PROPOSAL TO ESTABLISH A
BACHELOR OF SOCIAL WORK DEGREE

Anticipated Date of Implementation Fall 2015

SPONSORED BY
The Silberman School of Social Work at Hunter College

Approved by
THE SILBERMAN SCHOOL OF SOCIAL WORK FACULTY
On
October 15, 2012

THE HUNTER COLLEGE SENATE
On
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Executive Summary

CUNY, Hunter College, and the Silberman School of Social Work have established strategic planning goals that support the development of a BSW program. CUNY has recently undergone a process of streamlining course sequencing throughout its system. Students will be able to move more quickly and efficiently into majors in the senior colleges. As general education credits are completed earlier in a student’s academic career, senior colleges will be able to offer more advanced courses and degree options. Consequently, the option of a BSW is more feasible for students now than it was before the CUNY system wide realignment was completed.

The proposed BSW degree is an important curriculum option for undergraduate students, especially for those who have majored, until now, in psychology and sociology and who are interested in applied areas of academic study and future career paths. The BSW is viewed as a way of increasing student success and engagement. As in most undergraduate programs, students in majors at Hunter College with clear career academic paths and trajectories are more likely to complete their bachelor’s education. Students in the BSW program will graduate as ‘employment ready’ and can also proceed toward their Master’s degree, and potentially receive their MSW within a year after graduation.

The BSW has become an increasingly popular degree as undergraduate schools become more concerned with the employability of their degree-seeking applicants. There are 490 accredited BSW programs in the United States, primarily located at public institutions. In the New York City metropolitan area alone there are 17 BSW programs, including those at private institutions (Adelphi University, College of New Rochelle, Concordia College, Dominican College, Fordham University, Iona College, Long Island University, Marist College, Mercy College, Molloy College, New York University, and Nyack College) and at public institutions (College of Staten Island, Lehman College, Medgar Evers, York College, and SUNY Stonybrook ). CUNY also offers AA degrees in Human Services at BMCC and Kingsborough, and an AS and BS at New York City College of Technology. The only BSW programs in Manhattan are at private institutions with significantly greater tuition than at Hunter College.

The BSW is proposed as a 60 credit major comprised of at least 11 courses taken in Social Work (33 credits), two field internships taken in social work (6 credits), two Research courses taken within Sociology (6 credits), and 5 electives (15 credits) taken in Psychology, Sociology, Social Work, or other relevant disciplines. The curriculum is in compliance with standards required by our accrediting body, the Council on Social Work Education (CSWE). Students enroll in an Introduction to Social Work course in their Sophomore Year, and apply for the BSW major for entry in the fall. Students enroll in the remaining courses toward degree fulfillment in their junior or senior year.

When the BSW program is fully operational, 23-24 course sections with an enrollment of 640-650 students will be offered. We propose to hire two additional full time faculty members and one full time clinical lecturer who will teach both in this program and in
our MSW program, and draw on additional faculty members from our MSW program wherever possible. We will post both faculty positions at Assistant or Associate rank. CSWE accreditation also requires that at least 25% of a field educator’s time be devoted to the BSW degree program. In addition, each student is required to have advisors who guide students’ academic and field internship program. Instead of having those functions carried out separately, we propose to hire one staff member for the BSW program in field education (placing, monitoring, and evaluating student internships); and provide academic and professional advising, and teaching the Integrative Seminar courses.

The program is planned to phase in students, beginning in Year 1 with sophomores only, then in Year 2 the students become Juniors (and a new sophomore group is added), and in Year 3, the juniors become seniors (sophomores become juniors and a new sophomore class is added). We plan to enroll 120 students in a pre-requisite (introductory) course in their sophomore year that will yield 40-50 students, who will then be in the junior class and who will continue onward into their senior year. Consequently the program grows each year and is not fully operational until Year 3.

Expected revenue (based on current tuition) for Year 1 is $723,600; for Year 2 $1,076,100; Year 3 $1,421,052; for Year 4 1,383,754; and Year 5 $1,411,414. The program’s annual budget is estimated in year 1-2 as $111,807; in year 2 as $175,925; in year 3 as $433,045; in year 4 as $537,345. All budget estimates are based on the current faculty and staff contracts and based on 2% inflation of costs each year.

The BSW Program will be administered and monitored by a Director and a six member Faculty Committee. The Program will track each individual BSW student and a database will be maintained on retention within the major, retention at Hunter College, and graduation rates. Desired outcomes for individual students will be dependent on each student’s specific goals. General benchmarks for student success will include: satisfactory achievement in their overall coursework, particularly in their Integrative Field Seminars and Field Work, entering careers in the field upon graduation, entrance into graduate and professional programs, internships, academic awards, and fellowships. The Program plans to maintain contact with alumni.
ABSTRACT (200 words)

We propose to establish a BSW degree program at Hunter College. After initial conversations with the President, Provost, and the Dean of Arts and Sciences and his staff, we have worked with the Departments of Psychology and Sociology to develop an undergraduate academic program that meets the standards of excellence at Hunter College. The proposed BSW degree is an important curriculum option for undergraduate students, especially for those who have majored, until now, in psychology and sociology and who are interested in applied areas of academic study and future career paths. The BSW is viewed as a way of increasing student success and engagement. As in most undergraduate programs, students in majors at Hunter College with clear career paths and trajectories are more likely to complete their bachelor’s education. The BSW offers a transparent career path, with strong employment potential, that may improve the graduation rate. Students in the BSW program will graduate as ‘employment ready’ and can also proceed toward their Master’s degree, and potentially receive their MSW within a year after graduation.
1. Purpose and Goals of the BSW Program

CUNY, Hunter College, and our School have established strategic planning goals that support the development of a BSW. CUNY has recently undergone a process of streamlining course sequencing throughout its system. Students will be able to move more quickly and efficiently into majors in the senior colleges. As general education credits are completed earlier in a student’s academic career, senior colleges will be able to offer more advanced courses and degree options. Consequently, the option of a BSW is more feasible for students now than it was before the CUNY system wide realignment was completed.

Hunter College completed a strategic plan in June of 2010. Six strategic goals were articulated:

- Promote Excellence in Scholarship, Research, and Creative Activity
- Strengthen the Curriculum at All Levels
- Encourage Effective Teaching
- Increase Student Success and Engagement
- Foster a Commitment to Accountability, Inclusiveness, and Openness
- Aggressively Seek new Resources

We believe that the launch of a BSW degree is aligned with Hunter’s strategic plan. Discussions about the BSW at Hunter focused on two of the strategic goals: strengthening the curriculum and increasing student success and engagement. The BSW is seen as a way of increasing student success and engagement. Like in most undergraduate programs, students in majors at Hunter College with clear career paths and trajectories are more likely to complete their bachelor’s education, and to complete it within six years. The BSW offers a clear career path, with strong employment potential, that may improve the six year graduation rate. Students in the BSW graduate as “employment ready,” and can also apply to proceed toward their Master’s degree, and potentially receive their MSW within a year after graduation.

Additionally, the BSW degree is viewed as an important curriculum option for undergraduate students, especially those who major in psychology and sociology, and are interested in applied areas of academic study and future career paths. Offering a BSW to those students is viewed as an additional program option. Psychology is the largest major at Hunter College, with almost one quarter of all undergraduates enrolled in that department. Sociology is also a large major. Because each department serves so many students, course options are limited, and there are not enough faculty members to resource all classes. Both departments are looking for ways to serve their students better. Concomitantly, many students in both departments are drawn to social work roles and tasks. Sociology has for many years offered a few beginning social work courses, but they have not led to the BSW degree.

The Silberman School of Social Work’s strategic plan was updated in 2009, and aligned with the College’s in 2010. As part of our commitment to strengthen the curriculum at
all levels we included the following objective: “we will design and seek approval for a BSW degree with a pathway from Hunter undergraduate sociology and psychology departments for implementation in fall 2013.” While our timing has been slightly delayed, we are now prepared to work toward achieving that goal.

2. Need and Justification for the Program

Our resolve to launch a BSW program was strengthened in the spring of 2012 when the School received the Silberman Family Foundation endowment. As part of that process, we researched trends in employment of social workers and two developments further recommended the development of a BSW degree. First, both the New York State Office of Family and Children Services (OFCS) and the New York City Administration for Children’s Services (ACS) are making workforce development a priority. Both systems have begun a process of examining how to identify, recruit, hire, train, and retain a BSW workforce for their child protection, foster care, and youth development systems. Sixty percent of the New York State jobs in this domain will be in New York City, and the field is looking to attract a workforce that is bi-lingual and bi-cultural and comfortable making home visits in the City.

Additionally, with the passage of the Affordable Health Care Act and Medicaid re-design at the New York State level, there will be increased need for care coordinators who work with clients in “medical homes” in the community. The job will involve care coordination/ case management tasks appropriate for the BSW graduate. Again, 60% of these jobs will be in New York City for people who are bi-lingual and bi-cultural, and comfortable making home visits.

These two trends demonstrate that there will be new, stable, well-paying jobs for BSW graduates, and particularly for those with the Hunter/Silberman School of Social Work profile. The plan to develop a BSW degree to meet these trends was warmly received by our Trust.

3. Student Interest/Enrollment

The BSW has become an increasingly popular degree as undergraduate schools become more concerned with the employability of their degree-seeking applicants. There are 490 accredited BSW programs in the United States, primarily located at public institutions. In the New York City metropolitan area alone there are 17 BSW programs, including those at private institutions (Adelphi University, College of New Rochelle, Concordia College, Dominican College, Fordham University, Iona College, Long Island University, Marist College, Mercy College, Molloy College, New York University, and Nyack College) and at public institutions (College of Staten Island, Lehman College, Medgar Evers, York College, and SUNY Stonybrook ). CUNY also offers AA degrees in Human Services at BMCC and Kingsborough, and an AS and BS at New York City College of Technology.

The only BSW programs in Manhattan are at private institutions with significantly greater tuition than ours. Our program should attract students to Hunter who would like
to pursue a BSW degree.

Through careful discussions with and investigation of the needs of the practice community throughout New York City, we are also increasingly aware of the need to offer undergraduate degrees that can lead to immediate employment. We know that students who are interested in working with people (teachers and nurses, particularly) often enroll in social welfare courses. The degree will be attractive to psychology and sociology majors for whom there is not a clear or obvious academic career path that leads to employment opportunities.

It has been demonstrated that students committed to majors have higher rates of retention and graduate more quickly (Spight, 2013). Sociology has offered a small social welfare track for a number of years, and the courses have been filled consistently. We also know that we have had many requests from students with the AA in Human Services about a BSW program. With the mention of the possibility of the degree and before it was formally announced we had several psychology students request information.

**STUDENT ENROLLMENT TABLE**

<table>
<thead>
<tr>
<th></th>
<th>YEAR I</th>
<th></th>
<th>YEAR II</th>
<th></th>
<th>YEAR III</th>
<th></th>
<th>YEAR IV</th>
<th></th>
<th>YEAR V</th>
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<tr>
<td>Sub-totals</td>
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<td>60</td>
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<td>120</td>
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<td>170</td>
<td>170</td>
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</tbody>
</table>
4. Curriculum

The BSW is proposed as a 60 credit major comprised of at least 11 courses taken in Social Work (33 credits), two field internships taken in social work (6 credits), two Research courses taken within Sociology (6 credits), and 5 electives (15 credits) taken in Psychology, Sociology, Social Work, or other relevant disciplines. For example, courses in Urban Planning or additional language courses that would improve proficiency will be considered. The program also allows students six “free” electives (18 credits) that may be taken anytime during their college years.

The curriculum is designed in a way that encourages students to complete the Hunter Core requirements (the required core, the flexible core, and the college option core) in their freshman and sophomore years, enrolling in one BSW course in their sophomore year.

The curriculum is in compliance with standards required by our accrediting body, the Council on Social Work Education (CSWE). Students enroll in an Introduction to Social Work course in their Sophomore Year, and apply for the BSW major for entry in the fall. Students enroll in the remaining courses toward degree fulfillment in their junior or senior year.

In order not to delay graduation, interested transfer students must complete the Introduction to Social Work course during the first semester they enroll at Hunter College.

The chart below displays the curriculum as proposed:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Arts and Sciences</th>
<th>Credits</th>
<th>Silberman SSW</th>
<th>Credits</th>
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<tr>
<td>Freshman/ Sophomore</td>
<td>General Education Requirements</td>
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<tr>
<td></td>
<td>• Required Core (12 cr)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Flexible Core (18 cr)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• College Option (12 cr)</td>
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<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>6 Electives ★</td>
<td>18</td>
<td>SW 201 Introduction to Social Work</td>
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<tr>
<td>Junior</td>
<td>FALL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>SW 310 Practice Lab I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SW 320 Policy I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SW 330 HBSE I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPRING</td>
<td></td>
<td>SW 311 Practice Lab II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1 Elective in either Sociology or Psychology or other Relevant</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Disciplines ★★</td>
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<td></td>
<td></td>
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<tr>
<td>SW 340 or SW 350 Policy II (either child welfare or health/mental health)</td>
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<td></td>
<td></td>
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<tr>
<td>SW 331 HBSE II</td>
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<td></td>
<td></td>
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<tr>
<td>Senior</td>
<td>FALL</td>
<td>FALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Sociology 240 &amp; 241 or Social Work</td>
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<td>SW 410 Practice in Child Welfare I or SW 420 Practice in Care Coordination I</td>
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<tr>
<td>2 Electives in either Sociology or Psychology or Social Work or Other Relevant Disciplines ★★</td>
<td>6</td>
<td>Field Practicum</td>
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<td>SPRING</td>
<td>SPRING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research II in either Sociology or Social Work</td>
<td>3</td>
<td>SW 411 Practice in Child Welfare II or SW 421 Practice in Care Coordination II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2 Elective in either Sociology or Psychology or Social Work or Other Relevant Disciplines ★★</td>
<td>6</td>
<td>Field Practicum</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPRING</td>
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<td>Research II in either Sociology or Social Work</td>
<td>3</td>
<td>SW 410 Practice in Child Welfare I or SW 420 Practice in Care Coordination I</td>
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<tr>
<td>2 Electives in either Sociology or Psychology or Social Work or Other Relevant Disciplines ★★</td>
<td>6</td>
<td>Field Practicum</td>
<td>3</td>
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</tr>
<tr>
<td>SPRING</td>
<td>SPRING</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Research II in either Sociology or Social Work</td>
<td>3</td>
<td>SW 411 Practice in Child Welfare II or SW 421 Practice in Care Coordination II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2 Elective in either Sociology or Psychology or Social Work or Other Relevant Disciplines ★★</td>
<td>6</td>
<td>Field Practicum</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL 120 CREDITS

★ Electives may be taken at any time from sophomore to senior Year
★★★ Psychology, Sociology, and Social Work or other relevant disciplines electives may be taken at any time from sophomore year to Senior Year.

Since the profession of social work is strongly influenced by sociological and psychological theory, and since most social workers come to the profession from those academic disciplines, we propose that our BSW degree be anchored in the Departments of Psychology and Sociology. Students will be expected to take most electives and their research requirements in these departments.

The Council on Social Work Education (CSWE) accredits all BSW degree programs. CSWE requires that our curriculum be performance based, i.e. that the curriculum
requires students to master a set of ten competencies and 42 practice behaviors which operationalize the competencies. Further, we are required to have two assessment measures for each competency. Consequently, each required social work course syllabus must list the CSWE identified competencies that students must meet in that course, and the assignments or other instrument (e.g. field evaluation) that measures their mastery of the competency and practice behaviors. Readers will find this schema (competency and practice behaviors and measures) in each syllabus.

Syllabi for the BSW Courses are included.

**SW 201 Introduction to Social Work**

Students interested in pursuing the BSW degree will take their first social work course in their sophomore year, the Introduction to Social Work course. This course is open to all students interested in the major, and we are currently planning to offer three sections of this course in both the fall and spring semesters. The course offers a broad overview of the social work profession, the populations we work with, the problems that we encounter, and some of the interventions that we use to ameliorate the problems. The course also has a requirement for a volunteer or service learning experience with a human service agency. When a student completes this course with a C or better, he/she may apply for the major. Based on their success in the course and their volunteer experience, he/she is approved for continuous matriculation in the major. Those who are not interested or not accepted as a major, may continue in either Psychology or Sociology. All courses in the major beyond SW 201 are restricted to BSW degree program majors only.

**Social Work Courses in the Junior Year**

The BSW curriculum must conform to the standards established by CSWE as promulgated in the Educational Policy Standards of 2008. These standards require that BSW graduates master ten core competencies that must be identified in each course and in the field internship, and measured throughout the curriculum.

Additionally, the national experience is that most BSW students enroll in a MSW program within the CSWE mandated time limit of five years. We assume this will be true for the BSW students for Hunter and so it is important that there be symmetry between the courses at the BSW level and at the MSW level. The majority of proposed required courses in this BSW proposal are already taught at the graduate level at Silberman. Consequently most of the courses have been developed from existing courses and geared more specifically to undergraduates.

**SW 320 Social Work Policy I** is designed to teach students to be able to analyze, formulate, and advocate for policies that advanced social well-being; and collaborate with colleagues and clients for effective action. In this course, BSW students learn about the history and development of social welfare in the United States, some of the major themes and arguments that have historically been part of the development of policy, and the major social welfare benefit systems that emerged from the New Deal and the War on Poverty, and the subsequent retreat from these policies beginning in the 1980s. Students
learn to analyze policy for its equity, opportunity, and ability to alleviate social problems. Open to majors only.

Two Social Work Policy II courses will be shaped for undergraduate education: SW 340 Social Work Policy in Child Welfare and SW 350 Social Work Policy in Care Coordination. The Policy course in Child Welfare will focus on the major social policy that impacts children and families including Temporary Aid to Needy Families (TANF), Food Stamps and other nutrition programs, welfare to work programs, and policy relevant to child abuse and neglect, foster care, adoption, and family permanency (e.g. Title IVE). The Social Policy in Care Coordination will focus on social security and disability, the Older Americans Act, and the Affordable Health Care Act. It is the goal of these two courses to encourage students to become intimately familiar with the benefit systems that inform human service agencies in those arenas, and undergird the services social workers provide in these domains. Open to majors only.

SW 330 and SW 331 Human Behavior and the Social Environment (HBSE) I and II are designed to teach students to utilize conceptual frameworks that guide the process of assessment, intervention, and evaluation, and to critique and apply knowledge to understand both people and their environments. These courses introduce students to the major psychological, biological, and sociological frameworks that are used to understand systems, culture, families, organizations, and people. The courses also help students understand the way in which diversity and difference influences social work practice, recognizing the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance power and privilege. Finally, the courses include research and theory related to development throughout the lifespan from pre-natal to older age and death. Open to majors only.

