health and Mental Hygiene operating standards; Supervise electronic charting in accordance with confidentiality regulations and licensing standards; Provide in-service training and promote staff development to ensure that staff have ACT core competencies and ability to deliver quality ACT evidence-based services; Promote integration of risk assessment and effective responses to reduce risk factors for harmful outcomes including arrest and incarceration, substance abuse, public disturbance, self-harming behaviors, ER visits, and medical and psychiatric hospitalization; Coordinate CAIRS reporting and compliance with other reporting as required by OMH and DOHMH; Coordinate Medicaid billing using electronic medical record to select billable progress notes and ensure team achieves billing targets.
defined by program budget; Ensure all eligible consumers have active Medicaid; Manage ACT program services to ensure program operates in accordance to federal, state and CASES policies related to governance of a Medicaid billable program; Guide the team in effective use of service dollars to support consumer service plan goals and needs; Provide on call 24-hour crisis consultation; Authorize: time sheets, ordering of supplies, vacation requests and related administrative needs to maintain the smooth operation of the team; Provide culturally competent services in accordance with CASES policies; and Perform other duties as required by Deputy Director and executive staff.

Retrieved 11/20/12 from 
http://jobs.thejobnetwork.com/Job/8901564A27672/2174/1564?isPaid=1564
Daytop is a non-profit organization that helps adults and adolescents address the multiple issues stemming from both substance abuse and mental health conditions. We operate a network of integrated outpatient programs for adults and adolescents, in every borough of New York City and in Suffolk, Westchester and Rockland Counties. For those requiring a more intense treatment experience, Daytop provides a vast network of inpatient treatment facilities that are tailored to particular age groups and genders.

**Job Description:**

Daytop is looking for a Social Worker to join our team. This position will provide psychosocial assessments of clients and to direct delivery of group, individual and family counseling services to same.

**Principal Responsibilities:**

- Conducts psychosocial assessments and performs group, individual and family casework/counseling.
- Provides concrete social services referrals with appropriate follow-up for clients and their families.
- Maintains accurate, timely and detailed documentation of the client treatment process.
- Interfaces with managed care providers and insurance companies to ensure reimbursement for program services.
- Performs other related duties as assigned by appropriate authority.

Lacey Sloan, Ph.D., MSSW  
Director, Social Work Program  
Department of Sociology, Anthropology and Social Work  
College of Staten Island/CUNY  
2800 Victory Blvd.  
Staten Island, NY 10301  

December 28, 2012

Dear Dr. Sloan:

We are writing this letter in support of the proposed Master of Social Work program at the College of Staten Island. Staten Island is in need of a MSW program to address the needs of its growing populations which is increasingly diverse. As you know, South Beach Psychiatric Center serves people with psychiatric disability. This includes over three hundred inpatient psychiatric patients and three thousand clients living in communities in Brooklyn and Staten Island. Most of our clinicians in the inpatient and outpatient settings are licensed master level social workers. We have an ongoing need to recruit qualified social workers for work who will assist our clients in their recovery. Many of our clients have significant physical health problems as well which has been demonstrated to shorten the life expectancy for people with psychiatric disability by as many as twenty five years. Your proposed MSW program with a focus on disabilities, including physical/chronic health, and mental health disabilities—is a much needed resource to South Beach Psychiatric Center and to Staten Island and Brooklyn.

South Beach Psychiatric Center has had a long standing relationship with the College of Staten Island. We are eager to take on field internship placements for your MSW students once the MSW program is instituted in 2014. It is our understanding that your students will have two years of field internships to complete their MSW degree. We find that our clients respond well to having students in their environment. Therefore, we would consider both first and second MSW students. Of course, we will also consider internships for your BSSW students.

We welcome the College of Staten Island taking on the venture of instituting a Master of Social Work program. We support your efforts to address the diverse needs of our community, especially the disabled, as social workers are instrumental in accessing resources and social supports to allow people with disabilities to be functional and productive members of our society. We look forward to continuing our relationship with the Social Work program.

Sincerely,

MaryAnn Clark, LCSW  
Director of Customer Service

Joanne Reetz, LCSW  
Field Instruction Coordinator

"People Make the Difference"  
State of New York - Office of Mental Health
Dear Sir or Madame,

I write this letter, feeling the need to begin by confessing that I am but one of an over-zealous social worker. I have made my profession my life; maybe to a fault. To me, social work is not just a job; it is a way of seeing the world; a code of ethics that guides how I choose to interface with my community. I say this to try to convey the esteem I hold for the field of social work and the level of importance I place on it, so that my endorsement of the MSW program at the College of Staten Island is taken into consideration.

I have lived and worked on Staten Island for most of my life. I was not fortunate enough to have a school locally that could provide me with my education in social work, so I commuted to Manhattan and New Jersey to pursue my BSW and MSW respectively. I learned a great deal from my schools, but I often found myself wishing that I had a program that collaborated with the community that I lived in. I recognized the importance of cultural nuances in the classroom as I struggled to remind myself that where I went to school it was called DYFUS not ACS. While that is not the real crux of the argument, there is a lot that can be said for partnering with a community when you live there and are entrenched in its culture. Staten Island needs social workers that have been groomed from within the community itself.

At this time, to my knowledge, there are no colleges that offer this important major on Staten Island. A Staten Island resident wishing to get their MSW would have an extensive and costly commute to get to class each day. It can also be difficult for commuter students to make classes every day when they must travel by bus, train and boat to get to class. In addition, going to
school out of state or even out of borough usually means that 
internships often are not offered in close proximity to your home 
on Staten Island.

There is also a need for an MSW program on Staten Island 
because this continues to be the borough of New York that has 
the highest rates of substance abuse amongst teenagers. 
According to The Staten Island Foundation, “Staten Island has 
the highest proportion of youth who binge drink in NYC, with 
37.3% of Staten Island youth having consumed at least one drink 
of alcohol in the past 30 days. Staten Island also has the highest 
proportion of youth who have ever used a prescription pain 
releiver without a prescription in NYC”. In addition, Staten 
Island survived one of the most damaging Hurricanes in recent 
history a few months ago and will be feeling the effects of that 
trauma for years to come. I cannot think of a community more 
in need of well trained and highly educated social workers than 
my own community of Staten Island.

I have had the honor of teaching at the College of Staten Island 
as an adjunct professor for the last year and a half. I have been 
impressed and challenge by the caliber of professionals on staff 
from the administrative personnel to the tenure professors. The 
program continues to grow and develop and I am convinced that 
it will soon be held in the same regard as other established 
programs in the state and even the country. Thank you for your 
time and consideration of adding an MSW program to Staten 
Island, I believe it will yield tremendous growth for the field of 
social work collectively.

Warmest Regards,

Lauren Tacconi, LMSW
December 12, 2012

Kari Meyer, LMSW
Director of Field Education
Social Work Program
The College of Staten Island
The City University of New York
2800 Victory Blvd
Building 4S
Staten Island, NY 10314

Dear Ms. Meyer:

I am writing in support of the efforts of the City University of New York to develop a graduate program in social work at the College of Staten Island. Currently, no graduate social work program exists on Staten Island and schools located elsewhere in New York City are often reluctant to have students travel to Staten Island for their field placements. This places social service providers and other agencies located on Staten Island at a disadvantage, limiting access both to this valuable service resource for clients and to training and development opportunities for agency staff.

Currently, an undergraduate social work intern from the College of Staten Island is placed with our social work unit in Staten Island and we would eagerly commit to having graduate level interns placed with us if the program is expanded.

Should you have questions or wish to discuss this further, I can be reached at nschrandt@legal-aid.org

Sincerely,

[Signature]

Nanette Schrandt, LCSW, ACSW
Director, Juvenile Services Unit
CUNY Board of Trustees,

I am writing on behalf the CSI masters program at CUNY CSI on Staten Island. I believe strongly in the development and implementation of this program as it is much needed by the social work students and community of Staten Island.

According to cidny.org, out of the 463,320 Staten Islander's approximately 46,900 are disabled persons consisting of all ages and ethnicities. Many suffer from various Axis I mental illnesses as well as physical disabilities and are in dire need of social work services. There is a growing elderly population with 3,300 residing in nursing facilities. We have two major hospitals on Staten Island, each with two locations. South Beach Psychiatric Center is a large State facility for the mentally ill that has several inpatient and residential units on their 45 acre campus. We have as many as 10% of the population on Staten Island living below the poverty line. The need for social workers with advanced training would be a great benefit for these populations.

After the past super storm, many social workers will be needed to assist with counseling, benefits and linkages to services. This effort will go on for many years as already demonstrated by the need for on going social services after Hurricane Katrina and the aftermath of 911.

Staten Island greatly needs highly trained practitioners for the diverse populations who live here. I believe those social workers should come from the community in which they will serve. I believe, based on the quality of students in the CSI undergraduate social work program, that these students will go on to excel in a masters program and will bring comprehensive services to their community.

Thank you for your time.

Sincerely,
Donna Comanda, LMSW
Lacey Sloan, Ph.D., MSSW  
Director, Social Work Program  
Department of Sociology, Anthropology and Social Work  
College of Staten Island/CUNY  
2800 Victory Blvd.  
Staten Island, NY 10301

Dear Dr. Sloan:  
It is with much enthusiasm that we are writing this letter of support for your proposed Master of Social Work program at the College of Staten Island. We have needed an MSW program here on Staten Island for a long time and your program will help meet the diverse needs of our community. As you know, we serve families and adolescents living with HIV/AIDS and need qualified social workers to help us meet the needs of this population. Your proposed MSW with a focus on disabilities—broadly defined to include developmental, physical and chronic health, and mental health disabilities—is greatly needed here on Staten Island.

Once your program begins in the Fall of 2014, we would like to be considered as a field internship placement for your MSW students. We understand your students will have two years of field internships to complete their MSW degree. We would like to be considered for both first and second year MSW students. Of course, we will continue to provide internships for your BSSW students.

We appreciate the College of Staten Island taking on the endeavor of establishing the much needed Master of Social Work program. We applaud your efforts to meet the diverse needs of our community. We look forward to continuing our relationship with the Social Work program.

Sincerely,

Jolene Bastas, LMSW  
Director of the Family Program  
The Brooklyn Hospital PATH Center  
2222 Church Avenue, Brooklyn, NY 11226  
Ph. 718.826.5631  
Email. jdb9008@nyp.org
Lacey Sloan, Ph.D., MSSW
Director, Social Work Program
Department of Sociology, Anthropology and Social Work
College of Staten Island/CUNY
2800 Victory Blvd.
Staten Island, NY 10301

Dear Dr. Sloan:

It is with much enthusiasm that we are writing this letter of support for your proposed Master of Social Work program at the College of Staten Island. We have needed an MSW program here on Staten Island for a long time and your program will help meet the diverse needs of our community. As you know, we serve the children and families of Staten Island, mostly those from the North Shore, and need qualified social workers to help us meet the needs of this population. Your proposed MSW with a focus on disabilities—broadly defined to include developmental, physical and chronic health, and mental health disabilities—is greatly needed here on Staten Island.

We appreciate the College of Staten Island taking on the endeavor of establishing the much needed Master of Social Work program. We applaud your efforts to meet the diverse needs of our community. We look forward to continuing our relationship with the Social Work program.

Sincerely,

Katie Livolsi, LMSW
Program Director
December 20, 2012

Dr. Lacey Sloan  
Director, BSSW Program  
College of Staten Island  
2800 Victory Blvd  
Building 1L - 204  
Staten Island, NY 10314

Dear Dr. Sloan:

I am writing this letter to express my sincere support for the College of Staten Island's (CSI) Master of Social Work (MSW) program. The Staten Island Youth Justice Center and CSI have a long-standing collaborative relationship, and CSI's MSW program will increase the synergy between our organizations.

Operating since 2009, the Center for Court Innovation's Staten Island Youth Justice Center (SIYJC) offers youth development programming and after-school activities for justice-involved adolescents in Staten Island. The SIYJC consists of several principal components, including a teen-led youth court, the Project READY ATD after-school program, a therapeutic respite program, the AIM mentoring program, and the SIYJC Justice Community. BSW student interns from the CSI social work program have been a great asset to the work that SIYJC does. As SIYJC continues to grow and bring new programs online, our need for clinical interns is also growing. The CSI MSW program will be an invaluable partner in meeting SIYJC's need for master's level social work interns, and SIYJC will offer CSI MSW interns a dynamic and well-rounded field placement experience.

Thus I strongly support CSI's MSW program and look forward to continued collaboration between SIYJC and CSI in the future.

Sincerely,

Jaclyn Chambers  
Associate Director

120 Stuyvesant Place, 4th Floor  
Staten Island, NY 10301  
718-675-8924 (office)  
718-876-5490 (fax)
MSW Proposal Volume III

Syllabi
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I. COURSE DESCRIPTION
First in a two course sequence. This course is designed to help students gain an understanding of and appreciation for the use of research as a tool for professional evidence-based practice. Students are introduced to the concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific method in social work, the value of research in social work, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs to evaluate programs and practice, sampling, alternative quantitative and qualitative data gathering and analytic techniques, and preparation and use of research reports. The emphasis in the course is on equipping students with the research knowledge and skills needed to engage in the evidence-based practice process at all levels of social work practice. As part of that process, students learn how to critically appraise sources of scientific evidence and how the criteria for that appraisal will vary depending upon the purpose of the research.

Prerequisites: Admission to MSW program, undergraduate statistics course

II. COURSE OBJECTIVES

<table>
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<th>EPAS</th>
<th>Upon completion of this course, students will be able to:</th>
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<td>PB22</td>
<td>1. Formulate answerable evidence---based practice research questions;</td>
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<td>PB22</td>
<td>2. Efficiently conduct advanced searches of electronic bibliographic databases and other sources to find evidence bearing on evidence---based practice research questions;</td>
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<td>PB21 &amp; PB41</td>
<td>3. Design evaluations as part of evidence---based practice.</td>
<td>Research Proposal Self-Change project</td>
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<td>PB21 &amp; PB41</td>
<td>4. Describe key concepts in measurement, such as sources of measurement error, reliability and validity, and measurement equivalence across cultures.</td>
<td>Research Proposal Self-Change project</td>
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<td>PB21 &amp; PB41</td>
<td>5. Find measurement instruments applicable to evidence---based practice, sources of evidence impacting the suitability of those instruments for specific practice scenarios, and critically appraise those sources from the standpoint of measurement principles and cultural sensitivity.</td>
<td>Self-Change project</td>
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<td>EPAS</td>
<td>Upon completion of this course, students will be able to:</td>
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<td>6. Describe the logic of probability sampling procedures, issues in the use of non-probability sampling procedures, how sampling issues bear on conducting evidence-based practice research at mezzo and macro levels of practice, and the implications of sampling for appraising and integrating sources of evidence in guiding practice decisions;</td>
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<td>PB21, PB22 &amp; PB41</td>
<td>7. Describe how particular values and sensitivity to ethical issues influence the conducting of research;</td>
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<td>PB21, PB22 &amp; PB41</td>
<td>8. Give examples of the issues that diversity (e.g., gender, ethnicity, culture, age, sexual orientation, race, class, and physical or mental ability) raises in the conduct of research and in appraising and utilizing research to guide practice decisions;</td>
<td>Research proposal</td>
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<tr>
<td>PB21</td>
<td>9. Critically appraise how social work commitment to social and economic justice influences and differentiates the social work research process.</td>
<td>Research Proposal</td>
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III. COURSE POLICIES & GENERAL POLICIES
1. Content on diversity, oppression, social and economic justice
   This course will include attention to the impact on oppressed, vulnerable, and at risk populations with a strong emphasis on understanding the processes that perpetuate oppression and unequal access to systems of power. Of special interest is the role that institutional racism, sexism, homophobia/heterosexism, xenophobia and ethnocentrism, poverty, alienation, and other oppressive conditions play a role in shaping the research agenda and overcoming its limitations to promote social and economic justice.

2. Students with disabilities policy
   The College of Staten Island is committed to making reasonable efforts to assist individuals with documented disabilities. Students with special learning needs should notify the instructor in order to discuss appropriate accommodations. If you are seeking classroom accommodations under the Americans with Disabilities Act (ADA), you are required to make an initial request for accommodation to the Center for Student Accessibility, and provide appropriate supporting documentation.
   Students may consult with the Center for Student Accessibility or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

   Location: Center for the Arts (1P), Room 101
   Phone: (718) 982.2510
   Fax: (718) 982.2117
   Email: ODS@csi.cuny.edu

3. Weather policy and instructions
   It is the general policy of the College not to cancel regularly scheduled classes because of weather conditions. However, there are instances where especially adverse and hazardous
weather conditions make it impossible to travel and to conduct academic activities at the campus. Students can find out about decisions to close the College because of extreme weather by dialing 718.982.3333 or 4444 any weekday, 24 hours a day. If there is any trouble reaching this number, call Public Safety at 718.982.2116.

4. Student Expectations:
   a. Attendance at all class sessions.
   b. Complete readings and assignments prior to each class session and participate actively and thoughtfully in the discussion of the designated content.
   c. Respectful communication that expresses beliefs and ideas without personal attack.
   d. Complete readings and assignments prior to each class session and participate actively and thoughtfully in the discussion of the designated content.
   e. The use of critical thinking to evaluate and respond to course material.
   f. Complete all course work by assigned dates. Exceptions will only be made for emergencies in which case the instructor must be notified prior to the due date. Late assignments will be graded down by at least one grade point.
   g. Students are urged to prepare each written assignment with great care. I expect that, in writing papers, you will demonstrate excellent communication skills and language facility. Please take the time to proofread your work and assure that your style, spelling and grammar reflect a high level of quality. In addition, you should be familiar with the APA style manual (5th Edition) and use it in your assignments where applicable. Finally, please be aware of the significance of non-sexist, non-racist language for both written and oral presentations.
   h. "I" (incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with the instructor prior to the final week of class. A time for completion of the incomplete work is established by College policy (See section on Grading Policy below).
   i. Students should allow sufficient travel time to arrive to class on time. Late arrival is disruptive to the class. Students who frequently arrive late will lose participation points at the discretion of the instructor. Please be sure to turn off cell phones and pagers before class.
   j. This syllabus may be changed by the professor, with prior notice via Blackboard.

TEACHING METHODS
The structure of this course includes a lecture, video and PowerPoint presentations, student presentations, and activities in the computer lab. Your attendance is expected at all class sessions.

COURSE REQUIREMENTS
Course Assignments
1. Critical evaluation of a research article (10 points)
2. Self-change paper (20 points)
3. Literature review (20 points)
4. IRB submission (20 points)
5. Research Proposal (30 points)
Total 100 points

Evaluative Criteria:
Critical thinking: Work that demonstrates the ability to evaluate and critique ideas.
Conceptual ability: Work that demonstrates the ability to use theoretical concepts accurately, to think in logical sequence and to organize ideas into a conceptual whole.
Communication and presentation: Work that demonstrates the ability to transmit ideas in a verbal or written form in an organized and grammatically correct (sentence, paragraph, spelling, etc.) structure.

Research: Work that demonstrates that the subject matter has been adequately researched and correctly cited.

Creativity: Work that suggests innovative approaches to the subject matter being discussed or presented.

Application: Work that demonstrates relevance to practice.

**Assignments:**

1. **Critical Evaluation of Research Articles (10 points)**
   Select one peer-reviewed social work journal research article in an area of your interest that are related to an oppressed group (poverty; gender; racial/ethnicity; sexual orientation; disabilities, etc.). Write a critical report assessing methods, outcomes, and applicability to social work. (due week 3)

2. **Literature review (20 points)**
   Students are to write a statement of the question(s) to be researched and why it is important to carry out the study. As part of this assignment student must conduct a review of current theory and previous research on your topic and prepare literature review that uses at least ten peer-reviewed journal articles. (due week 7)

3. **Research Proposal (30 points)**
   Each student will submit a research proposal. (An outline for the report is attached.) This research proposal will be implemented in the next social work research class (SWK 601).

4. **IRB submission (20 points)**
   Each student will submit their research proposal from Research I to the CSI Institutional Review Board. Approval by the IRB is essential to move forward with research. (Due last day of class)

5. **Evidence-Based Practice Self-Change Project (20 points)**
   Approximately 10 pages, double-spaced, stapled. The focus of the paper should be on conducting a single-subject design evaluation for a self-change project on yourself.

   The intervention should apply to something that the student would like to improve, such as smoking less, eating better, exercising more, sleeping better, and so on. Formulate and implement a single-case design, collect data for it, and report and interpret its results. (Due week 12)

Your paper can be guided by the following outline:

I. Briefly describe the self-change goal.
II. Briefly describe the chosen intervention
III. Describe your research design and why you chose it (e.g., AB, ABAB, etc.)
IV. Describe and justify what you measured, source of data, any measurement instruments used, who measured, and when each measurement was taken.
V. Identify and justify how many data points were in each phase.
VI. Report and interpret the visual significance (or lack thereof) of your results, discuss alternative plausible interpretations, and draw conclusions.
IV. GRADING POLICIES/SCALES

Points Grade
94-100 A
90-93 A-
87-89 B+
83-86 B
80-82 B-
77-79 C+
73-76 C
70-72 C-
60-69 D
59 and below F

Grade of Incomplete
A report of Incomplete can be given in place of a grade when the work for the semester has been passing but has not been completed, because of illness or some other reason that, in the opinion of the instructor, justifies such a report. It is the student’s responsibility to initiate a request for an incomplete. The student must initiate the request prior to the final day of class. The instructor has the prerogative to grant or deny the student’s request. If an incomplete is granted, a contract for completion must be negotiated between the student and the faculty member.

CSI Policy on Incomplete Grades
The grade INC is a temporary grade assigned when, in the instructor's judgment, course requirements are not completed for valid reasons. Recipients of INC are required to complete all assignments before the end of classes during the succeeding semester. If a grade of INC is not changed before the last day of classes of the succeeding semester, it will automatically be changed to a grade of FIN. If the required work is not completed for continuing valid reasons, the course instructor may grant an extension. Such extensions shall not exceed a period of more than two years beyond the original due date of the uncompleted work. Faculty and student must sign the Incomplete (IN) Grade Agreement Form.

V. TEXTS

COURSE OUTLINE
Week 1: Welcome to Social Work Research & Evaluation August 29
Introduction, review of syllabus and course expectations,
Introduction to library and web resources: Library presentation

Week 2: Introduction to Evidence-Based Practice September 12
Qualitative, quantitative & mixed methods inquiry
Readings: Rubin & Babbie., chapter 1, 2 & 3

Week 3: Literature reviews & research questions September 19
Conceptualization
Readings: Rubin & Babbie., chapter 5 & 6
Week 4: Factors influencing the research process  
Protecting Human Subjects  
Culturally competent research  
Video: Tuskegee Institute  
Website: http://ohrp.osophs.dhhs.gov/humansubjects  
Reading: Rubin & Babbie, chapter 4, 16 & 17  

Week 5: Measurement & Measurement instruments  
Readings: Rubin & Babbie., chapter 6 & 8  

Week 6: Single subject designs  
Readings: Rubin & Babbie., chapter 12  

Week 7: Surveys  
Readings: Rubin & Babbie, chapter 8  

Week 8: Sampling  
Readings: Rubin & Babbie., chapter 10  

Week 9: Experiments & quasi-experimental designs  
Readings: Rubin & Babbie., chapter 11  

Week 10: Program evaluation  
Readings: Rubin & Babbie., chapter 13  

Week 11: More on qualitative research  
Readings: Rubin & Babbie, chapter 14  

Week 12: Analyzing existing data  
Readings: Rubin et al, Chapter 15  

Week 13: In-class presentations: Research proposal critique  

Week 14: In-Class Presentations: Research proposal critique  

BIBLIOGRAPHY  

8


Witkin, S. L. (1996). If empirical practice is the answer, then what is the question? Social Work Research; Vol. 20 Issue 2, 69-76.

SWK 6bb Social Work Research II
College of Staten Island
Department of Sociology, Anthropology, and Social Work

Semester: Spring 2012
Day & Time: Monday 6:30-9:25 p.m.
Phone: 718.982.4161    Office: 4S/227
Office Hours: Monday 4:30-6:25 p.m.    email address: lacey.sloan@csi.cuny.edu
Credits: 3

Faculty: Lacey Sloan, Ph.D., MSSW

I. COURSE DESCRIPTION
Second in a two course sequence. This course deals with evaluating and applying standard social science methods to a student-designed research project. Qualitative and quantitative data collection and analysis methods are explored. Descriptive and inferential statistics are presented. The course covers data collection, data preparation and computer assisted analysis. It reviews the basic skills required to evaluate and write research reports including graphic and statistical analysis and presentation. This course fosters an appreciation for diversity and fosters an awareness and sensitivity for social work practice research with diverse groups based on multiple dimensions including race, ethnicity, gender, sexual orientation, and disability.

Prerequisites: SWK 6bb: Social Work Research I

II. COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>EPAS</th>
<th>Upon completion of this course, students will be able to:</th>
<th>Outcome measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB22 &amp;</td>
<td>1. Implement a research project based on social work research principles;</td>
<td>Final Research Report</td>
</tr>
<tr>
<td>PB41</td>
<td></td>
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</tr>
<tr>
<td>PB22 &amp;</td>
<td>2. Collect both qualitative and quantitative data;</td>
<td>Final Research Report</td>
</tr>
<tr>
<td>PB41</td>
<td></td>
<td>Auto-ethnography</td>
</tr>
<tr>
<td>PB22 &amp;</td>
<td>3. Analyze both qualitative and quantitative data, using computer assisted technology;</td>
<td>Final Research Project</td>
</tr>
<tr>
<td>PB41</td>
<td></td>
<td>Auto-ethnography</td>
</tr>
<tr>
<td>PB21,</td>
<td>4. Describe how particular values and sensitivity to ethical issues influence the conducting of research;</td>
<td>Final Research Project</td>
</tr>
<tr>
<td>PB22 &amp;</td>
<td></td>
<td>Oral Presentation</td>
</tr>
<tr>
<td>PB41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PB21,</td>
<td>5. Give examples of the issues that diversity (e.g., gender, ethnicity, culture, age, sexual orientation, race, class, and</td>
<td>Final Research Project</td>
</tr>
<tr>
<td>PB22 &amp;</td>
<td>physical or mental ability) raises in the conduct of research and in appraising and utilizing research to guide practice</td>
<td></td>
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<tr>
<td>PB41</td>
<td>decisions;</td>
<td></td>
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<tr>
<td>PB21</td>
<td>6. Critically appraise how social work commitment to equity and social justice influences and differentiates the social</td>
<td>Final Research Project</td>
</tr>
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<td></td>
<td>work research process;</td>
<td>Auto-ethnography</td>
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<tr>
<td></td>
<td></td>
<td>Oral Presentation</td>
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</tbody>
</table>
Upon completion of this course, students will be able to:

**PB22 & PB41**

7. Apply the logic of probability sampling procedures, issues in the use of non-probability sampling procedures, how sampling issues bear on conducting evidence-based practice research at mezzo and macro levels of practice, and the implications of sampling for appraising and integrating sources of evidence in guiding practice decisions.

Outcome measures

- Final Research Project
- Final Exam

### III. COURSE POLICIES & GENERAL POLICIES

1. **Content on diversity, oppression, social and economic justice**
   
   This course will include attention to the impact on oppressed, vulnerable, and at risk populations with a strong emphasis on understanding the processes that perpetuate oppression and unequal access to systems of power. Of special interest is the role that institutional racism, sexism, homophobia/heterosexism, xenophobia and ethnocentrism, poverty, alienation, and other oppressive conditions play a role in shaping the research agenda and overcoming its limitations to promote social and economic justice.

2. **Students with disabilities policy**
   
   The College of Staten Island is committed to making reasonable efforts to assist individuals with documented disabilities. Students with special learning needs should notify the instructor in order to discuss appropriate accommodations. If you are seeking classroom accommodations under the Americans with Disabilities Act (ADA), you are required to make an initial request for accommodation to the Office of Services for Students with Disabilities, and provide appropriate supporting documentation.

   Students may consult with the Center for Student Accessibility or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

   **Location:** Center for the Arts (1P), Room 101
   **Phone:** (718) 982.2510
   **Fax:** (718) 982.2117
   **Email:** ODS@csi.cuny.edu

3. **Weather policy and instructions**
   
   It is the general policy of the College not to cancel regularly scheduled classes because of weather conditions. However, there are instances where especially adverse and hazardous weather conditions make it impossible to travel and to conduct academic activities at the campus. Students can find out about decisions to close the College because of extreme weather by dialing 718.982.3333 or 4444 any weekday, 24 hours a day. If there is any trouble reaching this number, call Public Safety at 718.982.2116.

4. **Student Expectations:**
   
   a. Attendance at all class sessions.
   b. Complete readings and assignments prior to each class session and participate actively and thoughtfully in the discussion of the designated content.
   c. Respectful communication that expresses beliefs and ideas without personal attack.
   d. Complete readings and assignments prior to each class session and participate actively and thoughtfully in the discussion of the designated content.
   e. The use of critical thinking to evaluate and respond to course material.
f. Complete all course work by assigned dates. Exceptions will only be made for emergencies in which case the instructor must be notified prior to the due date. Late assignments will be graded down by at least one grade point.

g. Students are urged to prepare each written assignment with great care. I expect that, in writing papers, you will demonstrate excellent communication skills and language facility. Please take the time to proofread your work and assure that your style, spelling and grammar reflect a high level of quality. In addition, you should be familiar with the APA style manual (5th Edition) and use it in your assignments where applicable. Finally, please be aware of the significance of non-sexist, non-racist language for both written and oral presentations.

h. "I" (incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with the instructor prior to the final week of class. A time for completion of the incomplete work is established by College policy (See section on Grading Policy below).

i. Students should allow sufficient travel time to arrive to class on time. Late arrival is disruptive to the class. Students who frequently arrive late will lose participation points at the discretion of the instructor. Please be sure to turn off cell phones and pagers before class.

j. This syllabus may be changed with prior notice to the class via Blackboard.

TEACHING METHODS
The structure of this course includes lecture, video and PowerPoint presentations, student presentations, and computer assisted assignments. Your attendance is expected at all class sessions.

COURSE REQUIREMENTS
Your final grades will be computed based on these weights for the following assignments:
1. Auto-ethnography (30 points)
2. Final Exam (20 points)
3. Research project (40 points)
4. Oral presentation (10 points)
Total 100 points

Assignments:
1. Auto-ethnography (30 points)
   Each student will write an auto-ethnography, which is, by definition, a research paper about oneself. A final report is outlined in Appendix I.

2. Final Exam (20 points)
   There will be a cumulative final exam during final exam period.

3. Research Project (40 points)
   Each student will implement their research proposal from Research I. A final research report is outlined in Appendix II.

4. Oral Presentation of Research Project (10 points)
   Each student will provide an oral presentation of their research project with PowerPoint slides.
**GRADING POLICIES/SCALES**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100</td>
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<td>C+</td>
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<td>73-76</td>
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<td>70-72</td>
<td>C-</td>
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<td>59 or below</td>
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**Grade of Incomplete**

A report of Incomplete can be given in place of a grade when the work for the semester has been passing but has not been completed, because of illness or some other reason that, in the opinion of the instructor, justifies such a report. It is the student’s responsibility to initiate a request for an incomplete. The student must initiate the request prior to the final day of class. The instructor has the prerogative to grant or deny the student’s request. If an incomplete is granted, a contract for completion must be negotiated between the student and the faculty member.

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**IV. TEXT(S)**


**V. COURSE OUTLINE**

Week 1: Welcome & review of syllabus and course expectations

Week 2: Autoethnography conceptual framework
   
   Approval of data collection instruments
   
   Reading: Chang, Part I

Week 3: Collecting Autoethnographic data
   
   Reading: Chang, Part II

Week 4: Turning Data into Autoethnography
   
   Reading: Chang, Part III
Week 5: Quantitative Data analysis
   Entering data on SPSS
   Reading: Rubin & Babbie, chapter 18

Week 6: Quantitative Data analysis
   Descriptive statistics

Week 7: Quantitative Data analysis
   Inferential statistics

Week 8: Qualitative Data analysis
   Reading: Rubin & Babbie, chapter 19
   Autoethnography DUE

Week 10: Qualitative Data analysis

Week 11: Writing Quantitative Reports
   Reading: Rubin & Babbie, Appendix B

Week 11: Writing Qualitative Reports

Week 12: In-class presentations: Research project

Week 13: In-Class Presentations: Research project

Week 14: In-Class Presentations: Research project

Finals Week: Final exam
   Research paper DUE

BIBLIOGRAPHY


Appendix I: Auto-ethnography

An autoethnography is “a form of self-narrative that places the self within a social context” (Reed-Danahay, 1997, p. 9). That is, while focusing on the personal experience of the writer, it elucidates the social and cultural contexts that lend meaning to that experience.

The aims of this assignment are:

1. to deepen your understanding of research-generated knowledge by comparing it to your own lived experience;
2. to explore writing and literary style as dimensions of methodology;
3. to research the social and cultural conditions that give rise to and maintain particular experiences and how research discourses confirm or deny them; and
4. to gain experience with ethnographic analysis.

Tasks

Conduct an autoethnographic analysis of some aspect of your life that also has been the topic of social research. Your analysis should compare and contrast your experience with how the research literature describes people who share that experience. It should integrate the research literature where appropriate and describe and comment on that literature (i.e., methodology).

Since this is a research paper rather than a confessional or self-study, your paper should be written in a way that others can learn from your analysis. Verisimilitude, rather than validity, is a goal of autoethnography. Therefore, it is important to strive for a depiction of your experience that will enable readers to gain a sense of what it was like to be in your shoes. Write about and from your experience. For example, what did it feel like to be obsessed with body image? To think of yourself as different? To lose a parent? To grow up in a small town? How did the cultural and social context, including family and friends, support or contradict your experience? How did the context influence the construction of your experience?

As researcher and subject, you need to write from multiple perspectives: that of the experiencing person, of someone reflecting on that experience from social and cultural perspectives, and from a comparative perspective with the research literature. In other words, you are writing about how you made sense of your experience at the time and how you are making sense now of how you made sense then.

Your paper should include a discussion of the experience of conducting this study: the experience of writing about the experience. Also include what you learned about the topic in terms of how the topic is depicted in the research literature and in terms of your own research, i.e., your autoethnography. Finally, you should address the implications of your study for your own practice with people who have had similar experiences.