SW 310 and SW 311 Practice Lab I and II are designed to introduce students to the basic assumption about social work role and function, i.e. the “person-in- environment perspective.” Social workers both help people to better cope with environmental challenges, and work to improve the environment and its institutions so it is more responsive to people’s needs and aspirations. This course is responsible for introducing students to several core competencies, including applying social work ethical principles to guide professional practice, to become aware of and eliminate the influence of personal biases, to recognize and communicate their understanding of the importance of difference, and engaging others who are different. It all introduces students to the core processes of social work practice: engagement, assessment, intervention, and evaluation. These courses provide the foundation for teaching students how to practice social work. Open to majors only.

Social Work Courses in the Senior Year

Senior year courses are combined with an intensive two day a week field internship to promote mastery of social work practice competencies. Students take two social work practice courses in their area of specialization, either child welfare or care coordination, a field internship in that specialization, and an integrating seminar that helps students assimilate and deepen their learning from field and classes. Open to majors only.
SW 410 and SW 411 Social Work Practice in Child Welfare I and II are designed to help students apply the major psychological and sociological theories about attachment, trauma, and development; policy frameworks; and evidence informed practices to the child welfare arena. These courses will particularly emphasize interventions used in child safety and risk and foster care. Emphasis will be placed on teaching students to intervene quickly and carefully, work with traumatized children and mandated parents, and to work on permanency plans and well-being using the most current evidence informed models. Open to majors only.

SW 420 and SW 421 Social Work Practice in Care Coordination I and II are designed to help students apply the major psychological and sociological theories about illness and disease, policy frameworks; and evidence informed practices to care coordination for the elderly, the disabled, the mentally ill, and persons with chronic health issues. The courses will emphasize care advocacy for access to health care; prevention from acute care; coordination during transitions from home to hospital, and community supports for medical compliance. Students will learn the most current and evidence based models of care coordination for those with mental illness, older adults, and health disparities. Open to majors only.

Field Practicum I and II. Students will be placed in either a child welfare agency or in a social and health care agencies serving the elderly, those with mental illness, or those with chronic health problems or disabilities. Students will intern two days a week for two semesters in the same agency in order to develop some depth of experience. The Silberman School of Social Work already has agreements with over 500 agencies throughout the City of New York. In September of 2014 we will begin to have conversations with a subset of agencies to determine their appropriateness for BSW students and assignments at the undergraduate level. Open to majors only.

SW 430 and SW 431 Integrative Field Seminar I and II are designed to help student students master the skills of engagement, assessment, intervention, and evaluation with their particular population focus. Students will present case examples from their field internship that will be used to explore, understand, and practice the best ways to help their clients. Other means of deepening learning may include class projects, guest speakers, and assignments aimed at helping students display their mastery of skills and knowledge. Open to majors only.

Research courses in Sociology or Social Work. Currently, we propose that the BSW students enroll in two basic research courses in Sociology SOC 240 Basic Research Methods and SOC241 Social Statistics. We may also consider offering a Social Work Research course. Our preference is for students to enroll in the Research courses in their Senior year so the content is relevant to their practice courses and their field placements, but they may also choose to take these courses in their Junior year. Open to majors only.

Electives: Students in the BSW program will be required to take 5 electives (15 credits) over their Sophomore, Junior, and Senior years. A menu of appropriate electives, relevant to both care coordination and child welfare, will be developed from Psychology and
Sociology, and, perhaps from other related disciplines. Elective choices are based on pre-requisites determined by the Psychology and Sociology departments.

(Note: The Psychology and Sociology Departments have identified pre-requisites as outlined: Psychology—Introduction to Psychology and one other 100 level Psychology course (e.g., 140, 150, 160, 170, 180). Psychology 212 has the pre-requisites of 210, 200, 230, 235, and either Psych 150 or 210. 300 level Psychology classes have additional pre-requisites. Sociology—Introduction to Sociology is a pre-requisite for all other Sociology courses. Sociology 221 is a pre-requisite for SOC 223).

We have identified several possible electives from the Psychology and Sociology Departments including:

- Psych 210 Child Development
- Psych 212 Exceptional Childhoods
- Psych 310 Methods of Child Development
- Psych 315 Adult Development
- Psych 323 Child Psychopathology
- Psych 220 Personality
- Psych 230 Social Psychology
- Psych 235 Psychology of Women
- Psych 355 Ethnic and Cultural Identity Theories
- Psych 223 Abnormal Psychology
- Psych 242 Health Psychology

- Soc 221 Classical Theory
- Soc 223 Contemporary Theory
- Soc 201 Sociology of the Family
- Soc 211 Urban Sociology
- Soc 319 Criminology
- Soc 253 Deviance and Social Control
- Soc 239 Child Welfare
- Soc 255 Youth and Adulthood
- Soc 257 Sex and Gender Roles
- Soc 217 Ethnic and Race Relations
- Soc 235 Introduction to Community Organization

Once we have developed such a menu, we will identify any gaps in content, and, if necessary, propose electives that would be taught by Silberman faculty. Students may opt from six additional electives from anywhere in the College at any time during their time at CUNY.

A. Articulation Agreement

The BSW Program has an articulation agreement with Borough of Manhattan Community College (BMCC). We look forward to working with BMCC to promote the articulation between our programs. The articulation agreement is found in Appendix F.
5. Cost Assessment

The necessary and required estimated costs of the BSW degree program relate to both start-up costs necessary to meet accreditation standards of the Council on Social Work Education, and necessary on-going and administrative and teaching needs.

The Council on Social Work Education requires BSW degree programs to be accredited, a process that takes 2-3 years, and has associated costs. Standards for accreditation include having dedicated faculty, resources for advising and internships, and systems for admissions, space, library, and fiscal autonomy. According to CSWE accreditation standards, we must have a separate Director of the BSW program with at least 50% of their time allocated to the BSW program, and 25% of the time of a Field Education staff member to identify, recruit, monitor, and evaluate student placements and field instructors. We must have the FTE equivalent of two faculty members who serve this program. There must be a clear admissions process for the BSW, and students must be assigned an advisor who can help with both academic, internship, and professional planning. There are standards ensuring adequate resources of space, library, assistive technology, and budget.

The School already meets the CSWE requirements for library resources and assistive technology. Because we already have an exceptionally deep library and audio-visual collection, we do not expect to require increased funding in these areas. As Hunter students, the BSW student body will be able to access all assistive technology available at the Main Campus. Additionally, our current administrative structure (with the exception of the required position of Director of the BSW Program), our Admissions and Enrollment staff, and our IT Department will support the BSW students and faculty. We will work with the College to identify classroom space, and it is likely that senior BSW classes will be held at 119th Street. We do not assume that there will be additional classroom space required. We will require additional office space. We meet the CSWE fiscal autonomy standard in our MSW program; and when the budget for the BSW is approved, we will meet it for the BSW degree as well.

The only major costs associated with this degree program are staffing, both administrative and faculty. Staffing is associated with course offerings, enrollment, and internships. Below is a chart projecting courses, number of sections, and anticipated enrollment. Table 1 shows a three year projection, adding courses for sophomores, juniors, and seniors until the degree program is fully operational in 2016-2017.

Based on these projections, when the program is fully operational, we will mount 23-24 course sections with an enrollment of 640-650 students. Considering a faculty workload of six courses (each faculty member has a unit available for leadership and scholarship), the program will require the equivalent four full time faculty members. However, we will utilize adjunct faculty in six courses, and existing faculty members will also teach in
the program. Consequently, we believe we can manage this program with 2.5 faculty FTE. Since 50% of the workload of the Director of the BSW program will be available for teaching, we propose to hire two additional full-time faculty members and one full-time clinical lecturer who will teach both in this program and in our MSW program, and draw on additional faculty members from our MSW program wherever possible. We will post both faculty positions at Assistant or Associate rank.

CSWE accreditation also requires that at least 25% of a field educator’s time be devoted to the BSW degree program. In addition, each student is required to have advisors who guide students’ academic and field internship program. Instead of having those functions carried out separately, we propose to hire one staff member who will devote full time to

Table 1: Course, Section, and Enrollment Projections over three years

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses</th>
<th># Sections</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soph only</td>
<td>SW 201 Introduction to Social Work</td>
<td>3</td>
<td>120</td>
</tr>
<tr>
<td>TOTAL #</td>
<td>1 course</td>
<td>3</td>
<td>120</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soph &amp; Jr.</td>
<td>SW 201 Introduction to Social Work</td>
<td>3</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>SW 310 Practice Lab 1</td>
<td>1</td>
<td>40-50</td>
</tr>
<tr>
<td></td>
<td>SW 320 Policy I</td>
<td>1</td>
<td>40-50</td>
</tr>
<tr>
<td></td>
<td>SW 330 HBSE I</td>
<td>1</td>
<td>40-50</td>
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<tr>
<td></td>
<td>SW 311 Practice Lab 2</td>
<td>1</td>
<td>40-50</td>
</tr>
<tr>
<td></td>
<td>SW 340 Policy II Child Welfare</td>
<td>1</td>
<td>20-25</td>
</tr>
<tr>
<td></td>
<td>SW 350 Policy II Care Coordination</td>
<td>1</td>
<td>20-25</td>
</tr>
<tr>
<td></td>
<td>SW 331 HBSE II</td>
<td>1</td>
<td>40-50</td>
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<tr>
<td>TOTAL</td>
<td>8 courses</td>
<td>10</td>
<td>360-420</td>
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<td>Year 3</td>
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<tr>
<td>Soph, Jr, Sr</td>
<td>SW 201 Introduction to Social Work</td>
<td>3</td>
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<td>SW 310 Practice Lab 1</td>
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<td>Credits</td>
<td>Hours</td>
<td></td>
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<tr>
<td>---------------------</td>
<td>---------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>SW 320 Policy I</td>
<td>1</td>
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<tr>
<td>SW 330 HBSE I</td>
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</tr>
<tr>
<td>SW 311 Practice Lab 2</td>
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<td>40-50</td>
<td></td>
</tr>
<tr>
<td>SW 340 Policy II Child Welfare</td>
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<tr>
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<tr>
<td>SW 411 Practice II in Child Welfare</td>
<td>1</td>
<td>20-25</td>
<td></td>
</tr>
<tr>
<td>SW 421 Practice II in Care Coordination</td>
<td>1</td>
<td>20-25</td>
<td></td>
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<tr>
<td>SW 431 Integrative Seminar I</td>
<td>2</td>
<td>40-50</td>
<td></td>
</tr>
<tr>
<td>SW 432 Integrative Seminar II</td>
<td>2</td>
<td>40-50</td>
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<tr>
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<tr>
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<td>40-50</td>
<td></td>
</tr>
<tr>
<td>Electives (2)</td>
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<td>40-50</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>1</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>23</strong></td>
<td><strong>700-840</strong></td>
<td></td>
</tr>
</tbody>
</table>

The BSW program in field education (placing, monitoring, and evaluating student internships); and provide academic and professional advising, and teaching the Integrative Seminar. This staff person can also help with recruitment and enrollment of students into the major. Our plan is to hire a Clinical Lecturer for this position, to be hired in Year 2 on a part time basis (serving both our MSW and BSW program), and becoming full time in Year 3 when the program is fully operational. We also propose an Assistant to HEO position for administrative support. We will hire someone who will begin by supporting both the MSW and the BSW, in Year 1 and 2, and slowly increase toward supporting solely the BSW program by Year 3.

The program is planned to phase in students, beginning in Year 1 with sophomores only, then in Year 2 the students become Juniors (and a new sophomore group is added), and in Year 3, the juniors become seniors (sophomores become juniors and a new sophomore
class is added). We plan to enroll 120 students in a pre-requisite (introductory) course in their sophomore year that will yield 40-50 students, who will then be in the junior class and who will continue onward into their senior year.

Consequently the program grows each year and is not fully operational until Year 3. Expected revenue (based on current tuition) for Year 1 is $723,600; for Year 2 $1,076,100; Year 3 $1,421,052; for Year 4 1,383,754; and Year 5 $1,411,414.

A. Faculty

The Silberman School of Social Work College is nationally ranked and well regarded throughout the City and the nation as an outstanding school of social work. Our greatest asset is our enormously committed and talented faculty. Our faculty members are distinguished as teachers, scholars, trainers, clinicians, consultants, program evaluators, researchers, and community organizers. They are active in a wide range of agencies and civic organizations, as well as leaders in NASW nationally and in the New York City chapter, in CSWE, and in the Association for Community Organization and Social Administration (ACOSA).

The School has a wealth of faculty expertise that will be especially relevant for the BSW degree program. Several faculty members have expertise in child welfare, aging, and mental health that will help in the curriculum development and field education planning in the concentrations in child welfare and care coordination.

Because of the ample resources of our faculty, the School of Social Work has made a decision not to have separate BSW, MSW, and PhD faculties. We prefer faculty members to teach in both our BSW and MSW programs based on their interests and areas of expertise, and our needs for course coverage. However, when current faculty members teach in the BSW, they must be replaced in our MSW program. Consequently, we propose to hire two additional faculty members who will also teach across the BSW and MSW programs.

In anticipation of our accreditation process and our submission for approval through the Hunter/CUNY system, the School appointed a Director of the BSW program and established a faculty BSW committee. Dr. Patricia Dempsey serves as the Director of our BSW program, and 50% of her time and a month of summer salary is devoted to this program. Five other current faculty members comprise our BSW Planning Committee, and most likely will teach some of the courses in the program. These faculty members have been identified because they either have had experience with BSW students or in BSW programs, or they have expertise in either care coordination or child welfare. These faculty members also have extensive and current practice experience relevant to the two focus areas of our program, and teach across curriculum sequences so they are best suited to inform the development of the BSW program.
Each faculty member on our BSW Planning Committee is identified below:

**Dr. Patricia Dempsey**, Associate Professor, serves as the Director of the BSW program. She holds her MSW from Columbia and her DSW from the International University for Graduate Studies. Dr. Dempsey has been at Hunter for over 25 years, has been practicing for over 35 years, and has special expertise in child welfare policy, program, and practice; clinical practice with urban youth and families; adolescent sexuality; and child abuse and neglect. At least half of her workload will be devoted to the BSW program. Dr. Dempsey teaches in our Practice sequence.

**Dr. Samuel Aymer**, Associate Professor, holds his BSW and MSW from Adelphi University, and his Ph.D. from New York University. He has over twenty years practice experience, has served on the faculty of Borough of Manhattan Community College, and has been at Hunter for the past 7 years. Dr. Aymer’s expertise is in the area of intimate partner abuse, and clinical practice with men and boys of color. Dr. Aymer teaches in our Practice and Human Behavior sequences, and co-chairs our first year multi-method practice course, the Practice Lab.

**Dr. Ilze Earner**, Associate Professor, holds her MSW from California State University-Fresno, and her Ph.D. from Columbia University School of Social Work. She has more than 20 years of practice experience, and has been at Hunter for 8 years. Her expertise is in Immigration and Child Welfare. She teaches in our Human Behavior and Social Policy sequences.

**Dr. Bernadette Hadden**, Assistant Professor, holds both her MSW and her Ph.D. from Columbia University School of Social Work. Dr. Hadden has been at Hunter for 15 years, teaches in our Research and Human Behavior sequences, and has an expertise in HIV/AIDS, and harm reduction.

**Dr. Marina Lalayants**, Assistant Professor, holds her MPA from the University of Nebraska at Omaha, specializing in Social Work Administration, and her Ph.D. from the Graduate Center/Hunter College School of Social Work City University of New York. Dr. Lalayants has practiced in Armenia and New York in the field of child welfare. She teaches in our Policy and Research sequences, and is co-chairperson of our Child Welfare Field of Practice.

**Dr. Ana Paulino**, Associate Professor, holds her MSW from New York University and her EdD from Columbia University Teachers College. She has over 30 years of practice experience, and has been at Hunter for over 20 years. She directs our mental health training grant with the City of New York, teaches in our Human Behavior and Clinical Practice sequences, and is interested in immigration, Dominican families in the U.S., school based social work, and children’s mental health and developmental disorders.
The proposed budget for the BSW degree program includes a line item for two additional faculty members, at either the assistant or associate level, who will teach across both the BSW and MSW programs. The two additional faculty members are needed to grow our faculty consistent with the additional courses that the School will offer and CSWE accreditation requirements. We plan to hire one faculty member in the third year, and the second in the fourth year, based on enrollment success.

B. Facilities and Equipment

We will require additional offices for two faculty members and the clinical professor. Costs for furniture, cabinets, computer, and printer are estimated at $10,000 included in the Year 2 OTPS budget.

C. Library

We do not require funding for library materials.

D. Budget Tables

The five year budget increases in Years 1, 2, 3, and 4 based on the number of courses, sections, and enrollment. We plan to phase in both staff and faculty so that we can assess effectiveness and success. We do not anticipate being fully staffed until Year 4.

Accreditation and promotional expenses are frontloaded in Years 1, 2, and 3. An OTPS line item is included and increased each year to cover faculty travel and other expenses; in the Year 2 budget we include facilities and equipment for new staff.

Table 3 shows the projected budget for the first five years of program operation. The program’s annual budget is estimated in year 1-2 as $111,807; in year 2 as $175,925; in year 3 as $433,045; in year 4 as $537,345. All budget estimates are based on the current faculty and staff contracts and based on 2% inflation of costs each year.

*(All salaries include fringe)

### Required one-time costs for the BSW Degree Program

#### Facilities and Equipment - Year 2

Office renovation (painting, desks, file cabinets) $6000
Computers & printers (4 staff) $4000

Accreditation Fees

Year 1 $6134
Year 2 $6134
Year 3 $4000
Promotional material – Year 1 $2500

Annual Costs for the BSW Degree Program

Year 1

Director of the BSW Program (50% & 1 month summer) $ 83,622
Part time (25%) administrative support 13,322
Adjunct Faculty 3,729
OTPS 2,500
Advertising & Promotion 2,500
Accreditation Fees 6,134

Annual Cost for the BSW Degree Program

Year 2

Director of the BSW Program(50% & 1 month summer) $ 85,294
Part-time (25%) Clinical Professor & Adjunct Faculty 25,110
Part time (50%) administrative support 27,178
Adjunct Faculty 15,214
Computers 4,000
Office Furniture 6,000
OTPS (without equipment) 3,500
Accreditation Fees 6,134

**Annual Costs for the BSW Degree Program**

**Year 3**

Director of the BSW Program (50% & 1 month summer) $ 87,000
Full time Clinical Lecturer 98,248
Full time Faculty (one at Assistant or Associate) 120,864
Full time administrative support 65,712
Adjunct Faculty 52,721
OTPS 4,500
Accreditation Fees 4,000

**Annual Costs for the BSW Degree Program**

**Year 4**

Director of the BSW Program (50% & 1 month summer) $ 88,782
Full time Clinical Lecturer 100,142
Full time Faculty (2 full time faculty) 246,562
Full time administrative support 67,026
Adjunct Faculty 29,332
OTPS 5,500

Annual Costs for the BSW Degree Program

**Year 5**

Director of the BSW Program (50% & 1 month summer) $ 90,513
Full time Clinical Professor 102,218
Full time Faculty (2 full time faculty) 251,496
Full time administrative support 68,367
Adjunct Faculty 29,919
OTPS 5,610

6. Evaluation

A. Internal Evaluation and Outcomes

The BSW Program will be administered and monitored by a Director and a six member Faculty Committee. The Program will track each individual BSW student and a database will be maintained on retention within the major, retention at Hunter College, and graduation rates. Desired outcomes for individual students will be dependent on each student’s specific goals. General benchmarks for student success will include: satisfactory achievement in their overall coursework, particularly in their Integrative Field Seminars and Field Work, entering careers in the field upon graduation, entrance into graduate and professional programs, internships, academic awards, and fellowships. The Program plans to maintain contact with alumni.

The Faculty Committee will have six members drawn from various areas of expertise within the Program: The inaugural Director will be Patricia Dempsey. Inaugural Faculty Committee will include: Samuel Aymer (Mental Health/Clinical Practice), Ilze Earner (Child Welfare), Marina Lalayants (Child Welfare), Ana Paulino (Mental Health/Clinical Practice), Bernadette Hadden (Research), and Kanako Okuda (Field Work). The inaugural Faculty Committee will serve for three years.
The Director and Faculty Committee will meet regularly to discuss issues such as curriculum implementation, inclusion of possible new courses, designation of faculty participants, field work issues, advising, student concerns, and other issues as required. The BSW Director will confer with and report to the Associate Dean of Academic and Faculty Affairs within the MSW program on issues relevant to the implementation, progress, and coordination of the BSW Program. An annual report on the activities of the Program each year will be submitted to the Hunter College Administration by the Dean of the Silberman School of Social Work.
Course Description
This course provides an introduction to, and a critical analysis of, the Social Work profession in American society. The course introduces the beginning student to the philosophy, mission, and challenges of social work. Providing a broad overview of social work history, values, ethics, knowledge base, the populations we work with, and some of the practice methods and interventions we use to ameliorate problems.

Course Competencies
Through the successful completion of all assignments and receiving a passing grade in the course, students will be able to:

EP Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly
Practice Behaviors:
(a) Demonstrate professional demeanor in behavior, appearance, and communication
(b) Use supervision and consultation
Assessed:
Midterm Assignment
Service Learning Written

EP Competency 2.1.2: Apply social work ethical principles to guide professional practice
Practice Behavior:
(a) Make ethical decision by applying standards of NASW Code of Ethics, and as applicable, International Federation of Social Workers/International Assoc. of Schools of Social Work Ethics in SW, Statement of Principle
Assessed:
Ethical Dilemma Written Assignment

EP Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments
Practice Behaviors:
(a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
(b) Analyze models of assessment, prevention,
Assessed:
Mid Term Assignment
Final Paper
intervention, and evaluation

EP Competency 2.1.4: Engage diversity and difference in practice

Practice Behaviors: Assessed:
(a) Recognize the extent to which a culture’s Mid Term Assignment
  structures and values may oppress, marginalize, Final Paper
  alienate, or create or enhance privilege and power

(b) Understand the forms of and Final Paper
  mechanisms of oppression and
  discrimination

EP Competency 2.1.6: Engage in research informed practice and practice informed research

Practice Behavior: Assessed:
(a) Use research evidence to inform practice Group Project

EP Competency 2.1.7: Apply knowledge of human behavior and the social environment

Practice Behavior: Assessed:
(a) Utilize conceptual frameworks to guide the Short paper on case
  process of assessment, intervention, and assessment, intervention, and evaluation
  evaluation

EP Competency 2.1.8: Engage in Policy Practice to advance social & economic well-being and to deliver effective social work services

Practice Behavior: Assessed:
(a) Collaborate with colleagues and clients Service learning written
  for effective policy action assignment

EP Competency 2.1.9: Respond to contexts that shape practice

Practice Behavior: Assessed:
(a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services Mid Term Assignment

Course Content Objectives

Upon completing this course, students will demonstrate a range of competency in each of the stated objectives of the course. As demonstrated by written assignments, quizzes, group projects, and service learning assignments, students will be expected to:

1. Express basic knowledge of the history and development of the social work profession.
2. Identify central concepts and theories related to social work practice.
3. Identify and discuss the essential values and ethics that guide and inform social work practice.
4. Understand the difference between personal values and the values of the profession as they relate to one’s ability to accept diversity, culture, class, lifestyle, etc. in the ethical practice of social work.
5. Understand the concept of economic and social justice and its fundamental importance in social work practice.
6. Develop oral and written communication skills relevant to generalist social work practice.
7. Express an understanding of the major institutions and entities relevant to the profession and the practice of social work.
8. Identify various interventions that social workers use in their practice.
9. Identify and understand different client groups, issues, and problems that are commonly the focus of social work, such as child welfare, older adults, people suffering from mental illness and other health issues, substance abuse, school, employment difficulties, and the social worker’s role as change agent and advocate in the field of public social welfare.
10. The ability to determine if social work is a personal fit as a career choice.

**Required Text**

**Recommended Text**

*All Assigned weekly readings are from the required text*

**Additional readings will be assigned during the course of the semester.**

**COURSE OUTLINE: (by week)**

**Part I: Introduction**

**Week 1**
Course Review
Social Work in Context

**Week 2**
Read Chapter 1 and 2, for week 2
The Social Welfare System: Personal Troubles—Public Response
*Take Home Quiz #1*

**Week 3**
Read Chapter 3,
The History of Social Work

**Part II: Social Work Practice**
Week 4 and Week 5  
Read Chapter 5  
The Concepts, Components, and Connective Tissue of Social Work Practice

Week 6 and 7  
Read Chapter 6  
Recognizing the Importance of Diversity, Power, and Privilege in the provision of social work practice. The Practice Methods  
Guest Speaker

Part III: Fields of Practice

Read Chapter 9  
Health Care Practice  
*Take Home Quiz #2

Week 8  
Read Chapter 8  
Child Welfare Practice  
Guest Speaker

Week 9  
**Mid-Term Due**  
Group Project Presentations

Week 10  
Read Chapter 10  
Mental Health Practice

Week 11  
Read Chapter 11 for week 11  
Working with Aging Adults  
Guest Speaker

Week 12  
Read Chapter 12  
Working with Victims of Domestic Violence

Week 13  
Read Chapter 13  
Impact of Social Work in Community Organizing and the Political Arena  
*Class Presentations on Service learning experience

Week 14  
Final Due  
*Class Presentations on Service learning experience, continued
Accommodations for Students with Disabilities:

In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter is committed to ensuring educational access and accommodation for all registered students. Hunter College’s students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. For information and appointments, contact the Office of AccessABILITY located in room E1214 or call 212 772-4857 or VRS 646 755-3129

Grading Criteria

Attendance:
College policy regarding attendance states that students are expected to attend class regularly. In order to examine issues, participate in discussion and reflect on readings, it is important that students are present for all classes. Attendance will be taken at each class session. Students absent more than two (2) times will have points subtracted from the final grade and may be at risk of failing the course.

Performance:
It is expected that all class members contribute to a classroom atmosphere that is conducive to learning. It is important that we all work together to ensure that our classroom comments reflect sensitivity and tolerance to ideas that may not be consistent with our own.

Cell phones and recording devices are not permitted during class. The use of these and similar devices may result in points being subtracted from your grade.

Assignments:
Assignments are due on dates designated regardless of absence, unless the Professor grants extensions in advance. Assignments will not be accepted via e-mail.

Course assignments will include 2 take home quizzes, a community research (mid-term) assignment, Service Learning Written Assignments, a short paper on assessment, intervention, and evaluation, a group assignment, an ethical dilemma assignment, a class presentation, and a Final Term paper.

***The Mid-term and Final will be discussed and reviewed in class.

Final Grade:

Your final grade will be weighted as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance:</td>
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</tr>
<tr>
<td>Class Participation:</td>
<td>10%</td>
</tr>
<tr>
<td>2 Quizzes:</td>
<td>20% (10 points each)</td>
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<tr>
<td>Mid-Term:</td>
<td>20%</td>
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<tr>
<td>Final Paper:</td>
<td>25%</td>
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<tr>
<td>Service Learning:</td>
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Please refer to the student handbook on policies and deadlines concerning withdrawals, incompletes, and CR/NR grades.

According to Hunter College Grading Guidelines, a final letter grade will be issued with numerical values as indicated below:

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<tr>
<th>Grade</th>
<th>Points Range</th>
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<tr>
<td>A</td>
<td>92.5 - 97.4</td>
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<tr>
<td>A-</td>
<td>90 - 92.4</td>
</tr>
<tr>
<td>B+</td>
<td>87.5 - 89.9</td>
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**Academic Integrity:**

Hunter College regards acts of academic dishonesty (e.g. plagiarism, cheating on exams, obtaining unfair advantage, falsification of records and official documents) as serious offenses against the values of intellectual honesty. The college is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to Hunter College Academic Integrity Procedures.

**Please note:** Hunter is committed to improving the writing skills of all students. Students will receive feedback on their writing, and if needed, you will be asked to seek assistance—or be referred, to the Writing Program, SB316B. The Program’s # is: 212-396-7857.
Course Description and Overview

Practice Lab (PLSSW 717-718) is a two-semester foundation course that introduces all Hunter College School of Social Work students to professional social work practice in the context of urban organizations and communities. PL content exposes students to core beginning social skills and knowledge, with an emphasis on the interface between essential concepts and skills across methods. Drawing upon notions and principles of anti-oppression and mindfulness-based practice, the Lab explores the context of social work practice and the differential use of practice methods (Clinical Social Work, Group Work, Community Organizing, Planning & Development and Organizational Management and Leadership) in contemporary professional social work.

Anti-oppression and mindfulness-based constructs provide the foundation for students to engage in critically reflective practice, thus allowing them to hold an anti-oppression lens and restorative social work practice framework within their work, whether individual, group, community, or agency work.

Students are exposed to the common aspects of all social work practice and the distinct aspects of methods-based social work. Lab provides a framework for students to understand methods-based social work practice skills, and moves sequentially through the four fundamental phases of all social work practice that entry-level social workers confront. Students are taught how to apply social work’s core ethics and values. The promotion of social and economic justice when addressing the specific needs of populations at risk is explored. The following four beginning phases of practice undergird the Lab, thereby strengthening students’ understanding about the fundamentals of practice:

- **Pre-Engagement**: the framing of problem definition, agency auspice, and community context;
- **Relationship-Building & Individual Engagement**: Professional use of self, tactical self-awareness, boundary-setting, establishment of trust, dynamics and constructions of power and privilege;
- **Community Assessment & Community Engagement**: Entry into the community, developing community assessments, dynamics of structural oppression and agency auspice.
- **On-going Intervention**: The setting of worker-client/community member contracts and agreements, setting agreed-upon tasks and activities, assessing both concrete outcomes and on-going relationship building.
PRACTICE LAB I

Course Competencies
Through the successful completion of all assignments and receiving a passing grade in the course students will be able to:

EP Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly.
Practice Behavior: Assessed:
   b) practice personal reflection and self-correction to assure continual professional development  Self Reflection Paper
   c) attend to professional roles and boundaries  Self Reflection Paper

EP Competency 2.1.2: Apply social work ethical principles to guide professional practice
Practice Behavior: Assessed:
   a) recognize and manage personal values in a way that allows professional values to guide practice  Ethical dilemma/values Assignment
   b) make ethical decisions by applying standards of NASW Code of Ethics and as, applicable, of the International Federation of Social Workers/International Assoc. of Schools of SW Ethics in Social Work, Statement of Principle  Mindful Practice Assignment
   c) tolerate ambiguity in resolving ethical conflicts  Ethical dilemma Assign.
   d) apply strategies of ethical reasoning to arrive at principled decisions  Ethical dilemma Assign.

EP Competency 2.1.4: Engage diversity and difference in practice
Practice Behavior: Assessed:
   a) recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate or create, or enhance privilege  Group Projects
   b) gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups  Self Reflection Paper
   c) recognize and communicate their understanding of the importance of difference in shaping life experience  Biopsychosocial Assignment
   d) view themselves as learners and engage those with whom they work as informants  Self Reflection Paper
   e) understand the forms and mechanisms of oppression and discrimination  Field Assignment

EP Competency 2.1.5: Advance human rights and social and economic justice
Practice Behavior: Assessed:
a) advocate for human rights and social and economic justice

EP Competency 2.1.10: Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities

Practice Behavior: Assessed:

Engagement
- a) substantively and effectively prepare for action with individuals, families, groups, organizations and communities
- b) display empathy and employ other interpersonal skills
- c) develop mutually agreed on focus of work and desired outcomes

Assessment
- a) collect, organize and interpret client data
- b) assess client strengths and limitations
- c) develop mutually agreed on intervention goals and objectives
- d) select and implement appropriate intervention strategies

Course Content Objectives:
- Develop a differential understanding of what is unique, different and similar about all three-practice methods.
- Develop and utilize skills specific to one’s practice methods and from other methods.
- Develop knowledge in applying an Anti-oppression lens in work with communities, individuals, groups and organizations.
- Identify and articulate social and historic contexts in which one’s social work practice occurs so that people are not pathologized and the effectiveness of interventions does not lie solely with the community member or the individual practitioner.
- Develop knowledge of critical frameworks for understanding social, political and economic justice and its varied application to different populations.
- Develop knowledge of historical and structural conditions within the United States as they have impacted diverse populations.
- Develop knowledge in applying a Mindfulness-based Lens in the provision of services to communities, individuals, families, groups and organizations.
- Plan a community needs/ strengths assessment to gain knowledge and understanding of how varying access to resources affects communities and their members’ choices regarding the conditions that impact their lives.
- Complete a bio-psychosocial assessment using an anti-oppression, restorative social work...
practice framework.

- Develop core competencies common to all methods in order to engage, assess, and intervene effectively with systems of different sizes through mindful practice: individuals, families, groups, agencies, and communities, using an historical and structural analysis differences related to race, ethnicity, sexual orientation, and other markers for oppression.
- Increase self-awareness through personal reflection of one’s background, social history, and experience and the ensuing responses that history creates with those from other social groups.
- Identify and utilize a dialogical approach to practice, which fosters both learning and ‘helping’ so that each practitioner develops skills-based interventions that partner with the capacity, knowledge, experience of those with whom they work.
- Gain direct practice experience in a community based agency, through a volunteer field assignment.

Format

III. Developing Mindful Practice: Fundamental Method Skills, Integrating Other Method Skill Sets and the Anti-Oppression Lens

To achieve the above objectives, these courses seek to develop in all practitioners mindful practice, combining your primary methods foundational skills, the reflective capacity and interest to utilize other methods’ skill sets, and an anti-oppression lens that frames the stance and direction of your work with others.

Course Expectations

Attendance & Lateness

Class attendance is an integral part of the learning process and is a requirement of the program. Please make every effort to attend every class for both the large and small group formats. Habitual lateness will count as absence and may affect course grade. Please discuss any unavoidable absences in advance when possible. Any more than three absences during a semester will impact the course grade.

Religious holiday policy:
The University policy applied to this course states that “Any students who are unable, because of their religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused. It is necessary to inform the professor in advance so that a plan can be made to make up the work missed as a result of the absence(s)”.

Written ASSIGNMENTS:

There are three individual assignments and a field assignment.

I. The Pre-Engagement Phase: Assignment One: 25% of grade

Asking For Help: A Self-Reflection Assignment: from Personal to Professional Responses:

Clients seeking social work services from an agency often feel vulnerable; consequently, this reaction can present challenges for the social worker to engage, assess, and help them work on their presenting problems. To this end, it is important for practitioners to develop empathy—an
important dimension of practice that facilitates self-reflection and introspection. As such, this essay is designed to help students reflect on a period of their lives when they had to ask for help. Students are not expected to discuss the actual situation or problem that motivated them to ask for help. Instead, they are expected to discuss the processes associated with this help-seeking encounter. Use some of the following questions to help you answer the first part of this assignment:

☐ Identify and briefly describe a time in your life (e.g., childhood, adolescence, and adulthood, migratory experiences) when you had to ask for help?
☐ What feelings came up for you? (e.g., anxiety, sadness, ambivalence, etc)
☐ Who did you ask to help you (e.g., family, a friend, etc)?
☐ What reactions (i.e., power, privilege, support, judgment, etc) did you receive from those you asked for help?
☐ How would you assess the reaction (s) in relation to your need for help?
☐ Identify three lessons you have learned from this period of your life. Are any of them related to issues of power and privilege?

The second half of the assignment asks you to relate lessons from the classes on the first Pre-Engagement phase of the course. Using readings on both “use of self,” “agency auspice,” and “community context,” what would you do differently as a practitioner from what you experienced when you requested help? What would be the same? Why? How does your initial understanding of the dynamics of power and privilege impact the way you might interact with someone like you who requested similar help? Someone socially different from you?

6-8 pages, double-spaced. You must use at least 2 different references to substantiate all arguments and points of view. Internet references are not acceptable!

Due: Fourth week of class

II. The Engagement & Individual Relationship-Building Phase: Assignment Two: The Bio-Psycho-Social – 25% of grade

This second assignment allows students to engage in “meaning making” as they begin to understand a clients’ presenting problem (s) during the early engagement/relationship-building phase.

The following skills should be used during the development of a bio-psychosocial assessment:

☐ exploring manifest issues,
☐ probing latent content,
☐ offering empathy,
☐ providing support,
☐ identifying social forces that produce psychological challenges,
☐ evaluating how familial factors impinge on presenting problems,
☐ assessing the connections between oppression and the client’s positionality.

*A case for this assignment and the biopsychosocial outline will be distributed in class.
Students should adhere to this outline as they complete a bio-psychosocial assessment.

Identify and describe a clients’ presenting problem(s). Provide an overview of the history (how long has this problem been impacted the client) of client’s presenting problem(s).

Identify and summarize relevant data about the client including life transitions, strengths, environmental stressors, vulnerability, coping, adaptive/maladaptive behaviors, and interpersonal and intrapersonal conflicts.

Additionally, a brief client assessment should be informed by the motivation/capacity/opportunity paradigm and include within that attention to social factors related to oppression, power and privilege as you assess their impact on the client. (See L. Ripple’s classic “The Casework Theoretical Framework” reference in Week 3 for an explication of this paradigm.)

The assessment should include the following:

- Roles, current stressors and life cycle stages
- Ego functioning (See E Goldstein’s “The Ego and The Defenses” reference in Week 4 and L. Zayas & M. Katch’s “Contracting with Adolescents” in Week 5 of the syllabus for clarification on the use of defenses, judgment (s), insights and coping mechanisms)
- Relational ties to family and social support
- Education (strengths and weaknesses)
- Sociocultural issues (culture, class, immigration, sexual orientation, religion and ethnicity)
- Oppressive forces (patriarchy, racism, homophobia, xenophobia, religious bias, social class, ageism, ableism, etc.)

*FIELD ASSIGNMENT: Students will be placed in a community-based agency in the East Harlem Community to begin the process of understanding the community and social work practice in an agency setting. They will function as ‘volunteer staff’ and will be given an ongoing assignment that can be done within the framework of the school semester.