Other tips:

- Do not choose a topic that you are not willing to make public.
- Remember, although you may benefit from conducting this research, you are writing for

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1 This assignment was created by Dr. Stanley Witkin, University of Vermont, and used here with his permission.
others.
➢ Locate yourself in time and space (physical, cultural, social, historical).
➢ Significant, specific events (e.g., death of a sibling) or life situations (e.g., being an exceptionally tall person) tend to be more suitable for autoethnography than topics that you view as general or mundane, e.g., attending a public school.
➢ You must be able to relate the topic to social work. That is, you should be able to answer the question, “How is this autoethnography important for social workers?”

Page limit: 12 pages, double-spaced plus references. Please number pages.

Criteria for evaluation of assignment:
1. Clarity of writing/presentation
2. Quality of analysis of research literature in relation to lived experience.
3. Communication of experience that enables readers to get a sense of what it was like to be in the situation described.
4. Elucidation of cultural and social context of topic researched.
5. Coverage of assignment topics.
6. Adheres to page limits.
Appendix II: Research Proposal Final Submission

Each student will submit a 15-20 page paper delineating their research and describing their research findings. It should follow the outline below:

I. Introduction
   a. What is the research question or hypothesis
   b. Why is this important to social work?

II. Literature Review
   a. Must be informed by social work practice
   b. Synthesis of material, not an annotated bibliography

III. Methods
   a. Overall Design (i.e., qualitative, quantitative, mixed)
   b. Sampling
      i. Describe how you found the sample
      ii. Describe how you recruited the sample
   c. Data Collection
   d. Data Analysis

IV. Findings
   a. Describe your sample
   b. Provide descriptive statistics
   c. Provide inferential statistics, if appropriate
   d. Provide qualitative data, if appropriate

V. Implications for Social Work
   a. How does this inform social work practice?

VI. Conclusion

VII. Reference list

VIII. Appendix
   a. Include a blank data collection instrument
   b. Include a data collection instrument with the answers to each question
I. Course Description

First of a two course sequence in social welfare policy. This course introduces students to the evolution of social welfare beginning with early human societies through to current day social welfare systems in the United States and globally. Students will learn the historical and philosophical bases of current-day social welfare programs with special emphasis on policies and programs affecting vulnerable populations. The course examines the role of the social work profession in the development of social welfare policy.

Credits: 3

II. Learning Objectives

<table>
<thead>
<tr>
<th>EPAS</th>
<th>At the end of the course the student will be able to:</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB 1</td>
<td>Appreciate the role that social workers and social work profession have played in United States social welfare history and the implementation of social policy.</td>
<td>Expert Panel</td>
</tr>
<tr>
<td>PB 11</td>
<td>Identify the major policy concepts that underlie the historical development of the social welfare system.</td>
<td>Expert Panel Policy brief</td>
</tr>
<tr>
<td>PB 12</td>
<td>Begin to analyze the impact of many of the political, global, economic, and social forces that lead to inequities and injustices in society’s social welfare provisions and impact human rights</td>
<td>Expert Panel</td>
</tr>
<tr>
<td>PB 14</td>
<td>Articulate the values that shape the social welfare institution, with special emphasis on those values that inform and result in policies intended to meet the needs of vulnerable populations.</td>
<td>Expert panel</td>
</tr>
<tr>
<td>PB 18</td>
<td>Demonstrate understanding of various forms of poverty and social injustices and how policy responses have affected poverty and injustice.</td>
<td>Budget paper</td>
</tr>
<tr>
<td>EPAS</td>
<td>At the end of the course the student will be able to:</td>
<td>Outcome Measures</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>PB 17</td>
<td>Keep abreast of the changes occurring in the United States regarding social welfare policy and services and understand how these changes reflect policy concepts, values, and historical development here and in other countries.</td>
<td>Policy Brief</td>
</tr>
</tbody>
</table>

### III. Course Expectations

#### Class Participation

Attendance and participation will constitute 10% of the final grade. Each week, students will be expected to complete the required readings before class, to provide a perspective or context for class discussions. Students must come to lecture and discussion sessions having done the readings and being prepared to connect them to general themes of social problems and social policy. While many of the readings focus on a particular type of trend or policy/service, in class we will apply them to the multiple issues that individuals & families face, as well as the intersection of the various programs designed to serve them, and the ways in which they can be assisted in navigating these complex systems.

Students are expected to attend and be prepared to take part in each class session. Attendance will be taken at the beginning of every class. It is the student’s responsibility to get materials, handouts or class notes from one of your classmates if you are not in class. Late arrival to class is disruptive and should be avoided.

Please make note of CSI’s Attendance Policy –

_A student who is absent in excess of 15 percent of the class hours in the semester is assigned a grade of WU (withdrew unofficially), subject to the discretion of the instructor. Fifteen percent equals eight hours for a course that meets four hours a week, six hours for a course that meets three hours a week._

**Expectations for written work** –

Written work should show thoroughness, accuracy, clarity and professionalism. Such writing generally requires first writing, then review, then editing and rewriting. All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar and punctuation. All papers should be typed, double spaced, with numbered pages. Each assignment should be titled, dates, annotated with your name, and stapled.

Students are expected to avoid “language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias.” (Health and Social Work, 11:3, Summer 1986) Plagiarism – presenting another’s words or ideas as your own – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School’s policies on academic and professional conduct.

Note that using Web resources increases the risk of “accidental plagiarism.” Do not let that happen.
All assignments are due on the date assigned. Exceptions will only be made for emergencies in which case the instructor must be notified prior to the due date. Late assignments will be graded down by at least one grade.

**Special Needs** – The College of Staten Island is committed to making reasonable efforts to assist individuals with documented disabilities. Students with special learning needs should notify the instructor in order to discuss appropriate accommodations. If you are seeking classroom accommodations under the Americans with Disabilities Act (ADA), you are required to make an initial request for accommodation to the Office of Services for Students with Disabilities, and provide appropriate supporting documentation. Students may consult with the Center for Student Accessibility or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

Location: Center for the Arts (1P), Room 101
Phone: (718) 982.2510
Fax: (718) 982.2117
Email: ODS@csi.cuny.edu

**Electronics** – All cell phones, pagers and laptops (unless the student has a documented need for assistive technology) should be turned off during the class

**IV. Required Text:**

Other required readings include book chapters and journal articles which are available on blackboard.

**V. Assignments**

**Budget Paper:** (5-10 pages)
As social workers you will often work with individuals who are attempting to survive with very little income, assets and other resources. They face difficult choices about how to spend their limited dollars to meet their basic needs. This exercise is intended to help you learn more about the struggles and dilemmas that families face to meet their basic needs and the public and private sector resources that can help.

You will be provided with a description of a family along with their income and other resources. Based on this description, you will complete the following sections:

1) Family expenses: Identify how much it costs your family to meet its basic needs. Using various tools, consider family size and the particular county, to help you estimate these costs. The expense amounts do not need to be exact. Reasonable estimates, such as for an electric bill, are fine—Do not Guess. You only have to worry about losing points if you (a) omit a very obvious expense like (a) rent or food or (b) your estimate is way off, like saying food for a family of 4 would be $80 a month (too low!). Only identify essential expenses like housing, child care, food, utilities and transportation and expenses particularly relevant to your case.

2) Resources: Identify the assistance programs for which the family likely qualifies that will help them meet their basic needs in addition to their current income and assets. Be sure to consider both public sector – local, state and federal programs – and private sector resources – nonprofit
organizations, faith communities, etc. (Make sure those programs exist in your county.) Be sure to clearly distinguish between public and private sector resources and between in-kind and cash assistance. You do not need to obtain eligibility confirmation from local agency representatives. However, you need to do enough research to make reasonable statements about eligibility. It is okay to “fill in” your assigned scenario with additional, necessary information to determine eligibility for various programs – just make your assumptions explicit in your paper.

3) Budget analysis: What can you conclude from your examination of expenses and resources? Is this a family that can meet its basic needs with help? Why or why not? Present a simple budget to support your conclusion.

4) Conclusions and Outlook: What is this family’s long-term outlook? Will they continue to be able to meet their basic needs? What do you think they have to sacrifice just to meet their basic needs? Do you think they will be able to achieve longer-term goals, such as an emergency savings fund, saving for children’s college education, homeownership, car purchase, etc.? Lastly, what new insights did you gain and/or suspicions did you confirm about social welfare in doing this assignment?

**Expert Panel & Policy Brief**

This assignment will give you the opportunity to develop competence in (a) researching social policy legislation, (b) analyzing bodies of legislation related to a particular issue, (c) developing and articulating a position on a given policy, and (d) designing social work advocacy agendas.

**Expert Panel: Group Component**

You will work in groups with classmates based on shared interests in social welfare policy issues. You will work in groups to develop and present an in-class presentation (30-40 minutes):

1- Address the history or evolution of the social welfare system’s and social works response to the population
2-Identify and discuss the roles that specific social welfare pioneers played (their efforts may have failed to produce legislation, but planted a seed of reform)
3- Summarize multiple perspectives on the issue
4- Analyze key legislation relative to the issue (one piece of legislation per student) – including political, economic, ethical, and practice dimensions
5-Critically appraise the legislation in terms of its underlying assumptions and internal consistency/inconsistency.
6-Describe advocacy efforts and their impact; and
7-Propose an agenda for action that is consistent with the NASW Code of Ethics addressing the importance of social injustice on specific out-groups

**Policy Brief: Individual Component:** (5-10 pages)

You will write a policy brief related to the piece of legislation that you selected to focus on for your portion of your group presentation. The policy brief should be factual and evidence-based, and should clearly articulate a recommendation/position on the issue

**VI. Grades**

Each assignment is awarded a point value. Grades are determined by total point value earned.
CLASS PARTICIPATION  10 points  
BUDGET PAPER     30 points  
PANEL PRESENTATION  40 points  
POLICY BRIEF      20 points  

Grading Scale

<table>
<thead>
<tr>
<th>Points</th>
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<td>60-69</td>
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<td>59 and below</td>
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</tbody>
</table>

VII. Course Schedule

Week 1 Introduction  
Course overview, assignments, grading, expectations etc. and initial discussion of social welfare policies.  
Required Reading  
- Day & Schiele, Values in Social Welfare, Ch. 1  

Week 2 The Institution of Social Welfare  
Required Reading  
- Day & Schiele, 2013. Chapter 2

Week 3 The Beginnings of Social Welfare: From Pre-history to Mohammed  
Required Reading  
- Day & Schiele (2013). Chapter 3

Week 4 Feudalism to Capitalism  
Required Reading  
- Day & Schiele (2013). Chapter 4

Week 5 From European Invasion to the Civil War  
Required Reading  
- Day & Schiele (2013). Chapters 5 & 6

Week 6 The Civil War to WWI  
Required Reading  
- Day & Schiele (2013). Chapter 7 & 8

**Week 7**  The Great Depression to Vietnam

**Required Reading**
- Day & Schiele (2013). Chapters 9 & 10

**Week 8:**  From Carter to Reagan

**Required Reading**
- Day & Schiele (2013). Chapters 11 & 12

**Week 9:**  Clinton to Obama

**Required Reading**
- Day & Schiele (2013). Chapters 13, 14 & 15

**AREAS OF CONTEMPORARY POLICY CONCERN FOR SOCIAL WORK**

**Week 10**  Social Safety Net for vulnerable populations

- Domestic Poverty
  - Housing
  - Food and Nutrition
  - Jobs and job training

**Required Readings**
Week 11  Policies and programs related to health care and mental health policy

Required Readings

Week 12  Child Protection and Family violence policies and programs

Required Reading

Week 13  Discrimination & Civil Rights

- Gender inequalities
- LBGT rights
- Immigration policy
- Racial profiling
- Americans with Disabilities Act

Required Readings

Week 14  Student Presentations

Finals week  Student Presentations
Bibliography


I. Course Description

Second course in the policy sequence. The course examines issues surrounding the development, implementation and evaluation of social welfare policies. Students are introduced to a framework for policy analysis and advocacy. Several social welfare policy areas, including anti-poverty measures, child welfare, and disability are examined. The course is designed to help social workers learn to work effectively within the social welfare system and fulfill their ethical obligation promote social and economic justice.

Credits: 3
Pre-requisite: SWK 6cc: Social Welfare Policy I

II. Learning Objectives

<table>
<thead>
<tr>
<th>EPAS</th>
<th>At the end of the course, the student will be able to:</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB 19</td>
<td>advocate for human rights and social and economic justice</td>
<td>Testimony on Legislation</td>
</tr>
<tr>
<td>PB 20</td>
<td>engage in practices that advance social and economic justice.</td>
<td>Testimony on Legislation</td>
</tr>
<tr>
<td>PB 25</td>
<td>analyze, formulate, and advocate for policies that advance social well-being</td>
<td>Policy Analysis</td>
</tr>
<tr>
<td>PB 26</td>
<td>collaborate with colleagues and clients for effective policy action.</td>
<td>Policy Analysis (Action Plan)</td>
</tr>
<tr>
<td>PB 27</td>
<td>continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
<td>Book Review</td>
</tr>
</tbody>
</table>

III. Required Texts


Other required readings include book chapters and journal articles which are available on blackboard.

In addition, students are expected to read a major national newspaper (e.g., NY Times, Washington Post, Wall Street Journal) or listen to national news (NPR, MSNBC, FOX news) so that they are current with federal and state policy issues related to the course.

IV. Course Expectations
Class Participation
Attendance and participation will constitute 10% of the final grade. Each week, students will be expected to complete the required readings before class, to provide a perspective or context for class discussions. Students must come to lecture and discussion sessions having done the readings and being prepared to connect them to general themes of social problems and social policy. While many of the readings focus on a particular type of trend or policy/service, in class we will apply them to the multiple issues that individuals & families face, as well as the intersection of the various programs designed to serve them, and the ways in which they can be assisted in navigating these complex systems.

Students are expected to attend and be prepared to take part in each class session. Attendance will be taken at the beginning of every class. It is the student’s responsibility to get materials, handouts or class notes from one of your classmates if you are not in class. Late arrival to class is disruptive and should be avoided.

Please make note of CSI’s Attendance Policy –

A student who is absent in excess of 15 percent of the class hours in the semester is assigned a grade of WU (withdrawn unofficially), subject to the discretion of the instructor. Fifteen percent equals eight hours for a course that meets four hours a week, six hours for a course that meets three hours a week.

Expectations for written work –
Written work should show thoroughness, accuracy, clarity and professionalism. Such writing generally requires first writing, then review, then editing and rewriting. All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar and punctuation. All papers should be typed, double spaced, with numbered pages. Each assignment should be titled, dates, annotated with your name, and stapled.

Students are expected to avoid “language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias.” (Health and Social Work, 11:3, Summer 1986) Plagiarism – presenting another’s words or ideas as your own – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School’s policies on academic and professional conduct.

Note that using Web resources increases the risk of “accidental plagiarism.” Do not let that happen.

All assignments are due on the date assigned. Exceptions will only be made for emergencies in which case the instructor must be notified prior to the due date. Late assignments will be graded down by at least one grade.

Special Needs – The College of Staten Island is committed to making reasonable efforts to assist individuals with documented disabilities. Students with special learning needs should notify the instructor in order to discuss appropriate accommodations. If you are seeking classroom accommodations under the Americans with Disabilities Act (ADA), you are required to make an initial request for accommodation to the Office of Services for Students with Disabilities, and provide appropriate supporting documentation.
Students may consult with the Center for Student Accessibility or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

Location: Center for the Arts (1P), Room 101
Phone: (718) 982.2510
Fax: (718) 982.2117
Email: ODS@csi.cuny.edu

*Electronics* – All cell phones, pagers and laptops (unless the student has a documented need for assistive technology) should be turned off during the class

V. Assignments

**Social Policy Analysis**
This assignment should be approximately 20-25 pages excluding title page, references and appendixes. Choose a social problem that impacts the population served in your field agency.

1. Describe the social problem. Include data from academic sources that explain the scope of the problem including: who is impacted, how are they impacted, what does this mean for individuals directly impacted by the problem, who is defining the problem? (approximately 2 pages)

2. Describe the main federal, state or city policy that was created in response to the social problem or that created the social problem. (approximately 1 page)

3. Analyze the policy using the following questions as guides (approximately 10-12 pages):
   - What is the goal of the policy?
   - What benefit, resource or protection is offered by the policy?
   - Who can access the benefit/resource/protection?
   - How is it funded?
   - How are the services and benefits delivered (e.g. administrative public agencies, use of private sector)?
   - Which individuals, organizations or coalitions might support the policy’s implementation? What are their arguments in support of the policy? Does the empirical evidence support their claims? Critique the empirical evidence they provide.
   - Which individuals, organizations or coalitions might oppose the policy’s implementation? What are their arguments in opposition to the policy? Does the empirical evidence support their claims? Critique the empirical evidence they provide.
   - What is the main outcome of the policy?
   - How is the effectiveness of the policy evaluated?

4. Current Context (approximately 2-3 pages)
   - Discuss the relationship of the policy to the NASW Code of Ethics and the values articulated in the Code.
   - How is the current policy impacting human rights and social and economic justice?

5. Plan of action (approximately 5 pages)
In collaboration with your Field Instructor, your college peers, and/or your colleagues at your field agency, develop an action plan that could influence the development and passage, repeal or revisions to a policy that would result in more social and economic justice for this population.

**Testimony on Legislation (3-5 pages)**
Students will choose a social policy that is currently under consideration by the state, federal government, or the United Nations and write testimony to influence that legislation. You should take a position that is consistent with NASW policy statements and the Code of Ethics. You must use empirical data, and may use personal stories, in your testimony.

**Social Policy Action and Advocacy**
Each student will be assigned a date in which they will present an article from a newspaper or magazine pertaining to a current social policy debate in the United States. The student will present the article to the class and include the following topic areas:
- explain the fundamentals of the policy described in the article,
- describe the arguments put forward by the author to support or oppose the policy
- describe the arguments that would be put forth by someone who disagrees with the author
- provide empirical evidence that supports, and empirical evidence that opposes the policy (empirical evidence must be provided for both sides of the debate).

In addition, the student must develop an advocacy intervention to ensure client access to the services provided through the social policy. The student may develop materials to enable others to take action related to this social policy issue.

**VI. Grading**
Grades will be based on assignments, in-class exercises, class participation and attendance as follows:
Social Policy Analysis 50%
Social Policy Action 20%
Testimony on Legislation 20%
Guided Instruction and Other (e.g., participation, attendance, exercises, etc.) 10%

**Grading Policies**

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>94-100</td>
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</tbody>
</table>
VII. Course Schedule

Week 1: Introduction to Policy Analysis and Advocacy
- Relevance of policy perspective for all practice methods
- Policy Practice and Advocacy – Social Work Traditions
- Human Rights and Policy Practice
- Social Work Roles in Policy Practice
- Video: Policy Affects Practice & Students/Practitioners affect policy
  http://www.statepolicy.org/video/policy_affects_practice/Policy_Affects_Practice_Video.swf

Required Reading

Week 2: Introduction to the social welfare state.
- Ideologies
- Philosophies
- Politics

Required Reading

Week 3 The Policy Making Process
Problem Identification, Data Collection, Stakeholders, Identifying Policy Options, Building Support, Program Design, Policy Implementation, Evaluation

Required Reading

Week 4 Policy Practice Arena
- Executive Branch
- Legislative Branch
- Judicial Branch
- Influencing Policymaking
- Community and Policy Making

Required Reading


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2 Parts of this section were borrowed from Dr. Suzanne Pritzker, University of Houston, and used here with her permission
Weeks 5, 6 & 7: Analyzing Social Policies

- Define the problem
- Gather evidence
- Identify causes
- Evaluate a policy
- Develop alternative solutions
- Select best solution

Required Reading


Week 8
Value debates in social welfare policy: Social welfare in social, political, economic, cultural context

Required Reading


Week 9
Policy implementation

Required Reading

Week 10
Understanding policy impacts; inclusion and exclusion in policy

Required Reading

Week 11
The role of advocacy in social work practice
Politics, Economics, Social Institutions, and Rights in Social Work Advocacy
- The legislative process, interest groups and lobbying
- Power and its uses
- Developing leadership
• Building Coalitions

Required Reading


Week 12 Political Social Work

Required Reading

Week 13 Poverty and Income Distribution

- Distribution of income and wealth in the United States
- Meaning of poverty
- Poverty standard and alternatives

Required Readings


Week 14 Social Policy and Globalism

Required Readings


VIII. Bibliography


SWK6ee: Social Work Practice with Individuals & Families I  
THE COLLEGE OF STATEN ISLAND  
DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY AND SOCIAL WORK

SWK 6ee: Social Work Practice I

Fall 2014                   Faculty Day, Time
Phone; Office               
Office hours                email address
Credits: 3

Course Description
First of three foundation social work practice courses. The course provides an introduction to knowledge, skills and values of practice with diverse individuals and families. The course emphasizes engagement, assessment, intervention, prevention, and evaluation of practice. Skills include interviewing and recording skills, case analyses, use of self and communication techniques. The NASW Code of Ethics is used to guide decision-making and practice. Focus includes identifying strategies that promote social and economic justice.

Prerequisites: Admission to the MSW program

Educational Objectives

<table>
<thead>
<tr>
<th>EPAS</th>
<th>At the end of this course, students will be able to:</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1: Advocate for client access to the services of social work</td>
<td>1. Advocate for client access to the services of social work</td>
<td>Case analysis</td>
</tr>
<tr>
<td>2.1.1: Attend to professional roles and boundaries</td>
<td>2. Attend to professional roles and boundaries</td>
<td>Integrative project</td>
</tr>
<tr>
<td>EPAS</td>
<td>Student Learning Outcomes</td>
<td>Measures</td>
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<tr>
<td>2.1.2: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles</td>
<td>3. Identify and apply the values and ethics described in the NASW Code of Ethics</td>
<td>Integrative project</td>
</tr>
<tr>
<td>2.1.3: analyze models of assessment, prevention, intervention, and evaluation</td>
<td>4. Analyze generalist social work approaches to assessment, intervention, prevention and evaluation to determine when particular approaches are appropriate</td>
<td>Case analysis, Case presentation</td>
</tr>
<tr>
<td>2.1.6: use research evidence to inform practice</td>
<td>5. use research evidence to inform practice</td>
<td>Case presentation</td>
</tr>
<tr>
<td>2.1.10: substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td>6. substantively and affectively prepare for action with individuals and families</td>
<td>Case analysis</td>
</tr>
<tr>
<td>2.1.10: use empathy and other interpersonal skills</td>
<td>7. use empathy and other interpersonal skills</td>
<td>Integrative project</td>
</tr>
<tr>
<td>2.1.10: develop a mutually agreed-on focus of work and desired outcomes</td>
<td>8. develop a mutually agreed-on focus of work and desired outcomes</td>
<td>Case analysis</td>
</tr>
<tr>
<td>2.1.10: collect, organize, and interpret client data</td>
<td>9. Demonstrate skills related to data collection, assessment, and interpretation of client data</td>
<td>Case analysis</td>
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<tr>
<td>EPAS</td>
<td>Student Learning Outcomes</td>
<td>Measures</td>
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<td>2.1.10: assess client strengths and limitations</td>
<td>10. Complete a bio-psychosocial-spiritual assessment and a case analysis, demonstrating his/her understanding of the relationship between behavior and its social context.</td>
<td>Case analysis</td>
</tr>
<tr>
<td>2.1.10: develop mutually agreed-on intervention goals and objectives</td>
<td>11. develop mutually agreed-on intervention goals and objectives</td>
<td>Case analysis</td>
</tr>
<tr>
<td>2.1.10: select appropriate intervention strategies</td>
<td>12. select appropriate intervention strategies</td>
<td>Case presentation</td>
</tr>
<tr>
<td>2.1.10: implement prevention interventions that enhance client capacities</td>
<td>13. implement prevention interventions that enhance client capacities</td>
<td>Case presentation</td>
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<tr>
<td>2.1.10: help clients resolve problems</td>
<td>14. help clients resolve problems</td>
<td>Case presentation</td>
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<tr>
<td>2.1.10: negotiate, mediate, and advocate for clients</td>
<td>15. negotiate, mediate, and advocate for clients</td>
<td>Case presentation</td>
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<tr>
<td>2.1.10: facilitate transitions and endings</td>
<td>16. facilitate transitions and endings</td>
<td>Integrative project</td>
</tr>
<tr>
<td>2.1.10: Social workers critically analyze, monitor, and evaluate interventions</td>
<td>17. critically analyze, monitor, and evaluate interventions</td>
<td>Integrative project</td>
</tr>
</tbody>
</table>

**Course Policies & General Policies**

**Class Attendance & Participation**- Students are expected to attend and be prepared to take part in each class session. Attendance will be taken at the beginning of every class. It is the student's responsibility to get materials, handouts or class notes from one of your classmates if you are not in class. Late arrival to class is disruptive and should be avoided.

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Complete all readings prior to each class session and participate actively and thoughtfully in the discussion of the designated content.

**Weather**-- It is the general policy of the College not to cancel regularly scheduled classes because of weather conditions. However, there are instances where especially adverse and hazardous weather conditions make it impossible to travel and to conduct academic activities at the campus. Students can find out about decisions to close the College because of extreme weather by dialing:
718.982.3333 or 4444
Any weekday, 24 hours a day.
If there is any trouble reaching this number, call Public Safety at 718.982.2116.

**Students with Disabilities** – The College of Staten Island is committed to making reasonable efforts to assist individuals with documented disabilities. Students with special learning needs should notify the instructor in order to discuss appropriate accommodations. If you are seeking classroom accommodations under the Americans with Disabilities Act (ADA), you are required to make an initial request for accommodation to the Office of Services for Students with Disabilities, and provide appropriate supporting documentation. Students may consult with the Center for Student Accessibility or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.
Location: Center for the Arts (1P), Room 101
Phone: (718) 982.2510
Fax: (718) 982.2117
Email: ODS@csi.cuny.edu

**Expectations for written work** – Written work should show thoroughness, accuracy, clarity, and professionalism. Such writing generally requires first writing, then review, then editing and rewriting. All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation. All papers should be typed, double spaced, with numbered pages. Each assignment should be titled, dates, annotated with your name, and stapled.

**Plagiarism** – Presenting others ideas as your own is a serious violation and will result in a failing grade.

**Assignments** – All assignments are due on the date assigned. Exceptions will only be made for emergencies in which case the instructor must be notified prior to the due date. Late assignments will earn ½ credit for the assignment.

**Electronics** – All cell phones, pagers and laptops (unless the student has a documented need for assistive technology) should be turned off during the class. If the student has an emergency and needs access to their phone, they must consult with the instructor. If the student uses the cell phone, or other electronics without prior discussion with instructor, the student will be warned for the first infraction. If use continues, the student will be asked to leave the classroom for the remainder in the class, resulting in an absence.

**Academic Integrity**
The College of Staten Island regards acts of academic dishonesty with great seriousness. These include but are not limited to presenting ideas of others as one’s own without adequate attribution (plagiarism), misrepresentation of records and credentials, and cheating on examinations. In accordance with CUNY policies, students committing acts of dishonesty will be vigorously pursued and subject to disciplinary action. In the MSW program, these actions may include dismissal.

In SWK 6ee, as in all our Professional Foundation courses, we emphasize a common humanity and a celebration of diversity, understanding and respecting differences among those we serve. Similarly, our classes demand a respect for other students and a civility of conduct that allows for the productive exchange of ideas, including those that are different from our own. As such, an unwillingness to listen respectfully to others or the making of derogatory remarks based on age, race, ethnicity, class, gender, sexual orientation, religious preference, or ability will not be tolerated and may be grounds for dismissal from the MSW program.
The course will be conducted in a discussion format requiring your lively interest and involvement. There will be many small group exercises, role plays, demonstrations and other activities to enhance your learning, and it is imperative that you be present to participate fully.

**Grading**

Grades will be based on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Engagement &amp; Assessment</td>
<td>20%</td>
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<tr>
<td>Intervention &amp; Prevention</td>
<td>20%</td>
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<tr>
<td>Termination &amp; Evaluation</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Classroom exercises &amp; participation</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
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</tbody>
</table>

**Teaching Methods**

This course will be taught using experiential learning in addition to more traditional instruction. Student participation will be vital in every session as we conduct role plays, discussions, demonstrations, group exercises, and various educational activities. Students will also occasionally work on committees or in small groups to accomplish specific learning tasks, developing skills in teamwork that will assist them in working cooperatively in problem-solving with others once they enter the field. They will also occasionally work in pairs, practicing interviewing skills that will prepare them for forming relationships with those with whom they work.

**Course Requirements**

There will be three graded written assignments: a case analysis focused on beginnings in work with a client, emphasizing the strengths-based perspective, a second case presentation dealing with 'difficult' clients, and a third integrative project focused on the issues in termination. These assignments are explained in greater detail at the end of the syllabus. There will also be a final examination.

Assignment 1, Case Analysis: (Engagement & Assessment). The purpose of this assignment is to assist students in developing engagement and assessment skills used in social work practice.
with individuals. Students are expected to demonstrate their abilities to engage with a client, conduct and write a bio-psychosocial-spiritual assessment, interpret and analyze client data, and develop mutually agreed upon goals and intervention plan.

Assignment 2, Case presentation: (Intervention & Prevention). This assignment focuses on writing and using process recording as a tool in analyzing social work practice, self-reflection, and using supervision to address challenges. Part of this paper is understanding and learning to deal with resistance, transference, and counter-transference as these elements influence social work practice. Evidence-based intervention and prevention strategies must be identified.

Assignment 3, Integrative Project: (Termination & Evaluation). Students are required to focus on issues of termination and separation as an important phase in solidifying gains and moving to new challenges and relationships. The student must also include an evaluation of their practice.

In all written assignments, there should be consideration of cultural and other forms of diversity. Considering the bio-psychosocial-spiritual factors, the student will identify potential stressors, developmental issues, sources of support, and areas of difficulty faced by the client. All assignments also require the student to be self-reflective and self-critical. For each of the three papers, the student will find and read a minimum of three journal articles dealing with an aspect of the paper. Empirical evidence and the Code of Ethics must be used to support and justify all decisions and plans. APA style is used, as appropriate, in all writing. A reference list should be included in all three assignments.

In general, clear, coherent and grammatically correct written communication is vital to becoming a social work professional, to sharing information with other professionals, and to being regarded as competent. Social work recordings and notes may be used in court proceedings, hospital charts, and to advocate for clients to receive various resources. Consequently, the MSW Program maintains a high standard for written work. Assignments should be reviewed in advance of the due date to assure that there are no errors in grammar, spelling, word choice, or punctuation. Students who have difficulty in editing their written material, organizing their thoughts, or who need help in expressing themselves should seek assistance in the College Writing Center.

Required Texts:
Course Outline

Week 1
Introduction to social work generalist practice, course expectations and student introductions. Overview of generalist practice, practice theory, strengths-based perspective, bio-psychosocial-spiritual perspective, and social construction.

Reading
Kirst-Ashman and Hull, Chapter 1, pp. 3-42
Rivas and Hull, introduction

Complete an Autobiographical Sketch (part of classroom grades)- Due Week 3

Weeks 2 & 3
Social work ethics and values, the NASW Code of Ethics, international codes of ethics, ethical dilemmas, managing personal and professional values.

Reading
Kirst-Ashman and Hull, Chapter 11, pp.371-411
Rivas and Hull, The Case of Mrs. Miller: A Long Engagement, Chapters 3 & 24

Week 4: Diversity and social work practice
Culturally appropriate social work practice. Issues in cross-cultural social work practice.

Reading
Kirst-Ashman and Hull, Chapter 12 & 13
Rivas and Hull, chapters 10 & 20

Week 5: Micro-practice skills
Basic skills for social work practice with individuals and families include interviewing; expressing warmth, empathy and genuineness; and client self-determination and empowerment.

Reading
Kirst-Ashman and Hull, Chapter 2
Weeks 6 & 7: Engagement and Assessment
Engagement and assessment in the professional relationship including attending to the client, disclosing agency services and rules, offering services, assessment in micro practice. Various models of assessment will be discussed including medical and social models of assessment, socio-ecological models, universal design and access, ecological framework, strengths perspective, and bio-psycho-social-spiritual assessment.

Reading
Kirst-Ashman and Hull, Chapter 5 & 9
Rivas and Hull, Ch. 8

Weeks 8: Mutually agreed upon goals & interventions
Setting mutually agreed-upon goals and interventions. The contracting process. Setting priorities.

Reading
Kirst-Ashman and Hull, Ch. 6
Rivas and Hull, Ch. 11

Week 9-10: Interventions
Models of practice for working with individuals and families. Strengths and empowerment approaches will be discussed. Various social work roles (counselor, teacher/consultant, and broker) are explored. Intervention models include crisis intervention, advocacy, case management and the social construct model.

Reading
Kirst-Ashman and Hull, Ch. 7, 10, 14 & 15
Rivas and Hull, chapters 4, 5 & 14

Week 11: Prevention
Prevention includes primary, secondary and tertiary interventions. Each of these are explored and empirically supported approaches are discussed.

Reading
11 Model prevention programs: [http://www.colorado.edu/cspv/blueprints/modelprograms.html](http://www.colorado.edu/cspv/blueprints/modelprograms.html)
**Week 12: Termination & separation**
Separation and termination, sessional endings and transitional skills, the dynamics and skills of endings, planning for termination, the mourning period, using endings to foster new experiences and follow-up with clients.

Reading
Kirst-Ashman and Hull, Chapter 8
Rivas and Hull, Ch. 7, Late Night with Bea Rosen

**Week 13: Recording**
Exploration of various recording formats, privacy and technology.

Reading
Kirst-Ashman and Hull, Ch. 16

**Week 14: Review for final exam**

**Bibliography**
Course Description
The second of three foundation courses in social work practice that provide an introduction to the basic theory and methods of social work practice with individuals, families, groups, organizations and communities. As a preparation for practice in the field, this second course emphasizes the development of group work skills and analyses, focusing on the use of self, communication techniques, and the problem-solving process in groups varying from those intended to provide supportive counsel to those designed to meet social action goals. All case material is studied within the context of the values of the social work profession and the recognition of the importance of cultural diversity and other differences among those served.

Pre-requisite: SWK6ee (Practice with Individuals) with a grade of B or higher

Educational Objectives

<table>
<thead>
<tr>
<th>EPAS</th>
<th>At the end of this course, students will be able to:</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1: Advocate for client access to the services of social work</td>
<td>18. Advocate for client access to the services of social work</td>
<td>Group planning</td>
</tr>
<tr>
<td>2.1.1: Attend to professional roles and boundaries</td>
<td>19. Attend to professional roles and boundaries</td>
<td>Group activities</td>
</tr>
<tr>
<td>EPAS</td>
<td>At the end of this course, students will be able to:</td>
<td>Measures</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------</td>
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</tr>
<tr>
<td>2.1.2: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles</td>
<td>20. Identify and apply the values and ethics described in the NASW Code of Ethics</td>
<td>Case activities</td>
</tr>
<tr>
<td>2.1.3: analyze models of assessment, prevention, intervention, and evaluation</td>
<td>21. Analyze generalist social work approaches to assessment, intervention, prevention and evaluation to determine when particular approaches are appropriate</td>
<td>Group planning</td>
</tr>
<tr>
<td>2.1.6: use research evidence to inform practice</td>
<td>22. use research evidence to inform practice</td>
<td>Group planning</td>
</tr>
<tr>
<td>2.1.10: substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td>23. substantively and affectively prepare for action with groups</td>
<td>Group planning</td>
</tr>
<tr>
<td>2.1.10: use empathy and other interpersonal skills</td>
<td>24. use empathy and other interpersonal skills</td>
<td>Group activities</td>
</tr>
<tr>
<td>2.1.10: develop a mutually agreed-on focus of work and desired outcomes</td>
<td>25. develop a mutually agreed-on focus of work and desired outcomes</td>
<td>Group planning</td>
</tr>
<tr>
<td>2.1.10: collect, organize, and interpret client data</td>
<td>26. Demonstrate skills related to data collection, assessment, and interpretation of client data</td>
<td>Group planning</td>
</tr>
<tr>
<td>2.1.10: assess client strengths and limitations</td>
<td>27. assess client strengths and limitations</td>
<td>Group planning</td>
</tr>
<tr>
<td>2.1.10: develop mutually agreed-on intervention goals and objectives</td>
<td>28. develop mutually agreed-on intervention goals and objectives</td>
<td>Group planning</td>
</tr>
<tr>
<td>2.1.10: select appropriate intervention strategies</td>
<td>29. select appropriate intervention strategies</td>
<td>Group activities</td>
</tr>
<tr>
<td>EPAS</td>
<td>At the end of this course, students will be able to:</td>
<td>Measures</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>2.1.10: implement prevention interventions that enhance client capacities</td>
<td>30. implement prevention interventions that enhance client capacities</td>
<td>Group activities</td>
</tr>
<tr>
<td>2.1.10: help clients resolve problems</td>
<td>31. help clients resolve problems</td>
<td>Group activities</td>
</tr>
<tr>
<td>2.1.10: negotiate, mediate, and advocate for clients</td>
<td>32. negotiate, mediate, and advocate for clients</td>
<td>Group activities</td>
</tr>
<tr>
<td>2.1.10: facilitate transitions and endings</td>
<td>33. facilitate transitions and endings</td>
<td>Group activities</td>
</tr>
<tr>
<td>2.1.10: Social workers critically analyze, monitor, and evaluate interventions</td>
<td>34. critically analyze, monitor, and evaluate interventions</td>
<td>Group analysis</td>
</tr>
</tbody>
</table>

Course Policies & General Policies

Students with disabilities policy

The College of Staten Island is committed to making reasonable efforts to assist individuals with documented disabilities. Students with special learning needs should notify the instructor in order to discuss appropriate accommodations. If seeking classroom accommodations under the Americans with Disabilities Act (ADA), the student is required to make an initial request for accommodation to the Office of Services for Students with Disabilities, and provide appropriate supporting documentation. Students may consult with the Office of Services for Students with Disabilities or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

Location: Center for the Arts (1P), Room 101
Phone: (718) 982.2510
Fax: (718) 982.2117
Email: Center for Student Accessibility@csi.cuny.edu

Weather policy and instructions

It is the general policy of the College not to cancel regularly scheduled classes because of weather conditions. However, there are instances where especially adverse and hazardous weather conditions make it impossible to travel and to conduct academic activities at the campus. Students can find out about decisions to close the College because of extreme weather by dialing (718)982-3333 or 4444 any weekday, 24 hours a day. The Public Safety Department may be reached at (718) 982-2116.

Professional Conduct

In SWK6ee, as in all our Professional Foundation courses, we emphasize a common humanity and a celebration of diversity, understanding and respecting differences among those we serve. Similarly, our classes demand a respect for other students and a civility of conduct.
that allows for the productive exchange of ideas, including those that are different from our own. As such, an unwillingness to listen respectfully to others or the making of derogatory remarks based on age, race, ethnicity, class, gender, sexual orientation, religious preference, or ability will not be tolerated and may be grounds for dismissal from the MSW Program.

The course will be conducted in a discussion format requiring the student’s lively interest and involvement. There will be many small group exercises, role plays, demonstrations and other activities to enhance learning, and it is imperative that students be present and prepared to participate fully. It is also essential that the classroom be free of any distracting behavior. All electronic devices must be turned off during all class sessions and texting, making or receiving calls should be avoided throughout.

All students are expected to attend classes regularly, to arrive promptly, and to share actively in class assignments and discussions based both on readings and on experiential learning. Readings or assignments should be completed prior to each class session as scheduled to allow for fruitful discussion. **Lateness, excessive absences, or inadequate preparation will result in a reduction of the student’s grade.** Timely presence and thoughtful participation are vital for both the individual and his/her classmates and will be considered as an essential component in evaluating the student’s performance. **Since this course is part of preparation for work in the profession, should an emergency arise which prevents attendance, the student is expected to call a classmate or the instructor beforehand to alert the class and the instructor that the student will be absent. The student will be held responsible for missed work or assignments given during the absence.**

Students should notify the instructor at least a week prior if they will need to be out of school for religious observance. Accommodations will be made to take examinations or complete assignments at an alternate time.

Whenever there are any special circumstances which may interfere with timely completion of work, students are expected to discuss these matters with the instructor prior to the due date. Should it be necessary, in cases of hardship or emergency only, for a student to have additional time to complete the course, the option of receiving a grade of “I” (incomplete) must be discussed with the instructor at least a week prior to the expected completion of the course.

Students should consult the College calendar to assure awareness of any changes in scheduling.

**Academic Integrity**

The College of Staten Island regards acts of academic dishonesty with great seriousness. These include but are not limited to presenting ideas of others as one’s own without adequate attribution (plagiarism), misrepresentation of records and credentials, and cheating on examinations. In accordance with CUNY policies, students committing acts of dishonesty will be vigorously pursued and subject to disciplinary action. In the MSW program, these actions may include dismissal.

**Teaching Methods**

This course will be taught using experiential learning in addition to more traditional instruction. Student participation will be vital in every session as we conduct role plays, discussions, demonstrations, group exercises, and various educational activities. Students will also occasionally work on committees or in small groups to accomplish specific learning tasks, developing skills in teamwork that will assist them in working cooperatively in problem-solving with others once they enter the field. They will also occasionally work in pairs, practicing
interviewing skills that will prepare them for forming relationships with those with whom they work.

Course Requirements

There will be three assignments, each with a written and oral component, a group planning assignment modeled on Roselle Kurland’s work with assessment in planning groups (see Chapter 5 of Brandler and Roman), a group activities project, and accompanying participatory group presentation on programming skills, and a group analysis. There will also be several exercises focusing on group observations. All of these assignments will be explained in greater detail in class and are each worth approximately 25% of your course grade.

 Assignment one, the group planning exercise, attempts to assist you in considering the variables in designing a group for a population of your choice. You will be expected to identify the needs of the population for which you are planning, the considerations of purpose, composition, content, size, time, staffing, and agency support. This is a group project and each group member will be assigned to write up a portion of the material and present their section in class. This paper demands analytic skills and competence in writing clearly and correctly. You are expected to present your ideas in an organized manner and with no errors in grammar, punctuation, spelling or diction.

 Assignment two is a group activities project and presentation. You will work in a small team to design a program activity for a specific group, demonstrating its application to the needs of that population. You will have to plan the activity, suggest how the activity enhances the experience for group members, be able to discuss the appropriateness of the activity to be used at a particular point in the group’s development, and understand how the activity might be modified for serving different populations and special needs. As with the first assignment, each of the members of the team will be assigned to write a short paper on a topic related to these questions. In addition to understanding the concepts that determine the activity for the group, students will be expected to think creatively in developing program skills. The team will present its activity in class with non-team members participating in the activity by role playing as group members. The activity can last up to an hour. At its conclusion, the class will critique the program and suggest what appeared to be helpful and enjoyable about the activity, how it might be improved, and how relevant it was in achieving the goals intended for the population served.

 Assignment three is a group analysis which demands that students attend an ongoing group for at least three sessions (a professional team meeting, an agency therapeutic group, a church meeting, a task-centered group, a mutual aid group, for example) and identify the various members of the group, their roles, the nature of the communication, and the goals of the group and its participants. This assignment will be discussed in greater detail in class.

 With all written work, the writer may only take credit for original ideas. Thoughts taken from other sources must always be appropriately attributed. The rules for academic integrity will be strictly enforced as established in the College Catalogue.

 In all of the written assignments, there should be consideration of elements in the work related to cultural and other forms of diversity. Considering the bio-psychosocial factors, the student will identify strengths, potential stressors, and areas of inequality and injustice faced by the group members. All assignments also require the student to be self-reflective and self-critical. For each of the three papers, the student will find and read a minimum of three journal articles dealing with some aspect related to the material discussed, incorporate ideas from these readings into the paper, and cite these articles as needed in accordance with APA standards. Bibliography should be included in all three assignments.

 In general, clear, coherent and grammatically correct written communication is vital to becoming a social work professional, to sharing information with other professionals, and to
being regarded as competent. Often, for example, social work records may be used in court proceedings, may appear in hospital charts, and may be used to advocate for clients to receive various resources. Consequently, the MSW Program maintains a high standard for written work. Assignments should be reviewed in advance of the due date to assure that there are no errors in grammar, spelling, word choice, or punctuation. Students who have difficulty in editing their written material, organizing their thoughts, or who need help in expressing themselves should seek assistance in the College Writing Center. Papers lacking adequate preparation will not receive a grade. Required re-writes will result in a reduction of grade.

Grading Policies

As noted in the course requirements, the assignments will be evaluated with each worth approximately 25% of the course grade. In the two group assignments, students will be evaluated individually for their specific contributions to the group project. The group will also receive a grade for its performance as a unit. The group grades together will be credited as 10% of each group members’ final grade. The remaining 15% of the final grade will be based on classroom performance in discussions and applying learning to multiple exercises and challenges.

Required Texts

Course Outline:

Week 1
Mezzo practice – Why groups?

Required Readings:
Zastrow, Ch. 2

Week 2
Professional values and group work
  The nature of confidentiality in groups
  Competing goals and conflict
  Value dilemmas
  Scapegoating

Required Readings:
Week 3:
Types of groups based on theoretical orientation, focus of group, process or task, and/or population of interest. Social groups, conversation groups, recreation/skills groups, self-help, task, family groups, problem-solving groups.

Required Readings:
Zastrow, Ch. 1

Week 4:
Stages of group development: intake, selection of members, assessment and planning, group development and intervention, evaluation and termination.

Required Readings:
Zastrow, Ch. 3

Week 5:
Planning and organizing groups

Required Readings:
Zastrow, Ch. 3

Week 6:
Beginnings in Groups (Forming & Norming; inception)

Required Readings:
Zastrow, Ch. 3

Week 7:
Middles in Groups: (Storming, Re-norming, performing; problem-solving & conflict-resolution)

Required Readings:
Zastrow, Ch. 3

Week 8
Endings in groups (Adjournings; execution)

Required Readings:
Zastrow, Ch. 3

Week 9
Leadership in groups

Required Readings:
Zastrow, Ch. 3
**Week 10:**
Group dynamics; member roles

*Required Readings:*
Zastrow, Ch. 2

**Week 11:**
Verbal and non-verbal communication.

*Required Readings:*
Zastrow, Ch. 5


**Week 12**
Working with Diverse Groups and Diversity in Groups

*Required Reading*
Zastrow, Ch. 7


**Weeks 13**
Termination from a group. Ending of a group.

*Required reading*
Zastrow, Ch. 13

**Week 14**
Evaluation of a group

Group Activity presentations

**Week 14**
Group activity presentations
DUE: Group analysis
SWK 6gg Social Work Practice with Communities & Organizations
College of Staten Island
Department of Sociology, Anthropology, and Social Work

Semester Faculty
Day, Time Phone: Office
Office Hours: email address
Credits: 3

Course Description
Third of three foundation courses in social work practice. The social work practice sequence provides an introduction to the basic theory and methods of generalist social work practice with individuals, families, groups, organizations and communities. As a preparation for practice in the field, this third course emphasizes practice with organizations, neighborhoods and communities. Change strategies such as social action, legislative policy, citizen participation, advocacy and service development are explored. All case material is studied within the context of the values of the social work profession and the recognition of the importance of cultural diversity. This course may be repeated once.

NOTE: to graduate, a grade of B or higher is required in SWK 6gg

Prerequisites: SWK 6ee with a grade of B or higher.

Educational Objectives
At the end of this course, students will be able to:

<table>
<thead>
<tr>
<th>EPAS</th>
<th>Learning Outcomes</th>
<th>Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 advocate for client access to the services of social work</td>
<td>1. advocate for client access to the services of social work</td>
<td>Human Services Organization paper</td>
</tr>
<tr>
<td>2.1.2 recognize and manage personal values in a way that allows professional values to guide practice</td>
<td>2. Use self-awareness of personal values and biases and identify value dilemmas in practice as they relate specifically to community and issues related to social change</td>
<td>Social Action project</td>
</tr>
<tr>
<td>EPAS</td>
<td>Learning Outcomes</td>
<td>Assessment Plan</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>2.1.3 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
<td>3. Identify key concepts and principles related to social work practice and theory with organizations, neighborhoods and communities</td>
<td>Human Services Organization paper</td>
</tr>
<tr>
<td>2.1.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
<td>4. demonstrate effective oral and written communication in working with organizations, communities, and colleagues</td>
<td>Social Action project</td>
</tr>
<tr>
<td>2.1.4 recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td>5. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td>Needs assessment assignment</td>
</tr>
<tr>
<td>2.1.5 advocate for human rights and social and economic justice</td>
<td>6. advocate for human rights and social and economic justice</td>
<td>Social Action project</td>
</tr>
<tr>
<td>2.1.5 engage in practices that advance social and economic justice</td>
<td>7. engage in practices that advance social and economic justice</td>
<td>Social Action project</td>
</tr>
<tr>
<td>2.1.6 use research evidence to inform practice</td>
<td>8. Apply research to practice situations with organizations, neighborhoods and communities</td>
<td>Needs Assessment</td>
</tr>
<tr>
<td>EPAS</td>
<td>Learning Outcomes</td>
<td>Assessment Plan</td>
</tr>
<tr>
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</tr>
<tr>
<td>2.1.9 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
<td>9. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
<td>Needs Assessment</td>
</tr>
<tr>
<td>2.1.9 provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
<td>10. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
<td>Needs Assessment</td>
</tr>
<tr>
<td>2.1.10(a) substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td>11. substantively and affectively prepare for action with organizations, and communities</td>
<td>Social Action project</td>
</tr>
<tr>
<td>2.1.10 (b) collect, organize, and interpret client data</td>
<td>12. collect, organize, and interpret client data</td>
<td>Needs Assessment</td>
</tr>
<tr>
<td>2.1.10(c) initiate actions to achieve organizational goals</td>
<td>13. initiate actions to achieve organizational goals</td>
<td>Human Services Organization paper</td>
</tr>
</tbody>
</table>

**Course Policies & General Policies**

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Email: ODS@csi.cuny.edu

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In SWK 365, as in all our Professional Foundation courses, we emphasize a common humanity and a celebration of diversity, understanding and respecting differences among those we serve. Similarly, our classes demand a respect for other students and a civility of conduct that allows for the productive exchange of ideas, including those that are different from our own. As such, an unwillingness to listen respectfully to others or the making of derogatory remarks based on age, race, ethnicity, class, gender, sexual orientation, religious preference, or ability will not be tolerated and may be grounds for dismissal from the BSSW Program.

The course will be conducted in a discussion format requiring your lively interest and involvement. There will be many small group exercises, role plays, demonstrations and other activities to enhance your learning, and it is imperative that you be present to participate fully. All students are expected to attend classes regularly, to arrive promptly, and to share actively in class assignments and discussions based both on readings and on experiential learning. All readings or assignments should be completed prior to each class session as scheduled to allow for fruitful discussion. **Lateness, excessive absences, or inadequate preparation will result in a reduction of your grade.** Your timely presence and thoughtful participation are vital for both you and your classmates and will be considered as an essential component in evaluating your performance. Since this course is part of your preparation for work in the profession, should an emergency arise which prevents your attendance, you are expected to call a classmate or your instructor beforehand to alert your class and the instructor that you will not be present. You will be held responsible for missed work or assignments given during your absence. Please notify your instructor at least a week prior if you will need to be out of school for religious observance. Accommodations will be made for you to take examinations or complete assignments at an alternate time. Whenever there are any special circumstances which may interfere with your timely completion of your work, you are expected to discuss these matters with your instructor prior to the due date. Should it be necessary, in cases of hardship or emergency, for you to have additional time to complete the course, the option of receiving a grade of “I” (incomplete) must be discussed with the instructor at least a week prior to the expected completion of the course.
Please consult the College calendar to assure that you are aware of any changes in scheduling.

Teaching Methods
This course will be taught using experiential learning in addition to more traditional instruction. Student participation will be vital in every session as we conduct role plays, discussions, demonstrations, group exercises, and various educational activities. Students will also occasionally work on committees or in small groups to accomplish specific learning tasks, developing skills in teamwork that will assist them in working cooperatively in problem-solving with others once they enter the field.

Course Requirements
There are three assignments, each with a written component: 1) human services organization paper; 2) needs assessment, and, 3) social action plan. There will also be ten quizzes on the assigned readings, each worth 4 points (total=40 points).

Human Services Organization (20 points). Students write a paper that describes a human service organization and its goals, objectives, task domain and environment, the technology it employs and the clients the agency serves. Students then apply organizational theory to the agency they investigated.

Community Needs Assessment (20 points). Students choose a community and define it and examine problems within that community, such as populations-at-risk, social injustice, unmet human needs, etc. Students will then identify stakeholders, identify attempts to collaborate to address the problem(s), and identify programs and services that meet the needs of the target population.

Social Action (20 points). Students are expected to participate in social action that either they initiate or the community initiates. Students will describe the activity in which they participated; how it promotes social and economic justice; and how it benefits the community. A reaction paper is expected.

With all written work, the writer may only take credit for original ideas. Thoughts taken from other sources must always be appropriately attributed. The rules for academic integrity will be strictly enforced as established in the College Catalogue.

Grading Policies
As noted in the course requirements, the assignments will be evaluated with each worth approximately 20% of the course grade. In the two group assignments, students will be evaluated individually for their specific contributions to the group project. The group will also receive a grade for its performance as a unit. The group grades together will be credited as 10% of each group members’ final grade. The remaining 15% of the final grade will be based on classroom performance in discussions and applying learning to multiple exercises and challenges.

Points Grade
94-100 A
90-93 A-
87-89 B+
83-86 B
Required Texts

Course Outline:
Week 1
Macro practice
  Introduction to macro practice
  Historical roots of macro practice
  Assignment: Chapter 1 in textbook
      Spect & Courtney, Unfaithful Angels

Week 2
Micro skills in Macro practice
  Assignment: Chapter 2 in textbook

Week 3
Group skills for community and organizational change
  Assignment: Chapter 3 in textbook

Week 4
Understanding Organizations
  Assignment: Chapter 4 in textbook

Week 5
Decision Making for Organizational Change
  Assignment: Chapter 5 in textbook
Week 6
How to implement & evaluate macro intervention
   Assignment: Chapter 6 in textbook

Week 7
Project implementation and program development
   Assignment: Chapter 7 in textbook
   Human Service Organization Paper DUE

Week 8
Understanding neighborhoods and communities
   Assignment: Chapter 8 in textbook

Week 9
Macro practice in communities
   Assignment: Chapter 9 in textbook

Week 10
Advocacy and Social Action with Populations at Risk
   Assignment: Chapter 11 in textbook

Week 11
Ethics of working in Macro practice
   Assignment: Chapter 12 in textbook
   Community Needs Assessment DUE

Week 12
Developing and managing agency resources
   Assignment: Chapter 14 in textbook

Week 13
Stress and Time Management
   Assignment: Chapter 15 in textbook
   Social Action DUE
SWK 6hh: Human Behavior in a Social Environment I
Department of Sociology, Anthropology, and Social Work
The Sociocultural Construction of the Human Experience

Course Number: SWK 6hh  Faculty:
Section:  Office Hours:
Day, Time:  Phone:
Rm:  email:
3 credits  

I. Course Description

First of a two course sequence. Introduction to the sociocultural concepts that define the context of human experience. This course will explore the areas of culture, social structures, inter-group relationships and identity, concepts of ethnicity, race, class, gender, sexual orientation, religion, age, and disability. Students will learn how these variables impact the lives of groups, communities, families and individuals. The implications of a sociocultural construction of the human experience for social work practice will be explored. This course will examine the uses and misuses of power in constructing social identities and social meanings as well as personal and group experiences. It will explore how social identity and position affect access to services and resources. Prerequisite: Admission to MSW program

II. Educational Objectives

<table>
<thead>
<tr>
<th>EPAS</th>
<th>At the end of this course, students will be able to:</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB 11</td>
<td>understand major theoretical frameworks—critical, ecological, economic, social role and theoretical structures, as these theories inform macro level practice with communities, organizations, and state political systems.</td>
<td>Midterm/Final</td>
</tr>
<tr>
<td>PB 23</td>
<td>apply theory-based conceptual models of human behavior in macro level social contexts, explaining and assessing selected client system problems and client situations.</td>
<td>Assessment of Adult in Context</td>
</tr>
<tr>
<td>PB 24</td>
<td>critically appraise theories about humans and their macro level contexts from a social work perspective (ethics and values, evidence-base, consistency with social work principles).</td>
<td>Assessment of Adult in Context/ Multi-Theoretical Assessment of Adult in Context</td>
</tr>
<tr>
<td>PB 14</td>
<td>recognize, understand, and analyze the cultural, ecological, economic, political and personal factors that are present and influential in people’s lives. This includes the understanding of the ways these factors relate to and affect each other.</td>
<td>Multi-Theoretical Assessment of Adult in Context</td>
</tr>
<tr>
<td>PB 8</td>
<td>apply an integrated multi-theoretical view of human behavior in the social environment which is consistent with social work and ethics.</td>
<td>Team Presentation</td>
</tr>
</tbody>
</table>

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Phone: (718) 982.2510
Fax: (718) 982.2117
Email: ODS@csi.cuny.edu

Expectations for written work – Written work should show thoroughness, accuracy, clarity, and professionalism. Such writing generally requires first writing, then review, then editing and rewriting. All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation. All papers should be typed, double spaced, with numbered pages. Each assignment should be titled, dated, annotated with your name, and stapled.

Plagiarism – Presenting others ideas as your own is a serious violation and will result in a failing grade.

Assignments – All assignments are due on the date assigned. Exceptions will only be made for emergencies in which case the instructor must be notified prior to the due date. Late assignments will be graded down by at least one grade.
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**IV. Teaching Methods**

This course incorporates a variety teaching methods including lectures, papers, readings, discussions, student presentations, instructor modeling, video and visual aids, and exercises. Since class material will emphasize knowledge of the class readings, it is essential that students keep pace with the reading assignments. Students are to read all assignments for each class prior to class so that they will be prepared to ask questions and discuss material as part of their mandatory class participation.

The course encourages student exploration of the human behavior in the social environment via a multidimensional lens. The course will provide students with the opportunity to develop the critical thinking skills that are necessary for a fruitful career in social work.

**Course Requirements:**

**Assignment I: Multi-Theoretical Assessment of an Adult In Context**

Students will choose an adult client (if you have no access to an adult client, focus on a friend or significant other) and identify a problem or challenge to address from a theoretical perspective. Students will use multiple theories to identify the contextual factors that condition or cause the client’s target problem or challenge including factors associated with the physical environment, society and its institutions, community culture, community economy, community political system, and the client’s organizations.

Students will write a 10-14 page paper describing and assessing the client from a multi-theoretical perspective, and integrating knowledge of theory with the information gathered about the client. At least 4 scholarly sources (books and/or peer-reviewed journals) are required. Detailed directions are attached.

The proposal is a one-half to one-page overview of the term paper focusing on a profile of the person facing a challenge: a preliminary statement of the challenge and its biological, psychological, social, and spiritual aspects; a statement indicating the specific privacy protections guaranteed to the person; and initial ideas about possible theoretical content for understanding person, transactions, and context.

The final paper must comply with all standards for technical writing and APA (citations, cover page, headings and subheadings, purpose statement, references, and so on).
Multi Theoretical Profile of the Adult in Context Facing a Challenge

1. What adult client or acquaintance did you decide to help and what is the problem or challenge that you plan to address? Specify also how you protected client/acquaintance privacy and ensured client/acquaintance self-determination regarding participation in this assignment. Use a holistic perspective and identify the biological, cognitive, and behavioral aspects of the person’s problem or challenge. Include a purpose of your paper statement within the first three paragraphs.

2. Using multiple theories, identify the contextual factors that condition or cause the focal person’s target problem or challenge and the contextual opportunities or strengths that facilitate management or resolution of the focal person’s target problem or challenge. Briefly summarize each theory that you use. Also, address each of the following.
   a. Based on the relevant theories (such as ecological theory), what factors associated with the physical environment hinder the client’s resolution of the problem or challenge? What opportunities or strengths related to the physical environment facilitate the client’s resolution of the problem or challenge? What are several implications for social work assessment or intervention? (Make use of at least three theoretical concepts in this section).
   b. Based on the relevant theories (such as symbolic interactionist theory), what factors associated with the dominant culture or relevant subcultures hinder the client’s resolution of the problem or challenge? What opportunities or strengths related to the culture or subculture facilitate the client’s resolution of the problem or challenge? What are several implications for social work assessment or intervention? (Make use of at least three theoretical concepts in this section).
   c. Based on the relevant theories (such as critical, empowerment, and feminist theories), what factors associated with the political system including the client’s power or powerlessness hinder the client’s resolution of the problem or challenge? What opportunities or strengths related to power and the political system facilitate the client’s resolution of the problem or challenge? What are several implications for social work assessment or intervention? (Make use of at least three theoretical concepts in this section).
   d. Based on the relevant theories (such as classical economic and exchange theories), what factors associated with the economy hinder the client’s resolution of the problem or challenge? What opportunities or strengths related to the economy facilitate the client’s resolution of the problem or challenge? What are several implications for social work assessment or intervention? (Make use of at least three theoretical concepts in this section).
   e. Based on the relevant theories (such as spirituality approaches, systems theory, and strengths-resilience theories), what factors associated with the community including the neighborhood hinder the client’s resolution of the problem or challenge? What opportunities or strengths related to the community facilitate the client’s
resolution of the problem or challenge? What are several implications for social work assessment or intervention? (Make use of at least three theoretical concepts in this section).

f. Based on the relevant theories (such as role theory), what factors associated with the focal person’s organizations and roles in these organizations hinder the client's resolution of the problem or challenge? What opportunities or strengths related to organizations facilitate the client’s resolution of the problem or challenge? What are several implications for social work assessment or intervention? (Make use of at least three theoretical concepts in this section).

3. Summarize and synthesize all the multi theoretical assessment information that you have obtained related to hindering and facilitating factors in terms of a conceptual model, map, or other integrative device with a brief summary narrative?

Assignment 2: Team Case Presentation (Macro & Diversity Focus)
Each student will join a team and present a summary and analysis of one of the theory-based practice models in the Robbins textbook. The team should answer the following questions and lead the class in a short discussion about the case (Possible 5 Points).

1. What is the theoretical puzzle or problem addressed in the model? About what aspect(s) of the person in the environment does the model theorize? What mezzo and/or macro level contexts are relevant to this case?
2. Identify and define the relevant theoretical concepts?
3. Identify and describe the theoretical propositions or general statements explicitly or implicitly presented in the practice model?
4. Develop a visual display identifying the relationships between concepts and the linkages between the propositions.
5. What alternative theoretical explanations for the puzzle or problem might help make sense of the HBSE issue or concern addressed by the practice model?
6. Appraise the quality of the theoretical analysis by social work standards and general science standards.
7. Identify how you might use the knowledge included in the practice model in some phase of the planned change process. Describe your possible knowledge use at both the micro level and the macro level.
8. How well does the practice model consider in differences? How might the knowledge summarized in the practice model be adapted for use with clients or client systems from diverse membership groups?

Midterm and Final Exam. The tests will cover material discussed in class lectures and in assigned readings. Tests will be based on texts, assigned readings and handouts, lecture materials, and classroom presentations about theorists. Test items will primarily be multiple-choice, true or false, and short essay. Your responses to the questions should reflect a grasp of the lecture material as well as the assigned readings.

V. Required Texts:

VI. Grading:

Exam 1: 25
Exam 2: 25
Multi Theoretical Profile 25
Group Presentation: 15
Attendance: 5
Class Participation: 5
Total: 100

Grading Scale

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<td>80-82</td>
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<td>77-79</td>
<td>C+</td>
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<td>73-76</td>
<td>C</td>
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<td>70-72</td>
<td>C-</td>
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<td>60-69</td>
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<td>59 and below</td>
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VII. COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1    | Theoretical Knowledge and Competencies for Social Work Practice | Read: Robbins, Chapter 1  
                      |                                               | van Wormer, Chapter 1                           |
| 2    | Systems Theory                               | Read: Robbins, Chapter 2                       |
| 3    | Conflict Theory                              | Read: Robbins, Chapter 3                       |
| 4    | Life-Span Theories                          | Read: Robbins, Chapter 8                       |
| 5    | Psychodynamic Theoretical Perspectives       | Read: Robbins, Chapter 7                       |
| 6    | Behavioral/Cognitive Theoretical Perspective | Read: Robbins, Chapters 9 & 12                 |
| 7    | Theories of Empowerment                      | Read: Robbins, Chapter 4                       |
| 8    | Symbolic Interactionist Theoretical Perspective | Read: Robbins, Chapter 10                     
<pre><code>                  |                                               | van Wormer, pp. 138-158                         |
</code></pre>
<table>
<thead>
<tr>
<th></th>
<th>The Political Arena: Social Class and Privilege: Differences in Community Opportunities The Social Organization and Environmental Context</th>
<th>Read: van Wormer, pp. 171-18 van Wormer, Chapter 7, pp. 192-206 van Wormer, Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Theories of Assimilation</td>
<td>Read: Robbins, Chapter 5</td>
</tr>
<tr>
<td>11</td>
<td>Feminist Theory</td>
<td>Read: Robbins, Chapter 13</td>
</tr>
<tr>
<td>12</td>
<td>Transpersonal Theories</td>
<td>Read: Robbins, Chapter van Wormer, Chapter 9</td>
</tr>
<tr>
<td>13</td>
<td>Diversity and Human Behavior: Constructionist Theories of Difference</td>
<td>Read: van Wormer, Chapter 14</td>
</tr>
<tr>
<td>14</td>
<td>Making Use of Multiple Theories: Understanding Macro Contexts: Theoretical Integration</td>
<td>Read: Robbins, Chapter 14</td>
</tr>
</tbody>
</table>

**VIII. Bibliography**


SWK 6ii: Human Behavior in a Social Environment II
Department of Sociology, Anthropology, and Social Work
Culture and Development Across the Life Course

Course Number: SWK 6dd
Section: SWK 6dd
Day, Time: Day, Time:
Rm: Rm:
Credits: 3

I. Course Description

Second course in a two course sequence. This course explores similarities and differences in development across cultures. Emphasis will be placed on developing an understanding of the interaction between the biological/maturational aspects of development and the way cultural values, ideals and practices shape, and give meaning to, development. The course will use a history of ideas approach to explore the continuing debate on the intersection between universalist and cultural pluralist approaches to understanding development, and the relevance to social work practice. Students will use a global perspective to develop the ability to use paradigm development and critical thinking skills in their practice with clients. Prerequisite: SWK 6cc

IV. Educational Objectives and EPAS practice behaviors

<table>
<thead>
<tr>
<th>EPAS</th>
<th>At the end of this course, students will be able to:</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB 23</td>
<td>1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
<td>Theory integration and application paper</td>
</tr>
<tr>
<td>PB 24</td>
<td>2. Critique and apply knowledge to understand person and environment</td>
<td>Weekly critiques</td>
</tr>
<tr>
<td>PB 2</td>
<td>3. Practice personal reflection and self-correction to assure continual professional development</td>
<td>Self-reflection journal</td>
</tr>
<tr>
<td>PB 11</td>
<td>4. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge</td>
<td>Theory integration and application paper</td>
</tr>
<tr>
<td>PB 14</td>
<td>5. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td>Cultural comparison paper</td>
</tr>
<tr>
<td>PB 15</td>
<td>6. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>Self-reflection journal</td>
</tr>
<tr>
<td>PB 16</td>
<td>7. Recognize and communicate understanding of the importance of difference in shaping life experiences.</td>
<td>Cultural comparison paper</td>
</tr>
</tbody>
</table>

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Course Requirements:

Assignment 1: Weekly critiques
Prior to each class meeting, students will post a reflection on the readings on blackboard (one comment and one question). The post can include: salient points, reactions, or questions and/or observations based on the assigned readings that could serve as points of discussion for the class. You can integrate readings and information from other sources.

Assignment 2: Cultural comparison
Students will conduct interviews with people from different cultures on an aspect of human growth and development (i.e., dating, marriage, grief/bereavement, gender roles, etc.). Students will then write a five page paper comparing the differences and similarities in responses based on culture. The paper should include demographic information on the interviewees (i.e., gender, age, ethnicity, religion, length of time in the United States, marital status, etc.). The paper should be no longer than five pages. The interview questions and responses should be included in an appendix. The page limit does not include the title page, abstract, appendixes or references.