**III. Due Week 14: Advocacy Paper 25% of grade**

Based on your field agency experience, supported by at least 4 readings from the literature, identify a micro or macro practice issue that you think requires an advocacy initiative. The advocacy paper should clearly present the problem/issue and how you think it needs to be addressed and by whom.

**The Field Assignment will be 25% of the grade.**

**Academic Integrity**

The College policy will be applied to this course. The policy states that “Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty.”

“The college is committed to enforcing the CUNY Policy on Academic Integrity and will pursue
cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.”

Grading
Please refer to the student handbook on policies and deadlines concerning withdrawals, incompletes, and CR/NR grades.

According to Hunter Grading Guidelines, a final letter grade will be issued with numerical values as indicated below:

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COURSE TEXTS AND READINGS


These two texts will be used over the two terms of the course.

Recommended texts:

And


Course Syllabus

Course Content

Unit 1 (Weeks 1-3) Pre-Engagement, Agency Auspice and Community Context: Professional Role Development, Conscious Use of Self, and Ethical Obligations

Unit Themes:
- The purposes of the Lab
- Professional social work practice distinguished from “I like/want to help people”
- The fields of practice within the social work profession
- The practice methods within the field of social work and how they support each other
- The Code of Ethics and its application to practice
- The strengths-based orientation of social work
- The meanings of social justice, mindful practice and anti-oppression work
- The meaning of “the professional self” (‘tactical self-awareness’ and ‘conscious use of self’) in the context of practice
- Self-care as a critical dimension of professional social work
- Sharing the roles of practitioner, teacher and learner (to counter oppressive hierarchies)

Professional Core Competencies:

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Through this competency, social workers develop behaviors, skills and knowledge to:
- advocate for client/community access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Through this competency, social workers develop behaviors, skills and knowledge to:
- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work,
Statement of Principles;

- tolerate ambiguity in resolving ethical conflicts and apply strategies of ethical reasoning to arrive at principled decisions.

**Required Reading for Weeks One and Two**


& Bacon.


**Recommended Reading**


http://www.familiesinsociety.org/Show.asp?override=true&docid=1492


http://workforce.socialworkers.org/studies/natstudy.asp
Required Readings for Week Three:


*Recommended reading:*


**Unit 2 - (Weeks 4-7): Engagement/Relationship Building and Initial Assessment Skills: Use of the Bio-Psycho-Social and Developing An Anti-Oppression Lens: Steps Toward Mindful Practice**

**Unit Themes:**

- **The Bio-Psycho-Social Model**
- **Phases of the interview process**
- **Core ideas of family dynamics/individuals dynamics**
- **Developmental History (attachment factors, resilience, parental stability)**
- **Socio-cultural context (race-related, immigration, sexual, language, and LGBTQ issues)**
• Significant Life Events (Early losses—Death and Dying Issues—Family/Friends and Peers; Natural Disasters; Childhood Health Issues; Chronic Medical Problems)
• The socio-emotional impact of structural problems on self-development

Professional Core Competency 2.1.10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Through this competency, social workers develop behaviors, skills and knowledge to:
• to guide the processes of assessment, intervention, and evaluation; and
• critique and apply knowledge to understand person and environment.

Week 4: Required Reading


Recommended Reading


Weeks 5 & 6: Engagement with Individuals, Groups, Organizations and Communities: Concepts, Tasks and Skills in Preparing for Your Social Work Interventions
Unit Themes

- Purpose and definition of beginning phases of practice---Introducing self, role(s) purpose(s) and function(s) to client systems
- Establishing a working alliance with groups, individuals and families, community actors and agency staff and administrators
- Purpose and definition of assessing issues in the beginning phase of practice
- Structural and historical antecedents of oppression, opportunity and access; and how they differentially affect the engagement process of each practitioner & client
- The provision of empathy and support to client systems
- Focus on the presented issues and concerns and stay ‘where the client is’ and why they are seeking services
- Beginning interviewing skills: clarifying, partializing, focusing, reflecting and summarizing, paraphrasing, active listening
- Advocacy and collaboration on behalf of client system
- The development of goals and a working contact
- The development of ego strengths through use of the “Strengths Perspective”
- Assessing Community needs and strengths

Week 5 : Required Reading


**Week 6: Required Reading**


**Recommended Reading**

Week 7: Expanding Mindful Practice – Understanding Power and Privilege

Unit Themes

- The definitions of power, privilege, oppression, internalized oppression and internalized superiority
- Various forms of institutional oppression
- The intersectionality of various forms of institutional oppression
- The application of Resiliency theory and its application to marginalized individuals and families, groups communities and agencies
- Identification of how power, privilege, oppression, internalized oppression and internalized superiority manifest in social work practice
- Engaging with individuals and families, groups, communities and agencies to effectively challenge oppressive forces
- Organizing their sense making of data from client systems into bio-psycho-social, group, community and agency assessments
- The ways in which power, privilege, oppression, internalized oppression and internalized superiority impact and manifest in thoughts and behaviors of ‘clients’, colleagues, self and agency culture

- **Professional Core Competency 2.1.4—Engage diversity and difference in practice.**
  Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple social factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

  *Through this competency, social workers develop behaviors, skills, and knowledge to:*
  - recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
  - gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
  - recognize and communicate their understanding of the importance of difference in shaping life experiences; and
  - view themselves as learners and engage those with whom they work as informants.

- **Professional Core Competency 2.1.5—Advance human rights and social and economic justice.** 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. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

  *Through this competency, social workers develop behaviors, skills and knowledge to*
  - understand the forms and mechanisms of oppression and discrimination;
• advocate for human rights and social and economic justice; and
• engage in practices that advance social and economic justice.

**Week 7: Required Reading**


**Recommended Reading**


*Unit 3: (Weeks 8-10) – Initial Engagement & Assessment: The Community Assessment*

**This Content will be replaced by T. Mizrahi’s CO Work Force Training Focus**

**Unit Themes**

- Definitions of community
- The effects of oppression on communities
- The importance of narratives in work with communities
- The key role community plays in the lives of people
- Comparing neighborhoods characteristics by various criteria including structural and historical antecedents to contemporary conditions
- Understanding the complexities of neighborhoods and their access to economic and political resources and their impact on client/community member choice
- Choosing a community and population of interest for community assessment through a ‘manageable-meaningful’ matrix.

- **Professional Core Competency 2.1.10:**—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

  **With emphasis on:**

  2.1.10(b)—**Assessment** Social workers gain knowledge, skills and behaviors to:

  - collect, organize, and interpret client data;
  - assess client strengths and limitations;
• develop mutually agreed-on intervention goals and objectives; and
• select appropriate intervention strategies.

**Week 8-10 : Required Reading**


Community Toolbox webpages on community assessments beginning at [http://ctb.ku.edu/en/tablecontents/sub_section_tools_1042.aspx](http://ctb.ku.edu/en/tablecontents/sub_section_tools_1042.aspx)


**Unit 4 (Weeks 11-14): Early Intervention: Mindful Practice in your client systems**

**Unit Themes**

• The definition and purpose of the work phase of social work practice
• Utilizing bio-psychosocial assessments, incorporating anti-oppression and restorative justice frameworks in agreements & contracts
• Work phase skills: containment, listening, questioning, addressing nonverbal communication, and using silence in clinical practice
• The importance of planned terminations and transitions throughout the work phase of social work practice
• The importance of consistent self-care when intervening in the lives of individuals, families, groups, organizations, and communities.

Professional Core Competencies: 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

With an emphasis on:

2.1.10(c)—Intervention Social workers gain knowledge, skills and behaviors to:
• initiate actions to achieve organizational goals;
• implement prevention interventions that enhance client capacities;
• help clients resolve problems;
• negotiate, mediate, and advocate for clients; and
• facilitate transitions and endings.

And

Educational Policy 2.1.10(d)—Evaluation Social workers gain knowledge, skills and behaviors to:
• critically analyze, monitor, and evaluate interventions.

Week 11: Foundational Intervention through Clinical Work with Individuals and Families: Setting and Maintaining Contracts & Agreements

Class Themes

• The definition and purpose of clinical work with individuals and families
• The importance of narrative in work with individuals and families
• The strengths-based perspective in social work practice and its importance in clinical practice
• The interplay between individual, interpersonal, and environmental problems that individuals and families bring to the clinical relationship
• Transference and counter-transference issues in practice modalities

Required Reading:


Recommended Reading

Week 12: Foundational Intervention through Group Work: Maintaining A Mutual Aid Purpose through Groups

Class Themes:

- The definition and purpose of group work in social work practice
- The key concepts of group work practice: mutual aid; group work vs. casework in a group; use of authority; welcoming conflict; embracing use of activity
- Group formation and development
- Stage theories of group process
- The roles of group facilitators
- Unique characteristics and needs of oppressed and overwhelmed groups
• Proposing and planning a group’s purpose, composition, structure, and content
• Identifying the five stages of group process in the support of mutual aid
• Recognizing and reframing group members’ behaviors within the contexts of oppression and privilege as they engage in mutual aid
• The unique structure and process of social work groups
• The impact of differences in culture, race, class, age, religion, gender, sexual orientation, etc. in group process

**Required Reading**


**Recommended Reading**


Week 13: Foundational Intervention to Community Organizing: Utilizing Strategy and Tactics in a Community Project or Program

Class Themes:

- The definitions of community
- The impact of oppression on communities
- The roles of the community organizer
- Identifying basic organizing skills regarding strategy and tactics
- Distinguishing organizer roles from those of leaders and other community members
- Recognizing and reframing community members’ behaviors within the contexts of oppression and privilege
- The interplay between individual, interpersonal, and environmental issues that shape community practice
- The resilience of community members through the process of leadership development

Required Reading


Week 14: Foundational Intervention to Organizational Management and Leadership: Program Development

Class Themes:
- Organizations as cultural creations
- Evolution of organizational theory: scientific management, bureaucracy, learning organizations as living organisms and informal and formal structures, and processes of agency life
- Bureaucracy – strengths and weaknesses
- Management roles
- Leadership Roles
- Leadership Styles and approaches
- Program development or maintenance through an agency setting
- Organizational type and leadership style dimension
- Uses of supervision – participating in the supervisory relationship and the role of supervision
- Practitioner’s response to the agency setting: managing their emotional responses to organizational constraints

**Required Reading:**


**Recommended Reading**


The second term of Practice Lab will build on the foundational issues of the first term, where students were introduced to three primary dimensions of professional social work practice:

- Distinctive skills and frameworks of the four methods, with a special emphasis on how the methods can complement and deepen one’s primary method;
- The process of developing mindful practice as a measure of one’s increasing flexibility and deepened reflection needed for lifelong learning in the field; and
- The anti-oppression lens as a fundamental tool for all practitioners to deepen their skill in interpreting the dynamic context of practice, program, and profession and for creating an authentic, engaged, and trusting relationship with the people with whom we work.

The objectives of this focus were to highlight how these methods complement and support each other within the social work itself, and to do so in a dynamic way that allows students to begin assessing the multiple ways in which social conditions and the constructions of power and privilege differentially impact the lives of those with whom we work, our practice settings, and our own professional identities.

Such objectives necessarily are not completed in one term. They were meant to be introduced and struggled with by us all, faculty and students alike—as occurs in all great practice. We shall continue this emphasis over this term as well. To that end, the continued focus on mindfulness, methods, and the anti-oppression framework will remain. To deepen this foundational practice work, we are adding the theme of dilemma and its impact on all forms of social work practice.

Thus, we will explore issues that are central to the field from different methods as we highlight how almost any practice choice carries with it countervailing choices and possible outcomes. For example, a central dilemma to any social worker’s professional life is the role you play as a mandated reporter for child welfare. This role, with its legal responsibilities, carries with it the responsibility of protecting children—and the dilemma of undermining relationships with vulnerable populations. We will examine this dilemma-filled role later in the term in detail.

We also seek to deepen one’s understanding of the ethics of the profession and how they impact our practice as well. Whether the means-ends debate of organizing, the dilemmas of confidentiality in clinical and group work, or the funding tensions of leadership and management, ethical choices are being made throughout our career and are a hallmark of our profession’s mandate.

Practice Lab II will also weave in the importance of creating “safe enough spaces” and safe “holding environments” as an extension of mindful, anti-oppressive practice. Creating practice arenas—whether clinical or community-based, group or agency—where people feel capable of admitting to vulnerability, challenging unfair power differences, or simply disagreeing is a hallmark of great practice; creating such environments while getting to the outcomes that
agencies need to survive is a fundamental dilemma of mindful practice that we will therefore explore throughout the term.

**Course Competencies**

Through the successful completion of all assignments and receiving a passing grade in the course, students will be able to:

**EP Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly**

*Practice Behaviors:*

- a) advocate for client access to the services of social work  
  *Case to Cause Paper*

**EP Competency 2.1.2: Apply social work ethical principles to guide professional practice**

*Practice Behaviors:*

- a) recognize and manage personal values in a way that allows professional values to guide practice  
  *Ethical Dilemma Assignment*
- b) make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Assoc. of Schools of Social Work, Statements of Principle  
  *Ethical Dilemma Assignment*
- c) tolerate ambiguity in resolving ethical conflicts  
  *Mindful Practice Assignment*
- d) apply strategies of ethical reasoning to arrive at principled decisions  
  *Ethical Dilemma Assignment*

**EP Competency 2.1.4: Engage diversity and difference in practice**

*Practice Behaviors:*

- a) recognize to the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege  
  *Journal Assignment & Brief Essay*

**EP Competency 2.1.5: Advance human rights and social and economic justice**

*Practice Behaviors:*

- a) advocate for human rights and social and economic justice  
  *Advocacy Paper*

**EP Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

*Engagement*

*Practice Behaviors:*

- b) develop a mutually agreed on focus of work and desired outcomes  
  *Community Engagement & Service Contract*

*Assessment*

- a) collect, organize and interpret client data  
  *Bio-psycho-social Assessment & Community Engagement Assignment*
b) assess client strengths and limitations
   Bio-psycho-social Assessment &
   Community Engagement Assignment

c) develop mutually agreed on intervention
   goals and objectives
   Community Engagement Assignment

d) select and implement appropriate intervention
   strategies
   Volunteer Field Assignment

**Intervention**

a) initiate actions to achieve organizational goals
   Advocacy Paper

b) implement prevention interventions that
   enhance client capacities
   Case to Cause Paper

c) help clients resolve problems
   Volunteer Field Assignment

d) negotiate, mediate, and advocate for clients
   Advocacy Paper

e) facilitate transitions and endings
   Blackboard Assignments

**Evaluation**

a) critically analyze, monitor and evaluate intervention
   Quiz

Practice Lab II will endeavor to draw upon the social work methods literature and anti-oppression readings so that your skill sets and professional identity are strengthened in terms of competencies and awareness of the differential impact that such social factors as race, sexuality, gender, and class have on one’s work.

While weaving in the above themes throughout the semester, the term will be broken into four primary segments:

1. Your agency and the ecological context of your practice: the dilemmas of practice choice in socially varied contexts
2. Responding to heightened challenges in practice: emergencies and crises and the dilemmas in choice of response: interventions and core skills
3. Transitions: endings, termination and the dilemmas of professional relationship.
4. Developing the capacity to hold complex and emotionally-charged practice-based social justice issues

**Your agency and the ecological context of your practice: the dilemmas of practice choice in socially varied contexts.**

- Challenges & opportunities: getting to outcomes, creating “safe enough space”
- Collaboration and organizational/professional tension
- Maintaining a social justice lens within a social work practice framework
- Working in host settings: auspice: opportunities and limits
  - a. Schools
  - b. Child Welfare
  - c. Health & Mental Health

**Responding to heightened challenges in practice: emergencies and crises and the dilemmas in choice of response: interventions and core skills**

Responding to emergencies and crises across the methods
Defining ‘vulnerable populations’
Social injustice in defining victims and perpetrators: establishing a mindful holding environment
Emergencies in Settings:
Schools: absenteeism, drop outs, ‘special education’ illiteracy
Child welfare: safety and risk; racial disproportionality
Health & Mental Health: suicidality; homicidality

Transitions: endings, termination and the ethical dilemmas of professional relationship
Confidentiality/ self-disclosure
Client choice vs. agency auspice
Emerging populations
The internet/ social networking
Emerging trends in interpersonal and social relationships
Holding the anti-oppression lens and building restorative social work practice.

Developing the capacity to hold complex and emotionally demanding, practice-based social justice issues
Self-awareness and “The Good-Enough Practitioner: Leadership with no easy answers
Exploration of personal and professional styles of empowering clients
Critical reflection on how to apply social justice framework to practice methods
Self-care, compassion fatigue and vicarious trauma

We also recommend two other works, J.G. Hopps & E. Pinderhughes’s *Group Work with Overwhelmed Clients* (Free Press, 1999); and M. Fabricant’s *Organizing for Educational Justice* (University of Minnesota Press, 2010).
The first work strengthens the group work focus within a primarily mental health setting, while the second emphasizes organizing and community-based collaboration related to schools and the educational system.

Please note that recent legal rulings on intellectual property prohibit all college libraries from posting electronically more than one-third of a book’s chapters. That said, almost all journal articles may be accessed over the Internet at their websites. And, finally, please remember the old school approach to the material: everything will be placed on reserve for you to read in the library and photocopy if you wish as well.

**ASSIGNMENTS for 718**

**First Assignment: Ethics Assignment: 33% of grade.** Write a 6-8 page paper that identifies an ethical dilemma from your present practice – describe the dilemma, and then examine the dilemma from both a deontological and a utilitarian perspective. What steps have you or would you take to resolve the dilemma where a partial emphasis on client self-determination and client voice has been maintained? Describe to what extent these
actions reflect different schools of ethical reasoning.

For clinical and group work students, consider the ethical issues raised by Freud and Krug in their first article and relate the issues they raise to Epstein and Wong’s material on mindfulness; community organizers and leadership/management students should integrate Julian’s ethical issues as you reflect on Epstein’s and Wong’s material. See also Burghardt’s Chapter 8, “Crossing the Great Divide,” pp 240-259.

**Second Assignment: 33% of grade.** Social work has always stressed the importance of social support through a variety of settings and methods. Likewise, all of us have been reflecting on and experiencing new group formations, including clinical work conducted by Skype and social networking as a primary organizing tool for social movement, locally and globally. Obviously, one of the most compelling new formations of the 21st century is that of a social network of people who can affirm, validate, and facilitate the well-being of others in new and exciting—as well as challenging—ways. Facebook and Linkedin, for example, can provide access for people to relate and connect in new group formations—raising issues of trust, group solidarity, intimacy, and other important professional factors. In addition, Virtual support groups for people struggling with psychosocial concerns can also be beneficial.