Assignment 3: Self-reflection
Recognizing and articulating one’s own experience is a critical factor in social work practice. To that end, a requirement of the course will be to keep a journal. You’ll be asked to reflect on your own life history that has shaped the course of your development. This autobiographic journal should cover physical, cognitive, social and/or environmental processes as well as any cultural or personal factors that might have influenced your course of development. You should make at least one reflection each week (at least one page) related to the week’s topics.

Assignment 4: Theory Integration and Application paper
The purpose of this assignment is to (1) utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation, and (2) critique and apply knowledge to understand person and environment. Prior to the first week of school you will be assigned to read the book: The Spirit Catches You and You Fall Down by Fadiman, A. (1997). The spirit catches you and

**Required Text:**


**Grading:**

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<td>Cultural Comparison paper</td>
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<tr>
<td>Self-reflection journal</td>
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<tr>
<td>Theory integration and application</td>
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<tr>
<td>Attendance:</td>
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<tr>
<td>Class Participation:</td>
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**COURSE OUTLINE**

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<th>Week</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction and Overview of Class requirements</td>
<td>Read: Gardiner &amp; Kosmitzki, Chapter 1</td>
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<td>Schriver, Chapter 1</td>
</tr>
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<td>2</td>
<td>Culture and Worldviews</td>
<td>Read: Gardiner &amp; Kosmitzki, Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schriver, Chapter 10</td>
</tr>
<tr>
<td>3</td>
<td>Theories and Methodologies, Paradigm Thinking and Social Work Knowledge</td>
<td>Read: Gardiner &amp; Kosmitzki, Chapter 2</td>
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<td>for Practice</td>
<td>Schriver, Chapter 3</td>
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<tr>
<td>4</td>
<td>Traditional and Alternative Paradigms, Alternative and Possible Perspectives on Individual Development</td>
<td>Read: Schriver, Chapter 2</td>
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<td>Schriver, Chapter 5</td>
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<td>Traditional and Dominant Perspectives on Individuals</td>
<td>Schriver, Chapter 4</td>
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<td>6</td>
<td>Culture, Self and Personality</td>
<td>Gardiner &amp; Kosmitzki, Chapter 6</td>
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<td>The family in Cultural Context</td>
<td>Gardiner &amp; Kosmitzki, Chapter 4&lt;br&gt;Schriver, Chapter 6</td>
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<td>Culture, Language, Cognition</td>
<td>Gardiner &amp; Kosmitzki, Chapter 5</td>
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<td>Culture and Social Behavior Perspectives on Groups</td>
<td>Gardiner &amp; Kosmitzki, Chapter 7&lt;br&gt;Schriver, Chapter 7</td>
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<td>Culture and Issues of Gender and Sexuality</td>
<td>Gardiner &amp; Kosmitzki, Chapter 8</td>
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<td>Gardiner &amp; Kosmitzki, Chapter 9</td>
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<td>12</td>
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<td>Schriver, Chapter 9</td>
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</tr>
<tr>
<td>14</td>
<td>Future Trends and Applications</td>
<td>Gardiner &amp; Kosmitzki, Chapter, Chapter 10</td>
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**Bibliography**


Theory Integration and Application paper.
The purpose of this assignment is to (1) utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation, and (2) critique and apply knowledge to understand person and environment.


After reading the book, reflect on the stories of Lia Lee, her family, and those in the community portrayed in the book. Please choose two of the theoretical perspectives or theories described in the class this semester, to help you understand Human Behavior in the Social Environment at the micro, mezzo and the macro level. Write a paper of approximately 2-3 pages in length for each section.

Part 1: Due: Week 3
Provide a Micro Level Analysis of one of the stories in the book. Please describe what aspect of Human Behavior in the Social Environment (individual, family, organization, community, etc.) you have chosen to discuss.
Please apply the concepts and themes of your selected perspective/theory to the different micro level dimensions of the aspect of Human Behavior in the Social Environment you have chosen to discuss. How has this perspective/theory enhanced your understanding of each of the characteristics or situations of the stories presented in *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*? How much does perspective/theory you have chosen to discuss, focus attention on certain cultural aspects, ignore cultural differences, and assume a dominant culture? How does this apply to assessment, intervention and evaluation from a person-in-environment perspective?

Part 2: Due: Week 8
Macro/Mezzo Level Analysis of one of the stories in book *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. Identify the aspect of Human Behavior in the Social Environment (i.e. individual, family, organization, community, etc.) that you would like to discuss. Describe the macro level dimensions of this aspect of Human Behavior in the Social Environment. Apply the concepts and themes of your selected aspect of Human Behavior in the Social Environment to the different macro level dimensions to *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*.

Part 3: Due: Week 10
Identify and define two theoretical perspectives to explore. Because theoretical perspectives include a range of theories, choose either the broad theoretical perspective or a narrower theory within that perspective for this assignment. You can use the text as your major reference for this section, but be sure to include three additional references from the professional literature. In 1-2 paragraphs for each perspective/theory, describe the key concepts and themes in the book that are associated with each of the perspectives/theory you have chosen to discuss. Add a brief note as to why you chose these two perspectives/theories for analysis of the *Spirit Catches You* stories at the micro, mezzo, or macro level.
Part 4: Due: Week 13
How does a theoretical understanding of these micro, mezzo and macro levels help you to
decide who and how to target your intervention? Identify, describe and explain any theoretical
perspectives that the social worker in this book used to guide her interventions.

Evaluation Criteria:
Critical thinking: this assignment illustrates student’s ability to critique, evaluate and integrate
ideas and multiple sources of knowledge.
Application: this assignment illustrates student’s ability to apply the standards of the NASW
Code of Ethics, recognize the impact that a culture’s structures and values have on the human
being in the social environment. It demonstrates the student’s ability to develop the skills to use
ethical reasoning to arrive at principled decisions.
Application: this assignment illustrates the student’s ability to understand the forms and
mechanisms of oppression, marginalization, and discrimination, thus advancing human rights
and social and economic justice.
Conceptual ability: this assignment illustrates the student’s ability to use theoretical concepts
accurately, to think in logical sequence and to organize ideas into a conceptual whole. It
illustrates the student’s ability to respond to contexts that shape practice.
SWK 6jj Social Work Integrative Seminar I
The City University of New York
The College of Staten Island
Department of Sociology, Anthropology and Social Work

SWK 6jj Instructor
Social Work Integrative Seminar I Office Hours
Fall 2014 Phone #
Credits: 1

Course Description
First of two foundation integrative seminar courses. This course is designed to support the educational focus of students’ agency-based practicum. The sessions assist students in applying in their agencies the knowledge acquired throughout the MSW foundation curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their practicum education beyond their individual placements and gain a basic understanding of social work practice in diverse settings.

RELATIONSHIP TO OTHER COURSES
SWK 6jj Integrative Seminar builds on knowledge acquired in the other courses comprising the social work foundation curriculum. SWK 6jj facilitate integration and application of the professional knowledge base that is prerequisite to the advanced curriculum.

COURSE GOALS
The goals for this course are to:
1. Integrate foundation coursework with practice in the field.
2. Expand students’ professional knowledge and skills for generalist social work practice.
3. Develop a sense of self as a professional social worker.
4. Enhance perception of the values and ethical principles underlying social work practice.
5. Enhance skills in self-assessment and planning for professional development.
6. Develop awareness of one’s responses to diverse clients.
7. Introduce the use of supervision, consultation, collaboration, and continuing education to develop professionally.

STUDENT LEARNING OBJECTIVES

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Class Preparation: You are expected to have prepared thoroughly for each class. Preparation includes reading the assigned readings prior to class, summarizing the content and being prepared to discuss it; listing questions or reactions to the material; and making connections between concepts in current reading and earlier readings. You are expected to contribute to class discussion. Informed disagreement is both anticipated and welcomed.

Complete all readings prior to each class session and participate actively and thoughtfully in the discussion of the designated content.
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Expectations for written work
Written work should show thoroughness, accuracy, clarity, and professionalism. Such writing generally requires first writing, then review, then editing and rewriting. All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation. All papers should be typed, double spaced, with numbered pages. Each assignment should be titled, dates, annotated with your name, and stapled.

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Teaching Methods
This course incorporates a variety teaching methods utilizing a seminar and discussion model. Journals, papers, readings, discussions, student presentations, instructor modeling, video and visual aids, and exercises will be utilized. Students are to complete all assignments for each class prior to class so that they will be prepared to ask questions and discuss material as part of their mandatory class participation.

The course will provide students with the opportunity to develop the critical thinking skills that are necessary for a fruitful career in social work.

REQUIRED READING(S) AND TEXTBOOK(S)
CSI MSW Field Manual

Professional Reading. Students are required to read professional literature in the placement agency’s field of practice. These readings may be recommended by the field instructor, the faculty liaison, or identified by the student.

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Each seminar session includes a period of group discussion. Students are expected to process important issues occurring in their placements. During the seminar, students are expected to both offer help to other students and to discuss their own practice issues and concerns. Before coming to the seminar, please give some thought to the important events and issues occurring in your placement and be prepared to discuss at least one topic. You may share an experience from which you gained insight into social work practice or bring up concerns that have not been resolved. Other appropriate topics for discussion include: positive/negative experiences, strengths and weaknesses of self, how experiences relate to social work knowledge and practice, personal insights, and requests for ideas or assistance.

ASSIGNMENTS
Assignment #1: Weekly Journals:
The field journal serves as a way to chart both personal and professional growth. It is the faculty liaison’s best method for monitoring your progress; thus it should be done with care and thought. Through the journals, your faculty liaison checks your ability to present ideas clearly, analyze experiences, and apply practice principles to your day-to-day work in the field. The faculty liaison also checks for basic writing skills since writing is a critical social work skill. Your faculty liaison will also require that other issues/topics be addressed in your log.

What counts when writing your weekly journal?
1. Clarity and thoroughness of content.
2. Depth and perceptiveness of assessments and analysis.
3. Up to date, complete and confidential (use initials or first name only).
4. Openness and honesty in your journaling.
5. Improved level of skill development over time.
6. Improved quality of reflections and evaluations of self, clients, and events.
7. Improved quality of goals established and plans for accomplishing these goals.
8. Application of basic principles, terms, theories, practice wisdom, etc.
9. Log turned in on time.

This log is a professional journal that records your experiences throughout the practicum and helps you to chart your professional growth. You are required to answer 2 of the following 15 questions each week. Be sure to select 2 different questions each week.

1. What stimulated your interest from the readings, discussion in the seminar or other classes? What concepts became clearer or more confusing?
2. Discuss your observation or experiences of the impact of external systems dynamics (i.e.: policy, programs, politics, personalities etc.) on client services.
3. Discuss awareness of ethical considerations pertaining to clients/case situations, colleagues, practice settings, the social work profession and/or professionals. Describe possible solutions to these dilemmas.
4. Discuss cultural issues and awareness pertaining to your clinical work, program, personal/professional or internship site dynamics. Cultural issues may include race, ethnicity, sexual orientation, religion, ageism, gender issues etc.
5. What are you learning about the supervisory process and supervisory dynamics? What topics did you discuss in supervision? What values or knowledge may be in conflict?
6. What stands out as most important/significant this week and why? Focus on Micro, mezzo and macro practice. What social work principle or value is relevant?
7. As you reflect on the past week, what did you learn that you were able to apply to either class work or your work directly with clients? What theory of human behavior, problem, or intervention does this situation represent?
8. What skills, or what did you learn, that you used which connect class content with what you are doing in the field? What strategies did you try and how did you select the one (s) you did?
9. What clinical questions arose during the past week? What actions and strategies were considered to address the clinical question or situation? If action or strategy was selected, why?
10. What did you do this week to manage any stress related issues in your personal and/or professional life? What skills have been applied or could be applied in situations such as these?
11. What personal growth issues (i.e.: awareness, insights, struggles etc.) emerged recently and how did you cope with them? How do they impact your professional development?
12. What aspects of my personal views, experience, etc. might be influencing my perceptions related to this issue?
13. What are your plans for the next week? What else do I need to know to effectively intervene in situations such as these? Be specific and elaborate.
14. Discuss the progress you are making on your learning goals. Be specific and elaborate.
15. What theories or models of intervention can be used to explain what you have observed in terms of worker or client behavior, the interventions provided, or the outcome of the interventions?

ASSIGNMENT #2: Agency Fundamentals Paper
This assignment is designed to familiarize you with the philosophic, organizational, financial, and legal contexts of your agency’s practice. The paper should be double-spaced, 5-6 pages in length, and in APA format.

Your paper should:
1. Articulate the agency mission;
2. Describe the programs/services provided and the desired service outcomes;
3. Describe the agency auspices (e.g., mode of establishment; and public, not-for-profit, for-profit status), and funding sources;
4. Specify the client demographics and typical client problems;
5. Identify the legislation and statutes that direct and limit agency programs and practice and explain their effects;
6. What improvement for policy (legislation or statutes) do you identify that would advance client well-being and/or social and economic justice.
7. Identify the information systems and data collection techniques that are used to monitor social worker performance and client outcomes in your agency.
8. What would you recommend for improvements in service delivery and practice to improve the quality of social services?

ASSIGNMENT # 3: Seminar Contribution /Participation:
Each seminar session includes informal group discussion of learning experiences from the previous week in the agency. Through focused, professional discussion in the seminar, you will learn about generalist social work practice in different settings and can assist each other in learning how knowledge gained in one setting applies to other types of agencies. Before coming to seminar, give some thought to the important events of your week and be prepared to share at least one topic in class. You may share an experience from which you gained insight into social work practice or bring up unresolved concerns. Appropriate topics for discussion include: positive/negative experiences, your strengths and areas needing development, the implications of your field experience for your choice of social work practice, personal insights, and requests for ideas or assistance.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Session 1</th>
<th>General Topic: Introduction to the seminar class; Agency setting and roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Readings:</td>
<td><strong>Course text:</strong> Read the MSW Field Manual.</td>
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</tbody>
</table>
| Class Assignment/ Activity | **Weekly journal:** Write a short summery describing your agency, program, and your role and responsibilities. Include the mission statement, services provided and client population served. Discuss your level of confidence in your abilities. What anxieties/concerns do you have as your start your placement?  
Seminar discussion: Practicum Agencies and Roles: Each student is to present their practicum’s Agencies and Roles. |
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<thead>
<tr>
<th>Session 2</th>
<th><strong>General topic: Confidentiality</strong></th>
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<tbody>
<tr>
<td>Class Assignment/ Activity</td>
<td><strong>Weekly journal</strong>: Confidentiality Discuss with your field supervisor and other staff the agency's guidelines for confidentiality (release of information, case records, clients' access to records, etc.) Include the reality of confidentiality practices may differ from the 'ideal'. What are some red flags that you have observed? What did you do? What should you have done?</td>
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<td></td>
<td>Seminar discussion: Confidentiality</td>
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<tr>
<th>Session 3</th>
<th><strong>General Topic: Workplace Safety</strong></th>
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<tbody>
<tr>
<td>Class Assignment/ Activity</td>
<td><strong>Weekly journal</strong>: Discuss how safety issues are handled in your agency. What is your agency protocol for keeping clients and workers safe? What strategies do your supervisor and coworkers utilize?</td>
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<td>Seminar discussion: Safety Issues</td>
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<tr>
<th>Session 4</th>
<th><strong>General topic: Effective Use of Supervision</strong></th>
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<tbody>
<tr>
<td>Class Assignment/ Activity</td>
<td><strong>Weekly journal</strong>: Identify and describe your learning style and how it impacts your supervisory needs. Share the results with your supervisor and describe his/her response to the conversation.</td>
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<td></td>
<td>Seminar discussion: Supervisory Needs</td>
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<tr>
<th>Session 5:</th>
<th><strong>General topic: Ethical and Effective Use of Power</strong></th>
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<tr>
<td>Class Assignment/ Activity</td>
<td><strong>Weekly journal</strong>: Who holds the power in your field agency and what is the basis of the power? What type of control does a person without power wield? What have you done, or observed, that has left a client feeling stripped of their power? How do agency practices and policies serve to empower or disempower client? Workers?</td>
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<td>Seminar discussion: Types of Power</td>
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<tr>
<th>Session 6</th>
<th><strong>General topic: Oppression related to poverty and discrimination</strong></th>
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<tr>
<td>Class Assignment/ Activity</td>
<td><strong>Weekly journal</strong>: How do poverty, discrimination and oppression impact the lives of your clients? Relate this discussion to a particular client, family, group or community that you have worked with during your placement</td>
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<td></td>
<td>Seminar discussion: Social Forces Impacting Client Behavior and Options</td>
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</table>

| Session 7: | **General topic: Cultural competence** |
| Class Assignment/Activity | Weekly journal: Discuss an experience of being different than a client in some cultural way. If you consider yourself the learner and the client the informant, what can you learn about your client, yourself, and social work intervention? What can you do to further your learning?  
Seminar discussion: Furthering Your Cultural Competence |
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<td><strong>Session 8</strong></td>
<td><strong>General topic: Personal values in practice: complementary or conflicting?</strong></td>
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| Class Assignment/Activity | Weekly journal: How are your personal values challenged by the agency, client situations, and policies? How have you managed these conflicts?  
Seminar discussion: Value and Ethical Dilemmas |
| **Session 9**             | **General topic: Macro systems**  
**Assignment 2 due**  
**Weekly journal:** Discuss the structure and profile of the Board of Directors or the advisory board at your agency. Identify the specific requirements related to the composition of the board, and how individuals are recruited and selected. What kind of volunteer training is available?  
Seminar Discussion: Agency relationship with the environment |
| **Session 10**            | **General topic: Interviewing and Assessment Style** |
| Class Assignment/Activity | Weekly journal: Discuss how your coworkers use interviewing and assessment skills in their interactions with clients. What have you observed? Which approach seems to match your preferred style of interaction?  
Seminar discussion: Identifying your intervention style |
| **Session 11**            | **General topic: Clients’ Problem Solving Strategies** |
| Class Assignment/Activity | Weekly journal: Discuss the problem solving strategies your clients use in their daily lives. What skills and coping skills do your clients generally use in resolving issues and situations? In addition discuss with your field supervisor what constitutes problem assessment in your setting.  
Seminar discussion: Analysis of clients’ problem solving strategies |
| **Session 12**            | **General topic: Developing a professional self** |
| Class Assignment/Activity | Weekly journal: Discuss the importance of having a good professional relationship with your supervisor and other staff. Why are these relationships so important? How do you use supervision to address issues related to your internship? What behaviors and characteristics promote both positive and negative working relationships? Address the issues that arise when there is conflict among coworkers. How might this animosity |
Seminar discussion: Developing quality professional relationships

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<td>Class Assignment/Activity</td>
<td>Weekly journal: Discuss how the work you do in your internship has and/or is affecting you. Who do you consult when you need support related to your internship? What type of activities help you relieve stress? If you know what helps, how often have you engaged in these activities this semester? If you haven’t been engaging in these activities, make a plan to do at least one. If you don’t know what helps, develop a plan to try at least one stress-reduction strategy.</td>
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<th>Session 14</th>
<th>End of first semester of field. Issues, hours, questions. Class wrap up</th>
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<td>Class Assignment/Activity</td>
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Course Description
Second in a two semester MSW foundation integrative seminar. This course is designed to support the educational focus of students’ agency-based practicum. The seminar meets weekly over the course of the first year foundation practicum placement. The sessions assist students in applying in their agencies the knowledge acquired throughout the MSW foundation curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their practicum education beyond their individual placements and gain a basic understanding of social work practice in diverse settings.

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SWK 6kk Integrative Seminar builds on knowledge acquired in the other courses comprising the social work foundation curriculum. SWK 6XX facilitate integration and application of the professional knowledge base that is prerequisite to the advanced curriculum.

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The goals for this course are to:
1. Integrate foundation coursework with practice in the field.
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**ASSIGNMENTS**
**Weekly Journals/Logs: 40%**
The field journal serves as a way to chart both personal and professional growth. It is the faculty liaison’s best method for monitoring your progress; thus it should be done with care and thought. Through the journals, your faculty liaison checks your ability to present ideas clearly, analyze experiences, and apply practice principles to your day-to-day work in the field. The faculty liaison also checks for basic writing skills since writing is a critical social work skill. Your faculty liaison will also require that other issues/topics be addressed in your log.

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8. Application of basic principles, terms, theories, practice wisdom, etc.
9. Log turned in on time.

This log is a professional journal that records your experiences throughout the practicum and helps you to chart your professional growth. You are required to answer 2 of the following 15 questions each week. Be sure to select 2 different questions each week/ By the end of the semester, each question must have been addressed at least once.

1. What stimulated your interest from the readings, discussion in the seminar or other classes? What concepts became clearer or more confusing?
2. Discuss your observation or experiences of the impact of external systems dynamics (i.e.: policy, programs, politics, personalities etc.) on client services.
3. Discuss awareness of ethical considerations pertaining to clients/case situations, colleagues, practice settings, the social work profession and/or professionals. Describe possible solutions to these dilemmas.
4. Discuss cultural issues and awareness pertaining to your clinical work, program, personal/professional or internship site dynamics. Cultural issues may include race, ethnicity, sexual orientation, religion, ageism, gender issues etc.
5. What are you learning about the supervisory process and supervisory dynamics? What topics did you discuss in supervision? What values or knowledge may be in conflict?
6. What stands out as most important/significant this week and why? Focus on Micro, mezzo and macro practice. What social work principle or value is relevant?
7. As you reflect on the past week, what did you learn that you were able to apply to either class work or your work directly with clients? What theory of human behavior, problem, or intervention does this situation represent?
8. What skills, or what did you learn, that you used which connect class content with what you are doing in the field? What strategies did you try and how did you select the one (s) you did?
9. What clinical questions arose during the past week? What actions and strategies were considered to address the clinical question or situation? If action or strategy was selected, why?
10. What did you do this week to manage any stress related issues in your personal and/or professional life? What skills have been applied or could be applied in situations such as these?
11. What personal growth issues (i.e.: awareness, insights, struggles etc.) emerged recently and how did you cope with them? How do they impact your professional development?
12. What aspects of my personal views, experience, etc. might be influencing my perceptions related to this issue?
13. What are your plans for the next week? What else do I need to know to effectively intervene in situations such as these? Be specific and elaborate.
14. Discuss the progress you are making on your learning goals. Be specific and elaborate.
15. What theories or models of intervention can be used to explain what you have observed in terms of worker or client behavior, the interventions provided, or the outcome of the interventions?
16. Describe a time when you attended to professional roles and boundaries
17. Describe when you had to tolerate ambiguity in resolving ethical conflicts
18. Describe when you recognized and managed your personal values in a way that allowed professional values to guide your practice
19. Describe when you applied strategies of ethical reasoning to arrive at principled decisions

**Process Recordings 25%**
Process recording templates are available in the Field Manual. Students and field instructors are encouraged to use process recordings by the BSSW program. Process recordings are used to assist students in practicing skills of retention of the content of client interviews and to engage in self-reflection and self-evaluation.

The exact form of the process recording is to be determined by the field instructor and the extent to their use in supervision.

The student must conduct at least one process recording of each of the following:

- a supervision or consultation meeting
- an interaction in which you applied strategies of ethical reasoning to arrive at principled decisions
- an interaction in which you viewed yourself as a learner and engaged those with whom you worked as an informant.

**Paper Assignment 20%**
What do you do to manage any stress related issues in your personal and/or professional life? What skills have been applied or could be applied in situations such as these? What do social workers at your field placement do to practice self-care in the profession? Students will interview their supervisor and one other staff member at their field placement and write a 3-5-page paper discussing the importance of self-care in the social work profession and how current social workers manage their stress. Students will also discuss ways in which they can and will practice self-care when they are in the field.

**Seminar Contribution /Participation: 15%**
Each seminar session includes informal group discussion of learning experiences from the previous week in the agency. Through focused, professional discussion in the seminar, you will learn about generalist social work practice in different settings and can assist each other in learning how knowledge gained in one setting applies to other types of agencies. Before coming to seminar, give some thought to the important events of your week and be prepared to share at least one topic in class. You may share an experience from which you gained insight into social work practice or bring up unresolved concerns. Appropriate topics for discussion include: positive/negative experiences, your strengths and areas needing development, the implications of your field experience for your choice of social work practice, personal insights, and requests for ideas or assistance.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Review of self-directed learning and professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Assignment/ Activity</td>
<td><strong>Weekly journal</strong>: What self-care activities did you engage in over the winter break? How can you continue to engage in these activities?</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Session 2</th>
<th>General topic: Personal and Professional Boundaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Assignment/Activity</td>
<td><strong>Weekly journal:</strong> Discuss the ways in which you express your professional boundaries. How are your personal and professional boundaries different? Discuss any specific challenges you have encountered around professional boundaries in your internship.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 3</th>
<th>General Topic: Handling aggression, violent, and/or resistant clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Assignment/Activity</td>
<td><strong>Weekly journal:</strong> Discuss agency protocol on responding to aggressive or violent clients. Are there any special safety precautions? Have you encountered situations which caused you to feel fearful? Discuss working with resistant or involuntary clients. Discuss any experiences with resistant clients and how you responded.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 4</th>
<th>General topic: Macro Social Work Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Assignment/Activity</td>
<td><strong>Weekly journal:</strong> Discuss the role of macro practice in your internship. To what extent does your agency, or the staff, respond to the social problem addressed by the agency, at the macro level. Do they involve their client population in policy advocacy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 5:</th>
<th>General topic: Understanding the Legal System and its impact on the client</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Assignment/Activity</td>
<td><strong>Weekly journal:</strong> What types of state or federal legal mandates or rules impact the work you do in your internship? How did you learn about the legal issues affecting your work, or your clients? Are there ways laws impact your ability to abide by the Code of Ethics?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 6</th>
<th>General topic: Ethical Dilemmas in social work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Assignment/Activity</td>
<td><strong>Weekly journal:</strong> Discuss an ethical dilemma you have experienced in your placement. Which standard(s) in the Code of Ethics were applicable to the situation? What other issues were considered? What did you do?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 7:</th>
<th>General topic: Personal values in social work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Assignment/Activity</td>
<td><strong>Weekly journal:</strong> What personal values have you most struggled with most since being in the social work program? In your field internship? Discuss any conflict you feel between your personal values and social work values.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 8</th>
<th>General topic: Social and economic justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Assignment/Activity</td>
<td>Weekly journal: Discuss how your agency and the staff work for social and economic justice with/for the people with whom they serve. If you feel they don’t, what could be done to change this?</td>
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<td>---------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Session 9</strong></td>
<td><strong>General topic:</strong> Role of Social Workers in various settings – healthcare (psychiatric/substance abuse/mental health), legal system, children and families</td>
</tr>
<tr>
<td>Class Assignment/Activity</td>
<td>Weekly journal: Discuss the field of social work you want to pursue after graduation. Has your internship experience affirmed or changed this?</td>
</tr>
<tr>
<td><strong>Session 10</strong></td>
<td><strong>General topic:</strong> Termination</td>
</tr>
<tr>
<td>Class Assignment/Activity</td>
<td>Weekly journal: Where are you in the process of termination? What is your day-to-day strategy for planning the final weeks of your placement?</td>
</tr>
<tr>
<td></td>
<td><strong>Self-care paper</strong></td>
</tr>
<tr>
<td><strong>Session 11</strong></td>
<td><strong>General topic:</strong> Professional Self Care</td>
</tr>
<tr>
<td>Class Assignment/Activity</td>
<td>Weekly journal: Discuss the professional reading you have done, outside of class assigned reading. How does your agency support continuing education? How can you ensure you keep up with emerging research related to your field of practice?</td>
</tr>
<tr>
<td><strong>Session 12</strong></td>
<td><strong>General Topic:</strong> Ongoing Professional development</td>
</tr>
<tr>
<td>Class Assignment/Activity</td>
<td>Weekly journal: As you near the end of your practicum, what have you identified as areas for more growth and continued professional development?</td>
</tr>
<tr>
<td><strong>Session 13</strong></td>
<td><strong>General topic:</strong> What’s next?</td>
</tr>
<tr>
<td></td>
<td>Weekly journal: Provide a brief assessment of your growth during this internship experience.</td>
</tr>
<tr>
<td><strong>Session 14</strong></td>
<td>Class wrap up.</td>
</tr>
<tr>
<td>Class Assignment/Activity</td>
<td><strong>Submission of Field Evaluation with all signatures.</strong></td>
</tr>
</tbody>
</table>
SWK 611 Social Work Field Internship I
The City University of New York
The College of Staten Island
Department of Sociology, Anthropology and Social Work

SWK 611 Instructor
Social Work Field Internship I Office Hours
Fall 2014 Phone #
Credits: 2

Course Description
First of two foundation courses in social work internship/practicum. Students will be placed in a social work setting for 16 hours per week for a total of 240 hours each semester. Students will work under the supervision of an LMSW who provides guidance for learning in cooperation with the student’s faculty liaison at the College. Direct interaction with individuals, families, groups and communities from diverse backgrounds aid the student with integrating concepts and principals from the classroom into their field setting. The Internship must be taken concurrently with the Field Seminar.

Texts and Required Reading
CSI School of Social Work: Field Instruction MSW Program

Other readings may be required by the Field Department, field instructor and/or the faculty field liaison. Students are encouraged to take responsibility to read agency manuals in order to have a working knowledge of the particular agency.

Course Objectives

<table>
<thead>
<tr>
<th>EPAS</th>
<th>At the end of the course, students will be able to:</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB 1-6</td>
<td>Identify as a professional social worker and conduct oneself accordingly</td>
<td>Mid-Year Field Evaluation</td>
</tr>
<tr>
<td>PB 7-10</td>
<td>Apply social work ethical principles to guide professional practice</td>
<td>Mid-Year Field Evaluation</td>
</tr>
<tr>
<td>PB 11-13</td>
<td>Apply critical thinking to inform and communicate professional judgments,</td>
<td>Mid-Year Field Evaluation</td>
</tr>
<tr>
<td>PB 14-17</td>
<td>Engage diversity and difference in practice</td>
<td>Mid-Year Field Evaluation</td>
</tr>
<tr>
<td>PB 18-20</td>
<td>Advance human rights and social and economic justice</td>
<td>Mid-Year Field Evaluation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EPAS</th>
<th>At the end of the course, students will be able to:</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB 21-22</td>
<td>Engage in research-informed practice and practice-informed research</td>
<td>Mid-Year Field Evaluation</td>
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<td>-------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>PB 23-24</td>
<td>Apply knowledge of human behavior and the social environment</td>
<td>Mid-Year Field Evaluation</td>
</tr>
<tr>
<td>PB 25-26</td>
<td>Engage in policy practice to advance social and economic justice</td>
<td>Mid-Year Field Evaluation</td>
</tr>
<tr>
<td>PB 27-28</td>
<td>Respond to contexts that shape practice</td>
<td>Mid-Year Field Evaluation</td>
</tr>
<tr>
<td>PB 29-41</td>
<td>Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities</td>
<td>Mid-Year Field Evaluation</td>
</tr>
</tbody>
</table>

**Teaching Methods**

Field Instruction placements and field learning experiences are selected and organized on an individual basis for each student to achieve these learning objectives. Teaching is adapted to individual student needs and the different learning opportunities available in a specific agency. The Director of Field Instruction, after considering all of the factors of student needs and agency capability, approves the agency and the field instructor. The student’s interests are solicited and are considered in this process; however, all placements must be coordinated and approved by the Director of Field Instruction. The agency selection process, the assignment of students, and development of individualized learning agreements are described in the Field Instruction Manual.

**Class assignments**

A. During the first month of each placement the field instructor and student are expected to establish a written learning agreement, using the form entitled, “Student Field Instructor Learning Agreement.” In this document the Field Instructor and student agree on specific learning objectives, decide on assignments to accomplish those objectives, and work out the various scheduling, supervisory, and evaluation arrangements to be used. Adjunct Faculty Field Liaison will meet with the field student and field instructor at the internship site each semester. The student’s learning experiences will be reviewed and monitored by the Field Liaison.

B. MSW beginning level internships aim to provide the student with opportunities to master generalist practice skills with a time-limited and problem solving nature. This internship will also allow the student to develop a beginning professional identity. Learning opportunities should include assignments with individuals, families and at least one group as well as some community issue or project in which the student will be involved in as an observer-participant. In addition, students are required to work with a diverse population as it is defined in the Field Manual.
Grading Procedures/ Field Evaluation
At the end of each semester the student and Field Instructor will meet to discuss evaluations. Both the student and the Field Instructor will rate the students learning based on the learning objectives established within the first month of the internship. A recommended grade of “Credit” or “No Credit” will be given at the end of each semester. This evaluation will then be sent to CSI University, once it is reviewed and signed by both student and field instructor. The Director of Field Instruction reviews the evaluation and grades the student each semester. Field Instructors are encouraged to refer to the Field Instruction Manual for procedures if/when students are in danger of receiving a “No Credit”, and contact the Director of Field Instruction immediately.

Class Schedule
The actual time spent in field placement may be negotiated between the student and field instructor, taking into consideration the availability of pertinent experiences and supervision.

Attendance Policy
Students are expected to be present in their Field Agencies during scheduled internship days and hours. Those students unable to attend are responsible for notifying the field instructor in advance by phone explaining the need for absence. Excessive absences will affect the overall evaluation of the student.

Academic Integrity Statement
Part of the mission of CSI is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity.

Professional Conduct
Students in a professional program should conduct themselves as professionals in their internship. It is not acceptable to arrive at the agency late, except in unusual circumstances. Any use of consciousness altering substances before or during agency hours obviously impairs learning and task performance, and is unacceptable. Frequent lateness, absences, or conduct unbecoming a professional are likely to result in a Field/School Conference. Students are evaluated on their personal and professional behavior or conduct as described in the MSW Handbook. Please refer to the appropriate Handbook for further clarification.

Students with Disabilities
In compliance with ADA guidelines, students who have any disability/condition, either permanent or temporary, which might affect their ability to perform in their field internship, must register with the Office of Disability Services showing proof of their disability/condition. The Office of Disability Services will provide them with the necessary documentation with which to inform the Director of Field Instruction at the beginning of the first semester of field. The documentation must be provided to the Field Instructor for each internship in which the student is enrolled. Adaptations may be made as needed to provide equitable participation.
SWK 6mm Social Work Field Internship II
The City University of New York
The College of Staten Island
Department of Sociology, Anthropology and Social Work

SWK 6mm  Instructor
Social Work Field Internship I  Office Hours
Spring, 2015  Phone #
Credits: 2

Course Description
Second of two foundation social work internship courses. Students will be placed in a social work setting for 16 hours per week for a total of 240 hours each semester. Students will work under the supervision of an LMSW who provides guidance for learning in cooperation with the student’s faculty liaison at the College. Direct interaction with individuals, families, groups and communities from diverse backgrounds aid the student with integrating concepts and principals from the classroom into their field setting. The Internship must be taken concurrently with the Field Seminar.

Texts and Required Reading
CSI School of Social Work: Field Instruction MSW Program

Other readings may be required by the Field Department, field instructor and/or the faculty field liaison. Students are encouraged to take responsibility to read agency manuals in order to have a working knowledge of the particular agency.

Course Objectives

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<tr>
<th>EPAS</th>
<th>At the end of the course, students will be able to:</th>
<th>Measures</th>
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<tbody>
<tr>
<td>PB 1-6</td>
<td>Identify as a professional social worker and conduct oneself accordingly</td>
<td>Final Field Evaluation</td>
</tr>
<tr>
<td>PB 7-10</td>
<td>Apply social work ethical principles to guide professional practice</td>
<td>Final Field Evaluation</td>
</tr>
<tr>
<td>PB 11-13</td>
<td>Apply critical thinking to inform and communicate professional judgments,</td>
<td>Final Field Evaluation</td>
</tr>
<tr>
<td>PB 14-17</td>
<td>Engage diversity and difference in practice</td>
<td>Final Field Evaluation</td>
</tr>
<tr>
<td>PB 18-20</td>
<td>Advance human rights and social and economic justice</td>
<td>Final Field Evaluation</td>
</tr>
</tbody>
</table>

| EPAS     | At the end of the course, students will be able to:                                                                 | Measures                  |

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### Teaching Methods

Field Instruction placements and field learning experiences are selected and organized on an individual basis for each student to achieve these learning objectives. Teaching is adapted to individual student needs and the different learning opportunities available in a specific agency. The Director of Field Instruction, after considering all of the factors of student needs and agency capability, approves the agency and the field instructor. The student’s interests are solicited and are considered in this process; however, all placements must be coordinated and approved by the Director of Field Instruction. The agency selection process, the assignment of students, and development of individualized learning agreements are described in the Field Instruction Manual.

### Class assignments

A. During the first month of each placement the field instructor and student are expected to establish a written learning agreement, using the form entitled, “Student Field Instructor Learning Agreement.” In this document the Field Instructor and student agree on specific learning objectives, decide on assignments to accomplish those objectives, and work out the various scheduling, supervisory, and evaluation arrangements to be used. Adjunct Faculty Field Liaison will meet with the field student and field instructor at the internship site each semester. The student’s learning experiences will be reviewed and monitored by the Field Liaison.

B. MSW beginning level internships aim to provide the student with opportunities to master generalist practice skills with a time-limited and problem solving nature. This internship will also allow the student to develop a beginning professional identity. Learning opportunities should include assignments with individuals, families, and at least one group as well as some community issue or project in which the student will be involved in as an observer-participant. In addition, students are required to work with a diverse population as it is defined in the Field Manual.
Grading Procedures/ Field Evaluation
At the end of each semester the student and Field Instructor will meet to discuss evaluations. Both the student and the Field Instructor will rate the students learning based on the learning objectives established within the first month of the internship. A recommended grade of “Credit” or “No Credit” will be given at the end of each semester. This evaluation will then be sent to CSI University, once it is reviewed and signed by both student and field instructor. The Director of Field Instruction reviews the evaluation and grades the student each semester. Field Instructors are encouraged to refer to the Field Instruction Manual for procedures if/when students are in danger of receiving a “No Credit”, and contact the Director of Field Instruction immediately.

Class Schedule
The actual time spent in field placement may be negotiated between the student and field instructor, taking into consideration the availability of pertinent experiences and supervision.

Attendance Policy
Students are expected to be present in their Field Agencies during scheduled internship days and hours. Those students unable to attend are responsible for notifying the field instructor in advance by phone explaining the need for absence. Excessive absences will affect the overall evaluation of the student.

Academic Integrity Statement
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Professional Conduct
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In compliance with ADA guidelines, students who have any disability/condition, either permanent or temporary, which might affect their ability to perform in their field internship, must register with the Office of Disability Services showing proof of their disability/condition. The Office of Disability Services will provide them with the necessary documentation with which to inform the Director of Field Instruction at the beginning of the first semester of field. The documentation must be provided to the Field Instructor for each internship in which the student is enrolled. Adaptations may be made as needed to provide equitable participation.
SWK 7aa Introduction to Social Work Practice with People with Disabilities
College of Staten Island/CUNY
Department of Sociology, Anthropology, and Social Work

Semester: Faculty: 
Day: Time: Phone: Office:
Office Hours: email address:
Credits: 3

Course Description
First of four courses in the Social Work Practice with People with Disabilities concentration. It introduces the student to the emerging, multidisciplinary field of disability. This course will teach the social construction of disabilities, which is distinct from a medical model of disabilities. Included are definitions, early history of disabilities, the disability rights movements, eugenics, policy that impacts people with disabilities, legal issues, self-advocacy, and disability culture. This course provides the foundation for the three courses on social work practice with people with disabilities across the life span.

Credits: 3
Pre-requisite: Completion of first year of MSW program or Advanced Standing

Learning Objectives

<table>
<thead>
<tr>
<th>EPAS</th>
<th>At the end of the course, the student will be able to:</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB 11 PB 14 PB 18</td>
<td>Describe the history of people with disabilities including the development of institutions, deinstitutionalization, development of community based services, the parent movement, the disability rights movement and self-advocacy</td>
<td>Research Part II</td>
</tr>
<tr>
<td>PB 11</td>
<td>Define disability and different disabilities such as intellectual disability and autism</td>
<td>Research Part I</td>
</tr>
<tr>
<td>CSI EPAS: synthesize and differentially apply theories of human behavior in the social environment to guide practice with PWD across the life span</td>
<td>Understand the experience of disability, including severe disability, and the perspectives of people with disabilities within disability studies core knowledge and research base</td>
<td>Research Part IV</td>
</tr>
</tbody>
</table>
### EPAS

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>At the end of the course, the student will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PB 14</strong></td>
<td>Recognize the extent to which cultural structures may oppress, marginalize and alienate people with disabilities and the special challenges faced by women with disabilities, minorities with disabilities, and people with disabilities living in poverty</td>
</tr>
<tr>
<td><strong>CSI EPAS 5:</strong> Respect and promote people with disabilities right to dignity and self-determination</td>
<td>Advocate for the principles of normalization, self-determination, inclusion and independent living for people with disabilities</td>
</tr>
<tr>
<td><strong>PB 7 CSI EPAS 8:</strong> adopt organizational policies, procedures and resources to facilitate provision of services to diverse people with disabilities and their caregivers</td>
<td>Formulate and advocate for social welfare and other public policies in the delivery of services and supports to people with disabilities</td>
</tr>
<tr>
<td><strong>CSI EPAS 1:</strong> assess and address personal values and biases regarding disabilities</td>
<td>assess and address personal values and biases regarding disabilities</td>
</tr>
</tbody>
</table>

### Class Requirements
Requirements include attendance, participation, and the completion of a field-based research paper, the topic of which must be approved by the instructor. The requirements for the paper are described below, after the syllabus.

### Required Reading


Other readings will be made available to students on Blackboard.
Under each module in the curriculum you will find several suggested readings. Those that appear with an asterisk are required readings for that week. Other readings are provided as additional resources for students particularly interested in that topic.

Class Attendance & Participation - Students are expected to attend and be prepared to take part in each class session. Attendance will be taken at the beginning of every class. It is the student's responsibility to get materials, handouts or class notes from one of your classmates if you are not in class. Late arrival to class is disruptive and should be avoided.

Please make note of CSI's Attendance Policy –
A student who is absent in excess of 15 percent of the class hours in the semester is assigned a grade of WU (withdrew unofficially), subject to the discretion of the instructor. Fifteen percent equals eight hours for a course that meets four hours a week, six hours for a course that meets three hours a week.

Complete all readings prior to each class session and participate actively and thoughtfully in the discussion of the designated content.

Weather -- It is the general policy of the College not to cancel regularly scheduled classes because of weather conditions. However, there are instances where especially adverse and hazardous weather conditions make it impossible to travel and to conduct academic activities at the campus. Students can find out about decisions to close the College because of extreme weather by dialing:

718.982.3333 or 4444
Any weekday, 24 hours a day.
If there is any trouble reaching this number, call Public Safety at 718.982.2116.

Special Needs – The College of Staten Island is committed to making reasonable efforts to assist individuals with documented disabilities. Students with special learning needs should notify the instructor in order to discuss appropriate accommodations. If you are seeking classroom accommodations under the Americans with Disabilities Act (ADA), you are required to make an initial request for accommodation to the Office of Services for Students with Disabilities, and provide appropriate supporting documentation.

Students may consult with the Center for Student Accessibility or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

Location: Center for the Arts (1P), Room 101
Phone: (718) 982.2510
Fax: (718) 982.2117
Email: ODS@csi.cuny.edu

Expectations for written work – Written work should show thoroughness, accuracy, clarity, and professionalism. Such writing generally requires first writing, then review, then editing and rewriting. All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation. All papers should be typed, double spaced, with numbered pages. Each assignment should be titled, dates, annotated with your name, and stapled.
Plagiarism – Presenting others ideas as your own is a serious violation and will result in a failing grade.

Assignments – All assignments are due on the date assigned. Exceptions will only be made for emergencies in which case the instructor must be notified prior to the due date. Late assignments will earn ½ credit for the assignment.

Electronics – All cell phones, pagers and laptops (unless the student has a documented need for assistive technology) should be turned off during the class. If the student has an emergency and needs access to their phone, they must consult with the instructor. If the student uses the cell phone, or other electronics without prior discussion with instructor, the student will be warned for the first infraction. If use continues, the student will be asked to leave the classroom for the remainder in the class, resulting in an absence.

IX. Grading
Grades will be based on assignments, in-class exercises, class participation and attendance as follows:

<table>
<thead>
<tr>
<th>Research Part I</th>
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<td>Research Part II</td>
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<td>Research Part III &amp; IV</td>
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<td>Research Part V &amp; VI</td>
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Grading Policies

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Week 1 Getting to Know Each Other /Introduction to Social Work Practice with People with Disabilities
Davis, Part Ia: Constructing Normalcy by Lennard J. Davis


**Week 2 History of Disability I—Early History**

Davis, Part 1a: Disability and the Justification of Inequality in American History by Douglas Baynton

**Week 3 History of Disabilities II—Eugenics & Latter 20th Century**
Davis, Part II: Abortion and Disability: Who Should and Should Not Inhabit the World?" by Ruth Hubbard

Davis, Part IIg: Disability Rights and Selective Abortion by Marsha Saxton

Davis, Part IIh: Disability, Democracy, and the New Genetics by Michael Berube

Videos in class: 20/20 Sterilization in the US

**Week 4 Legal/Civil Rights/Self Advocacy/Disability Culture**


Yuen, et al: Adjustment to Disability, Carol B. Cohen and Donna Napolitano.

Video in Class: Ed Roberts, People in Motion; Our Country

Guest Lecturers: Self Advocacy Association of New York State

**Week 5 Our Current System**
The Americans With Disabilities Act

Davis, Part Id: Disabling Attitudes: U.S. Disability Law and the ADA Amendments Act by Elizabeth Emens


Video in Class: A New Way of Thinking

Guest lecturer: the proposed “People First” Waiver in NYS
**Week 6 Intersectionality of Gender, Disability and Related Issues**


Davis, Part IVw: Disability and Blackness by Josh Lukin

Davis, Part IVz: Unspeakable Offenses: Untangling Race and Disability in Discourses of Intersectionality by Nirmala Erevelles and Andrea Minear

Davis, Part IVaa: Compulsory Able-Bodiedness and Queer/Disabled Existence by Robert McRuer

Guest Lecturers: Adrienne Asch, Center for Ethics, Yeshiva University

**Week 7 Disability Definitions and Demographics**

Davis, Part IVm: Reassigning Meaning by Simi Linton

Davis, Part IIIj: Unhealthy Disabled by Susan Wendell

Davis, Part Vv: Defining Mental Disability by Margaret Price


**Week 8 Disability in a Global Context—Examples of Disability in Other Cultures**


- Stroke and aphasia in a South African Township by Carol Legg and Claire Penn.
- Disability and wellbeing in Northern Nigeria by Elisha P. Renne.
- Disability and caregivers’ inability among immigrant Australians by Victoria Team and Milica Markovic.
- The impact of government on quality of life for people with disabilities in the U.S. and Guatemala - Erica Skogebo Edwards

Video: Nobody Goes Without (Denmark’s system of care for people with cognitive disability); disability and poverty, *I Am A Child*.

**Week 9 Educational Inclusion- Current practices in education of children with disabilities**

Yuen, et al: Everything You Never Wanted to About Know Special Education…and Were Afraid to Ask (IDEA), *Sandra Altshuler*

Guest Lecturer: Mike Pepys, Hungerford School

Week 10 The Social Construction of Disability
Goode, D. A. World Without Words, Chaps. 2 and 3


Video: The Emergence of Communication. International Association for the Education of the Deaf-Blind

Video: The Rajun Cajun, Oliver Sacks

Week 11 Willowbrook Then and Now: The Significance of Institutions in the Lives of Persons with Disabilities.
Davis, Part IIj: The Institution Yet to Come: Analyzing Incarceration Through a Disability Lens by Liat Ben-Moshe

*Goode, D. Why Remember Willowbrook, CEC

*Goode, D. A. History and Sociology of Willowbrook State School, pps. 151-230

Videos in class: Bill Bronston on Who is To Blame for Willowbrook, Meskell’s The Unforgotten

Week 12 Families
Davis, Part IVn: Enabling Disability: Rewriting Kinship, Reimagining Citizenship by Faye Ginsburg and Rayna Rapp


Videos: Who Are the Debolts? The Debolts Step Out.

Guest Lecturers: Parents of Children With Disabilities

Week 13 Implications for Social Work Practice
Davis, Part III: A Mad Fight: Psychiatry and Disability Activism by Bradley Lewis


Guest Lecturers: Social Workers and others on Staten Island Who Work with People Who Have Disabilities
**Week 14 Presentation of Research papers**
Students will formally present the results of their work for the semester. Each student will have approximately 15-20 minutes to explain why s/he chose the topic, how s/he investigated it, results of the research, and what s/he learned personally and professionally from doing the work.

**Finals Week Presentation of Research papers**
Students will formally present the results of their work for the semester. Each student will have approximately 15-20 minutes to explain why s/he chose the topic, how s/he investigated it, results of the research, and what s/he learned personally and professionally from doing the work.

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**Classic Readings**


Research paper

NOTE: Students take this course simultaneously with the course on Social Work Practice with Children with Disabilities. Students are urged, but not required, to coordinate class projects in these two courses. It is possible to pick one topic and do written assignments for both classes related to it. This arrangement is contingent upon agreement of the instructors for both classes.

Students are encouraged to do observations, interviews, case studies about some aspect of disability or services to people with disability. This can be done in your field placement agency. Such studies will allow the student not only to exercise research skills in a disability context, but also to learn about how things work in a formal organization serving people with disabilities. The studies (observations, interviews, document review, etc.) can be of any topic related to disability or service provision. The instructor must approve all topics. The agency and those involved in the study must be informed about it and agree to it. All students must complete the CITI training course on Ethics of Human Research.

The last two days of classes will be devoted to a discussion of these projects. Students will be asked to talk for approximately fifteen to twenty minutes describing their work to the group. They will also provide the instructor with a formal written research paper.

Outline of Research paper

I. Introduction of the issue to be explored
   a. Overview of the issue
   b. Prevalence of the issue
   c. Definitions

II. Historical Context

III. Methods
   a. Describe research methods used (observations, interviews, etc.)
   b. Describe sample

IV. Findings
   a. Oppression and marginalization
   b. Intersectionality of oppressions
   c. Personal values and biases

V. Recommendations
   a. Organizational and/or policy change
   b. Action plan

VI. Conclusion
   a. Limitations of your study
   b. Importance to social work
   c. Personal reflections
Course Description

Second of four courses in the Social Work Practice with People with Disabilities concentration. This is an advanced practice course on children that addresses human variances referred to as “disabilities” within the context of social service agencies and legislation. The social construction model utilized in this course asserts that disability is not inherent in the individual as a deficit, but rather, is often a set of physical and social barriers that can constrain people. This course is designed to promote inclusive policies and practices for children with disabilities. The intersectionality of disability and other diversity factors will be explored critically. Prerequisite: Admission to MSW program

Learning Objectives

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<th>EPAS</th>
<th>At the end of the course, the student will be able to:</th>
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<td>PB 23 CSI EPAS 7: synthesize and differentially apply theories of human behavior and the social environment to guide practice with people with disabilities across the life span</td>
<td>Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation to social work practice with children with disabilities</td>
<td>AIPE Part I &amp; II</td>
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<td>PB 12 CSI EPAS 3: evaluate, select and implement appropriate multi-dimensional assessment, diagnostic, intervention and practice evaluation tools with PWD across the life span</td>
<td>Analyze models of assessment, prevention, intervention and evaluation to work with children with disabilities and their families</td>
<td>AIPE Part I, II, III &amp; IV</td>
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| PB 14  
PB 35  
PB 37  
CSI EPAS 3: evaluate, select and implement appropriate multi-dimensional assessment, diagnostic, intervention and practice evaluation tools with PWD across the life span  
CSI EPAS 6: evaluate the effectiveness of practice and programs in achieving intended outcomes for PWD  
CSI EPAS 12: implement appropriate interventions with PWD  
CSI EPAS 13: re-evaluate and adjust service plans for PWD on an ongoing basis | Apply culturally appropriate assessment, intervention, prevention and evaluation strategies with children with disabilities and their families | AIPE Part I, II, III & IV |
| PB 1 | Advocate for client access to the services of social work | AIPE Part II & V |
| PB 20  
CSI EPAS 5: Respect and promote PWD right to dignity and self-determination | Engage in practices that advance social and economic justice for children with disabilities and their families | AIPE Part II & V |
| PB 33  
CSI EPAS 11: Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances and events | Assess client strengths and limitations and coping strategies to reinforce and improve the quality of life for children with disabilities and their families | AIPE Part I |
| PB 34 | Develop mutually agreed-on intervention goals and objectives | AIPE Part IV |
| PB 8  
CSI EPAS 2: Apply ethical decision making skills when working with PWD across the life span. | Apply ethical decision making skills to work with children with disabilities and their families | AIPE Part I, II, III, IV & V |
| CSI EPAS 8: Adopt organizational policies, procedures, and resources to facilitate provision of services to PWD and their caretakers | Adopt organizational policies, procedures, and resources to facilitate provision of services to children with disabilities and their caretakers | AIPE Part II |
| CSI EPAS 9: Work collaboratively with clients and others to effect sustainable systemic change | Work collaboratively with children with disabilities, their caretakers and others to effect sustainable systemic change | AIPE Part II & IV |
EPAS  At the end of the course, the student will be able to:

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<td>CSI EPAS 10: develop culturally responsive relationships with clients with disabilities and their caretakers</td>
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**Class Requirements**

Requirements include attendance, participation, and the completion of a five-part paper on social work practice with children with disabilities. The requirements for the paper are described below, after the syllabus.

**Required Text:**


Collection of readings distributed electronically.

**Class Attendance & Participation** - Students are expected to attend and be prepared to take part in each class session. Attendance will be taken at the beginning of every class. It is the student's responsibility to get materials, handouts or class notes from one of your classmates if you are not in class. Late arrival to class is disruptive and should be avoided.

**Please make note of CSI's Attendance Policy** –

A student who is absent in excess of 15 percent of the class hours in the semester is assigned a grade of WU (withdrew unofficially), subject to the discretion of the instructor. Fifteen percent equals eight hours for a course that meets four hours a week, six hours for a course that meets three hours a week.

Complete all readings prior to each class session and participate actively and thoughtfully in the discussion of the designated content.

**Weather**-- It is the general policy of the College not to cancel regularly scheduled classes because of weather conditions. However, there are instances where especially adverse and hazardous weather conditions make it impossible to travel and to conduct academic activities at the campus. Students can find out about decisions to close the College because of extreme weather by dialing:

718.982.3333 or 4444
Any weekday, 24 hours a day.
If there is any trouble reaching this number, call Public Safety at 718.982.2116.

**Special Needs** – The College of Staten Island is committed to making reasonable efforts to assist individuals with documented disabilities. Students with special learning needs should notify the instructor in order to discuss appropriate accommodations. If you are seeking classroom accommodations under the Americans with Disabilities Act (ADA), you are required
to make an initial request for accommodation to the Office of Services for Students with Disabilities, and provide appropriate supporting documentation.

Students may consult with the Center for Student Accessibility or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

Location: Center for the Arts (1P), Room 101
Phone: (718) 982.2510
Fax: (718) 982.2117
Email: ODS@csi.cuny.edu

**Expectations for written work** – Written work should show thoroughness, accuracy, clarity, and professionalism. Such writing generally requires first writing, then review, then editing and rewriting. All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation. All papers should be typed, double spaced, with numbered pages. Each assignment should be titled, dates, annotated with your name, and stapled.

**Plagiarism** – Presenting others ideas as your own is a serious violation and will result in a failing grade.

**Assignments** – All assignments are due on the date assigned. Exceptions will only be made for emergencies in which case the instructor must be notified prior to the due date. Late assignments will earn ½ credit for the assignment.

**Electronics** – All cell phones, pagers and laptops (unless the student has a documented need for assistive technology) should be turned off during the class. If the student has an emergency and needs access to their phone, they must consult with the instructor. If the student uses the cell phone, or other electronics without prior discussion with instructor, the student will be warned for the first infraction. If use continues, the student will be asked to leave the classroom for the remainder in the class, resulting in an absence.

**Grading**

Grades will be based on the following assignments:
- AIPE Part I: Assessment 15%
- AIPE Part II: Intervention 30%
- AIPE Part III: Prevention 20%
- AIPE Part IV: Evaluation 15%
- AIPE Part V: Reflection 20%

**Grading Policies**

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**Week One: Getting To Know One Another/ Review of Critical Knowledge**
This class allows students to introduce themselves to each other, discuss their reason for taking the concentration and what they hope to achieve professionally with their degree. It also allows for discussion of class assignments for the semester. Finally, a short review of critical knowledge about disability nomenclature, disability history, and disability legislation will be provided.

**Reading**
Webb & Drisko, Chapter 1: The Challenge of Meeting Children’s Needs

Webb & Drisko, Chapter 2: Necessary Background for Helping Children

**Week Two: The History of Childhood, Kids Culture and Discussion of Young Folks Today**
Social workers need to understand that childhood disability needs to be discussed within a larger framework of childhood, and that childhood is not just a chronological or biological thing. That is not thinking about childhood critically and social workers need to do that. They need to understand childhood from a social and historical perspective, with particular reference to what is happening to children and childhood today. Kids with disabilities experience their own childhood, more or less, within these same large social-historical processes.

**Readings**


Video: I Am A Child (ILO video about childhood servitude and exploitation)
Free Fall (video about runaways in the US)

Video: Secret of the Wild Child

Students will bring examples from internet, news media related to the way we currently think about children today, compared to the classical era of childhood.
Week Three: Legislation, Policies and Services Related to Children with Disabilities
This class will review important legislation and policy related to children with disabilities. This will include entitlement programs, habilitative and educational approaches, and directional and family support services.

Reading
IDEA—the Individuals with Disabilities Education Act (http://nichcy.org/laws/idea)
IDEA, the Individual with Disabilities Education Act, is our nation’s special education law. The IDEA guides how states, school districts, and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

NCLB—No Child Left Behind Act (http://nichcy.org/laws/nclb)
The No Child Left Behind (NCLB) Act, Public Law (PL) 107-110, is the nation’s latest general education law. It amends the Elementary and Secondary Education Act (ESEA) and has brought sweeping changes to our educational systems.

Section 504 of the Rehabilitation Act (http://nichcy.org/laws/section504)
Before there was IDEA, there was the Rehabilitation Act of 1973, a civil rights law that prohibits discrimination on the basis of disability. Section 504 of this Act continues to play an important role in education, especially for students with disabilities who may not qualify for special education services under IDEA.

Americans with Disabilities Act (http://nichcy.org/laws/ada)
Passed by the Congress and signed into law by the President in July 1990, the ADA is the first comprehensive declaration of equality for people with disabilities. The ADA protects the civil rights of people with disabilities in all aspects of employment, in accessing public services such as transportation, and guaranteeing access to public accommodations such as restaurants, stores, hotels and other types of buildings to which the public has access.

Assistive Technology Act (http://nichcy.org/laws/ata)
Assistive technology can greatly improve the access and function of people with disabilities in school, work, home, and community. The Assistive Technology Act is intended to ensure that people with disabilities have access to assistive technology devices and services.

Week Four: Families and Disability I
This class acknowledges the impact on family when a child is born with a disability, or becomes disabled. As in all work with children, work with the family is crucial. How to support parents, siblings, caregivers and the child with a disability is examined.

Reading
Webb & Drisko, chapter 6: Working with the Family
Berry, J. (2008). Lifespan Perspective on Family and Disability. Austin: Pro-Ed. Chapters 2 (Disability and the family system), 4 (Family stress, coping and support), 5 (Families and early childhood), 6 (Families and school years) & 7 (Families and adolescence)

Panel of Parents with Children with Disabilities

**Week Five: Assessment, Planning and Contracting**
Assessment, intervention objectives; evidence-based interventions for social work practice with children with disabilities. Although the language of the DSM must be understood for successful social work practice, the DSM will also be critiqued. Biopsychosocial assessment is emphasized.

**Reading**
APA, DSM-5, Childhood disorders

Webb & Drisko, chapter 4: Biopsychosocial Assessment of the Child


**Week Six: Interventions with Children with Disabilities**
Interventions that may be used with children with disabilities are examined. Interventions grounded in social constructionism will be emphasized.

**Reading**

Webb & Drisko, chapters 7 (individual play therapy), 8 (group work with children), 9 (school based interventions)


**Week Seven: Autism: An Evolving Story**
All around us we see the autism explosion. Autism is a condition in the process of constant redefinition with different kinds of knowledge being generated. It’s a spectrum disorder, so different levels of disability are involved. Assessment, mutually-agreed upon goals and evidence-based interventions. Practice grounded in social constructionism is emphasized.

**Reading**


**Week Eight: Children with Developmental Disabilities**
Assessment, evidence-based interventions and social work professional roles for working with children with developmental disabilities and their families. Practice grounded in social constructionism is emphasized.

**Reading**


**Week Eight: Cerebral Palsy and Related Neurological Conditions**
Cerebral palsy is one of the most common physical disabilities among children. Most of the time its cause is not known, hence it is difficult to prevent and its rate is fairly stable. United Cerebral Palsy is one of the oldest agencies serving children with physical disabilities. This class will consist of an overview of cerebral palsy and a discussion of the various programs and supports used for children with this condition and their families. Assessment, mutually agreed upon goals, and evidence-based interventions. Practice grounded in social constructionism is emphasized. Guest lecturers from United Cerebral Palsy.

**Reading**
Week Nine: Children with Chronic Health Conditions
Increasing with medical knowledge and technology are the number of children with chronic health conditions many of whom experience disability as an acute or chronic condition. Children with cancer, cystic fibrosis, epilepsy, those born prematurely, children with a head injury, all may experience disability at some time or another. Assessment, mutually agreed upon goals, and evidence-based interventions. Practice grounded in social constructionism is emphasized. Social work professional roles in hospitals and health clinics.

Reading


Week Ten: Children with Mental Health Disabilities
Biopsychosocial and cultural contexts of emotional disorders; theories of etiology; diagnosis; prevalence of mental disorders in children and adolescents; what we know about continuity of disorders from childhood into adulthood.

Reading
APA, DSM-5, Childhood Disorders

Duke University’s Center for Developmental Epidemiology – various studies of the well-being of children and the prevalence of emotional disorders in children and adolescents http://devepi.mc.duke.edu/index.html

Week eleven: Children with Mental Health Disabilities
“Internalizing Disorders” such as depression, anxiety and psychosis in childhood and adolescence. Grief reactions. Assessment, mutually agreed upon goals, and evidence-based interventions. Practice grounded in social constructionism is emphasized. Social work roles in mental health clinics and hospitals.

Reading


Week Twelve: Children with Mental Health Disabilities
“Externalizing Disorders” such as behavioral control problems, attention problems, substance abuse. The unique responses of adolescents to their disabilities. Assessment, mutually agreed upon goals, and evidence-based interventions. Practice grounded in social constructionism is emphasized. Social work roles in non-mental health settings such as schools, criminal justice and healthcare settings.

Reading


Week 13: Social Work Practice in Settings Serving Children with Disabilities
“Systems of care”, interagency coordination among governmental agencies and NGOs. Examples of successful integrative approaches involving child welfare, education, healthcare, mental health services, criminal justice, and developmental disability agencies. Implications for policy.
This class includes presentations by social workers on Staten Island who currently work in settings serving children with disabilities and their families. The presentations will orient the student to the roles social workers play and the various challenges they face in their work.

**Week Fourteen: Prevention with Children with Disabilities**
The public health approach to prevention of disabilities for children and adolescents.

**Reading**


**Classic Readings**

Assessment, Intervention, Prevention and Evaluation (AIPE) paper

NOTE: Students will take this course simultaneously with the course on Introduction to Social Work Practice with People with Disabilities. Students are urged, but not required, to coordinate class projects in these two courses. It is possible to pick one topic and do written assignments for both classes related to it. This might reduce your research time.

Students are expected to either a) identify a child with a disability (and their family) in their field placement, or b) use a case study provided by the professor, and develop an assessment, intervention, prevention and evaluation plan.

Outline of AIPE plan

I. Assessment (15 points) (approximately 6 pages)
   a. Child and family history (brief)
   b. Bio-psycho-social-spiritual assessment
   c. Medical model diagnosis (include DSM, if appropriate)
   d. Experiences of oppression and marginalization
   e. Strengths and limitations

II. Intervention (30 points) (approximately 12 pages)
   a. Micro level intervention (10 points) (approximately 4 pages)
      i. Describe two appropriate interventions, including the conceptual frameworks on which the interventions are based. One must be grounded in social constructionism
      ii. Choose one intervention and justify your decision, based on:
         1. Ethical and value issues
         2. Empirical evidence
         3. Self-determination & dignity
         4. Other considerations
   b. Mezzo level intervention (10 points) (approximately 4 pages)
      i. Describe two appropriate interventions, including the conceptual frameworks on which the interventions are based. One must be grounded in social constructionism
      ii. Choose one intervention and justify your decision, based on:
         1. Ethical and value issues
         2. Empirical evidence
         3. Self-determination & dignity
         4. Other considerations
   c. Macro level intervention (10 points) (approximately 4 pages)
      i. Describe two appropriate interventions, including the conceptual frameworks on which the interventions are based. One must be grounded in social constructionism
      ii. Choose one intervention and justify your decision, based on:
         1. Ethical and value issues
         2. Empirical evidence
         3. Self-determination & dignity
         4. Other considerations

III. Prevention (20 points) (approximately 8 pages)
   a. Identify and describe primary, secondary and tertiary prevention strategies (one each) appropriate and relevant to this child and family
   b. Choose one prevention strategy and justify your choice, based on:
      i. Ethical and value issues
ii. Empirical evidence
iii. Self-determination & dignity
iv. Other considerations
c. Develop a prevention plan for the strategy you chose

IV. Evaluation (15) (approximately 4 pages)
a. Choose an intervention (micro, mezzo, macro or prevention) selected in Part II or III
b. Develop a plan to measure the effectiveness of the intervention
c. Identify or create one measurement instrument

V. Reflections (20 points) (approximately 6 pages)
a. What are the human rights issues for this child and family?
b. What are the social and economic justice issues for this child and family?
c. How are you different or similar to this child and family?
d. Where there any decisions you might have made that required you to set aside your personal values and biases to be guided by professional values in selecting an appropriate intervention for this child and family?
   i. If yes, describe the value dilemma
   ii. If no, why do you think there were not any value dilemmas?
e. How would you advocate for access to services with/for this child and family?
f. How did you, or would you, ensure that the focus of work, desired outcomes, intervention plan was mutually agreed upon between you and the child and family?
SWK 7cc: Social Work Practice with Adults with Disabilities
College of Staten Island/CUNY
Department of Sociology, Anthropology, and Social Work

Semester: Faculty:
Day, Time Phone:
Office: 3 credits

Course Description:
Third of four courses in the Social Work Practice with Adults with Disabilities concentration. This is an advanced practice course on social work practice with adults with disabilities. It addresses types of human variances referred to as “disabilities” from a social constructionist framework. The social construction framework utilized in this course asserts that disability is not inherent in the individual as a deficit, but rather, is often a set of physical and social barriers that can constrain people. This course is designed to promote inclusive policies and practices for adults with disabilities. The intersectionality of disability and other diversity factors will be explored critically.
Prerequisite: Completion of first year of MSW, or Advanced Standing; successful completion of Introduction to Social Work Practice with People with Disabilities

Learning Objectives

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<td>PB 12 CSI EPAS 3: evaluate, select and implement appropriate multi-dimensional assessment, diagnostic, intervention and practice evaluation tools with PWD across the life span</td>
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Requirements include attendance, participation, and the completion of a five-part paper on social work practice with adults with disabilities. The requirements for the paper are described below, after the syllabus.

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**Grading**

Grades will be based on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>AIPE Part I: Assessment</td>
<td>15%</td>
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<td>AIPE Part II: Intervention</td>
<td>30%</td>
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<tr>
<td>AIPE Part III: Prevention</td>
<td>20%</td>
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<tr>
<td>AIPE Part IV: Evaluation</td>
<td>15%</td>
</tr>
<tr>
<td>AIPE Part V: Reflection</td>
<td>20%</td>
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**Grading Scale**

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<td>D</td>
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<td>59 and below</td>
<td>F</td>
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</table>
**Week one: Introduction**
A short review of critical knowledge about disability nomenclature, disability history, and disability legislation. Will review individual, societal and feminist models of disabilities, and the development of norms.

**Reading**
Rothman, J. (2003). Introduction (pp. xvii-xxi), Chapters 1, 2 & 3
Mackelprang & Salsgiver. (2009). Chapter 1
Tomorrow I’m going to rewrite the English language (p. 57). In L. Keith (Ed.), “What happened to you”? New York: The New Press.