Based on the above, students should write a 6-8 page paper discussing the various ways in which social networking can be used as a source of social support to help individuals, groups, communities and organizations with whom you work (or expect to work with). To this end, you should select a social networking site and use the following questions to help you conceptualize this assignment:

- **What are the strengths and limitations of social networking for practice?**
- **In what ways (select three factors) can social networking impact the social world of people and communities, especially those with whom we work?**
- **In what ways can social work networking affect functional and geographical communities?**
- **What are the psychosocial implications of social networking?**
- **How can social workers embrace social networking in clinical, community, group and organizational practice?**
- **To what extent can an anti-oppressive lens be used to examine the phenomena of social networking?**

Krishna’s 10th chapter in Burghardt’s text as well as Hopps & Pinderhughes delineations of group formation can be helpful here as you begin developing this paper. **Due date: April 3rd**

**Third, Summary Assignment 33% of grade (Choose one):**

**EITHER:**

Arguably, clinical practice with individuals and families can help clients work on both external (e.g., poverty, oppression, social injustice) and internal (e.g., depression, anxiety, distrust) problems, which affect their ability to feel empowered—thus undermining their sense of well-being. That said, students should write an 10-12 page paper on two or three of the following
issues noted below, at least one of which must relate to the anti-oppression social work practice lens. We expect the work will in part be framed by mindful practice concepts as well/

- Managing transference and counter transference
- Addressing self-disclosure
- Responding to crises (child abuse, suicidality, unemployment, homicidality)
- Working in a host setting and interdisciplinary collaboration
- Working with systems to ameliorate issues of social injustice
- Addressing internalized oppression as a presenting problem
- Developing a mindful holding environment/ safe enough space
- Handling dynamics of power and privilege that develop in this relationship
- Establishing therapeutic alliances with involuntary clients
- Ending and terminating with clients
- Responding to clinical and ethical dilemmas

The following questions should be used to help students frame their ideas and to conceptualize this assignment;

- What is your understanding as to why practitioners should pay attention to this issue?
- What are some salient factors (identify three), which are distilled in the literature regarding the importance of addressing this issue in clinical work with individuals and families?
- What are the interpersonal and relational implications of this issue on the client/practitioner’s working alliance? Relate this to issues of power and privilege as they impact this practice relationship, with attention to how you attempt to create a “mindful holding environment.”
- To what extent can practitioners use an anti-oppressive lens to understand how this issue may be affecting the helping process?
- Finally, what are the mindful implications for your on-going work?

This paper should include citations of appropriate current literature from 8 sources and be formatted in APA style. The paper must be between 10 and 12 pages.

OR

Develop a summary paper which:

- identifies an organizational or community problem of concern from a standpoint that includes an anti-oppression lens;
- analyzes the problem in sufficient detail so that someone unfamiliar with both the problem and the organization and/or community will understand it;
proposes one or several courses of action for change, well grounded in current literature, that considers both structural conditions that are impediments as well as a anti-oppression, restorative social work model for change;

includes your own mindful assessment of your developing social work role, with attention to dynamics of power and privilege and the creation of a “mindful holding environment” as you engage in this course of action, and

explicates your internal strategic vision (developed in Burghardt’s Chapters 8, 9, and 11) and how that vision will be manifest in at least two career stages of your work.

This paper may focus on your agency/organization or an organization, agency or entity in the community of interest developed in your community assessment project from last semester. This paper should include citations of appropriate current literature from 8 sources and be formatted in APA style. The paper must be between 10 and 12 pages.

Grading

Please refer to the student handbook on policies and deadlines concerning withdrawals incompletes and CR/NR.

A+ 97.5 – 100       B  82 – 87.4       D  60.0 – 69.9
A 92.5 – 97.4       B- 80.0 – 82.4    F  59 – below
A- 90 – 92.4        C+ 77.5 – 79.9
B+ 87.5 – 89.9      C  70.0 – 77.4

SECTION I Weeks 1-4: Your agency and the ecological context of your practice: the dilemmas of practice choice in socially varied contexts.

1. Challenges & opportunities
2. Collaboration and organizational/ professional tension
3. Maintaining a social justice lens within a social work practice framework
4. Working in host settings: auspice: opportunities and limits
   a. Schools
   b. Child Welfare
   c. Health & Mental Health

Week One: Deepening a Systems Perspective: The Ecological Approach Across Practice Methods

Learning objectives:
• To be able to make choices and priorities of action through an anti-oppression lens
• Deepen the use of strengths-centered practice…including for the practitioner
• Understand ecological and systemic approaches
• Be able to address human needs from all four methodological perspectives

Required readings:


http://www.selfcareinsocialwork.com/about/ (web page devoted to issues of self care throughout the field)

**Recommended Readings**


**Week Two: Social Work Ethics: Choices, Dilemmas, and Responsibilities**

**Learning objectives:**
- To develop non-judgmental practice
- To demonstrate respect for client’s right of self-determination and maintain confidentiality of client’s information as you develop a “safe enough space”
- To respect client’s subjective reality while protecting appropriate boundaries
- To promote social justice while providing sought-after services
- To explore ethical tensions in all methods of practice

**Required Reading:**


Recommended reading:

Week Three: Understanding the Dilemmas and Opportunities of Agency Auspice

Learning objectives:
- To understand the opportunities and limits created through agency auspice
- To locate opportunities for socially-engaged practice at all levels of agency
- To reflect on alternative models to traditional agency structure
- To utilize a cross-agency collaborative approach for interventions with clients & community members

- Demonstrated reflection of self, group, and agency context that results in mindful, reflective practice that builds a process of engaged, mutually respectful practice inside the agency, community, and the profession.

- Ability to critical reflect on dynamics of ones own and others’ power and privilege in ways that create “safe enough space” and a “mindful holding environment” for those with less power and privilege.

Required Readings:


social work practice: Theory and skills pp 303-351.


Recommended Readings:


Week Four: Agency Interventions across Practice Methods

Learning objectives:
• To understand the opportunities and limits with various roles social work professionals play in their career within distinct fields of practice
• To locate opportunities for socially-engaged practice through the different methods and with different community members and clients
• To understand various method approaches to working with oppressed populations:
  • Be able to demonstrate in action and writing as to how their own behavior and the behavior of others changes dynamically within shifting contexts;
  • Be able to demonstrate practice flexibility and that of others based on shifting method possibilities.

Required Readings:


SECTION II: Weeks 5-8: Responding to heightened challenges in practice: emergencies and crises. “The digital age” and the dilemmas in choice of response: interventions and core skills

- Responding to emergencies and crises across the methods
- Defining ‘vulnerable populations’
- Social injustice in defining victims and perpetrators
- Emergencies in Settings:
  - Schools: absenteeism, drop outs, ‘special education’ illiteracy
  - Child welfare: safety and risk; racial disproportionality
  - Health & Mental Health: suicidality; homicidality

Weeks Five and Six: Defining ‘vulnerable populations,’ ‘victims,’ and ‘perpetrators:’ joining service intervention and social justice

Learning objectives:

- To understand definitions of various populations and their implications for intervention and practitioner role;
- To see the dynamics of power and privilege at play in the construction of these definitions;
• To see how different methods respond to various populations’ and the ways in which their needs, strengths, and challenges present within the agency.

**Core Competencies: Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.** Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and critique and apply knowledge to understand person and environment.

**Required reading:**


*Recommended readings:*


**Weeks Seven & Eight: Responding to Crises and Emergencies across Methods**

**Learning objectives:**

- To understand the criteria used to assess crisis and the corresponding type of intervention
- To examine the different ways in which methods respond to crises and emergencies
- To examine the assumptions and constructions associated with intense helping interventions
- To explore the dilemmas and risks associated with intense and demanding interventions, including the importance of preparing for clinical terminations.

*Required readings:*


**Recommended readings**


SECTION III: Weeks 9-14: Transitions: The ethical dilemmas of professional relationship: practice choices, endings, termination and maintaining the integrity of professional relationship in mindful holding environments through an anti-oppression lens.

- Ethical considerations and the impact on practice dilemmas
- Confidentiality/ self-disclosure
- Client choice vs agency auspice: maintaining safe enough spaces
- Emerging populations
- The internet/ social networking
- Emerging trends in interpersonal and social relationships
- Holding the anti-oppression lens and building restorative social work practice.

Week Nine and Ten: Transitions, Endings, Terminations and Referrals:

Required readings:


Recommended readings


Weeks Eleven and Twelve: Emerging Populations and New Practice Tensions in 21st Century Social Work

Required readings:


Recommended readings:


**Week 13: Accountability/ Evaluation**

- Accountability to client, to agency, to profession, to funders/stakeholders
- Use of information (evidence)


- Knowing that you made a difference
- Evidence-based and evidence-informed
- Recognizing realistic change
- Limitations to the possibility for change

**Required Readings:**


http://ejournals.ebsco.com/direct.asp?ArticleID=429082401D790037C45D


**Week 14: New Paradigms for Social Work Practice: from the Green Revolution to Spirituality**

**Required Readings:**


Publishers, pp 189-224.


PURPOSE:
This foundation level course furnishes students with the orienting knowledge and skills needed to examine social welfare policies and to understand their relevance to social service delivery and social work practice. Drawing on liberal arts knowledge, Social Welfare Policy and Services I contextualizes social welfare policy and the social work profession, historically, conceptually, and ideologically. Students become familiar with basic issues, concepts, values, terminology, frameworks and ethical issues that define social welfare policy and that influence their ability to work with diverse groups and populations at risk and to think critically. It exposes students to knowledge about family life, the market economy, government policies and other social structures that may or may not meet basic human needs, promote social and economic justice or recognize human rights. It alerts them to social welfare policy's contribution to both oppression and social justice and informs them of how social workers can work to support but also to change the social welfare system.

E.P.2.1.2 Apply social work ethical principles to guide professional practice
- a) 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 Principle
  
  Assessed: Midterm & Final Examinations

E.P. 2.1.3 Apply critical thinking to inform and communicate professional judgments
- a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
  
  Assessed: Midterm & Final Examinations

E.P. 2.1.5 Advance human rights and social and economic justice
- a) Advocate for human rights and social and economic justice
  
  Assessed: Midterm & Final Examinations
- b) Engage in practices that advance social and economic justice
  
  Midterm & Final Examinations

E.P. 2.1.6 Engage in research-informed practice and practice-informed research
- a) Use research evidence to inform practice
  
  Assessed: Final Written Assignment

E.P. 2.1.7 Apply knowledge of human behavior and the social environment
- a) Utilize conceptual frameworks to guide the process of assessment, intervention, and
  
  Assessed: Midterm Examination
**E.P. 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

| a) Analyze, formulate, and advocate for policies that advance social well-being | Assessed: Paper on Advocacy |

**Outcomes**

Upon successful completion of Social Welfare Policies and Services I (SSW 701), students will have developed a range of core competencies in relation to course objectives. In written assignments, class discussion, small group formats, and online, students will be asked to demonstrate their capacity to comprehend, apply, and analyze social welfare policy. Students will demonstrate the capacity to do the following:

1. To formulate a working definition of social welfare policy and understand its implications for social service delivery and social work practice.

2. To apply knowledge of history to past and current social welfare policy; to utilize a historical framework; to understand how prevailing contexts shape social welfare provision; and to understand how social, economic, and political forces created the conditions for changes in social welfare policy and the impact of social welfare policy on marginalized groups.

3. To examine and critique ideological perspectives, to use ideology as a framework to interpret social policy analysis, and to operationalize ideological perspectives in order to identify and assess their impact on social provision.

4. To recognize, describe, and comment on basic federal budget concepts and processes.

5. To analyze the relationship between social welfare policies and the larger social, economic, and political paradigms/contexts of which they are a part; to understand the ways in which paradigms shape the scale, scope, and spirit of past and present social welfare policy; and to apply the economic crisis model to understand the transformation in social policy paradigms over time.

6. To describe and to analyze the methodology used to implement social welfare policy since the 1980s to identify the accompanying tactics and strategies and to recognize their impact on the lives of clients, the delivery of social services, and the practice of social work, including the policies of the current Obama administration.

7. To analyze the impact of social policy; to apply conceptual frameworks that distinguish between who benefits and who loses from social welfare policies; and to apply the analysis to social service provision.

8. To identify major poverty groups; to distinguish among different measures of poverty; to apply, compare, and contrast different theories about the causes and remedies of poverty; and to apply this thinking to the lives of social work clients.
9. To recognize and analyze the relationship between oppression and social welfare policy, the contribution of social welfare policy to the oppression (marginalization, exploitation, powerlessness) of individuals and groups and/or to reducing differential access to power and privilege.

10. To identify the human rights analysis as a potential way to understand and assess the impact of social welfare policy.

11. To recognize the value of research and data in the study of social problems and social welfare policy, to make use of research and data in the study of social welfare policy.

12. To investigate how advocacy groups define, practice, and evaluate their efforts to promote social activism and social change.

**OBJECTIVES**

1. Define the boundaries of social welfare policy and their relationship to social service delivery and social work practice.

2. Develop an understanding of the history of social welfare in the United States, especially the historical contexts that shape social welfare policies, the forces that lead to policy change, the relationship between past and present policies, the impact of historical legacies for contemporary policy issues, and the impact of social welfare policy on historically marginalized groups.

3. Identify major ideological perspectives and understand their strategy for addressing basic human needs and solving social problems. Recognize that various ideologies comprise a framework for analyzing social welfare policies based on their different ideas about human nature, the role of the market and the government, the nature of the family, the meaning of work, and the possibility for social change.

4. Understand the basics of the federal budget concepts and the impact of tax and spending procedures upon social welfare policies and programs.

5. Recognize that social welfare policy operates in a variety of contexts (social, economic, political, historical, and ideological) and that these contexts influence the capacity of social policy and social workers to contribute to the well-being of individuals, the development of effective social welfare programs, and the promotion of social, economic, and political justice.

6. Understand the social welfare policy paradigm that has been in place since the 1980s, including the ideological underpinning as well as the implementation of tactics and strategies; evaluate the extent of change represented by the new paradigm/framework; and recognize the impact of the change on the lives of clients and the capacity of agencies to deliver social services and to otherwise address the well-being of their clients.

7. Understand the differential impact of social welfare policy on individuals and families, recognize that social welfare policies affect poor and non-poor alike, and analyze who benefits
and who loses from social welfare policies.

9. Understand the role that social welfare policy plays in creating and/or ameliorating the risks of discrimination, economic deprivation, and institutionalized oppressions (e.g. racism, sexism, heterosexism, and classism), how social policy can expand or restrict access to power and privilege, and how the multiple sources of oppression (intersectionality) affect social service provision and the lives of clients.

10. Understand the meaning of human rights (globally and locally), the basic principles of human rights, the relationship of social welfare policy to the exercise of human rights, and the relationship between human rights, social service provision, and social justice.

11. Recognize the role of research in the development of social policy and the many sources of data that can be used to assess social problems, participate in social planning, and evaluate social policies such as agency records, government statistics, internet sites, think tank reports, and many others.

12. Understand the ways in which social welfare policy and social activism can promote social, political, and economic justice through social change.

**COURSE EXPECTATIONS**

**Attendance**
1. Class attendance is required (no more than 2 unexcused absences). Please inform professor if you will not be in class and make plans to make up missed work.
2. Classes missed for religious reasons are excused. Please inform the professor in advance so that a plan can be made to make up the missed work.
3. On-time class attendance is expected and appreciated.

**Assignments**
1. Complete the assigned readings for each class
2. Complete 6 of the 10 Mini Papers on the schedule that is provided in class. Each paper is worth 15% of your final grade for a total of 90%.

**Class Participation**
1. Participation in class discussions is encouraged and appreciated. 10% of your grade
2. SSSW requires at least one hour of teaching and learning online each week. We will use the Blackboard (version 9.1) discussion forum for this.

**Professional Conduct:** At a professional school, standards of appropriate ethical conduct are expected of students at all times, including in the classroom. Students should refrain from answering or making cell phone calls in class and from reading or writing text messages on any portable electronic devices. Use of laptops during class is discouraged, except for note taking.

**Accommodations For Students With Disabilities:** In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter is committed to ensuring educational access and accommodations for all its registered students. Hunter College's students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance.
and accommodation. For information and appointments, contact the Office of AccessABILITY located in Room E1214 or call (212) 772-4857 or TTY (212) 650-3230.

**Hunter College/CUNY Academic Dishonesty Policy:** Hunter College regards acts of academic dishonesty (e.g. plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

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**GRADING**

Criteria for the School as a whole are spelled out in the Student Handbook. For the Social Policy classes, student’s grasp of the course content will be reflected through their attendance, demonstrated use of the readings, meaningful involvement in class discussions, timely participation in online discussions, and satisfactory completion of oral and written assignments.

**Grading Criteria for Written Assignments**

1. Quality of written and oral work
2. Application to practice and/or contemporary policy issues (as required)
3. Responsiveness to guidelines
4. Completion of assigned readings
5. Adequate documentation and referencing (use APA Manual of Style 6th edition)
6. Organization of paper/presentation (Appropriate use of language, headings, logical progression of ideas)
7. Timely completion of assignments
8. Careful preparation of written material (i.e., spelling, grammar, overall organization of papers)
9. The Writing Program is available to all students, and should be contacted promptly by any student whose self-evaluation or faculty evaluation reveals a need to improve skills. **Location:** SB 316B.

Please refer to the student handbook on policies and deadlines concerning withdrawals, incompletes, and CR/NR grades.

According to Hunter Grading Guidelines, a final letter grade will be issued with numerical values as indicated below:

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<th>Grade</th>
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<tr>
<td>A+</td>
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**Credit.** Indicates an acceptable graduate-level work equivalent to a B or better. It reflects a combination of satisfactory completion of all course work, the quality of written and oral communication, adequate class participation, and regular and on-time class attendance. This includes the ability to accurately report on the content of the readings, to identify main ideas, to draw relevant conclusions, to self-reflect on the material, to apply material to practice and contemporary policy issues, and to reference assigned readings.

**Honors.** Indicates superior graduate level work equivalent to an A+ or better. It reflects work that meets all of the requirements for a grade of Credit but that also demonstrates outstanding capacity for critical thinking, which includes contextualization, synthesis of main issues, integration of ideas from several readings, recognition of debated points, and creative application of material to practice and contemporary policy issues.

**Incomplete.** Grades of Incomplete may be given at the discretion of the instructor. Instructor and student must agree to a date for completion of the work.

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**Course Outline and Readings**

**Location of Readings**

B---(Book) On Reserve at SSW Library or recommended purchase.


Economic Literacy Online Readings:

J---(Journal)-in SSW Stacks

On Line—All readings with a URL link

**Recommended Books:**

The Library also has copies of Mullaly and other books on the syllabus.

Due dates for reading and written and assignments will be announced in class.

A preliminary calendar (subject to change) will be distributed on the first day of class.