**Week Two: Legislation, Policies and Services Related to Adults with Disabilities**
This class will review important legislation and policy related to adults with disabilities. This will include entitlement programs, habilitative and educational approaches, and directional and family support services.

**Reading**

**Week three: Disability, Human Development and Identity Development**
A variety of theories will be covered including traditional developmental theories, theories of adaptation to disability, developmental theory in the context of disability, theories of human development related to identity, social-ecological model of human development, disability identity as a learned social role, empowering and normalizing disability identity, Rolland’s three categories of disability identity, avoidance of disability identity and disability and the minority experience.

**Reading**
**Week Four: Understanding Disability Experiences**
This class will address the onset, course, and outcome of disabilities; and, the experience of limitations and stereotypes.

**Reading**
- Rothman: Chapter 8, 9
- Mackelprang & Salsgiver. (2009). Chapter 4

**Week five: Engagement with Adults with Disabilities**
Topics will include trust and relationship building, empathy and sympathy, self-monitoring and the assumptions trap, developing patience and understanding, and, reducing fear and discomfort.

**Reading**
- Rothman, chapter 10 & 11

**Week six: Assessment**
The focus is on professional social work assessments and evaluations. Various models will be discussed including medical and social models of assessment, socio-ecological models, universal design and access, ecological framework, strengths perspective, bio-psycho-social-spiritual assessment, and a disability-specific framework for assessment. Will also address quality of life issues and conducting a community needs assessment.

**Reading**
- Rothman, Chapter 12
- APA, DSM-5

**Week seven: Interventions for Social Work Practice with Adults with Disabilities**
Models of practice for working with individuals with disabilities. Intervention models include prevention, crisis intervention, advocacy, case management and social constructionist models. Community models are discussed including self-help group model, empowerment model and the social action/functional community model.

**Reading**
- Rothman, Chapters 13, 14 & 15

**Week eight: Disability Grouping Systems; Adults with Mobility Impairments**  
This week the class will examine various strategies of grouping disabilities. We will also explore mobility disabilities, congenital disabilities, and acquired mobility-related disabilities. Assessment, treatment objectives; evidence-based interventions. Common and unique issues will be discussed.

**Reading**  
Rothman: Chapter 7 & 10 (communicating across physical immobility)  

**Week nine: Deafness and Hearing Impairments; Visual Impairments**  
Terminology, deaf culture, late onset deafness, language will be explored. Visual disabilities, causes of blindness and visual impairment, social stigma, and consequences of stereotyping are explored. Assessment, mutually agreed upon goals, and evidence-based interventions. Practice grounded in social constructionism is emphasized.

**Reading**  
Rothman: Chapter 10 (communicating across sensory impairment)  
Mackelprang & Salsgiver. (2009). Chapters 7 & 8  

**Week ten: Adults with Autism, Developmental and Cognitive Disabilities**  
Topics include developmental and intellectual disabilities, down syndrome, autism, seizure disorders, cognitive disabilities, traumatic brain injury and the psychosocial consequences of cognitive disabilities. Assessment, mutually agreed upon goals, and evidence-based interventions. Practice grounded in social constructionism is emphasized.

**Reading**  
Rothman: Chapter 10 (communicating across development & cognitive differences)  
Week eleven: Chronic Health Conditions
Increasing with medical knowledge and technology are the number of adults with chronic health conditions many of whom experience disability as an acute or chronic condition. Among the most common causes of disability worldwide are infectious diseases (HIV/AIDS, Hepatitis C) and cardiovascular disease. Assessment, mutually agreed upon goals, and evidence-based interventions. Practice grounded in social constructionism is emphasized.

Reading

Week twelve: Adults with Mental Health Disabilities
We will cover a variety of issues related to mental health disabilities, including mental illness classifications; historical aspects of mental health disabilities; social context of mental health; language, meaning, and mental health disability and living with a mental health disability. Assessment, mutually agreed upon goals, and evidence-based interventions. Practice grounded in social constructionism is emphasized.

Reading
APA, DSM-5 Disorders of Adulthood

Week thirteen: The Disability Resource and Support Network
There are a range of public and private resources for working with people with disabilities. Assistive and adaptive technology are highlighted. Public and private resources are discussed. Political models are also provided, including the coalition-building model, political advocacy models and social empowerment model.

Reading
Rothman, Chapters 16-22

**Week fourteen: Multiple Oppressions, Intersectionalities and Multiple Identities**
Explores the multiple oppressions that may be faced by people with disabilities who are women, people of color, LGBTI or who have multiple disabilities. Culturally appropriate assessment and evidence-based interventions for diverse populations of people with disabilities.

**Reading**

**Bibliography**
Assessment, Intervention, Prevention and Evaluation (AIPE) paper

NOTE: Students will take this course simultaneously with the course on Social Work Practice with Elders with Disabilities. Students are urged, but not required, to coordinate class projects in these two courses. It is possible to pick one topic and do written assignments for both classes related to it. This might reduce your research time.

Students are expected to either a) identify an adult with a disability in their field placement, or b) use a case study provided by the professor, and develop an assessment, intervention, prevention and evaluation plan.

Outline of AIPE plan

I. Assessment (15 points) (approximately 6 pages)
   a. Client's family history (brief)
   b. Bio-psycho-social-spiritual assessment
   c. Medical model diagnosis (include DSM, if appropriate)
   d. Experiences of oppression and marginalization
   e. Strengths and limitations

II. Intervention (30 points) (approximately 12 pages)
   a. Micro level intervention (10 points) (approximately 4 pages)
      i. Describe two appropriate interventions, including the conceptual frameworks on which the interventions are based. One must be grounded in social constructionism.
      ii. Choose one intervention and justify your decision, based on:
         1. Ethical and value issues
         2. Empirical evidence
         3. Self-determination & dignity
         4. Other considerations
   b. Mezzo level intervention (10 points) (approximately 4 pages)
      i. Describe two appropriate interventions, including the conceptual frameworks on which the interventions are based. One must be grounded in social constructionism.
      ii. Choose one intervention and justify your decision, based on:
         1. Ethical and value issues
         2. Empirical evidence
         3. Self-determination & dignity
         4. Other considerations
      iii. Choose one intervention and justify your decision, based on:
         1. Ethical and value issues
         2. Empirical evidence
         3. Self-determination & dignity
         4. Other considerations
   c. Macro level intervention (10 points) (approximately 4 pages)
      i. Describe two appropriate interventions, including the conceptual frameworks on which the interventions are based. One must be grounded in social constructionism.
      ii. Choose one intervention and justify your decision, based on:
         1. Ethical and value issues
         2. Empirical evidence
         3. Self-determination & dignity
         4. Other considerations

III. Prevention (20 points) (approximately 8 pages)
a. Identify and describe primary, secondary and tertiary prevention strategies (one each) appropriate and relevant to this adult with disabilities
b. Choose one prevention strategy and justify your choice, based on:
   i. Ethical and value issues
   ii. Empirical evidence
   iii. Self-determination & dignity
   iv. Other considerations
c. Develop a prevention plan for the strategy you chose

IV. Evaluation (15) (approximately 4 pages)
a. Choose an intervention (micro, mezzo, macro or prevention) selected in Part II or III
b. Develop a plan to measure the effectiveness of the intervention
c. Identify or create one measurement instrument

V. Reflections (20 points) (approximately 6 pages)
a. What are the human rights issues for this adult with disabilities?
b. What are the social and economic justice issues for this adult with disabilities?
c. How are you different or similar to this adult with disabilities?
d. Where there any decisions you might have made that required you to set aside your personal values and biases to be guided by professional values in selecting an appropriate intervention for this adult with disabilities?
   i. If yes, describe the value dilemma
   ii. If no, why do you think there were not any value dilemmas?
e. How would you advocate for access to services with/for this adult with disabilities?
f. How did you, or would you, ensure that the focus of work, desired outcomes, intervention plan was mutually agreed upon between you and the adult with disabilities?
SWK 7dd: Social Work Practice with Elders with Disabilities
College of Staten Island/CUNY
Department of Sociology, Anthropology, and Social Work

Semester: Faculty: 
Day, Time: Phone: 
Office: 
3 credits 

Course Description:
Fourth of four courses in the Social Work Practice with People with Disabilities concentration. This is an advanced practice course on social work practice with elders with disabilities. It addresses types of human variances referred to as “disabilities” from a social constructionist framework. The social construction framework utilized in this course asserts that disability is not inherent in the individual as a deficit, but rather, is often a set of physical and social barriers that can constrain people. This course is designed to promote inclusive policies and practices for elders with disabilities. The intersectionality of disability and other diversity factors will be explored critically.

Prerequisite: Completion of first year of MSW, or Advanced Standing; successful completion of Introduction to Social Work Practice with People with Disabilities

Learning Objectives

<table>
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<tr>
<th>EPAS</th>
<th>At the end of the course, the student will be able to:</th>
<th>Outcome Measures</th>
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<tbody>
<tr>
<td>PB 23 CSI EPAS 7: synthesize and differentially apply theories of human behavior and the social environment to guide practice with people with disabilities across the life span</td>
<td>Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation to social work practice with elders with disabilities</td>
<td>AIPE Part I &amp; II</td>
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<tr>
<td>PB 12 CSI EPAS 3: evaluate, select and implement appropriate multi-dimensional assessment, diagnostic, intervention and practice evaluation tools with PWD across the life span</td>
<td>Analyze models of assessment, prevention, intervention and evaluation to work with elders with disabilities</td>
<td>AIPE Part I, II, III &amp; IV</td>
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<td>Develop mutually agreed-on intervention goals and objectives</td>
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<td>CSI EPAS 10: develop culturally responsive relationships with clients with disabilities and their caretakers</td>
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Grading

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AIPE Part I: Assessment 15%
AIPE Part II: Intervention 30%
AIPE Part III: Prevention 20%
AIPE Part IV: Evaluation 15%
AIPE Part V: Reflection 20%

Grading Scale

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Course Outline

**Week one: Introduction**
A short review of critical knowledge about disability nomenclature, disability history, and disability legislation. Will review individual, societal and feminist models of disabilities, and the development of norms. A bio-psychosocial-spiritual view of aging, biological processes, psychological processes, social changes, stigma, attitudinal factors, and theories of aging.

**Reading**
Moody, 1-26 (required text)

**Week two: Human Development, Aging and Disabilities**
This class will explore disabilities and their impact on aging and elders. Developmental and cognitive disabilities, mental health disabilities, mobility disabilities, sensory disabilities, and chronic health problems. This will build on content from Social Work Practice with Adults with Disabilities.

**Reading**

**Week three: Understanding the Experiences of Elders with Disabilities**
This class will address the experience of diverse elders with disabilities. We will include the voices of informal caregivers, family members and workers.

**Reading**

**Week four: Legislation, Policies and Services Related to Elders with Disabilities**
This class will review important legislation and policy related to elders with disabilities. This will include entitlement programs, social insurance programs, rehabilitative approaches, and directional and family support services.

**Reading**
Social Security Act
Non-discrimination legislation

135
Medicare and Medicaid
Supplemental Security Income

Week five: Social and economic justice, and inequality and oppression
An examination of social and economic justice/injustice for elders with disabilities. Inequality and oppression faced by elders with disabilities.

Reading

Week six: Assessment, Intervention and Prevention with Elders with Disabilities
Assessment, mutually agreed upon goals, and evidence-based interventions. Practice grounded in social constructionism is emphasized.

Reading

Week seven: Elders with Physical and Sensory Disabilities
We will cover a variety of issues related to elders with physical disabilities, including classifications; social context of physical disability; living with a physical disability. Assessment, mutually agreed upon goals, and evidence-based interventions. Practice grounded in social constructionism is emphasized.

Reading

Week eight: Elders with Developmental and Cognitive Disabilities
Topics include elders with developmental and intellectual disabilities, down syndrome, autism, seizure disorders, cognitive disabilities, traumatic brain injury and the psychosocial
consequences of cognitive disabilities. Assessment, mutually agreed upon goals, and evidence-based interventions. Practice grounded in social constructionism is emphasized.

**Reading**


**Week nine: Elders with Mental Health Disabilities**

We will cover a variety of issues related to elders with mental health disabilities, including mental illness classifications; historical aspects of mental health disabilities; social context of mental health; language, meaning, and mental health disability and living with a mental health disability. Assessment, mutually agreed upon goals, and evidence-based interventions. Practice grounded in social constructionism is emphasized.

**Reading**


**Week ten: Ethical Dilemmas and Decision Making**

Ethical and value dilemmas and decision-making in social work practice with elders with disabilities. Special issues in working with elders with disabilities, including autonomy, paternalism, elder abuse and exploitation, end-of-life choices, and competence.

**Reading**


Week eleven: Family caregiving for Elders with Disabilities
This week the focus is on caregiving for family members. Issues facing partners who are also elderly, and adult children of elders with disabilities (sometimes called the “sandwich generation”) are discussed.

Reading

Week twelve: Long term care
The class covers long term care for elders with disabilities. Focus is on alternatives and/or additions to family caregiving.

Reading

Week thirteen: Community and Policy Issues

Reading
Moody, (text) 129-161 and 357-390.
Rothman, Chapters 16-19

Week fourteen: Disability and Aging Resources and Support Networks
Public sector, private sector and public-private intersections in service delivery for recreation, transportation and personal care. Assistive and adaptive technology are highlighted.

Reading
Rothman, Chapters 20-22
Assessment, Intervention, Prevention and Evaluation (AIPE) paper

NOTE: Students will take this course simultaneously with the course on Social Work Practice with Adults with Disabilities. Students are urged, but not required, to coordinate class projects in these two courses. It is possible to pick one topic and do written assignments for both classes related to it. This might reduce your research time.

Students are expected to either a) identify an elder with a disability in their field placement, or b) use a case study provided by the professor, and develop an assessment, intervention, prevention and evaluation plan.

Outline of AIPE plan

VI. Assessment (15 points) (approximately 6 pages)
   a. Client’s family history (brief)
   b. Bio-psycho-social-spiritual assessment
   c. Medical model diagnosis (include DSM, if appropriate)
   d. Experiences of oppression and marginalization
   e. Strengths and limitations

VII. Intervention (30 points) (approximately 12 pages)
   a. Micro level intervention (10 points) (approximately 4 pages)
      i. Describe two appropriate interventions, including the conceptual frameworks on which the interventions are based. One must be grounded in social constructionism.
      ii. Choose one intervention and justify your decision, based on:
          1. Ethical and value issues
          2. Empirical evidence
          3. Self-determination & dignity
          4. Other considerations

   b. Mezzo level intervention (10 points) (approximately 4 pages)
      i. Describe two appropriate interventions, including the conceptual frameworks on which the interventions are based. One must be grounded in social constructionism.
      ii. Choose one intervention and justify your decision, based on:
          1. Ethical and value issues
          2. Empirical evidence
          3. Self-determination & dignity
          4. Other considerations
      iii. Choose one intervention and justify your decision, based on:
          1. Ethical and value issues
          2. Empirical evidence
          3. Self-determination & dignity
          4. Other considerations

   c. Macro level intervention (10 points) (approximately 4 pages)
      i. Describe two appropriate interventions, including the conceptual frameworks on which the interventions are based. One must be grounded in social constructionism.
      ii. Choose one intervention and justify your decision, based on:
          1. Ethical and value issues
          2. Empirical evidence
          3. Self-determination & dignity
          4. Other considerations
VIII. Prevention (20 points) (approximately 8 pages)
   a. Identify and describe primary, secondary and tertiary prevention strategies (one each) appropriate and relevant to this elder with disabilities
   b. Choose one prevention strategy and justify your choice, based on:
      i. Ethical and value issues
      ii. Empirical evidence
      iii. Self-determination & dignity
      iv. Other considerations
   c. Develop a prevention plan for the strategy you chose
IX. Evaluation (15) (approximately 4 pages)
   a. Choose an intervention (micro, mezzo, macro or prevention) selected in Part II or III
   b. Develop a plan to measure the effectiveness of the intervention
   c. Identify or create one measurement instrument
X. Reflections (20 points) (approximately 6 pages)
   a. What are the human rights issues for this elder with disabilities?
   b. What are the social and economic justice issues for this elder with disabilities?
   c. How are you different or similar to this elder with disabilities?
   d. Where there any decisions you might have made that required you to set aside your personal values and biases to be guided by professional values in selecting an appropriate intervention for this elder with disabilities?
      i. If yes, describe the value dilemma
      ii. If no, why do you think there were not any value dilemmas?
   e. How would you advocate for access to services with/for this elder with disabilities?
   f. How did you, or would you, ensure that the focus of work, desired outcomes, intervention plan were mutually agreed upon between you and this elder with disabilities?
Course Description
Advanced social work practice with individuals and families. This course builds on professional values, ethics, principles, practice methods, and the person-in-environment perspective of the profession. Advanced social work practice with individuals, couples and families requires the professional use of self to restore, maintain, and enhance the biological, psychological, social, and spiritual functioning of individuals, couples and families. The course will cover the application of advanced social work knowledge and skills in multidimensional assessment, diagnosis, and intervention with people with emotional, mental, behavioral, intellectual and physical disorders, conditions, and addictions. Crisis intervention, brief and long-term psychotherapy and counseling, client-centered advocacy, consultation, and evaluation are covered. Interventions responsive to all dimensions of diversity are applied within the context of the therapeutic relationship guided by best practices and evidence-based guidelines. Prerequisite: SWK 6ee (Individual Practice I) or Advanced Standing

Educational Objectives

<table>
<thead>
<tr>
<th>EPAS</th>
<th>At the end of this course, students will be able to:</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB 32-35 CSI</td>
<td>complete an assessment and a treatment plan based on an understanding of applicable theory with consideration of bio-psychosocial variables.</td>
<td>AIPE assignment Part I &amp; III, IV</td>
</tr>
<tr>
<td>EPAS</td>
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<tr>
<td>EPAS</td>
<td>At the end of this course, students will be able to:</td>
<td>Outcome Measures</td>
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<tr>
<td>PB 14-17 CSI EPAS: Identify and use practitioner-client differences from a strengths perspective</td>
<td>demonstrate cultural competence and the recognition of the effects of race, gender, age, sexual orientation, culture, ethnicity and other areas of difference on the helping process and choose appropriate culturally sensitive practice interventions.</td>
<td>AIPE Part I &amp; III, IV</td>
</tr>
<tr>
<td>PB 21-22</td>
<td>utilize knowledge of research in practice and evaluation of practice in work with individuals and their families</td>
<td>AIPE Part VI</td>
</tr>
<tr>
<td>PB 23</td>
<td>apply theoretical models to practice situations in work with individuals and families.</td>
<td>AIPE Part III &amp; IV</td>
</tr>
<tr>
<td>PB 7-10</td>
<td>be self-reflective and self-critical concerning the values described in the NASW Code of Ethics and monitor personal biases while working with individuals and families of diverse backgrounds.</td>
<td>AIPE Part III, IV, V &amp; VII</td>
</tr>
<tr>
<td>PB 36-40</td>
<td>formulate and utilize interventions that consider the influence of poverty, oppression, racism, and other factors that create inequalities on individual's and family's abilities to thrive.</td>
<td>AIPE Part III &amp; IV</td>
</tr>
</tbody>
</table>

**Course Policies & General Policies**

**Students with disabilities policy**

The College of Staten Island is committed to making reasonable efforts to assist individuals with documented disabilities. Students with special learning needs should notify the instructor in order to discuss appropriate accommodations. If seeking classroom accommodations under the Americans with Disabilities Act (ADA), the student is required to make an initial request for accommodation to the Office of Services for Students with Disabilities, and provide appropriate supporting documentation.

Students may consult with the Office of Services for Students with Disabilities or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

Location: Center for the Arts (1P), Room 101  
Phone: (718) 982.2510  
Fax: (718) 982.2117  
Email: Center for Student Accessibility@csi.cuny.edu
Weather policy and instructions

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Professional Conduct

In SWK 7ee, as in all our courses, we emphasize a common humanity and a celebration of diversity, understanding and respecting differences among those we serve. Similarly, our classes demand a respect for other students and a civility of conduct that allows for the productive exchange of ideas, including those that are different from our own. As such, an unwillingness to listen respectfully to others or the making of derogatory remarks based on age, race, ethnicity, class, gender, sexual orientation, religious preference, or ability will not be tolerated and may be grounds for dismissal from the MSW Program.

The course will be conducted in a discussion format requiring the student's lively interest and involvement. There will be many small group exercises, role plays, demonstrations and other activities to enhance learning, and it is imperative that students be present and prepared to participate fully. It is also essential that the classroom be free of any distracting behavior. All electronic devices must be turned off during all class sessions and texting, making or receiving calls should be avoided throughout.

All students are expected to attend classes regularly, to arrive promptly, and to share actively in class assignments and discussions based both on readings and on experiential learning. Readings or assignments should be completed prior to each class session as scheduled to allow for fruitful discussion. **Lateness, excessive absences, or inadequate preparation will result in a reduction of the student's grade.** Timely presence and thoughtful participation are vital for both the individual and his/her classmates and will be considered as an essential component in evaluating the student's performance. Since this course is part of preparation for work in the profession, should an emergency arise which prevents attendance, the student is expected to call a classmate or the instructor beforehand to alert the class and the instructor that the student will be absent. The student will be held responsible for missed work or assignments given during the absence.

Students should notify the instructor at least a week prior if they will need to be out of school for religious observance. Accommodations will be made to take examinations or complete assignments at an alternate time.

Whenever there are any special circumstances which may interfere with timely completion of work, students are expected to discuss these matters with the instructor prior to the due date. Should it be necessary, in cases of hardship or emergency only, for a student to have additional time to complete the course, the option of receiving a grade of “I” (incomplete) must be discussed with the instructor at least a week prior to the expected completion of the course.

Students should consult the College calendar to assure awareness of any changes in scheduling.

Academic Integrity

The College of Staten Island regards acts of academic dishonesty with great seriousness. These include but are not limited to presenting ideas of others as one's own without adequate attribution (plagiarism), misrepresentation of records and credentials, and
cheating on examinations. In accordance with CUNY policies, students committing acts of dishonesty will be vigorously pursued and subject to disciplinary action. In the MSW program, these actions may include dismissal.

Teaching Methods
This course will be taught using experiential learning in addition to more traditional instruction. Student participation will be vital in every session as we conduct role plays, discussions, demonstrations, group exercises, and various educational activities. Students will also occasionally work on committees or in small groups to accomplish specific learning tasks, developing skills in teamwork that will assist them in working cooperatively in problem-solving with others once they enter the field. They will also occasionally work in pairs, practicing interviewing skills that will prepare them for forming relationships with those with whom they work.

Course Requirements
Assessment, Intervention and Evaluation Assignment (AIE): The student will complete one written assignment, submitted in four parts, all of which will incorporate the readings and classroom learning. In every submission, the student should demonstrate an understanding of relevant theory and should include empirical studies. The student will base this assignment on a person with whom they are working in their internship.

Submission 1: Assessment (Part I)
Submission 2: Individual Intervention (Part II)
Submission 3: Family Intervention (Part III)
Submission 4: Evaluation (Part IV) and Reflections (Part V)

Required Texts:


Course outline
Week 1: Introduction to advanced social work practice with individuals and families
Cooper and Lesser, (2011). Chapter 1
Witkin, Chapter 1 & 2
Week 2: Ethical Issues in social work practice  
Cooper & Lesser, Ch. 2

Goldenberg & Goldenberg, Ch. 6

Week 3-5: Assessment and Diagnosis in Social Work Practice.  
Apply traditional and social constructionist models of assessment to collaborative, strengths based social work practice. Clinical assessment, bio-psycho-social-spiritual-sexual assessment, and co-exploring meanings.  
Cooper & Lesser, Chapters 2-4  
APA DSM-5  
Witkin, Chapter 6

Week 6: Culturally Competent practice  
DUE: AIE, Part I  
Cooper & Lesser, Ch. 5  
Goldenberg & Goldenberg, Ch. 3  
Witkin, Chapter 5


Weeks 7-9: Traditional interventions with individuals and families. Psychodynamic models (object relations, self-psychology), relational theory, cognitive theory, behavioral theory, intergenerational models, experiential models, structural and strategic models.  
Cooper and Lesser, chapters 6-10  
Goldenberg & Goldenberg, chapters 7-12  
Witkin, Chapter 5


Weeks 10-13: Social constructionist models of social work intervention with individuals and families. Narrative therapy, solution focused therapy, collaborative therapy, and psychoeducational models.

Cooper & Lesser, ch. 11 & 12

Goldenberg & Goldenberg, Ch. 13-15

Witkin, Chapters 4


Week 14: Evaluation of individual and family interventions
DUE: AID Part II & III

Cooper & Lesser, Ch. 14

Goldenberg & Goldenberg, Ch. 16

Witkin, Chapter 9

Finals Week
DUE: AIE Part IV & V
Assessment, Intervention and Evaluation (AIE) paper
Students are expected to identify a person in their field placement and develop an assessment, intervention and evaluation plan.

Outline of AIE plan

I. Assessment (20 points) (approximately 8 pages)
   a. Client's family history (brief)
   b. Bio-psycho-social-spiritual-sexual assessment
   c. Medical model diagnosis (include DSM, if appropriate)
   d. Experiences of oppression and marginalization
   e. Strengths and limitations

II. Individual intervention (20 points) (approximately 8 pages)
   a. Describe an appropriate intervention grounded in social constructionism.
   b. Describe an appropriate traditional intervention (identify the theory).
   c. Select one of the above interventions and justify your choice based on the following:
      i. Ethical and value issues
      ii. Cultural considerations
      iii. Empirical evidence
      iv. Self-determination & dignity
      v. Other considerations
   d. Develop an intervention plan for the intervention you chose

III. Family Intervention (20 points) (approximately 8 pages)
   a. Describe an appropriate intervention grounded in social constructionism.
   b. Describe an appropriate traditional intervention (identify the theory).
   c. Select one of the above interventions and justify your choice based on the following:
      i. Ethical and value issues
      ii. Cultural considerations
      iii. Empirical evidence
      iv. Self-determination & dignity
      v. Other considerations
   d. Develop an intervention plan for the intervention you chose

IV. Evaluation (20 points) (approximately 8 pages)
   a. Develop a plan to measure the effectiveness of the intervention chosen in III
      i. Identify or create one measurement instrument (attach)
   b. Develop a plan to measure the effectiveness of the intervention chosen in IV
      i. Identify or create one measurement instrument (attach)

V. Reflections (20 points) (approximately 8 pages)
   a. What are the human rights issues for this person?
   b. What are the social and economic justice issues for this person?
   c. How are you different or similar to this person?
   d. Where there any decisions you might have made that required you to set aside your personal values and biases to be guided by professional values in selecting an appropriate intervention for this person?
      i. If yes, describe the value dilemma
      ii. If no, why do you think there were not any value dilemmas?
   e. How would you advocate for access to services with/for this person?
   f. How did you, or would you, ensure that the focus of work, desired outcomes, intervention plan were mutually agreed upon between you and this person?
Advanced social work practice with groups. This course builds on professional values, ethics, principles, practice methods, and the person-in-environment perspective of the profession. Advanced social work practice with groups requires the professional use of self to restore, maintain, and enhance the biological, psychological, social, and spiritual functioning of group members. The course will cover the application of advanced social work knowledge and skills in multidimensional assessment, diagnosis, and group intervention with people with emotional, mental, behavioral, intellectual and physical disorders, conditions, and addictions. Group interventions, including brief and long-term group psychotherapy and counseling, client-centered advocacy, consultation, and evaluation are covered. Interventions responsive to all dimensions of diversity are applied within the context of the therapeutic relationship guided by best practices and evidence-based guidelines.

Pre-requisite: SWK 6ff with a grade of B or higher or Advanced Standing

**Educational Objectives**

<table>
<thead>
<tr>
<th>EPAS</th>
<th>At the end of this course, students will be able to:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PB 14-17</td>
<td>CSI EPAS: Identify and use practitioner-client differences from a strengths perspective</td>
<td>identify the effects of race, gender, age, culture, sexual orientation, ethnicity, and other areas of difference on the helping process in work with groups</td>
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<tr>
<td>PB 7</td>
<td></td>
<td>develop greater self-awareness of personal values and biases as they have an impact on social work practice</td>
</tr>
<tr>
<td>PB 8-10</td>
<td></td>
<td>identify value dilemmas in practice, as they relate specifically to group and to social justice.</td>
</tr>
<tr>
<td>PB 38-40</td>
<td></td>
<td>use group process to effectively address issues likely to arise over the life of any group, including whole-group intervention and intervention with individual members.</td>
</tr>
</tbody>
</table>
EPAS | At the end of this course, students will be able to: | Outcome Measures  
---|---|---  
PB 38-40 | intervene to help the group resolve conflict, confront resistance, identify obstacles to the achievement of mutual aid and group cohesion necessary to reach group goals and individual member’s goals | Record of Service II  
PB 41 | evaluate the outcome and effectiveness of interventions with groups. | Group evaluation  
PB 22 | apply research to practice situations with groups. | Record of Service

**Course Policies & General Policies**

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The course will be conducted in a discussion format requiring the student’s lively interest and involvement. There will be many small group exercises, role plays, demonstrations and
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### Teaching Methods

This course will be taught using experiential learning in addition to more traditional instruction. Student participation will be vital in every session as we conduct role plays, discussions, demonstrations, group exercises, and various educational activities. Students will also occasionally work on committees or in small groups to accomplish specific learning tasks, developing skills in teamwork that will assist them in working cooperatively in problem-solving with others once they enter the field. They will also occasionally work in pairs, practicing interviewing skills that will prepare them for forming relationships with those with whom they work.
Course Requirements

There will be four written assignments, all with oral components, opportunities to present the material from their written assignments to the class for feedback and discussion.

Critical Incident Analysis: The first assignment asks the student to identify and analyze an event in the first few sessions of the group in which a critical incident occurred, a source of difficulty for the group in getting started, a breakthrough or challenge for an individual member, or a moment that influenced the ongoing concerns or beginning effectiveness of the group.

Records of Service I & II: The second and third assignments are records of service, a tool which requires the student to follow a problem involving the whole group or an individual member over several sessions. The student must apply research to identify appropriate interventions. The first record of service must also analyze ethical and value dilemmas in the group. The second record of service must address intervention strategies to help resolve problems of the group or individual members.

Group Evaluation: The fourth and final assignment will be a group evaluation in which the student will identify factors which have contributed to or prevented the group from becoming cohesive and achieving its goals. All of these assignments will be explained in greater detail in class. These papers demand analytic skills and competence in writing clearly and correctly. You are expected to present your ideas in an organized manner and with no errors in grammar, punctuation, spelling or diction.

In all of the written assignments, there should be consideration of elements in the work related to cultural and other forms of diversity. Considering the bio-psychosocial factors, the student will identify strengths, potential stressors, and areas of inequality and injustice faced by the group members. All assignments also require the student to be self-reflective and self-critical. For each of the first three papers, the student will find and read a minimum of three journal articles dealing with some aspect related to the material discussed, incorporate ideas from these readings into the paper, and cite these articles as needed in accordance with APA standards. For the final paper, the group evaluation, students are expected to provide an annotated bibliography including no fewer than five references, some of which may be chosen from the listing in the readings for the section on life cycle and theme-related groups in the course outline.

In general, clear, coherent and grammatically correct written communication is vital to becoming a social work professional, to sharing information with other professionals, and to being regarded as competent. Often, for example, social work records may be used in court proceedings, may appear in hospital charts, and may be used to advocate for clients to receive various resources. Consequently, the MSW Program maintains a high standard for written work. Assignments should be reviewed in advance of the due date to assure that there are no errors in grammar, spelling, word choice, or punctuation. Students who have difficulty in editing their written material, organizing their thoughts, or who need help in expressing themselves should seek assistance in the College Writing Center. Papers lacking adequate preparation will not receive a grade. Required re-writes will result in a reduction of grade.

Grading Policies

The critical incident and records of service together will be worth approximately 50% of your course grade, the group evaluation will be worth 30% of your grade, and your class participation will account for the remaining 20% of your grade.
Required Texts


Course Outline:

**Week 1**: Introduction to advanced social work practice with groups

*Required readings:*
Corey, ch. 1
Eford, ch. 1

**Week 2**: Ethical issues with groups

*Required readings:*
Corey, ch. 3
Eford, ch. 2

**Week 3**: Leading groups

*Required readings:*
Corey, ch. 3
Eford, ch. 2

**Week 4**: Group stages of development

*Required readings:*
Corey, ch. 4 & 5
Eford, ch. 6-10

Group Intervention Models

**Week 5**: Task groups

*Required readings:*
Corey, ch. 6
Eford, ch. 11

**Week 6**: Psychoanalytic groups

*Required readings:*
Eford, ch. 11

Critical Incident Assignment Due
Week 7: Gestalt and psychodrama in groups

Required readings:
Corey, ch. 8
Erford, ch. 17

Week 8: Psychoeducational groups

Required readings:
Erford, ch. 12

Record of Service with an Individual Due

Week 9: Person-Centered and Existential Approaches

Required readings:
Erford, ch. 13
Corey, ch. 9

Week 10: Rational-emotive behavioral therapy

Required readings:
Erford, ch. 14
Corey, ch. 14

Record of Service with Group Due

Week 11: Reality therapy and behavior therapy

Required readings:
Erford, ch. 15
Corey, ch. 15

Week 12: Solution focused brief therapy

Required readings:
Erford, ch. 15
Corey, ch. 16

Week 13: Adlerian and Transactional Analysis

Required readings:
Erford, ch. 16
Corey, ch. 12
Group Evaluation Due

**Week 14**: Evaluating groups

*Required readings:*
Erford, ch. 16
Course Description
First of two advanced year field internship courses. Students are placed in a social work setting that specializes in an area of disabilities – physical, developmental, and/or mental health – for 24 hours per week for a total of 360 hours per semesters. This field internship provides students with the opportunity to further integrate and build upon the knowledge, values and skills learned in the previous placement and to adequately prepare students for professional employment within the social work field. Students work under the supervision of a licensed MSW professional who provides guidance for learning in cooperation with the student's faculty liaison at CSI. Advanced direct interaction with individuals, groups and communities from diverse backgrounds aid the student with integrating concepts and principles from the classroom into their field setting.

Placements are made in a variety of agencies and organizations throughout the five boroughs of New York City and/or New Jersey. Students are expected to actively participate in the delivery of social work services. Each student's field placement is expected to include practice opportunities that will assist in the development of the core competencies.

Prerequisites: Admission to Advanced Standing or successful completion of all first year MSW course. Co-requisite: SWKii: Seminar III

Learning Objectives:

<table>
<thead>
<tr>
<th>EPAS/Learning Objective</th>
<th>Outcome Measures</th>
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</thead>
<tbody>
<tr>
<td>EPAS 2.1.1: Identify as a professional social worker and conduct oneself accordingly.</td>
<td>Learning Contract</td>
</tr>
<tr>
<td>CSI EPAS 1: Assess and address values &amp; biases regarding disabilities</td>
<td>Mid-Year Field Evaluation</td>
</tr>
<tr>
<td>EPAS/Learning Objective</td>
<td>Outcome Measures</td>
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<tr>
<td>EPAS 2.1.2: Apply social work ethical principles to guide professional practice.</td>
<td>Mid-Year Field Evaluation</td>
</tr>
<tr>
<td>CSI EPAS 2: Apply ethical decision-making skills when working with people with disabilities, across the life span</td>
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<tr>
<td>EPAS 2.1.3: Apply critical thinking to inform and communicate professional judgments.</td>
<td>Mid-Year Field Evaluation</td>
</tr>
<tr>
<td>CSI EPAS 3: Evaluate, select and implement appropriate multi-dimensional assessment, diagnostic, intervention and practice evaluation tools with people with disabilities across the life span</td>
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</tr>
<tr>
<td>EPAS 2.1.4: Engage diversity and difference in practice.</td>
<td>Mid-Year Field Evaluation</td>
</tr>
<tr>
<td>CSI EPAS 4: Identify and use practitioner-client differences from a strengths perspective</td>
<td></td>
</tr>
<tr>
<td>EPAS 2.1.5: Advance human rights and social and economic justice.</td>
<td>Mid-Year Field Evaluation</td>
</tr>
<tr>
<td>CSI EPAS 5: Respect and promote people with disabilities’ right to dignity and self-determination</td>
<td></td>
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<tr>
<td>EPAS 2.1.6: Engage in research-informed practice and practice-informed research</td>
<td>Mid-Year Field Evaluation</td>
</tr>
<tr>
<td>CSI EPAS 6: Evaluate the effectiveness of practice and programs in achieving intended outcomes for people with disabilities</td>
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<tr>
<td>EPAS 2.1.7: Apply knowledge of human behavior and the social environment.</td>
<td>Mid-Year Field Evaluation</td>
</tr>
<tr>
<td>CSI EPAS 7: Synthesize and differentially apply theories to human behavior and the social environment to guide practice with people with disabilities across the life span</td>
<td></td>
</tr>
<tr>
<td>EPAS/Learning Objective</td>
<td>Outcome Measures</td>
</tr>
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</tr>
<tr>
<td>EPAS 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social services.</td>
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<tr>
<td>CSI EPAS 8: Adapt organizational policies, procedures and resources to facilitate the provision of services to diverse people with disabilities and their caregivers</td>
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<td>EPAS 2.1.9: Respond to contexts that shape practice.</td>
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<td>CSI EPAS 9: Work collaboratively with clients with disabilities and others to effect sustainable system change</td>
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<tr>
<td>EPAS 2.1.10(a): Engagement.</td>
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</tr>
<tr>
<td>CSI EPAS 10 a: Develop culturally responsive relationships with clients and others</td>
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<tr>
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<td>EPAS 2.1.10 (c): Intervention.</td>
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<td>CSI EPAS 10 c: Implement appropriate interventions with people with disabilities</td>
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<td>EPAS 2.1.10 (d): Evaluation</td>
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<tr>
<td>CSI EPAS 10 d: Reevaluate and adjust service plans for people with disabilities on a continuing basis.</td>
<td></td>
</tr>
</tbody>
</table>

Required Text:
Field Practice Manual. The College of Staten Island, MSW Program, 20130-14. (handout)

Learning Contract
In the beginning of the fall semester, students and field instructors are to create a Learning Contract according to the form provided by the Field Education Department. The learning contract should be considered an overall "roadmap" for the students learning experience throughout the year. The Learning Contract can and should be modified when changes occur.
Process Recordings
Process recording templates are available in the Field Manual. Students and field instructors are required to use process recordings by the MSW program. Process recordings are used to assist students in practicing skills of retention of the content of client interviews and to engage in self-reflection and self-evaluation.

The exact form of the process recording is to be determined by the field instructor and the extent to their use in supervision

Field Evaluation
The field instructor completes an evaluation at the end of each semester. The field evaluation form is the same for each semester so that the student and field instructor can take notice of areas of improvement in the students work. The program retains responsibility for assignment of field education grades.

The recommended process is for the student and field instructor to complete the evaluation form individually, and then meet together to discuss the results. If the student disagrees with what the field instructor has stated on the form they have the right to comment on the evaluation.

Students must turn in their evaluation with original signatures by the end of the semester in order to receive credit for the class. Students are encouraged to make copies of their field evaluations for their own records.

Evaluation and Grading
The grade in this course is based on the student's overall professional development and practice as exhibited by performance in the field agency. Performance in the field is evaluated by the student's agency field instructor and the faculty liaison cooperatively.
SWK 7hh: Advanced Year Field Internship IV

The City University of New York
The College of Staten Island
Department of Sociology, Anthropology and Social Work

SWK 7hh       Instructor
Social Work Field Advanced Field Internship III   Office Hours
Spring 2015       Phone #
3 credits

Course Description
Second of two advanced year field internship courses. Students continue in their placements in a social work setting that specializes in an area of disabilities – physical, developmental, and/or mental health – for 24 hours per week for a total of 360 hours per semesters. This field internship provides students with the opportunity to further integrate and build upon the knowledge, values and skills learned in the previous placement and to adequately prepare students for professional employment within the social work field. Students work under the supervision of a licensed MSW professional who provides guidance for learning in cooperation with the student's faculty liaison at CSI. Advanced direct interaction with individuals, groups and communities from diverse backgrounds aid the student with integrating concepts and principles from the classroom into their field setting.
Prerequisite: Successful completion of SWK 7gg and SWK 7ii. Co-requisite SWK 7jj.

Learning Objectives:

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<tr>
<th>EPAS/Learning Objective</th>
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<tr>
<td>EPAS 2.1.1: Identify as a professional social worker and conduct oneself accordingly.</td>
<td>End-of-Year Field Evaluation</td>
</tr>
<tr>
<td>CSI EPAS 1: Assess and address values &amp; biases regarding disabilities</td>
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<td>EPAS 2.1.2: Apply social work ethical principles to guide professional practice.</td>
<td>End-of-Year Field Evaluation</td>
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<tr>
<td>CSI EPAS 2: Apply ethical decision-making skills when working with people with disabilities, across the life span</td>
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<td>EPAS 2.1.3: Apply critical thinking to inform and communicate professional judgments.</td>
<td>End-of-Year Field Evaluation</td>
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<td>CSI EPAS 3: Evaluate, select and implement appropriate multi-dimensional assessment, diagnostic, intervention and practice evaluation tools with people with disabilities across the life span</td>
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<td>EPAS 2.1.4: Engage diversity and difference in practice.</td>
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<td>CSI EPAS 4: Identify and use practitioner-client differences from a strengths perspective</td>
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<td>EPAS 2.1.5: Advance human rights and social and economic justice.</td>
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<tr>
<td>CSI EPAS 5: Respect and promote people with disabilities’ right to dignity and self-determination</td>
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<td>EPAS 2.1.6: Engage in research-informed practice and practice-informed research</td>
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<td>CSI EPAS 6: Evaluate the effectiveness of practice and programs in achieving intended outcomes for people with disabilities</td>
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Process Recordings
Process recording templates are available in the Field Manual. Students and field instructors are required to use process recordings by the MSW program. Process recordings are used to assist students in practicing skills of retention of the content of client interviews and to engage in self-reflection and self-evaluation.

The exact form of the process recording is to be determined by the field instructor and the extent to their use in supervision.

Field Evaluation
The field instructor completes an evaluation at the end of each semester. The field evaluation form is the same for each semester so that the student and field instructor can take notice of areas of improvement in the students work. The program retains responsibility for assignment of field education grades.

The recommended process is for the student and field instructor to complete the evaluation form individually, and then meet together to discuss the results. If the student disagrees with what the field instructor has stated on the form they have the right to comment on the evaluation.

Students must turn in their evaluation with original signatures by the end of the semester in order to receive credit for the class. Students are encouraged to make copies of their field evaluations for their own records.

Evaluation and Grading
The grade in this course is based on the student's overall professional development and practice as exhibited by performance in the field agency. Performance in the field is evaluated by the student's agency field instructor and the faculty liaison cooperatively.
Course Description
First of two advanced integrative seminar courses. This course supports the educational focus of students’ agency-based internship. The course assist students in applying in their agencies the knowledge acquired throughout the MSW advanced curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their internship education beyond their individual placements and gain an understanding of social work practice in diverse settings.
Prerequisite: Admission to Advanced Standing program or successful completion of all first year MSW course. Co-requisite: SWK 7gg.

Learning Outcomes
Building on competencies attained last semester, by the end of the field placement experience the student will be able to:

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<thead>
<tr>
<th>Learning Objective</th>
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<td>1.1.1 practice personal reflection and self-correction to assure continual professional development;</td>
<td>Process recordings&lt;br&gt;Logs/journals</td>
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<td>1.1.1 demonstrate professional demeanor in behavior, appearance, and communication;</td>
<td>Process Recordings/ Journals</td>
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<td>2.1.1 engage in career-long learning</td>
<td>Journal</td>
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<td>2.1.1 use supervision and consultation</td>
<td>Process recordings</td>
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<td>2.1.1 attend to professional roles and boundaries</td>
<td>Journals/ process recordings</td>
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<td>2.1.2 tolerate ambiguity in resolving ethical conflicts</td>
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<td>2.1.2 recognize and manage personal values in a way that allows professional values to guide practice</td>
<td>Journals/process recordings</td>
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<td>2.1.2 apply strategies of ethical reasoning to arrive at principled decisions</td>
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<td>2.1.4 view themselves as learners and engage those with whom they work as informants.</td>
<td>Process recordings</td>
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<td>2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social services.</td>
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<td>2.1.5: Advance human rights and social and economic justice</td>
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**Class Attendance & Participation**

Students are expected to attend and be prepared to take part in each class session. Attendance will be taken at the beginning of every class. It is the student’s responsibility to get materials, handouts or class notes from one of your classmates if you are not in class. Late arrival to class is disruptive and should be avoided.

Please make note of CSI's Attendance Policy –

*A student who is absent in excess of 15 percent of the class hours in the semester is assigned a grade of WU (withdrew unofficially), subject to the discretion of the instructor. Fifteen percent equals eight hours for a course that meets four hours a week, six hours for a course that meets three hours a week.*

Complete all readings prior to each class session and participate actively and thoughtfully in the discussion of the designated content.

**Weather**-

It is the general policy of the College not to cancel regularly scheduled classes because of weather conditions. However, there are instances where especially adverse and hazardous weather conditions make it impossible to travel and to conduct academic activities at the campus. Students can find out about decisions to close the College because of extreme weather by dialing:

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Any weekday, 24 hours a day.

If there is any trouble reaching this number, call Public Safety at 718.982.2116.
Special Needs
The College of Staten Island is committed to making reasonable efforts to assist individuals with documented disabilities. Students with special learning needs should notify the instructor in order to discuss appropriate accommodations. If you are seeking classroom accommodations under the Americans with Disabilities Act (ADA), you are required to make an initial request for accommodation to the Office of Services for Students with Disabilities, and provide appropriate supporting documentation.

Students may consult with the Office of Services for Students with Disabilities or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

Location: Center for the Arts (1P), Room 101
Phone: (718) 982.2510
Fax: (718) 982.2117
Email: ODS@csi.cuny.edu

Expectations for written work
Written work should show thoroughness, accuracy, clarity, and professionalism. Such writing generally requires first writing, then review, then editing and rewriting. All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation. All papers should be typed, double spaced, with numbered pages. Each assignment should be titled, dates, annotated with your name, and stapled.

Plagiarism – Presenting others ideas as your own is a serious violation and will result in a failing grade.

Assignments – All assignments are due on the date assigned. Exceptions will only be made for emergencies in which case the instructor must be notified prior to the due date. Late assignments will be graded down by at least one grade.

Electronics – All cell phones, pagers and laptops (unless the student has a documented need for assistive technology) should be turned off during the class. If the student has an emergency and needs access to their phone, they must consult with the instructor. If the student uses the cell phone, or other electronics without prior discussion with instructor, the student will be warned for the first infraction. If use continues, the student will be asked to leave the classroom for the remainder in the class, resulting in an absence.

Teaching Methods
This course incorporates a variety teaching methods utilizing a seminar and discussion model. Journals, papers, readings, discussions, student presentations, instructor modeling, video and visual aids, and exercises will be utilized. Students are to complete all assignments for each class prior to class so that they will be prepared to ask questions and discuss material as part of their mandatory class participation.

The course will provide students with the opportunity to develop the critical thinking skills that are necessary for a fruitful career in social work.

ASSIGNMENTS
Assignment #1: Weekly Journals:
The field journal serves as a way to chart both personal and professional growth. It is the faculty liaison’s best method for monitoring your progress; thus it should be done with care and thought. Through the journals, your faculty liaison checks your ability to present ideas clearly, analyze experiences, and apply practice principles to your day-to-day work in the field. The faculty liaison also checks for basic writing skills since writing is a critical social work skill. Your faculty liaison will also require that other issues/topics be addressed in your log.

What counts when writing your weekly journal?
1. Clarity and thoroughness of content.
2. Depth and perceptiveness of assessments and analysis.
3. Up to date, complete and confidential (use initials or first name only).
4. Openness and honesty in your journaling.
5. Improved level of skill development over time.
6. Improved quality of reflections and evaluations of self, clients, and events.
7. Improved quality of goals established and plans for accomplishing these goals.
8. Application of basic principles, terms, theories, practice wisdom, etc.
9. Log turned in on time.

ASSIGNMENT # 2: Seminar Contribution /Participation:
Each seminar session includes informal group discussion of learning experiences from the previous week in the agency. Through focused, professional discussion in the seminar, you will learn about generalist social work practice in different settings and can assist each other in learning how knowledge gained in one setting applies to other types of agencies.

Before coming to seminar, give some thought to the important events of your week and be prepared to share at least one topic in class. You may share an experience from which you gained insight into social work practice or bring up unresolved concerns. Appropriate topics for discussion include: positive/negative experiences, your strengths and areas needing development, the implications of your field experience for your choice of social work practice, personal insights, and requests for ideas or assistance.

In field courses, students have greater responsibility for guiding their own learning and developing their own skills than in any other social work classes. Class attendance and participation are essential. If you have to miss class for any reason, please notify the instructor prior to the class.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Session 1</th>
<th>General Topic: Introduction to the seminar class; agency setting and roles; learning contract</th>
</tr>
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<tbody>
<tr>
<td>Class Assignment/Activity</td>
<td>Weekly journal</td>
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<table>
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<tr>
<th>Session 2</th>
<th>General topic: self-directed learning and professional development</th>
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<tr>
<th>Session 3</th>
<th>General Topic: using supervision</th>
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<tr>
<td>Session</td>
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<td><strong>Session 4</strong></td>
<td>General topic: Working with People with Disabilities</td>
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<td><strong>Session 5</strong></td>
<td>General topic: Engaging with People with Disabilities and their families and caretakers</td>
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<td><strong>Session 6</strong>:</td>
<td>General topic: Assessment with People with Disabilities</td>
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<td><strong>Session 7</strong></td>
<td>General topic: Micro Interventions with People with Disabilities</td>
</tr>
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<td><strong>Session 8</strong></td>
<td>General topic: Mezzo (group) interventions with People with Disabilities</td>
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<td><strong>Session 9</strong></td>
<td>General topic: Macro intervention with People with Disabilities</td>
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<tr>
<td><strong>Session 10</strong></td>
<td>General topic: Federal policies and their impact on your clients and social work practice</td>
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<tr>
<td><strong>Session 11</strong></td>
<td>General topic: State Policies and their impact on your clients and social work practice</td>
</tr>
<tr>
<td>Session 12</td>
<td><strong>General topic:</strong> NASW policy statements about People with Disabilities</td>
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<tr>
<th>Session 13</th>
<th><strong>General Topic:</strong> Self-care</th>
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<tr>
<th>Session 14</th>
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<tr>
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SWK 7jj Social Work Advanced Integrative Seminar IV
The City University of New York
The College of Staten Island
Department of Sociology, Anthropology and Social Work

SWK 7jj
Social Work Advanced Integrative Seminar IV
Spring 2015
Credits: 2

Course Description
Second of two advanced integrative seminar courses. The integrative seminar is designed to support the educational focus of students’ agency-based practicum. The seminar assists students in applying in their agencies the knowledge acquired throughout the MSW curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their practicum education beyond their individual placements and gain an understanding of social work practice in diverse settings. A special project required for graduation is submitted in this course.

Prerequisites: Successful completion of SWK 7gg and SWK 7ii.

Learning Outcomes
Building on competencies attained last semester, by the end of the field placement experience the student will be able to:

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Plagiarism – Presenting others ideas as your own is a serious violation and will result in a failing grade.

Assignments – All assignments are due on the date assigned. Exceptions will only be made for emergencies in which case the instructor must be notified prior to the due date. Late assignments will be graded down by at least one grade.

Electronics – All cell phones, pagers and laptops (unless the student has a documented need for assistive technology) should be turned off during the class. If the student has an emergency and needs access to their phone, they must consult with the instructor. If the student uses the cell phone, or other electronics without prior discussion with instructor, the student will be warned for the first infraction. If use continues, the student will be asked to leave the classroom for the remainder in the class, resulting in an absence.

**Teaching Methods**
This course incorporates a variety teaching methods utilizing a seminar and discussion model. Journals, papers, readings, discussions, student presentations, instructor modeling, video and visual aids, and exercises will be utilized. Students are to complete all assignments for each class prior to class so that they will be prepared to ask questions and discuss material as part of their mandatory class participation.

The course will provide students with the opportunity to develop the critical thinking skills that are necessary for a fruitful career in social work.

**ASSIGNMENTS**
Assignment #1: Weekly Journals:
The field journal serves as a way to chart both personal and professional growth. It is the faculty liaison’s best method for monitoring your progress; thus it should be done with care and thought. Through the journals, your faculty liaison checks your ability to present ideas clearly, analyze experiences, and apply practice principles to your day-to-day work in the field. The faculty liaison also checks for basic writing skills since writing is a critical social work skill. Your faculty liaison will also require that other issues/topics be addressed in your log.

What counts when writing your weekly journal?
1. Clarity and thoroughness of content.
2. Depth and perceptiveness of assessments and analysis.
3. Up to date, complete and confidential (use initials or first name only).
4. Openness and honesty in your journaling.
5. Improved level of skill development over time.
6. Improved quality of reflections and evaluations of self, clients, and events.
7. Improved quality of goals established and plans for accomplishing these goals.
8. Application of basic principles, terms, theories, practice wisdom, etc.
9. Log turned in on time.

ASSIGNMENT # 2: Seminar Contribution /Participation:
Each seminar session includes informal group discussion of learning experiences from the previous week in the agency. Through focused, professional discussion in the seminar, you will learn about generalist social work practice in different settings and can assist each other in learning how knowledge gained in one setting applies to other types of agencies.
Before coming to seminar, give some thought to the important events of your week and be prepared to share at least one topic in class. You may share an experience from which you gained insight into social work practice or bring up unresolved concerns. Appropriate topics for discussion include: positive/negative experiences, your strengths and areas needing development, the implications of your field experience for your choice of social work practice, personal insights, and requests for ideas or assistance.
In field courses, students have greater responsibility for guiding their own learning and developing their own skills than in any other social work classes. Class attendance and participation are essential. If you have to miss class for any reason, please notify the instructor prior to the class.

GRADUATION SPECIAL PROJECT (CAPSTONE): CASE ANALYSIS
Using a client system from their field placement, each student will write a case analysis with the following components, capturing and synthesizing all major content areas in the MSW program: analysis of the client system; synthesis of the agency, community, and client contexts; assessment of the presenting problem(s); bio-psycho-social-spiritual assessment; analysis of the mutually agreed upon goals and plan of action in terms of potentially competing goals and plans; evaluation of intervention options at the micro, mezzo and macro levels; critique of the theoretical perspectives that inform the interventions proposed; analysis of the ethical issues and/or dilemmas involved in the case; evaluation of the intervention(s) and extrapolating from this case, provide a preliminary design for strategies that show promise of preventing similar problems identifying for which population(s) the proposed strategies are expected to be most successful, and specifying one or more groups who would benefit from a different strategy. All students will follow confidentiality guidelines when presenting their case analysis, ensuring that client identity is protected. This case analysis will also be used for assessment of student learning in the program.
<table>
<thead>
<tr>
<th>Session 1</th>
<th>General Topic: Winter break updates; Spring child abuse training; spring licensure review courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Assignment/Activity</td>
<td>Weekly journal</td>
</tr>
<tr>
<td>Session 2</td>
<td>General topic: Prevention interventions with People with Disabilities: primary</td>
</tr>
<tr>
<td>Class Assignment/Activity</td>
<td>Weekly journal</td>
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<tr>
<td>Session 3</td>
<td>General Topic: Prevention interventions with People with Disabilities: secondary</td>
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<tr>
<td>Class Assignment/Activity</td>
<td>Weekly journal</td>
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<tr>
<td>Session 4</td>
<td>General topic: Prevention interventions with People with Disabilities: tertiary</td>
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<tr>
<td>Class Assignment/Activity</td>
<td>Weekly journal</td>
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<tr>
<td>Session 5</td>
<td>General topic: Self-reflection and self-correction</td>
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<tr>
<td>Class Assignment/Activity</td>
<td>Weekly journal</td>
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<tr>
<td>Session 6:</td>
<td>General topic: Managing personal values</td>
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<td>Class Assignment/Activity</td>
<td>Weekly journal</td>
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<tr>
<td>Session 7</td>
<td>General topic: Ethical reasoning</td>
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<tr>
<td>Class Assignment/Activity</td>
<td>Weekly journal</td>
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<tr>
<td>Session 8</td>
<td>General topic: Human rights and people with disabilities</td>
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<tr>
<td>Class Assignment/Activity</td>
<td>Weekly journal</td>
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<tr>
<td>Session 9</td>
<td>General topic: International policies on disabilities</td>
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<tr>
<td>Class Assignment/Activity</td>
<td>Weekly journal</td>
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<tr>
<td><strong>Session 10</strong></td>
<td><strong>General topic</strong>: Social and economic justice for people with disabilities</td>
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<tr>
<td>Class Assignment/Activity</td>
<td>Weekly journal</td>
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<tr>
<td><strong>Session 11</strong></td>
<td><strong>General topic</strong>: Resume writing</td>
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<tr>
<td>Class Assignment/Activity</td>
<td>Weekly journal</td>
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<tr>
<td><strong>Session 12</strong></td>
<td><strong>General topic</strong>: Resume sharing</td>
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<tr>
<td>Class Assignment/Activity</td>
<td>Weekly journal</td>
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<tr>
<td><strong>Session 13</strong></td>
<td><strong>General Topic</strong>: Job search</td>
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<tr>
<td>Class Assignment/Activity</td>
<td>Weekly journal</td>
</tr>
<tr>
<td><strong>Session 14</strong></td>
<td><strong>General topic</strong>: The Future: Work, licensure, life-long learning, and self-care.</td>
</tr>
<tr>
<td>Class Assignment/Activity</td>
<td>Weekly Journal</td>
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ELECTIVES

SWK 7nn: Human Sexuality for the Social Work Practice

College of Staten Island
Department of Sociology, Anthropology, and Social Work

Semester: Spring 2015
Day & Time: Monday 6:30-9:20 p.m.
Phone: 718.982.4161 Office: 4S/227
Office Hours: Monday 4:30-6:25 p.m.
Credits: 3

Faculty: Lacey Sloan, Ph.D., MSSW
email address: lacey.sloan@csi.cuny.edu

Course Description
Advanced exploration of the field of human sexuality as it relates to social work practice. Using both a political framework and a biopsychosocial framework, the course will review key biological aspects of reproductive anatomy and physiology that are relevant to social work practice. The course will apply a range of theories to the study of sexual behavior, sexual orientation and concepts of gender. Students will explore how social and cultural ideas and ideals regarding human sexuality are shaped. Students will consider human sexuality from historical and multicultural perspectives.

Course Objectives

<table>
<thead>
<tr>
<th>Upon completion of the course, the student will be able to:</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the evolution and maintenance of personal sexual values, biases and attitudes</td>
<td>Paper #1</td>
</tr>
<tr>
<td>Analyze the influence and compatibility of personal sexual values and attitudes with previous and current sexual behaviors.</td>
<td>Paper #1</td>
</tr>
<tr>
<td>Engage in self-reflection about personal reactions to the range and variety of sexual needs and expressions.</td>
<td>Experiential assignment</td>
</tr>
<tr>
<td>understand different sexual needs and expressions within the context of community, cultural and other environmental influences.</td>
<td>Experiential assignment</td>
</tr>
<tr>
<td>understand human sexual development within the life-cycle framework, including the physiological and psychological similarities between males &amp; females.</td>
<td>Quizzes</td>
</tr>
<tr>
<td>understand the sexual needs and expressions of sexually oppressed groups, such as people who are elderly; persons with disabilities; gay, lesbian and bisexual individuals; rape and incest survivors.</td>
<td>Quizzes</td>
</tr>
<tr>
<td>Educate others on reproduction, intimacy, sensuality, identity and sexualization.</td>
<td>Oral presentation</td>
</tr>
<tr>
<td>Intervene with victims of childhood sexual abuse and adult sexual coercion.</td>
<td>Quizzes</td>
</tr>
<tr>
<td>comfortably discuss issues related to sexuality with others (e.g., clients)</td>
<td>Oral presentation</td>
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</table>
Upon completion of the course, the student will be able to:

<table>
<thead>
<tr>
<th>Outcome Measures</th>
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<tbody>
<tr>
<td>integrate theoretical knowledge with practice techniques when working with clients who present with sexual issues</td>
</tr>
<tr>
<td>identify and analyze relevant policies and their influence on human sexuality.</td>
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<tr>
<td>evaluate and apply human sexuality research findings to practice</td>
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</tbody>
</table>

COURSE ORGANIZATION
This course will employ an active learning approach and will utilize readings, lectures, class discussions, role plays, group exercises, audio-visual presentations, and guest speakers. Sexually explicit material is a significant component of this class.

REQUIRED TEXT/STUDY GUIDE

COURSE POLICIES & GENERAL POLICIES
1. Content on diversity, oppression, social and economic justice
This course will include attention to the impact on oppressed, vulnerable, and at risk populations with a strong emphasis on understanding the processes that perpetuate oppression and unequal access to systems of power. Of special interest is the role that institutional racism, sexism, homophobia/heterosexism, xenophobia and ethnocentrism, poverty, alienation, and other oppressive conditions play a role in shaping the research agenda and overcoming its limitations to promote social and economic justice.

2. Students with disabilities policy
The College of Staten Island is committed to making reasonable efforts to assist individuals with documented disabilities. Students with special learning needs should notify the instructor in order to discuss appropriate accommodations. If you are seeking classroom accommodations under the Americans with Disabilities Act (ADA), you are required to make an initial request for accommodation to the Office of Services for Students with Disabilities, and provide appropriate supporting documentation.
Students may consult with the Center for Student Accessibility or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.
Location: Center for the Arts (1P), Room 101
Phone: (718) 982.2510
Fax: (718) 982.2117
Email: ODS@csi.cuny.edu

3. Weather policy and instructions
It is the general policy of the College not to cancel regularly scheduled classes because of weather conditions. However, there are instances where especially adverse and hazardous weather conditions make it impossible to travel and to conduct academic activities at the campus. Students can find out about decisions to close the College because of extreme weather by dialing 718.982.3333 or 4444 any weekday, 24 hours a day. If there is any trouble reaching this number, call Public Safety at 718.982.2116.

4. Student Expectations:
   a. Attendance at all class sessions.
b. Complete readings and assignments prior to each class session and participate actively and thoughtfully in the discussion of the designated content.

c. Respectful communication that expresses beliefs and ideas without personal attack.

d. Complete readings and assignments prior to each class session and participate actively and thoughtfully in the discussion of the designated content.

e. The use of critical thinking to evaluate and respond to course material.

f. Complete all course work by assigned dates. Exceptions will only be made for emergencies in which case the instructor must be notified prior to the due date. Late assignments will be graded down by at least one grade point.

g. Students are urged to prepare each written assignment with great care. I expect that, in writing papers, you will demonstrate excellent communication skills and language facility. Please take the time to proofread your work and assure that your style, spelling and grammar reflect a high level of quality. In addition, you should be familiar with the APA style manual (5th Edition) and use it in your assignments where applicable. Finally, please be aware of the significance of non-sexist, non-racist language for both written and oral presentations.

h. "I" (incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with the instructor prior to the final week of class. A time for completion of the incomplete work is established by College policy (See section on Grading Policy below).

i. Students should allow sufficient travel time to arrive to class on time. Late arrival is disruptive to the class. Students who frequently arrive late will lose participation points at the discretion of the instructor. Please be sure to turn off cell phones and pagers before class.

j. Some class materials and discussions will be sexually explicit and may make you uncomfortable. Mild or moderate discomfort is typical of the learning process. If you feel you must leave a class session because of your discomfort, let me know before you leave and schedule an appointment to talk with me about it. You will be held responsible for all information covered during the class.

CLASS DISCUSSION GUIDELINES
The class will develop its own guidelines during the first class session. At a minimum –
• Information revealed in class is confidential and cannot be discussed outside of the classroom. Violation of the confidentiality guideline will not be tolerated.
• You may challenge your classmates’ ideas and opinions, but you must show respect for them and their individual differences.

k. This syllabus may be changed with prior notice to the class via Blackboard.

COURSE REQUIREMENTS
Your final grades will be computed based on these weights for the following assignments:
Quizzes 20 points
Paper #1 20 points
Presentation 20 points
Final paper 20 points
Experiential 20 points
Total 100 points

ASSIGNMENTS
Quizzes – Quizzes will be conducted as listed in the course outline. The format will be a combination of objective (multiple choice, true/false) and subjective (applied short answer) questions.

Paper #1 – Development of Gender and Sexual Values, Attitudes and Beliefs
For this paper you will clearly articulate your values, attitudes and beliefs about a variety of topics, and then describe the positive and negative experiences that have directly or indirectly influenced the formation of them. Please choose a minimum of four topics from among the following, and organize your papers using your choices as subheadings:

- Premarital sex
- Same-sex relationships
- Gay adoptions
- Contraception / Protection
- Abortion
- Masturbation
- Extra-relational sex (i.e., “affairs”)
- Pornography
- Commercial sex work (i.e., prostitution)
- Safer sex education – Abstinence education
- Treatment vs. punishment of sex offenders
- Male and female roles – traditional vs. egalitarian
- Fetishes or unusual sexual interests
- Another sex or gender-related topic that is important to you

A number of factors may have influenced the development of your thinking about these topics; examples include the following:

- Religious upbringing
- Educational experiences/teachers
- Peers or friends
- The media (music, TV, magazines, movies, etc.)
- Parents and family (involvement, education, family life)
- Cultural or ethnic background
- Social experiences
- Other experiences that have been important to you

Be sure to include your age, culture, the number and sex of the children in your family of origin, where you are in the birth order, and your parents’ marital status. Give your paper an interesting title that reflects its content. Do not just write a chronology of your life…you need to describe your gender and sexual attitudes, beliefs, and values and specifically how they came to be that way. Length will generally be from 8-10 pages. Please turn in an electronic copy of your paper.

ORAL PRESENTATION

The purpose of this assignment is to give you an opportunity to learn about a particular issue and/or population in depth and to develop specialized skills in that area. Choose a topic from the list provided above or develop one of you own (subject to my approval) for this assignment. Please email me with your request for a topic. To encourage a variety of content, no duplicate topics will be permitted – so the earlier you express interest in a particular topic, the more likely you will be able to have your first choice. Each student will prepare a 15-minute oral presentation, accompanied by PowerPoint slides or Prezi presentation, that will include relevant and interesting statistics about the target population, any competing theories that might explain the etiology of the issue, the various practice theories that might be applicable, and treatment options that are suggested in the literature. Emphasis should be placed on evidence-based practice and education. All information must be collected from credible research or clinical literature, and the sources for your information must be cited on your PowerPoint slides or Prezi using APA style. Credible research and clinical literature can be found via various databases, including but not limited to the Medline, PsychInfo, PyscFIRST, and the Web of Science. The database available through your textbook publisher’s website may be a good place to start. Clinically and theoretically oriented books on the subject area of your choice are also
permissible – but not pop psychology or self-help books. Website-based information should be avoided. If there are competing philosophies or opinions about your issues, present both/all sides and then give your evaluation of the merits of each. Be sure to include any relevant ethical or legal implications of practice with the population, and describe any social forces, norms, economic factors, or social policy that might be influential.

Plan your presentation as if you were speaking at a professional conference, and prepare handouts that would be helpful to practitioners and educators (e.g., a list of suggested reading, a list of resources that would be helpful to clients, a “best practices” guideline). Oral presentations will be scheduled throughout the remaining semester, with the dates to be determined after your topic is approved. Be sure to review the grading criteria sheet as you prepare. Following is a quick summary of the guidelines to make your slide presentation effective and successful:

• Stick to one main idea per slide
• Use phrases rather than complete sentences
• Use only six to seven words per line, totaling no more than 40 characters
• Use no more than 6 to 7 lines of printing per slide, with a blank line in between each
• Use at least an 18-point font size
• Simplify graphics and do not over-reduce artwork
• Use easy-to-read colors, such as white or yellow on a blue background
• Double-check your message: It should be easily grasped in 30 to 40 seconds per slide

FINAL PAPER
You will have a choice of two assignments for this final paper, and you should choose based on your interest – clinical or management/policy.