**The Economic Literacy Curriculum (ELC).** The Silberman School of Social Work at Hunter College was one of five New York City Schools of Social Work funded to develop a curriculum that would support social work students and practitioners in the field in their effort to address the rising number of economic issues faced by social work clients, agencies, and communities. The curriculum spans all curriculum areas. The units most relevant to social policy are
ASSIGNED READINGS

PART I (Units I-III)
INTRODUCTION, BACKGROUND AND PERSPECTIVES

UNIT I: DESCRIPTION AND DEFINITIONS. Weeks 1 & 2: Defines and delimits the boundaries of social welfare policy. Identifies the organization, structure, and operation of the social welfare system; describes major entitlement and services including public, non-profit, and for-profit programs, and reviews the role of federal, state, and local governments in social welfare policy. Introduces key concepts for analyzing social welfare policy such as universal vs. selective, institutional vs. residual, deserving vs. undeserving poor, adequacy vs. equity, equality of opportunity vs. equality of result, oppression vs. social justice. (Read All)


Tussing Dale,(Updated data) (2010)( by Michael Lewis) (ER)


UNIT II: HISTORICAL BACKGROUND. Places the history and current function of social welfare and social work in their social, economic, political, cultural, and ideological contexts. Describes social welfare policy origins and development and the rise of the social work profession, highlighting both the benevolent and the controlling character of the welfare state. Identifies key historical periods to show how the definition of social problems and social welfare
policy solutions change over time. Describes shifts in the philosophy of the welfare state and the structure and operation of the social welfare system since the 1980s, with a focus on the ways in which the welfare state has been restructured. Introduces issues of class, race, gender, their effect on the development of social welfare policy, and the role of social movements in the promotion of social, economic, and political justice. (READ ALL)


Perry, Twila, (??) Public Opinion Snapshot: Earth to Conservatives: Don’t Raise Taxes on the Poor and Middle Class, http://www.scu.edu/ethics/publications/other/lawreview/familyvalues.html#1f


UNIT III. IDEOLOGICAL PERSPECTIVES ON THE WELFARE STATE. Compares and contrasts major social welfare policy thought (i.e., conservatism, liberalism, radicalism, and feminism) that has influenced both the definition of social problems and social welfare policies enacted to address them. Introduces criteria used to distinguish between these perspectives, such as their competing views regarding human nature, the family, the market economy, the role of government, and the process of social change among others. Encourages students to locate their own ideological voice and to identify that of others.

Different Perspective on the Welfare State (Read: as indicated. We will take two weeks on this unit)

A. Overview (Read all)

Mullaly, Robert (2007 3rd ed) The New Structural Social Work: Ontario: Oxford University Press Ch. 3-6; pp. 70-158 (Recommended purchase) 2nd edit ok if 3rd ed. can’t be located or is super expensive) (BK also on Reserve).


Public Opinion: Harris Poll (2012, March 1) Cutting Government Spending May Be Popular But Majorities of The Public Oppose Cuts In Many Big Ticket Items In The Budget (3pgs include charts)

Http://www.harrisinteractive.com/NewsRoom/HarrisPolls/tabid/447/ctl/ReadCustom%20Default/mid/1508/ArticleId/972/Default.aspx
Your view (Feb 2011). Interactive Quiz. 20 Questions on the Proper Role of Government

B. Examples of Current Perspectives on the Role of the Government (Read or view 2 from each perspective)

1. **Conservative View**  
   Ronald Reagan (US President, 1981); “Government is the Problem” (You-TUBE)  
   http://www.youtube.com/watch?v=XObcP69dhCg&feature=related

   Milton Friedman (well-known free market economist and welfare state critic)  
   http://www.youtube.com/watch?v=VWliEiLeqRA

   Friedman Discussion (panel) (7 min) (Panel with varying views responding to Friedman)  
   http://www.youtube.com/watch?v=4FjjDtBhweM&feature=related

   Rubio Marco (House of Representative, R.FL) on The Role of Government (You-TUBE)  
   http://www.youtube.com/watch?v=cfDEM1WcZZI&feature=related

   **Tea Party Contract “From” America (Tea Party Principles and Platform)**  
   http://abcnews.go.com/Politics/tea-party-activists-unveil-contract-america/story?id=10376437

2. **Liberal View**


   The Role of Government in the Economy (You-TUBE)  
   http://www.youtube.com/watch?v=sSwmiGPbiaU

   Biden, Joseph (US Vice President, 2008 to today) Role of Government in Creating Jobs, Growth(You-TUBE)  
   http://www.youtube.com/watch?v=1r2e9omEYGg&feature=related

   Krugman, Paul (2007, Aug 27) A Socialist  

   Salon.com (2008, March) Barack Obama on the Recession: "Government Has a Role to Play"  

3. **Social Democratic View**  
   Dennis Kucinich - size and role of government - 10 questions (You-TUBE)  
   http://www.youtube.com/watch?v=6LaWJs_jfOg&feature=channel_page

4. **Feminist View**


5. Welfare Racism:

**PART II (Units IV- VI) Weeks 3-5**

**THE SOCIAL SERVICE SYSTEM:** Identifies the organization, structure, and operation of the social welfare system; describes major entitlement and services, including public, non-profit, and for-profit programs; and reviews the role of federal, state, and local governments in social welfare policy. Examines the means by which the welfare state has been dismantled since 1980. Introduces key concepts for analyzing social welfare policy such as universal vs. selective, institutional vs. residual, mandatory vs. discretionary spending, deserving vs. undeserving poor, adequacy vs. equity, equality of opportunity vs. equality of result, oppression vs. social justice. Discusses who benefits and who loses from social welfare policy and the capacity of social welfare programs to meet the needs of diverse groups and populations at risk.

**UNIT IV: WELFARE STATE TODAY: U-Turn in Public Policy**

A. **Overview of the Economy and its Workings, Definition of Terms (Economic Literacy Curriculum)**
   [http://webnyc.mrooms2.net](http://webnyc.mrooms2.net). [Log In (Guest access) Ecolit2011 (case sensitive, no spaces)]

B. **The Current Economic Crisis**

1. **Economic Crisis: Definition and Description**


2. **Two Views on Neoliberalism** (e.g., free market Capitalism, economic conservatism) (read and view all)
   Martinez, Elizabeth & Arnoldo Garcia (nd) What is Neoliberalism? A Brief Definition for Activists. (1 pg) [http://www.corpwatch.org/article.php?id=376&printsafe=1](http://www.corpwatch.org/article.php?id=376&printsafe=1)


3. The Shock Doctrine and the Economic Crisis (view both) Klein Naomi (ND) Shock Doctrine/Disaster Capitalism (YOU-TUBE) http://www.youtube.com/watch?v=Rcyb0cDf4aQ&feature=related

Klein, Naomi (ND), Democracy vs Neoliberalism, (YouTUBE) http://www.youtube.com/watch?v=wfpr0DCQ-dA&feature=related

4. General Impact of Neoliberal Economic Crisis (more on this later) Reich, Robert (Secretary of Labor under President Clinton) (2011, June 27) The Economy Explained in 135 Seconds (video) http://www.networklobby.org/nep/blog/economy-explained-135-seconds


Hayes, Jeff & Hartmann Heidi (2011) Women and Men Living on the Edge Economic Insecurity After the Great Recession. Institute for Women’s Policy Research. Read Exec Summary, and either Ch1, Ch 2, Ch 4)

http://www.iwpr.org/initiatives/iwpr-rockefeller-report/rockefeller-publications Scroll down page to “Latest Reports from IWPR” for free download of this report

UNIT V. Retrenchment Methods and Impact. The Implementation of the U-Turn and Its Impact on Social Welfare Programs.


B. Taxes Policy & Tax Cuts [Less revenues to support the welfare state and the wider public sector]
1. Tax Policy

   a. Background (read both)

   Public Opinion: Teixeira, Ruy (2011, Dec 12) Public Opinion Snapshot: Earth to Conservatives: Don’t Raise Taxes on the Poor and Middle Class
   http://www.americanprogress.org/issues/2011/12/snapshot121211.html

   b. How Are Tax Dollars are Spent? (read both)
   You can also listen podcast: with the same title at
   http://www.cbpp.org/cms/index.cfm?fa=view&id=3144

   https://www.warresisters.org/sites/default/files/FY2013piechart-english-color_0.pdf

2. Who Pays Taxes? (read both)
   http://www.cbpp.org/cms/index.cfm?fa=view&id=3151

   Klein Ezra (2012, Feb 13) Comparing taxes under Obama’s and Romney’s Budgets (1pg)

3. Tax Cuts: Recent Myths and Realities (2008, May 9 latest update) Read Myths #1, 2, 3, 5 (about 5 pages)
   http://www.cbpp.org/cms/?fa=view&id=692

4. Interactive Map-impact of Bush Tax Cuts on States (2011)
   http://www.ctj.org/bushtaxcuts10yrs.php

5. CARTOON: The Tax Cuts. Center for American Progress
   Http://www.americanprogress.org/cartoons/2011/06/061011.html

   http://www.offthechartsblog.org/top-ten-federal-tax-charts/

C. Social Program Cuts

   1. The Beginning (“The Reagan Revolution”) (read 2 and take quiz)
http://select.nytimes.com/search/restricted/article?res=FB0D17F73B5D0C7B8EDDA90994D948D81

View the following if you did not select it for Unit III, B-1
Ronald Reagan President, 1981); “Government is the Problem” (You-TUBE)
http://www.youtube.com/watch?v=XObcP69dhCg&feature=related

Interactive Quiz: Think You Know Our Nation’s Budget Problems?
(Note: you have to answer the first question to go on to the next one, and so on)
http://www.americanprogress.org/issues/2011/03/budget_quiz.html

2. **Retrenchment: Social Program Cuts**

a. **Democrat (read 1)**
The Washington Post (2012 Feb) *Obama Budget National Debt Will be $1Trillion …*”
http://www.washingtonpost.com/business/economy/obama-budget-national-debt-will-be-1-trillion-higher-in-a-decade-than-previously-forecast/2012/02/13/gIQA2Rn1AR_story.html

Obama 2012 Budget Impact on Federal Agencies (read, HHS, HUD, Justice, Labor  Defense)
http://www.washingtonpost.com/blogs/federal-eye/post/federal-budget-2013-how-obamas-budget-plan-affects-each-agency/2012/02/13/gIQAasDH4AR_blog.html

National Women’s Law Center (2012 Feb 15), *President Obama’s FY 2013 Budget (read Intro two units)*

b. **Republican (read 1)**
Greenstein, Robert (2012, 3/20) CBO Shows Ryan Budget Would Set Nation on Path to End Most of Government Other Than Social Security, Health Care, & Defense By 2050 (Basic Republican Plan) (4 pgs)
http://www.cbpp.org/cms/index.cfm?fa=view&id=3708
http://www.cbpp.org/files/3-20-12health.pdf

Kogan, Richard (2012, Jan 3) Coming Reductions in Discretionary Funding Will Be Larger For Non-Defense Programs than Defense Programs (5 pgs)
http://www.cbpp.org/cms/index.cfm?fa=view&id=3650
http://www.cbpp.org/files/1-3-12bud.pdf

Leger, Daniella Gibbs( 2012, March 21) Ryan Budget Would Cause More Pain for Communities of Color

c. **At the State Level (read 1)**
Cooper, Michael (2010, July 10) States Face Tough Choices Even as Downturn Ends
Oliff, Phi, Mai, Chris, Palacio, Vincent (2012) States Continue to Feel Recession’s Impact
http://www.cbpp.org/cms/index.cfm?fa=view&id=711

d. CARTOONS (view 2)
Nothing Personal
http://www.americanprogress.org/cartoons/2011/05/052011.html
These Are All The Letters That We Can Afford
http://www.americanprogress.org/cartoons/2012/05/051412.html

e. OPTIONAL (more details)
White House Unveils $3.8T FY2013 Budget (CSPAN-Video-Panel discussion on Obama Budget, 1 hr.)

President Obama’s Budget .
http://www.whitehouse.gov/omb/budget/Overview
The entire document, it’s long. But you might want to see what this kind of document looks like.

D. Privatization [Shifts social welfare responsibility from the public to the private sector] (Read as indicated)

1. **Against Privatization**

   a. **Overview** (read both)
   Privatization 101 http://inthepublicinterest.org/privatization-101 (skim examples)

   b. **What’s at Stake** (List of issues) (Read overview) (Most items are 1 page)
      1. **Overview** http://inthepublicinterest.org/whats-at-stake

      2. **Details Issues** (read 2 issues) (A bit dated but the points hold up) (Most = 1 pg)
         Costs: http://inthepublicinterest.org/problem/costs
         Quality: http://inthepublicinterest.org/problem/quality
         Access: http://inthepublicinterest.org/problem/access
         Workforce Issues: http://inthepublicinterest.org/problem/wokforce-issues

   c. **In Health and Social Services** (Read overview & 2 examples) (most items are current and=1 page)
      1. **Overview**
         http://www.inthepublicinterest.org/article/privatization-public-services-state-state
2. Examples:


**Medicare**: http://www.inthepublicinterest.org/article/house-gop-considers-privatizing-medicare


**Mental Health**: http://www.inthepublicinterest.org/article/mental-health-privatization-looms

**Nursing Homes**: http://www.inthepublicinterest.org/article/guest-viewpoint-outsourcing-nursing-hom


2. **For Privatization** (Read “a” and 2 in “b”)

a. **Overview:** (Read 1)

The Reason Foundation, “Free minds, Free markets.”


Edwards, Chris (n.d.) Privatization Cato Institute

http://www.downsizinggovernment.org/privatization

b. **Examples** (read 2)

**School Choice** (read Privatization Briefs p. 3 and p 10).


**TANF** (From welfare to charity): http://www.downsizinggovernment.org/hhs/welfare-spending

E. **Devolution** (read 1) [Shift of social welfare responsibility from the federal government to the states]


F. **Punishment and Deterrence** (Read Handler)

G. Impact on of the U-Turn in Public Policy on Delivery of Social Service Agencies
Workers & Clients (read 3)


Optional:

The Question of Economic Growth

Unit VI. WHO BENEFITS? WHO LOSES? FROM THE WELFARE STATE: Analyzes the social welfare system by looking at who is and who is not served by its programs (i.e., who benefits and who loses?). The differential distribution of resources by social welfare programs to diverse individuals, populations at risk, the middle class, and corporations suggests that everyone is one welfare but that some groups do better than others.

A. Overview: Not For the Poor Alone (Read Abramovitz and 2 others)


**B. Who Benefits?**

1. **Poor, Working Poor & Middle Class** (Read 3, but not all in the same policy area)


   Oshima, Emily (2012) Two Years of Health Care Reform: Millions Benefited, Millions Saved http://www.americanprogress.org/issues/2012/03/aca_anniversary.html


   Around, Jessica (2012, June 28) The Top 5 Ways the Supreme Court’s Ruling on Obamacare Helps Women http://www.americanprogress.org/issues/2012/06/aca_top5_women.html


   Dixon, Rebecca & Mike Evangelist (2011 March 9), Federal Priorities in Unemployment
Insurance, Workforce Development, and Worker Rights. National Employment Law Project, Briefing paper

DeBare, Illana (2006, June 3) Gay, Lesbian Workers Gradually Gain Benefits Most Fortune 500 Firms Ban Discrimination, More Than Half Offer Coverage For Partners. San Francisco Chronicle
http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2006/06/30/BUGJNMQ9C1.DTL&hw=debare+gay+lesbian+workers&sn=001&sc=1000

2. Wealthy Individuals (Read “List of Top Tax Rates”, Tax Cuts Myths and Realities, & 2 others).

List of Top Tax Rates Over Time (chart)
Tax Policy Center (2012) Tax Topics: Historical Top Tax Rates (the tax rate on the top bracket)

Tax Cuts: Myths and Realities (2008, May 9, rev) (READ: Myths 6-8 on tax fairness)
http://www.cbpp.org/9-27-06tax.htm

http://www.cbpp.org/cms/index.cfm?fa=view&id=3220


Mind the Gap .Who Owns America/ QUIZ ( TAKE IT?)

3. Major Corporations (read 3)
The Trouble with Tax Reform. (2011, Feb 4) The Economist

Think by Numbers (nd) Govt Spends More on Corporate Welfare Than Social Welfare.
http://www.nytimes.com/2011/02/02/business/economy/02leonhardt.html?_r=1


http://www.cato.org/pub_display.php?pub_id=8230

Baker, Dean (2010, Sept.20) The Role of Government in the Foreclosure Crisis, Center for Economic & Policy Research (1 pg)

http://www.cbpp.org/cms/index.cfm?fa=view&id=2871


C. Who Loses? (From the following 6 population groups --Select 2 groups and read 2-3 articles for each one.

And check YOU-TUBE VIDEOS (maps) and All the CARTOONS.

1. Voters

Zalan, K (2012, Apr. 25).The Myth of Voter Fraud


Examples( Read 1)
Kennedy, Liz & Tova Wong (2012 Feb) Voter ID in Virginia An Expensive Idea
http://www.demos.org/publication/voter-id-virginia-expensive-mistake

Carter, Joan (2012, July 7). This Week In the War on Voting: The Mississippi Catch 22

CARTOON: Voter Suppression
http://www.americanprogress.org/cartoons/2012/06/061412.html

2. Women


Arons, Jessica (2012, June 7), Litigation Seeks to Turn Back the Clock on Contraception Women’s Advances Due to Birth Control Are at Risk. Center for American Progress. http://www.americanprogress.org/issues/2012/06/griswold.html


3. Workers


YOU-TUBE The Decline: The Geography of a Recession by LaToya Egwuekwe ( INTERACTIVE MAP- WATCH THE MAP GET DARKER). http://www.youtube.com/watch?v=hwWGzQ_FUtQ&feature=relmfu


CARTOONS
The Employment Paradox http://www.americanprogress.org/cartoons/2012/05/050912.html
4. Persons of Color
The State of Communities of Color in the U.S. Economy, Still Feeling the Pain Three Years Into the Recovery

America’s Changing Demographics, Center for American Progress, (interactive Map)
http://www.americanprogress.org/issues/2011/04/census_map.html


United for a Fair Economy Eleven Ways The Federal Government Contributed to the Racial Wealth Divide,
Http://faireconomy.org/enews/11_ways_the_federal_government_contributed_to_the_racial_wealth_divide


Wassler, Seth Freed (2010 July 8) Race and Recession: Foreclosure Losses Still Mounting ( Video)

Lowrey Annie ( 2010, June 18) Race and the Foreclosure Crisis

The Sentencing Project (ND) TRENDS IN U.S. CORRECTIONS ( browse through these charts)

Turowski Carol ( 2010, Aug 9) Race Factor in Death Sentence. HuffPost


5. Immigrants

NY Civil Liberties Union, Immigrant Rights, Read Fact Sheet on Secure Communities and other issue that interests you. (several are listed) http://www.nyclu.org/issues/immigrants-rights/publications


**CARTOONS:**
Taking the Jobs that We Don’t Want. Center for American Progress http://www.americanprogress.org/cartoons/2011/05/051011.html

Arizona’s Do It Ourselves Immigration Law http://www.americanprogress.org/cartoons/2012/06/062512.html


6. LGBTQ

Interactive Quiz: Gay and Transgender (In)equality in the Workplace http://www.americanprogress.org/issues/2011/06/lgbt_discrimination_quiz.html

Gay and Transgender People Face High Rates of Workplace Discrimination and Harassment http://www.americanprogress.org/issues/2011/06/workplace_discrimination.html

National Gay and Lesbian Task Force (2011, Jan 11) Housing & Urban Development (HUD) unveils proposed housing protections for lesbian, gay, bisexual and transgender people

PART III (Units VII- IX) Weeks 6-9
POPULATIONS AT RISK AND DIVERSITY

Focuses on the role of social welfare policy in addressing the needs and experiences of diverse groups in the population. This includes the capacity of social policy and social services to create and/or to ameliorate the impact of discrimination, powerlessness, marginalization, inequality, and other manifestations of institutionalized oppression. Special attention is paid to the ways in which the "isms" (especially, racism, sexism, classism and heterosexism) shape the needs of special populations, the structure and the impact of social services, the work of social workers, and the quality of life of social welfare clients.

UNIT VII: POVERTY AND INEQUALITY: Who's Poor and Why? Explores questions of poverty, inequality, and social justice. Identifies ways of measuring poverty; the impact of poverty on the lives of individuals, families, and communities; the differential exposure of special populations to economic deprivation, discrimination, and institutionalized oppression; government efforts to address poverty and oppression and to promote social, economic, and political justice. Reviews various theories on the causes of poverty and inequality in light of the ideological frameworks previously discussed and the needs of special populations.

A Who’s Poor? (Read/review all)

1. The Latest Data
Current Population Reports, Consumer Income, P 60-239. See page: 14-20

NPR (2012 October 7) Poverty By the Numbers()

Who’s Poor? FAQ Institute for Research on Poverty (Wisconsin)
http://www.irp.wisc.edu/faqs/faq3.htm#state

CARTOON. Poverty Isn’t Just in China; Center for American Progress,
2. **Historical Poverty Trends** – (Browse On Line) Note changes overtime.

US Bureau of Census (Historical Poverty Tables) Table .2, 7, 18
http://www.census.gov/hhes/www/poverty/data/historical/people.html

**Table 2. Poverty People by Family Relationship, Race, & Hispanic Origin 1959-2010**

**Table 7. Poverty of People, by Sex: 1966 to 2010**

**Table 18. Workers as a Proportion of All Poor People. 1978-2009** (esp data on full time, full year workers)

B. **Measuring Poverty (read 1,2 and 3- mostly charts)**

1. **Overview (read)**
   Abramovitz Mimi & Rosenberg Jessica (2011) *Bringing Economic Literacy Into Social Work Education* (Economic Literacy Curriculum Online), Part B: A, B, Cs of the Economy: Unit XIII (Poverty- up to Policy Debate on the Causes of Poverty) [http://webnyc.mrooms2.net](http://webnyc.mrooms2.net) [Log In (Guest access) Ecolit2011 (case sensitive, no spaces)]

2. **Standard Measures** of Poverty Line
   U.S. Bureau of Census, Poverty Threshold (over time)(check poverty line for family of 3 and family of 4) (Table) http://aspe.hhs.gov/poverty/11poverty.shtml

3. **Measurement Issues**
   Levinson, March (2012, March) Mis-measuring Poverty
   http://prospect.org/article/mismeasuring-poverty

NYC Center for Economic Opportunity (2012 April) The CEO Poverty Measure 2005-2010: A working paper by the CEO, Executive Summary, pp. iii-xii


C. **Causes of Poverty and Inequality: Ideological Perspectives**

   [http://webnyc.mrooms2.net](http://webnyc.mrooms2.net) [Log In (Guest access) Ecolit2011 (case sensitive, no spaces)]

2. **More than One Explanation** (take poll and read Jordan or August)
   Poverty Poll (interactive poll) **Make special note of Q#7-#16 for this unit**
   http://www.npr.org/programs/specials/poll/poverty/
https://docs.google.com/viewer?a=v&q=cache:9s96diBxSj0J:www.asu.edu/mpa/Jordan.pdf+causes+of+poverty+in+the+united+states&hl=en&gl=us&pid=bl&srcid=ADGEESgygFAhFQkZshMIT6A-IRAlvOp9YqjfxOiGNH9da8PACgVCCrVpcw2owuVWDT0lDVklhFZxu5NAoziNeoBIE0DsKHPvRpd3zf5x4p6MmP9ELwB7NlukGy84P53nyv1hUPVZc&sig=AHIEtbQnENbCrMbtYbc7LmDv4K Dh6sNCNg


3. Inequality (read all)
http://webnyc.mrooms2.net . Log In (Guest access) Ecolit2011 (case sensitive, no spaces)

In the US

**Difference Between Poverty and Inequality**
Tanton, Robert (2009, July) Poverty versus Inequality (1-2 pgs)

**The Impact of Inequality**
a. United For a Fair Economy (2011, June 6). Why is Income Inequality Bad? (1pg)
http://faireconomy.org/enews/why_is_income_inequality_bad

b. Equality Trust
The Evidence In Detail (Pick one topic and check it out)
http://www.equalitytrust.org.uk/why/evidence
The Remedies: http://www.equalitytrust.org.uk/why/remedies

UNIT VIII: RACE, RACISM, AND SOCIAL POLICY. Defines and explores the meaning and impact of racism on the lives of individuals, families, and communities; its role in social welfare policy; and its impact of the lives of oppressed groups.

A. **Defining Race and Racism** (Read all)


(OPTIONAL)

Role of Neighborhood:
JT Center for Political and Educational Studies (2012) Place Matters For Health In Orleans Parish (ER) http://www.jointcenter.org/docs/40532_JCSummary.pdf


B. Racism & Social Welfare Policy (Read section on “Welfare State in General” and two articles in one of the policy areas listed below)

1. Racism and Welfare State in General _read both_


2 Policy Areas (Select 2-policy area sand read at least 2 article in each)

Child Welfare


Welfare Reform
   Welfare Penalties and Race Are Blacks Treated Unfairly (2009, June 1) eScience News http://esciencenews.com/articles/2009/06/01/african.americans.are.more.vulnerable.welfare.penalties


**Criminal Justice**
http://prospect.org/article/new-jim-crow-0


**Education**


**Social Security**


Insight: Center for Community Economic Dev. (Spr 2009) Social Insurance & Communities of Color (ER)

**Health and Mental Health**

Randall, Vernelia (nd) Institutional Racism in US Health Care
http://academic.udayton.edu/health/07humanrights/racial01c.htm

Patel Kam & Chris Heginboathan (2007) Institutional racism in mental health services does not imply racism in individual psychiatrists: Commentary on. Institutional racism in psychiatry *The Psychiatrist* http://pb.rcpsych.org/content/31/10/367.full

**Poverty and Racism A Debate**
UNIT IX: SEXISM, HETEROSEXISM, AND SOCIAL POLICY. Defines and explores the meaning and impact of sexism and patriarchy on the lives of women; the role of gender oppression in social welfare policy; and its impact of the lives of oppressed groups.

A. Overview (Read All)


Avert.org (nd) Homophobia, Prejudice & Attitudes to Gays and Lesbians: What is homophobia. (read the whole scroll) http://www.avert.org/homophobia.htm

McIntosh, Peggy (ND). Unpacking the Invisible Knapsack II; Sexual Orientation (2 pgs) http://www.utexas.edu/diversity/ddce/gsc/downloads/resources/Heterosexual_Privilege.pdf

B. Social Policy Areas (Read articles in 2 of the following policy areas)

1. Overview: Deficit Reduction Is a Women’s Issue


2. Welfare Reform Is a Women’s Issue.


http://www.legalmomentum.org/assets/pdfs/lm-tanf-bitter-fruit.pdf

Bennett, Jessica, Jessie Ellison & Sarah Ball (2010, Mar 19) Are We There Yet? Newsweek http://www.newsweek.com/2010/03/18/are-we-there-yet.html

4. Social Security: A Women’s Issue


5. Taxes Are A Women’s Issue (Read Ch 1 and 6)

6. Incarceration is a Women’s Issue (read Sentencing project)

7. Heterosexism


New York Times (2011, June 30) Times Topics. Same-Sex Marriage, Civil Unions, and Domestic Partnerships (background several articles)

See also items Unit VI –C- 6  Who Loses /LGBT

PART IV. Weeks 10-14
POLICY MEETS PRACTICE: SOCIAL WORKERS AND SOCIAL CHANGE

(UNIT X) Identifies the legislature, the courts, the profession, and the social agency as arenas of policy implementation and policy change. Examines the role of social workers, social service clients, grassroots organizations, and large social movements in seeking social change to confront the oppression; promote social, economic and political justice; and to develop alternative visions for the wider social order.

READ SELECTIVELY RELATED TO YOUR FINAL PAPER (Cite references used in your final paper)

A. Overview


B. Practice


(ER)


Course Description, Rationale and Overview

**HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT (HBSE)** is an on-going two-semester course that examines the person-in-situation matrix with a specific focus on human diversity. Models of development across the human life span define one axis, while critical contexts (individual, family, groups, communities, organizations, and society) define the other axis of the forces that affect social functioning.

Many theories of person-and-environment exist today, each one spurred by a different ideology or world view. Applicable theories range from psychodynamic approaches and modern social systems theories to the postmodernists. A focus on the intersectionality of race, gender and scholarship, however, calls into question many earlier theories and practices. A major task in this course, therefore, is to explore and integrate the dynamic interaction between people and social environments. Diversity, social work ethics and values, and the profession’s fundamental interest in promoting social and economic justice and in addressing the needs of populations at risk underlie much of this understanding. Broadly defined, diversity refers to variations in culture, social class, ethnicity, race, age, sexual orientation, spirituality, ability, and gender.

The overall objective of HBSE is to enhance our ability to make conceptual linkages between multiple explanatory formulations of the person-environment configuration, all while paying specific attention to both social diversity and human development.

**Course Competencies**

Through the successful completion of all assignments and receiving a passing grade in the course, students will be able to:

**EP Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.**

**Practice Behavior:**

a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.

**Assessed:** Final Exam

**EP Competency 2.1.4.: Engage diversity and difference in practice.**

**Practice Behavior:**
b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

**Assessed:**
Blackboard assignments, mid-term assignment on Observation of Social Environment and Human Behavior, and final exam.

**EP Competency 2.1.7: Apply knowledge of human behavior and the social environment.**
**Practice Behavior:**
- a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
- b) Critique and apply knowledge to understand person and environment.

**Assessed:** Mini assignments on Friere’s concepts, Blackboard assignments, and final exam

**EP Competency 2.1.9: Respond to contexts that shape practice.**
**Practice Behavior:**
- a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

**Assessed:** Mid-term assignment on Observation of Social Environment and Human Behavior

**Course Objectives**
By the end of this semester the students will acquire:

1. The opportunity to examine and critically evaluate the implicit and explicit values and ethics presented in the course content;

2. The opportunity to explore personal biases and stereotypes that can affect the understanding of human behavior and change;

3. A holistic perspective of persons in interaction with their social milieu throughout the life course based on theoretical and empirical knowledge about human behavior, growth, and change. This systems perspective includes individuals, families, groups, organizations, communities, and societal institutions, all influenced by and influencing one another;

4. A way of thinking marked by consideration of the variations in human situations due to the transactions of bio-psycho-socio-cultural and political-economic forces that may either encourage or impede self-determination and the individual's worth and dignity;

5. Knowledge of the nature and significance of diversity and its impact upon human development, behavior, and values, especially as it relates to differences in gender, race, class, ethnicity, and sexual orientation and other populations at risk;
6. Knowledge of a range of biological, psychosocial, and social systems perspectives of human development and behavior as they operate on the individual, family, group, organization, and community levels;

7. Knowledge of bio-psycho-social development, adaptation, and socialization of individuals in their socio-cultural situations;

8. Knowledge of the environmental conditions that promote or inhibit development and behavior (i.e., poverty, class, discrimination, and oppression) and the ability to discern the necessity of promoting economic and social justice;

9. Intellectual and analytic tools to integrate and apply to practice multiple competing and unevenly developed theories;

10. Encouragement to pursue aspects of this knowledge in greater depth throughout their social work careers;

11. Appreciation for the professional requirement of the systemic evaluation of practice;

12. A facility for oral and written expression and analysis, as required for professional social work practice.

**COURSE EXPECTATIONS**

**Attendance**
1. Class attendance is required (no more than 2 unexcused absences). Please inform professor via email before class if you will not be in class and make plans to make up missed work if necessary.
2. Classes missed for religious reasons are excused:
   - Religious policy: *Any student who is unable, because of his/her religious beliefs to attend classes on a particular day or days shall, because of such absence, be excused. It is necessary to inform the professor in advance so that a plan can be made to make up the work missed as a result of the absence(s).*
3. On-time class attendance is expected.

**Assignments**
1. Complete the assigned readings for each class before class.
2. Complete class assignments on time.

**Class Participation**
1. Participation in class discussions is required;
2. NO electronic devices are allowed in class unless you have a specific reason for the use of one (provide letter from the Office of AccessABILITY).
**Professional Conduct:** At a professional school, standards of appropriate ethical conduct are expected of students at all times, including in the classroom. Students should neither answer nor make cell phone calls in class or read or write text messages on any portable electronic devices.

**Accommodations For Students With Disabilities:** In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter is committed to ensuring educational access and accommodations for all its registered students. Hunter College's students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. For information and appointment, contact the Office of AccessABILITY located in Room E1214 or call (212) 772-4857 or TTY (212) 650-3230.

**GRADING REQUIREMENTS**

Please refer to the student handbook on policies and deadlines concerning withdrawals, incompletes, and CR/NR grades.

Students will receive a numerical grade for each of the following assignments:

- Weekly Blackboard assignments
- Weekly group discussion of reading assignments
- Mini assignment on the concepts of Pablo Freire
- Mid-term assignment on observation of social environment and human behavior 35%
- Final examination 40%
- Class participation

According to Hunter grading guidelines, a final letter grade will be issued with numerical values as indicated below.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Value</th>
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<tbody>
<tr>
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<td>92.5-97.4</td>
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<td>80.0-82.4</td>
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<td>C+</td>
<td>77.5 – 79.9</td>
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<td>C</td>
<td>70.0-77.4</td>
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<td>D</td>
<td>60.0- 69.9</td>
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<td>F</td>
<td>59 and below</td>
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**Academic Integrity**

“Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedure.”

**Required Course Texts**


**Recommended Texts**


**Online Resources:**

Social Work: Human Behavior in the Social Environment

Library Guide:  
http://libguides.library.hunter.cuny.edu/SW_HBSE

National Institute of Mental Health:  
http://www.nimh.nih.gov

National Alliance on Mental Illness:  
http://www.nami.org

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Class 1 – Introduction to the Course</th>
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<tbody>
<tr>
<td>Introduction to HBSE sequence, and to the concepts of dialectical thinking, social systems, the critical perspective, and the dynamic intersectionality of race, class, and gender in human development.</td>
</tr>
<tr>
<td><a href="http://www.encyclopedia.com/doc/1O88-dominantculture.html">http://www.encyclopedia.com/doc/1O88-dominantculture.html</a></td>
</tr>
<tr>
<td><a href="http://www.criticalthinking.org/aboutCT/define_critical_thinking.cfm">http://www.criticalthinking.org/aboutCT/define_critical_thinking.cfm</a></td>
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<table>
<thead>
<tr>
<th>Class 2 – Introduction to Critical Thinking</th>
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<tbody>
<tr>
<td>Freire, P. <em>Pedagogy of the Oppressed</em>: Chapters 1 and 2</td>
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<tr>
<td><a href="http://www.youtube.com/watch?v=aFWjnkJyPFA">http://www.youtube.com/watch?v=aFWjnkJyPFA</a></td>
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</tbody>
</table>


• http://www.youtube.com/watch?v=6OLPL5p0fMg

**Class 3 – Bio-psycho-social framework** **ASSIGNMENT #1 DUE**

• Hutchison, chapters 3, 4, and 5: The Biological Person; The Psychological Person, the Psychosocial Person


• McCutcheon, V. V. (2006). Toward an integration of social and biological research. *Social Service Review, 80*(1), 159-178

**Class 4 – The Spiritual Connection**

• Hutchison, chapter 6, The Spiritual Person

• http://www.npr.org/series/104257486/the-science-of-spirituality

• http://www.bbc.co.uk/podcasts/series/heartsoul


**Class 5 – The Physical Environment**

• Hutchison, chapter 7, The Physical Environment

• http://www.huffingtonpost.com/amitava-kumar/writing-about-slow-violence_b_884919.html


### Class 6 – Culture and Worldview
- Hutchison, chapter 8, Culture

### Class 7 – Social Institutions and Structures
- Hutchison, chapter 9, Social Institutions and Social Structures

### Class 8 – Groups
- Hutchison, chapter 11, Small Groups

### Class 9 – Family
- Hutchison, chapter 10, Families

### Class 10 – Formal Organizations
- Hutchison, chapter 12, Formal Organizations

### Class 11 – Community
- Hutchison, chapter 13, Communities

### Class 12 – Race, Class, and Gender
**ASSIGNMENT #2 DUE**

### Class 13 – Social Movement
- Hutchison, chapter 14, Social Movements

### Class 14 – Review
Final – In class
ASSIGNMENTS

Weekly One Hour On-line Assignment 10% of grade
The instructor will discuss with students in detail the requirements for weekly one hour on-line assignments.

Weekly In-Class Assignment 5% of grade
Each week a group will be assigned to guide the class discussion on the weekly readings. This group will post three discussion questions they have come up with the night before and the first half hour of each class will be devoted to discussion of the class readings. The instructor will give further direction in class how this will be organized.

Written Assignments
All submissions are to be typed, double-spaced. All written assignments are to draw from relevant class readings and classroom discussions and other academic sources as described by the instructor. Citations and format of all written assignments should conform to having a title page and full bibliography attached.

Assignment 1: Mini-Paper (2-3 pages) 10% of grade
Once you have finished reading the assigned chapters by Paolo Freire, select one of his key words (i.e. humanization, the oppressed, liberation, consciousness, praxis, oppressors, dialogue, dialectical thought, banking education, problem-posing).
1. Describe the word contextually and define it according to Freirian theory.
2. Apply this word to an example from your life or your social work practice.

Assignment 2: Mid-Term Paper (7-10 pages) 35% of grade
You will be assigned to work in a group. 10% of your grade for this assignment will be confidential peer review; the rest will be based on your finished product (report) and how well it reflects the expected outcomes of the assignment.