Option 1 – For those of you interested in macro/policy issues, read the following two articles:

Write a brief synopsis of Baumeister’s paradigm of female sexuality, and then write a well-resourced (i.e., evidence from scholarly work), logical critique of the strengths and weaknesses of his position. Finally, describe your own perspective as to the validity of his view, and delineate the policy and practice implications.

Option 2 – For those of you with clinical interests, write a well-resourced, well-organized description of the debate as to whether “sex addiction” is really an addiction. Next, describe your own perspective on the debate, and logically support the validity of your point of view. Finally, describe the practice implications for professionals working with these kinds of clients. For this paper, a minimum of 5 references (peer-reviewed articles or scholarly clinical works) are required.

IMPORTANT NOTE – Internet resources (e.g., Wikipedia, pop-psychology websites) are not acceptable references; you must cite scholarly work. Older materials are only acceptable if seminal work; if at all possible, use references from the last decade! If you are uncertain how to access current, scholarly resources, contact Karen Hartman, our librarian.
EXPERIENTIAL
Each student will engage in an activity related to human sexuality that you have not engaged in before. Students may not engage in sexual behavior for this assignment. For example, you might visit an “adult” toy store or attend an adult toy party, attend an S & M ball, participate in a rally, testify before the legislature, etc. You must obtain prior approval from me before pursuing your activity. After the activity, each student will write a report on their activities, including self-reflection of your reactions, values, and new insights. Each activity should take approximately one hour. The paper should be approximately 3-5 pages.

GRADING POLICIES/SCALES

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<tr>
<th>Points</th>
<th>Grade</th>
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<tr>
<td>94-100</td>
<td>A</td>
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<tr>
<td>90-93</td>
<td>A-</td>
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<td>87-89</td>
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<td>83-86</td>
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<td>80-82</td>
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<td>77-79</td>
<td>C+</td>
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<td>73-76</td>
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<td>70-72</td>
<td>C-</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>59 or below</td>
<td>F</td>
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Grade of Incomplete
A report of Incomplete can be given in place of a grade when the work for the semester has been passing but has not been completed, because of illness or some other reason that, in the opinion of the instructor, justifies such a report. It is the student’s responsibility to initiate a request for an incomplete. The student must initiate the request prior to the final day of class. The instructor has the prerogative to grant or deny the student’s request. If an incomplete is granted, a contract for completion must be negotiated between the student and the faculty member.

CSI Policy on Incomplete Grades
The grade INC is a temporary grade assigned when, in the instructor's judgment, course requirements are not completed for valid reasons. Recipients of INC are required to complete all assignments before the end of classes during the succeeding semester. If a grade of INC is not changed before the last day of classes of the succeeding semester, it will automatically be changed to a grade of FIN. If the required work is not completed for continuing valid reasons, the course instructor may grant an extension. Such extensions shall not exceed a period of more than two years beyond the original due date of the uncompleted work. Faculty and student must sign the Incomplete (IN) Grade Agreement Form.

COURSE OUTLINE (subject to change as required to cover class material appropriately)

Class 1
Attendance, survey, syllabus, introductions, expectations, guidelines, terminology

Class 2
Discuss Chapter 1 – Perspectives on Human Sexuality
Discuss Chapter 2 – Sex Research: Methods and Problems

Class 3
Discuss Chapter 3 – Gender Issues
Quiz today (Chapter 1, 2, 3)
Selection of presentation topic due before class today

Class 4
Discuss Chapter 4 – Female Sexual Anatomy and Physiology
Discuss Chapter 5 – Male Sexual Anatomy and Physiology
Quiz today (Chapter 4, 5)

Class 5
Discuss Chapter 6 – Sexual Arousal & Response

Papers due today

Class 6
Discuss Chapter 7 – Love & Communication in Sexual Relationships
Discuss Chapter 8 – Sexual Behaviors

Presentations begin today
Quiz today (Chapter 6, 7, 8)

Class 7
Discuss Chapter 9 – Sexual Orientations
Presentations

Class 8
Discuss Chapter 10 – Contraception
Discuss Chapter 11 – Conceiving Children: Process and Choice
Quiz today (Chapter 9, 10, 11)

Spring Break

Class 9
Discuss Chapter 12 – Sexuality during Childhood & Adolescence
Presentations

Class 10
Discuss Chapter 13 – Sexuality and the Adult Years
Presentations
Quiz today (Chapter 12, 13)

Class 11
Discuss Chapter 14 – Sexual Difficulties & Solutions
Discuss Chapter 15 – Sexually Transmitted Diseases
Quiz today (Chapter 14, 15)

Class 12
Discuss Chapter 16 – Atypical Sexual Behavior
Speaker – Sex therapist

Class 13
Discuss Chapter 17 – Sexual Coercion
Speaker

Class 14
Discuss Chapter 18 – Sex for Sale
Presentations
Quiz today (Chapter 16, 17, 18)

Class 15
Final discussions & course wrap-up
Final Presentations

Classic Readings


Professional Journals
Advances in Contraception
Archives of Sexual Behavior
Electronic Journal of Human Sexuality
Family Planning Perspectives
Journal of Homosexuality
Journal of Psychology and Human Sexuality
Journal of Sex and Marital Therapy
Journal of Sex Education and Therapy
Journal of Sex Research.
Sex Roles: A Journal of Research

Professional Associations
The American Association of Sex Educators, Counselors, and Therapists (AASECT)
The Society for the Scientific Study of Sexuality (SSSS)
The International Academy of Sex Researchers (IASR)
The Society for Sex Therapy and Research (SSTAR)
Websites
Chapter 1
Sexuality Information and Education Council of the United States (SIECUS)
http://www.siecus.org
Society for Human Sexuality http://www.sexuality.org
Society for the Scientific Study of Sexuality http://www.sexscience.org

Chapter 2
Kinsey Institute for Research in Sex, Gender, and Reproduction
http://www.indiana.edu/~kinsey/
Sexuality Research Information Service http://www.indiana.edu/~sris/
National Sexuality Resource Center http://nsrc.sfsu.edu/Index.cfm?Page=18&PageID=1

Chapter 3
About Gender http://www.gender.org/uk/about/
Feminist Internet Gateway http://www.feminist.org/gateway/master2.html
Articles, essays, conference proceedings on sex roles
http://www.nau.edu/wst/access/roles/roleart.html
Social Sciences Information Gateway: Sex Roles and Women’s Issues
http://sosig.esrc.bris.ac.uk/roads/sunject-listing/Europe-cat/sexiss.html

Chapter 4
Women’s Health Issues http://feminist.com/health.htm
Breast Self-Exam Demonstration http://www.hsc.sunyb.edu/baldwin/checking.htm
Save the Children http://www.savethechildren.ca/en/whatwedo/isfemgen.html
Home Health UK http://www.homehealth-uk.com/medical/femalemain.htm

Chapter 5
Sexual Health
http://www.sexualhealth.com/content/index.cfm?Topic=Men's%20Sexual%20Health
Men’s Health http://www.healthtouch.com/level/leaflets/101529/101529.html
Assessing and managing male sexual problems

Chapter 6
Adult Sexual Advisor http://www.realage.com/Connect/healthadvisor/adulthealth/crs/agevs.htm

Chapter 7
Sex Education Links http://www.bigeye.com/sexeducation/passion.html
Improving Intimacy with your Mate without Losing your Boundaries
http://sfhelp.org/Rx/mates/intimacy.htm

Chapter 8
Cooperative Communication Skills Extended Learning Community http://www.coopcomm.org
Assertive Communication http://www.umr.edu/~counsel/assert.html

Chapter 9
Tutor Gig http://www.tutorgig.com/encyclopedia/getdfn.jsp?keywords=sexual_behavior
Go Ask Alice http://www.goaskalice.columbia.edu/Cat6.html
Celibacy FAQ http://mail.bris.ac.uk/~plmlp/ celibate.html

Chapter 10
Gay and Lesbian Resources http://www.lib.uchicago.edu/e/su/gaylesb/glguide.html
Gayscape.com www.gayscape.com

Chapter 11
Planned Parenthood http://www.plannedparenthood.org/
National Women’s Health Information Center http://www.4woman.gov
Journal of the American Medical Women’s Association http://jamwa.amwa-
doc.org/vol53/toc53_5.html

Chapter 12
Childbirth Organization http://www.childbirth.org
For prenatal loss http://www.hygieia.org
Fertility Information written by patients for patients http://www.pine
landpress.com/toc.html

Chapter 13
Electronic Journal of Human Sexuality Childhood sexuality article
Coalition for Positive Sexuality http://www.positive.org
CDC Reproductive Health Information Services
http://www.cdc.gov/nccdphp/drh/up_adolpreg.htm
American Social Health Association http://www.iwannaknow.org/

Chapter 14
Sexual Information for Aging Adults http://www.hs.ttu.edu/sexuality&aging/
National Institute on Aging http://www.nih.org/nia/
Cohabitation agreement http://stricklin.org/cohabitation.htm

Chapter 15
atHealth.com http://www.athealth.com/Consumer/newsletter/FPN_4_27.htm
Sexual Disorders http://www.priory.com/sex.htm
Male and Female Sexual Dysfunction http://www.csun.edu/~sr2022/soc456/links.htm
Male Sexual Dysfunction http://cpmcnet.columbia.edu/dept/utology/impotence.html

Chapter 16
American Association of Sex Educators, Counselors, and Therapists http://www.aasect.org/

Chapter 17
Centers for Disease Control and Prevention http://www.cdc.gov/nchstp/dstd/dstd.html
Safer Sex http://www.safersex.org
American Social Health Organization http://www.ashastd.org/
Chapter 18
Sex Info http://www.soc.ucsb.edu/sexinfo/?article=activity&refid=014
Sexual Assault Information Page http://www.cs.utk.edu/~bartley/salInfoPage.html
Minnesota Center Against Violence and Abuse http://www.mincava.umn.edu/

Chapter 19
Sexual Harassment Policy Resource http://sexualharassmentpolicy.com
National Institute of Justice http://www.ncjrs.org/txtfiles.harass.txt
Friends raping friends – could it happen to you?
http://www.cs.utk.edu/~bartley.acquaint/acquaintRape.html

Chapter 20
Computers and Academic Freedom : Sex, Censorship, and the Internet
http://www.eff.org/CAF/cafuiuc.html
United States Prostitutes Union http://www.bayswab.org/COYOTE.html
Semester: Spring 2015  Faculty:
Day & Time:
Phone:    Office:
Office Hours:.   email address:
Credits: 3

Course Description
Advanced knowledge and skills needed for practice in the field of child welfare. The course content includes an overview of relevant historical, legal, theoretical, research material as well as policy issues related to the child welfare system at the state and national levels. Students will learn the importance of advocating for social justice within a bureaucratic system as well as various alternatives to traditional foster care that exist in the United States. Discussions of the influence of racism, poverty and the media on child welfare will be integrated throughout the course. Student learning will focus on prevention, reporting, and investigation of child abuse and neglect, family preservation, out-of-home care, adoption, and services for adolescents. Students will learn to evaluate the impact of policies and to propose change in ineffective policies and service organizations.

Course Objectives

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<tr>
<th>At the end of the semester, the student will be able to:</th>
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<tr>
<td>Demonstrate an understanding of the impact of social work values and ethics on the history of child welfare and child protection.</td>
<td>Midterm exam</td>
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<tr>
<td>Implement procedures and tools used in the assessment of families.</td>
<td>Family assessment</td>
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<tr>
<td>Demonstrate how the interaction of individual, family, and environmental factors contribute to child abuse, neglect, and sexual abuse.</td>
<td>Midterm exam</td>
</tr>
<tr>
<td>Recognize and accurately identify physical, emotional, and behavioral indicators of child abuse, child neglect, and child sexual abuse in child victims and their families.</td>
<td>Final exam</td>
</tr>
<tr>
<td>Complete empirically-based assessments and interventions in child welfare direct practice within the problem-solving/solution-building and ecological systems framework.</td>
<td>Family assessment</td>
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</tbody>
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At the end of the semester, the student will be able to:

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<td>Design and implement direct practice assessments and interventions in relationship to issues that child welfare social workers most commonly encounter – including building on individual and family strengths/resiliency; maximizing client self-determination; empowering involuntary clients; collaborating with clients to formulate meaningful goals, objectives, and tasks; and helping clients address issues such as substance abuse, social discrimination/disempowerment, family disharmony, mental illness, and various types of environmental stresses.</td>
</tr>
<tr>
<td>Family assessment</td>
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<tr>
<td>Final exam (home study)</td>
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<tr>
<td>Write empirically-based evaluations of direct practice child welfare intervention.</td>
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<tr>
<td>Final exam</td>
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<tr>
<td>Implement the provisions of the Indian Child Welfare Act in cases studies or role plays.</td>
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<tr>
<td>Midterm exam</td>
</tr>
<tr>
<td>Identify, in relationship to specific types of cases, the range of services available to families and children.</td>
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<tr>
<td>Final exam</td>
</tr>
<tr>
<td>Evaluate the need for removal and placement of a child through weighing the risk to the child of continuing to remain in the home against the potential trauma of separation and placement.</td>
</tr>
<tr>
<td>Family assessment</td>
</tr>
<tr>
<td>Design and implement family-based models of intervention in child welfare practice, such as family preservation, family-centered services and family-centered crisis services.</td>
</tr>
<tr>
<td>Family assessment</td>
</tr>
<tr>
<td>Demonstrate specialized knowledge and sensitivity in providing direct practice child welfare services to traditionally disadvantaged groups – especially women, gay/lesbians, and American Indians.</td>
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<tr>
<td>Research project</td>
</tr>
<tr>
<td>Autonomously gather, critically evaluate, and skillfully apply specialized knowledge to address the unique needs of particular child welfare clients</td>
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<td>Family assessment</td>
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Course Requirements

Text Required
Videos: Once Were Warriors or Bastard Out of Carolina; Adoption & Safe Families Act; Family Group Decision Making; Worlds Most Dangerous Drug

Course Assignments
Midterm Examination – Take home, essay examination, which must be typewritten.
Final Examination – Take home; complete a New York Foster Care/Adoption Home study; format to be discussed in class.
Research Project/Report – Students must develop a research question, collect data, and report on their findings. The report should be approximate 15-20 pages double spaced in 12pt and must contain the following elements:

i. Problem statement/rationale for study
ii. Information on background community/agency/population
iii. Literature review
iv. Data Collection/survey/tool development
v. Data analysis
vi. Summary and recommendations

Family Assessment – Students will complete a family assessment which will be approximate 10-12 pages double spaced in 12pt. A format will be provided by the instructor. Students will be expected to utilize the SDM tools presented in class.

Assignment Weights
Midterm exam 15 points
Final exam 15 points
Research project 40 points
Family assessment 30 points
TOTAL 100 points

GRADING POLICIES/SCALES

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**Class Schedule**

**Week 1**
Introductions; Child Welfare Program Goals: Safety Permanency, & Well-Being  
Readings: Chapter 1 & 2

**Week 2**
Child Maltreatment: Physical Indicators, Behavioral Clues, and Child Development; and New York Intake Screening Criteria for Child Maltreatment  
Readings: Chapter 9 & 11

**Week 3**
Readings: Chapter 6 & 7

**Week 4**
Data Collection & Interviews Forensic vs. Therapeutic Interviews. Memory and Suggestibility. Forensic Interview Tape/Exercise.  
Readings: Chapter 5

**Week 5**
Structured Decision Making (SDM): Safety, Risk, and Strengths/Needs Assessments; Movie: Bastard Out of Carolina or Once Were Warriors  
Readings: Chapter 7

**Week 6**
Family Group Decision Making (FGDM) & the “Rapid Response”; and Partnership Based CP Services: “Signs of Safety (SOS).”  
Readings: Chapter 1 & 4

**Week 7**
MEPA & IEPA – “trans-racial foster care and adoptions” Cultural Considerations Cultural of Poverty

**Week 8**
Concurrent Permanency Planning: Plan A and Plan B; Full Disclosure and Relative Search – Best Practices; Reasonable & Active Efforts: and  
Readings: Chapter 3 & 10

**Week 9**
Juvenile Court; Timelines and Dispositions; Petition Writing, Rights of Parties vs. Participants; Court Reports; Court Appearances.  
Readings: Chapter 3, 10, 11

**Week 10**
Out-of-Placement; Community Support Provision or Placement: Case Examples & Discussion; Decisions, Preferences, and Settings.

**Week 11**
“Breakthrough Series Collaborative” & A Model for Systemic Change; Foster Care Team Approach for Placements and the New York CW Program Goals  
Readings: Chapter 4
Readings: Chapter 4

Week 13  Domestic Violence & Child Maltreatment, Readings: Chapter 10

Week 14  Special Issues: Substance Abuse – Rule 25 Assessments; Adult Mental Health - Partnership with Child Welfare; Working with Parents and Mental Illness. Children’s Mental Health Case Management (CMH), Disabilities and Waiver Services – MR, TBI, and CADI
Readings: Chapter 8
SWK 7kk: Immigration and Social Work Practice
College of Staten Island
Department of Sociology, Anthropology, and Social Work

Semester: Spring 2015

Course Description
Explores the global dimensions of refugee and immigrant status. This course will increase students' awareness of working with immigrants and refugees by exploring the knowledge that social workers must have to work effectively with newcomer populations of Staten Island. Students will gain working knowledge of various experiences people may have prior to arrival in the United States, as well as cultural adjustment, culture shock, post-traumatic stress, and war and refugee trauma. Advanced social work students of the 21st Century are required to utilize a global, multicultural lens when working with consumers in the macro, mezzo and micro domains. Newcomers to the U.S. need social workers with specific expertise to serve the communities in which they reside. The course will help develop that expertise.

Course Objectives
Upon completion of this course, the student will be able to:

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<th>Upon completion of this course, the student will be able to:</th>
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<td>Identify and critically analyze current immigration policies, regulations and legislative initiatives.</td>
<td>Immigration analysis</td>
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<td>Understand the legal differences between immigration, refugee and asylum seeking status, and how it impacts the social and economic issues affecting immigrants, refugees and asylum seekers.</td>
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<tr>
<td>Describe the history of immigration laws in the U.S., and its impact on immigration/border issues</td>
<td>Family immigration paper</td>
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<td>Analyze globalization and its impact on refugee, immigration and asylum issues.</td>
<td>Immigration analysis</td>
</tr>
<tr>
<td>Analyze current policy issues and emerging social needs affecting immigrants, refugees and asylum seekers, as well as resources available to these populations, and gaps in services.</td>
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<td>Apply culturally competent models as a means of assessing and developing professional and organizational competence.</td>
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<tr>
<td>Understand the commonalities and differences among different group of immigrants, refugees and asylum seekers with specific emphasis on family dynamics, health and mental health, and issues related to human trafficking.</td>
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<td>Identify and implement culturally competent practice with refugees, immigrants and asylum seekers.</td>
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Required Texts:


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Assignments
Your family immigration paper (25 points)
In-class presentation on a current immigration policy/issue (15 points)
Immigration analysis paper (20 points)
Immigrant family interview paper (40 points)

Course Outline
Unit I The global context, the United States, and immigration—conceptual underpinnings

Week 1: Overview of immigration, refugee and asylum issues.
Overview of course and its relationship to practice and field internship. Historical overview of immigration to North America. Revisiting immigration experiences in contemporary America. Interrelationships between micro and macro level issues in social work practice in immigration context. Ethical, values and cultural competence intrinsic to social work practice. Social and economic justice issues

Readings:
Potocky-Tripodi, M. Chapter 1. Introduction, Chapter 4. Culturally competent social work practice

Week 2: History of immigration policy in America

Readings:

Week 3 and 4: Different types of immigration status, social and economic implications and social work practice

Readings:
Potocky-Tripodi, M. Chapter 2. Immigration and refugee policies; Chapter 3. Service delivery systems.
United Nations High Commissioner for Refugees (UNHCR website on “Population of concern to UNHCR”: (Instructor suggested search terms) refugees, asylum-seekers, returned refugees, internally displaced persons (IDPs) protected/assisted by UNHCR, returned
IDPs, stateless persons, and others of concern to UNHCR, in more than 150 countries). [www.unhcr.org/statistics/populationdatabase](http://www.unhcr.org/statistics/populationdatabase)


Unit II Social work practice with immigrants and refugees, and work in resettlement agencies. Discussion on immigrant and refugee populations coming from several countries will include:

1. Children—foreign- and US-born
2. Elderly/aging
3. Persons with disabilities
4. HIV/AIDS and immigrants and their needs and the policies and restrictions confronting them

**Week 5 and 6: Immigrant communities: Transnational contexts, acculturation and intergenerational issues**

When home is in two countries—social work with transnational immigrants. Family transitions—gender roles in family and community context. Ethnic, US, and community identities. Responsiveness of social work programs to transnational immigrants.

*Readings:*

**Week 7: School performance and related issues**


*Readings:*
Potocky-Tripodi, M. Chapter 8. Language, education and economic well-being

Reflection paper on your family’s immigration is due in class:

**Week 8: Health and mental health, access to health care services.**


*Readings:*

**Week 9: Elderly immigrants and immigrants with disabilities**

Life stage of development and aging in different cultural contexts. Development of disability culture. Traditional societal and family relationships and response. Participatory approach to identify, assess and engage in treatment. Application of diversity models—empowerment, case management and the independent living model

*Readings*
Chapter 12: Models of Professional Practice.
Week 10: Victims of Human Trafficking
Human trafficking in the US—different modalities. Human trafficking as a process—is it an organized crime? Class discussion on the required readings

Readings:

Week 11: Survivors of torture
Trauma—coping strategies, resources, facilitating factors, impeding factors. Clinical and contextual practice issues—strengths and challenges. Roles of culture and spirituality. Role of state, and local government agencies and resettlement NGOs
Documentary: Living with torture

Readings
Potocky-Tripodi, M., Chapter 6. Mental health

Week 12: Cross-cultural conflict and resolution
Case study: Congo
Displacement and forced migration: programs and strategies
   a) Trauma counseling
   b) Support
   c) Social, recreational and children’s educational
   d) Family reunion
   e) Integration
   f) Human rights
Documentary: .Farmingville.

Readings:
Potocky-Tripodi, M., Chapter 9. Interethnic relations

Unit III Future directions in social work practice, research and policy

Week 13 Students’ presentations
Final Paper Due

Week 14: Students' presentations continued

Websites:
Trafficking in Persons: Global Patterns,

2005 White House Conference on Aging: International Observers,
http://www.aoa.gov/proff/international/whcoa_related/whcoa_related.asp
SWK 7mm: Drugs and Alcohol

Department of Sociology, Anthropology, and Social Work

Social Work Practice and Alcohol and Drugs

Faculty: Professor Patti A. Gross, LCSW

SWK 7mm

Phone; Office

Day, Time

Office Hours: Email

Course Description:
Advanced course in social work practice and alcohol and drugs. The course uses a social constructionist perspective to examine alcohol and drug use within contemporary society. The focus includes a historical analysis of alcohol and drug use, abuse and addiction. We will be investigating the complex relationship between individual and group behavior, and social structure. Central concepts such as social learning, labeling, power and inequality; as well as socio-cultural definitions of drugs, behavior, and the people who use drugs will be explored. Special attention will be given to the complex legal history surrounding alcohol and drug use, the impact of medicalization, the “war on drugs,” disparities in drug policy, and the rehabilitation industry.

Learning Objectives:

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<td>Articulate the social, individual and biochemical factors that impact the definition of drugs</td>
<td>Class Exercise: Categories by Effects Self-Help Meeting Assignment</td>
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<td>Describe the social construction of alcohol and drug use as a social problem.</td>
<td>The New Jim Crow assignment</td>
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<td>Critique the various biological, psychological and sociological theories that seek explain drug using behavior, including an analysis of their basic assumptions, and implications for social policy and social work interventions.</td>
<td>Final Assignment Self-Help Meeting Assignment</td>
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<td>Identify legal and illegal drugs, trends and patterns of alcohol and drug use, and the social context that surrounds alcohol and drug use.</td>
<td>The Jim Crow assignment</td>
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<td>Understand the effects of alcohol and drug use and misuse at the macro, mezzo and micro level.</td>
<td>Final assignment</td>
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<tr>
<td>Analyze the relationship between drugs, crime and socio-cultural definitions of drug using behavior</td>
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Conduct assessment and classification of substance use and misuse and the concept of multiple diagnosis

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Grade of Incomplete
A report of Incomplete can be given in place of a grade when the work for the semester has been passing but has not been completed, because of illness or some other reason that, in the opinion of the instructor, justifies such a report. It is the student’s responsibility to initiate a request for an incomplete. The student must initiate the request prior to the final day of class. The instructor has the prerogative to grant or deny the student’s request. If an incomplete is granted, a contract for completion must be negotiated between the student and the faculty member.

CSI Policy on Incomplete Grades
The grade INC is a temporary grade assigned when, in the instructor's judgment, course requirements are not completed for valid reasons. Recipients of INC are required to complete all assignments before the end of classes during the succeeding semester. If a grade of INC is not changed before the last day of classes of the succeeding semester, it will automatically be changed to a grade of FIN. If the required work is not completed for continuing valid reasons, the course instructor may grant an extension. Such extensions shall not exceed a period of more than two years beyond the original due date of the uncompleted work. Faculty and student must sign the Incomplete (IN) Grade Agreement Form.

COURSE POLICIES & GENERAL POLICIES
1. Content on diversity, oppression, social and economic justice
This course will include attention to the impact on oppressed, vulnerable, and at risk populations with a strong emphasis on understanding the processes that perpetuate oppression and unequal access to systems of power. Of special interest is the role that institutional racism, sexism, homophobia/heterosexism, xenophobia and ethnocentrism, poverty, alienation, and other oppressive conditions play a role in shaping the research agenda and overcoming its limitations to promote social and economic justice.

2. Students with disabilities policy
The College of Staten Island is committed to making reasonable efforts to assist individuals with documented disabilities. Students with special learning needs should notify the instructor in order to discuss appropriate accommodations. If you are seeking classroom accommodations under the Americans with Disabilities Act (ADA), you are required to make an initial request for accommodation to the Office of Services for Students with Disabilities, and provide appropriate supporting documentation.
Students may consult with the Center for Student Accessibility or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

Location: Center for the Arts (1P), Room 101
Phone: (718) 982.2510
Fax: (718) 982.2117
Email: ODS@csi.cuny.edu

3. Weather policy and instructions

It is the general policy of the College not to cancel regularly scheduled classes because of weather conditions. However, there are instances where especially adverse and hazardous weather conditions make it impossible to travel and to conduct academic activities at the campus. Students can find out about decisions to close the College because of extreme weather by dialing 718.982.3333 or 4444 any weekday, 24 hours a day. If there is any trouble reaching this number, call Public Safety at 718.982.2116.

4. Student Expectations:

a. Attendance at all class sessions.

b. Complete readings and assignments prior to each class session and participate actively and thoughtfully in the discussion of the designated content.

c. Respectful communication that expresses beliefs and ideas without personal attack.

d. Complete readings and assignments prior to each class session and participate actively and thoughtfully in the discussion of the designated content.

e. The use of critical thinking to evaluate and respond to course material.

f. Complete all course work by assigned dates. Exceptions will only be made for emergencies in which case the instructor must be notified prior to the due date. Late assignments will be graded down by at least one grade point.

g. Students are urged to prepare each written assignment with great care. I expect that, in writing papers, you will demonstrate excellent communication skills and language facility. Please take the time to proofread your work and assure that your style, spelling and grammar reflect a high level of quality. In addition, you should be familiar with the APA style manual (5th Edition) and use it in your assignments where applicable. Finally, please be aware of the significance of non-sexist, non-racist language for both written and oral presentations.

h. "I" (incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with the instructor prior to the final week of class. A time for completion of the incomplete work is established by College policy (See section on Grading Policy above).

i. Students should allow sufficient travel time to arrive to class on time. Late arrival is disruptive to the class. Students who frequently arrive late will lose participation points at the discretion of the instructor. Please be sure to turn off cell phones and pagers before class.

k. This syllabus may be changed with prior notice to the class via Blackboard.

Assignment 1: The Social Construction of Alcohol and Drug use. Read the following book.
Assignment 2: Assessment Paper

The “shell” of the case will be discussed during class 5, when case history and the outline will be worked on in class.

This assignment builds upon the knowledge base you developed in this course concerning the nature of AODAs; theoretical frameworks; diversity perspectives; and information about specific substance use causes, effects, functions, and interactions. In developing the assessment, you will need to gather information from the clients and relate this information to the workers’ knowledgebase ensuring that the workers are aware of any personal values and attitudes so these do not bias the assessment.

This is a written assessment of the client system using the information you have learned from the assessment interview and linking it to your AODAS and social work knowledgebases. Include your analysis of the clients’ situation, the clients understanding and motivation, and the goals that you and the clients have. If any, ensure that the written assessment is consistent with the type of assessment and theoretical framework you choose, as well as with social work value (e.g., nonjudgmental items and client self-determination) and the information you have been building on from our work in this class. Include the following:

- How do you define addiction, use, misuse, relapse, tolerance, and motivation? How did you assess for these in the current case, if any of these terms did not apply please explain why.
- What are the short and long-term risks/effects of the AODA behaviors of the client (include positive and negative biological, psychological, social, spiritual effects)?
- What is the nature of the relationship between the addictive or steps in using behavior and the other presenting problems in the case situation?
- Choose two perspectives or theories that you believe are important to assessing the client system. Provide a rationale for why these perspectives are applicable. Define the key concepts from these theories or perspectives and demonstrate how they apply to the case facts. Also, assess whether there are certain ways in which the case facts are inconsistent with what you know from the literature.
- Identify two or three research articles that are related to the client’s presenting problem. What do these articles tell you about the clients’ vulnerability, risk, and protective factors?
- What additional questions or information would you like to have answered that are not assessable in the literature?

A critique of the process of assessment, including the following:

- What was your rationale for selecting the particular assessment tools and theoretical framework for this assessment interview, how appropriate were these tools and theoretical framework? If they were problematic what other tools with for radical frameworks might’ve been better, and why?
- How would you describe your strengths and limitations in using assessment skills that were appropriate to the clients situation (including the diversity), as well as appropriate for the chosen type of assessment and theoretical framework.
Append any assessment tools and list of references that you used at the back of the assessment.

Evaluation will be based on the following criteria: clarity and accuracy of the assessment, appropriate use of AODA terminology; use of assessment tools that are appropriate to the clients situation; accurate identification of risks of the clients AODA related behavior; clear and accurate indication of how theory informs the assessment in this case, including diversity issues and the level of teak of the assessment skills used by the social worker the paper should be 10 pages including bibliography in APA format.

Assignment 3: Attendance at a 12 Step-Self Help Meeting

Attend a meeting of Alcoholics Anonymous or Narcotics-Anonymous. If you have already attended some meetings of self-help groups, you may wish to attend another self-help group for chemically dependent individuals with which you are less familiar or other group of concerning persons, such as Al-Anon or Adult Children of Alcoholics. Meeting schedules for self-help groups can be found on each group’s individual website, protocols for attendance at these self-help meetings will be discussed in class. After attending your self-help meeting you will write 2 to 3 page paper detailing your impression of the meeting including thoughts on topics such as whether or not you would make referrals to the group based on this initial experience, the types of individuals you think might do well on this particular group, and how you felt as an individual attending for the first time or how you think a “new member” with a chemical dependency concern might feel attending for the first time. If any professional literature is referenced or incorporated into your paper please use proper APA formats.

Criteria for Grading Papers and Other Assignments:

Each paper will be graded on the following criteria:

1. Adherence to the instructions of the assignment, including class attendance.
2. Quality of the writing: organization, clarity, syntax and an attendance to correct grammatical structure. (Your ability to express a substantial amount of information succinctly is critical to these assignments.)
3. Quality of material chosen for review.
4. Appropriate referencing.
5. Quality and originality of the ideas presented.

Required Texts


Recommended Text
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
<th>Reading and Activities</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to course</td>
<td>McNeece &amp; DiNitto, chapter 1</td>
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<tr>
<td></td>
<td>Defining terms: chemical use misuse, abuse, and dependence</td>
<td>Video: Uppers, Downers, All Arounders.</td>
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<tr>
<td>Week 2</td>
<td>The brain and the neurobiology of chemical dependence: Understanding The pathways to addiction</td>
<td>McNeece &amp; DiNitto Chapter 3 &amp; Chapter 4</td>
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<td>Week 3</td>
<td>Is there a best way to describe Chemical misuse and dependence?</td>
<td>McNeece &amp; DiNitto Chapter 2</td>
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<td>The Tetiology of Addiction</td>
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<td>Theories or chemical dependence</td>
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<td>Challenges to the disease model</td>
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<td>Social Construction of Substance Use</td>
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<td>Week 4</td>
<td>Screening, diagnosis, assessment, and Referral: Tools of the trade</td>
<td>McNeece &amp; DiNitto, Chapter 5</td>
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<td>Screening, diagnosis, assessment</td>
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<td>Week 5</td>
<td>In class exercise on diagnosis and Assessment</td>
<td>McNeece &amp; DiNitto, Chapter 6</td>
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<td>Treatment, The System of Care</td>
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<td>Week 6</td>
<td>Policy as a practice tool: Can policy prevent substance abuse?</td>
<td>McNeece &amp; DiNitto, Chapter 7 &amp; 8</td>
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<td>Video: The Drug Wars</td>
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<td>Week 7</td>
<td>Family dynamics in treatment</td>
<td>McNeece &amp; DiNitto, Chapter 10</td>
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<td>Child maltreatment</td>
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<td>Week 8</td>
<td>From childhood to old age: chemical use and dependence throughout the life course</td>
<td>McNeece &amp; DiNitto, Chapter 9</td>
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<td>Week 9</td>
<td>Ethnicity, culture and substance use disorders</td>
<td>McNeece &amp; Di Nitto, Chapter 11</td>
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<td>Week 10</td>
<td>Substances Abuse Treatment with minor, ties</td>
<td>McNeece &amp; Di Nitto, Chapter 12</td>
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<td>Week 11</td>
<td>Substance Abuse and Co-Occurring Disabilities</td>
<td>McNeece &amp; Di Nitto, Chapter 13</td>
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<td>Week 12</td>
<td>Alcohol &amp; Drug misuse in Later life</td>
<td>McNeece &amp; Di Nitto, Chapter 14</td>
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<td>Week 13</td>
<td>Gender, Substance Use and Substance Use Disorders</td>
<td>McNeece &amp; Di Nitto, Chapter 15</td>
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Week 14: Wrap up