East Harlem is a neighborhood contained within the boundaries of Community District 11: http://www.nyc.gov/html/dcp/html/neigh_info/mn11_info.shtml.
For our purposes, this will be our “social environment” in which we will observe and examine human behavior. Here is the assignment:

1. Describe this social environment as completely as you can based on available data – you can start with the link above and find others.
2. Identify and visit a park in the neighborhood; what do you see?
3. Find a store that sells fruits and vegetables; describe what you see.
4. How many churches/synagogues/houses of worship are located in the neighborhood? Visit one or two; describe what you see.
5. Go to the live poultry market; describe what they sell.
6. One day count the number of dogs you see on the street; categorize them by type. How many of each type?
7. What kinds of stores are located in the neighborhood? Describe several.
8. Where do you see old people? What are they doing?
9. Where do you see families? What are they doing?
10. Where do you see young people? What are they doing?
11. Where do you see kids? What are they doing?
12. Visit a local restaurant; describe what you see.
13. How many bars are in the neighborhood?

Your report should be well-organized and categorized to reflect the questions; for example,

I. Introduction
II. Description of East Harlem – available data
III. Public/Private Sites
IV. Observations of Human Behavior
V. Conclusion
VI. References

Assignment 3: Final Exam 40% of grade
A multiple choice and essay final exam will be distributed. No exceptions will be made or extensions granted for this exam.
Course Description, Rationale and Overview

This is the continuation of the two-semester HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT (HBSE) course. It builds on a foundation of knowledge on “human behavior in the social environment” for social work practice with individuals, families, groups, organizations, and communities. Using a developmental life-course and social systems framework with a particular focus on diversity, the course emphasizes the social constructions that influence and determine how human growth is perceived. As we saw last term, the study of “human behavior in the social environment” can be approached from many angles.

One such angle focuses on a selection of major Euro-American theorists who flourished in the first half of the 20th Century, among them Sigmund Freud, Carol Gilligan, D.W. Winnicott, Wilhelm Reich, Jean Piaget, and R. D. Laing. Another angle considers their theories as cultural and social phenomena in themselves and finds that their approaches to understanding “normal” development represent a single consistent and hegemonic perspective. Therefore we attempt to contrast these perspectives with Afrocentric and specifically non-Eurocentric concepts.

Yet another group of theorists, largely French and American writers like Jacques Lacan and Elaine Scarry, developed post-modern approaches to the understanding of “human behavior” in the late 20th Century. And last (but not finally), others refute the analysis of individual behavior altogether and, instead, examine group dynamics from the perspective of race, class, and gender. This term, we will build on the theories studied in the first term and spend at least half of class time in a close exploration of more theoretical texts. Throughout, we will include social work ethics and values, as well as the profession’s fundamental interest in promoting social and economic justice and in addressing the needs of populations at risk.

Although much of our discussion will be centered on modernist theories, we will attempt to achieve a useful mix of process and knowledge, one that should be the goal of any course in the social sciences. This means developing a sense of possibilities made available by the past, the skills to use these resources in your present work, and finally, merging these theories and skills in direct practice with future social service clients – whether individuals, pairs, families, groups, or communities.

Course Competencies

Through the successful completion of all assignments and receiving a passing grade in the course, students will be able to:

EP Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.

Practice Behavior:
a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.

Assessed: Mid-term paper applying human behavior theories in the analysis of a film. and Final Exam.

EP Competency 2.1.4.: Engage diversity and difference in practice.
Practice Behavior:
  b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

Assessed:
Mid-term paper applying human behavior theories in the analysis of a film, Blackboard assignments, and final exam.

EP Competency 2.1.7: Apply knowledge of human behavior and the social environment.
Practice Behavior:
  a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
  b) Critique and apply knowledge to understand person and environment

Assessed: Mid-term paper applying human behavior theories in the analysis of a film, Blackboard assignments, and final exam.

EP Competency 2.1.9: Respond to contexts that shape practice.
Practice Behavior:
  a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

Assessed: Blackboard assignments and final exam.

Course Objectives:
By the end of this semester the students will acquire:

1. The opportunity to examine and critically evaluate the implicit and explicit values and ethics presented in the course content.

2. The opportunity to explore personal biases and stereotypes that can affect the understanding of human behavior and change.

3. A holistic perspective of persons in interaction with their social milieu throughout the life course based on theoretical and empirical knowledge about human behavior, growth, and change. This systems perspective includes individuals, families, groups, organizations, communities, and societal institutions, all influenced by and influencing one another.

4. A way of thinking marked by consideration of the variations in human situations due to the transactions of bio-psycho-socio-cultural and political-economic forces that may either encourage or impede self-determination and the individual's worth and dignity.
5. Knowledge of the nature and significance of diversity and its impact upon human development, behavior and values, especially as it relates to differences in gender, race, class, ethnicity, and sexual orientation and other populations at risk.

6. Knowledge of a range of biological, psychosocial, and social systems perspectives of human development and behavior as they operate on the individual, family, group, organization, and community levels.

7. Knowledge of bio-psycho-social development, adaptation, and socialization of individuals in their socio-cultural situations.

8. Knowledge of the environmental conditions that promote or inhibit development and behavior (i.e., poverty, class, discrimination, and oppression) and the ability to discern the necessity of promoting economic and social justice;

9. Intellectual and analytic tools to integrate and apply to practice multiple competing and unevenly developed theories.

10. Encouragement to pursue aspects of this knowledge in greater depth throughout their social work careers.

11. Appreciation for the professional requirement for the systemic evaluation of practice.

12. A facility for oral and written expression and analysis, as required for professional social work practice.

Course Expectations

The instructor and students as colleagues share responsibility for learning in this course. Students' class attendance, participation in exercises, and discussion of relevant professional and personal experiences and of the readings will contribute to their own and others' learning. Therefore, consistent class attendance and active participation are essential to our work together and will be reflected in the course grade.

Students are encouraged to read widely. Without a broad and critical examination of the professional literature, it will be impossible to comprehend the course content and to complete the assignments. A listing of highly recommended readings, organized by class session, is provided. This list may be supplemented during the semester No one is expected to have read all the books and articles by the semester’s end; however, a thorough knowledge of the literature is demanded of all professionals. Familiarity with the literature should be reflected in class discussions and written assignments.

Students are strongly encouraged to use the class material creatively. However, the word "creative" often means different things in different realms. In this course, it means that social workers should pursue the implications offered by foreign, sometimes even unpleasant, historical materials without over—or under-valuing—terms such as "culture," "gender," or "Western." For scholars, it means the ability to use data, not just learn it.
Student feedback concerning the course and its instruction is encouraged throughout the semester. A formal evaluation will be completed at the semester's end consistent with the School's policy. Students' grasp of the course content will be reflected through their involvement in class discussions and their completion of the written assignment.

**Attendance:** Students are expected to attend all classes and notify the instructor (via voice mail or email) if they will be absent. Absences should be no greater in number than the credit value of the course.

- Religious policy: *Any student who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused. It is necessary to inform the professor in advance so that a plan can be made to make up the work missed as a result of the absence(s).*

**On-line Learning:** One hour weekly online learning via posting of discussion questions by instructor, viewing of interactive videos, and use of Blackboard website.

**Participation:** Classes include discussion and lecture. Relevant student contributions to class discussions reflecting required readings and assignments are expected.

**Professional conduct:** At a professional school, standards of appropriate ethical conduct are expected of students at all times, including in the classroom. Students should refrain from answering or making cell phone calls in class and from reading or writing text messages on any portable electronic devices.

**Completion of Assignments:** Assignment deadlines are scheduled to make it possible for faculty to give ample attention to all assignments. Therefore, deadlines for turning in of assignments are required. *Late work will not be accepted.*

The Writing Centers at 68th and 119th St. are available to all students, and should be contacted promptly by any student whose self-evaluation or faculty evaluation reveals a need to improve skills. Full citations and referencing are expected in all written work.

**Grading Requirements:**

Please refer to the student handbook on policies and deadlines concerning withdrawals, incompletes, and CR/NR grades.

Students will receive a numerical grade for each of the following assignments:

- Weekly Blackboard assignments 10% of grade
- Weekly group discussion of reading assignments 5 % of grade
- Mid-term assignment on applying theories of human behavior via the analysis of a film. 35% of grade
- Final examination 40% of grade
Class participation 5% of grade

According to Hunter grading guidelines, a final letter grade will be issued with numerical values as indicated below.

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<thead>
<tr>
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Special Considerations:

In compliance with the Americans with Disabilities Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/or Learning) consult the Office of AccessABILITY located in Room E1124 to secure necessary academic accommodations. For further information and assistance, please call (212-772-4857)/TTY (212-650-3230).

Course Assignments and Evaluation:

There is one written assignment and an in-class final exam.

Assignment 1    Mid-Term

Suggested Page Length: No more than 7-10 pages, not including references. You should have a minimum of 10 references.

Content & Format: View one of the following films (all are available on DVD—the choice is yours) and write an analysis based on your reading and understanding of the professional literature on human behavior in the social environment. The following questions may help guide your analysis:

1. What does the film show you about race, class, ethnicity, gender, sexual orientation, spirituality, and age?
2. What types of behaviors are presented in the film? Be specific, especially in context of the developmental stages of the characters.
3. Make an observation about the film using a theoretical perspective on human development and behavior.
4. Does this theoretical perspective enhance your understanding of the film? Why or why not?

List of Film Choices:

TBA
There can be no substitution of film selections.

**Evaluative Criteria**

1) How critically did you analyze the film?

2) To what degree have you been able to find the implicit assumptions in the film?

3) Were you able to integrate your theoretical learning in the classroom with the analysis of the film?

4) How clear, cohesive, and convincing is your discussion?

5) To what degree do your essay's style, grammar, spelling, punctuation, and use of APA style assist or hinder your ability to make points and to engage your audience?

You **MUST** connect your analysis to the **professional literature** from this semester's reading (and last semester’s if you wish) and to outside reading which you may need to incorporate to complete this assignment.

All written assignments must be typed and double-spaced, with **numbered** pages and one inch margins. You must use APA style to cite and reference literature. Please proofread, number the pages, and staple your paper. Your paper should also have a title page.

**Assignment #2  In-Class Final Exam**

**Expectations Concerning Student Performance:**

1) Informed participation is expected as part of professional education and development.

2) If participation is a problem for you, please speak to me.

**Late Papers and Incomplete Grades**

1. Course assignments must be completed on time.

2. No late assignments will be accepted and no incompletes will be given.

**Statement on Academic Integrity:**

“Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedure.”

**Required Course Texts:**

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Introduction to the Life Course Perspective</th>
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<tbody>
<tr>
<td>Session 2</td>
<td>The Lifespan Approach</td>
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<td>Life Course: Conception, Pregnancy And Childbirth</td>
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<td>Session 3</td>
<td>Non-Eurocentric Approaches</td>
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<td>Life Course: Infancy &amp; Toddlerhood</td>
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<td>Session 4</td>
<td>Eurocentric Approaches</td>
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<td>Life Course: Early Childhood</td>
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<td>Session 5</td>
<td>Biology and Neuroscience</td>
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<td>Life Course: Middle Childhood</td>
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<td>Session 6</td>
<td>Cognitive and Moral Development</td>
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<td>Life Course: Adolescence</td>
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<td>Drive Theory</td>
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<td>Life Course: Young Adulthood</td>
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<td>Session 8</td>
<td>Ego Psychology</td>
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<td>Life Course: Middle Adulthood</td>
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<td>Session 9</td>
<td>Object Relations</td>
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<td>Life Course: Late Adulthood</td>
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<td>Session 10</td>
<td>Self-Psychology</td>
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<td>Life Course: Death</td>
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<td>Session 11</td>
<td>Violence and Abuse</td>
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<td>14</td>
<td>In class Final</td>
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Social Work Policy in Child Welfare II

SW 340

Course Description
Social Work Policy in Child Welfare is designed to help students understand the current and historical context of child welfare policies and programs in New York and the United States; the major issues in child welfare; policy frameworks; and services and practices in the child welfare arena. This course will particularly focus on approaches and interventions used in child safety and risk and foster care. Emphasis will be placed on teaching students to work with traumatized children and mandated parents, ensuring child well-being and using the most evidence-informed models.

Course Rationale
This course is designed to prepare students for entry-level child welfare practice. A focus on best practices will increase students’ knowledge and skills for evidence-based, culturally competent, strengths-based, and family-centered child welfare practice.

Course Objectives
The objectives of this course are to provide students the opportunity to understand and analyze:

- the current and historical context of child welfare policies and programs in New York and the United States;
- the relationship of racism and poverty to child welfare;
- the impact of child abuse, neglect, and co-occurring issues on children and families;
- attachment theory and its implications in child psychosocial development and in child welfare practice;
- systems theory as it applies to families and child welfare practice;
- the guiding principles of the New York City Administration for Children’s Services practice model with particular attention to:
  1. Permanency planning and the use of “concurrent planning” for permanency
  2. Family-centered practice and engaging families
  3. The strengths perspective as basis for assessment
  4. The use of “child and family team meetings”
  5. Culturally competent child welfare practice
  6. State and federal policies and programs that outline the scope of practice in child protective services (CPS), foster care services, adoptions, and juvenile justice.
Course Competencies
Through the successful completion of all assignments and receiving a passing grade in the course, students will be able to:

| EP Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly |
| Practice Behavior: | Assessed: |
| a) advocate for client access to the services of social work | Quiz 2 & 3 |

| EP Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments |
| Practice Behaviors: | Assessed: |
| a) distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom | Child Welfare Issue Paper & Presentation |
| b) analyze models of assessment, prevention, intervention, and evaluation | Quiz 1 |

| EP Competency 2.1.4: Engage diversity and difference in practice |
| Practice Behavior: | Assessed: |
| a) recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | Quiz 2 |

| EP Competency 2.1.5: Advance human rights and social and economic justice |
| Practice Behavior: | Assessed: |
| b) engage in practices that advance social and economic justice | Quiz 2 & 3 |

| EP Competency 2.1.6: Engage in research-informed practice and practice-informed research |
| Practice Behavior: | Assessed: |
| b) use research evidence to inform practice | Child Welfare Issue Paper & Presentation |

| EP Competency 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services |
| Practice Behavior: | Assessed: |
| a) analyze, formulate, and advocate for policies that advance social well-being | Child Welfare Issue Paper & Presentation |

| EP Competency 2.1.9: Respond to context that shape practice |
Practice Behaviors:

a) continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

b) provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Assessed:
Child Welfare Issue Paper & Presentation

EP Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

(a) Engagement Practice Behavior:

a) substantively and effectively prepare for action with individuals, families, groups, organizations, and communities

Assessed:
Quiz 3

Required Text

Other Required Readings
In addition to assigned readings from the text, there are several articles designated in the syllabus which are also required readings. These readings can be accessed through either the course site on Blackboard, Hunter College Library’s Online Databases, or the web links provided.

Grading
Students will be evaluated by total points earned in this course as outlined below. No extra credit is permitted in this course. The grading scale by total points is as follows:

- 279 – 300 A
- 270 – 278 A-
- 261 – 269 B+
- 249 – 260 B
- 240 – 248 B-
- 231 – 239 C+
- 219 – 230 C
- 210 – 218 C-
- 209 – 180 D
- 179 & below F

Course Format & Requirements
The course format will be a combination of lecture, speakers, video, class discussion and activities. Students are expected to read, critically analyze, and discuss readings. Participation in class is a requirement and students should come to each class prepared to discuss the reading assigned for that class session.
Course Policies
Any alternative arrangements such as make-up exams or deadline extensions will be permitted at
the discretion of the instructor in the case of a verified emergency. If there are extenuating
circumstances, the instructor must be informed prior to the date/time of the exam or the due date
of the assignment. Any assignments or exams that are not completed as scheduled will be
recorded as a “0”.

Conduct: All cell phones should be silenced and put away during class and no text messaging is
allowed. Such behavior is disruptive and disrespectful to peers and the course instructor. All mp3
players, iPads, etc. are to be off and stored during class. Students should remove all headphones,
ear buds, and other listening devices from ears, head, and neck during class time. The instructor
reserves the right to disallow the use of laptops in class if it seems students are using them
inappropriately (e.g., instant messaging, typing emails, or web surfing) and distracting others.
Please note that if a student must have her cell phone available due to a specific need during
class, the student should discuss this with the instructor before the beginning of class and then
quietly leave the classroom to take the call outside the classroom when the call comes in.

Cheating/Plagiarism: All forms of dishonesty violate the Hunter Policy on Academic Integrity.
This includes cheating on exams, failing to give credit for the ideas or words belonging to another
person, submitting work that has previously earned credit as your own, submitting work from
another student as your own, or submitting work bought or work that was downloaded from the
Internet. Cheating and plagiarism are serious offenses that can result in your failing the course,
and will be immediately reported to the Dean.

Deadlines and Extensions: All assignments are due on the date specified in the syllabus
regardless of absence. Extensions may be granted in extenuating circumstances, and at the
discretion of the instructor. Students who fail to submit the assignment on the new due date will
receive an F for that assignment.

Late Registration: Students who enroll in class during the late registration period or add/drop
period are responsible for making up any missed class work or assignments.

Return of Assignments: All assignments should be submitted via email. Graded assignments will
be returned to the student via email. Hard copies will NOT be accepted.

Attendance & Participation (20 points)
Class attendance and participation are mandatory. Students are expected to attend all classes,
arrive punctually, and be prepared to participate in class discussions and activities based on
assigned topics and readings. Attendance will be taken in each class session. Students whose
pattern of lateness is excessive or disruptive to class activities may be withdrawn from the course.
Students are allowed to be absent one (1) time during the semester without penalty. Each
additional absence will result in five (5) points being deducted unless other arrangements
have been made in advance with the instructor.

Assignments
Quizzes (3 @ 40 points each = 120 points)
There will be 3 quizzes in this class. The quizzes will cover required readings, class discussions, lectures, videos and guest speakers. Each quiz will be worth 40 points. Please note: Dates for quizzes are scheduled. However, the instructor reserves the right to present unannounced “pop quizzes” in class if necessary to encourage students to keep up with course readings.

**Quiz 1** is scheduled for xxx. Quiz 1 will cover material from class sessions 1 thru 3.
**Quiz 2** is scheduled for xxx. Quiz 2 will cover material from class sessions 4 thru 7.
**Quiz 3** is scheduled for xxx. Quiz 3 will cover material from class sessions 8 thru 14.

**Child Welfare Issue Paper (120 points) and Presentation (40 points)**
Write a paper about one of the major child welfare issues covered in the course. (You must discuss your topic choice with the instructor before writing the paper.) Your paper should incorporate APA style using a 12-point font. You should use at least 5 current peer-reviewed articles for references. Please note: Your textbook is not an acceptable reference for your paper.

Each student will also present the summary of the paper to the class. The written paper is due in class on xxx. Paper presentations will be held in class at the last two sessions of the semester.

Your paper should follow the framework below:

**I. Description of the issue** (25 points)
- What is the issue? How is it related to child welfare? Define/describe the issue thoroughly. Be sure to include:
  - Overall scope of the issue
  - How widespread is the issue currently?
  - What are the causes of the issue?
  - Who is affected by the issue and how are they affected?

**II. Policy analysis** (30 points)
- What is(are) the policy(ies) addressing the issue? What is the official name and legal citation of the policy?
- What are the goals of the policy?
- What are the underlying values, beliefs, and assumptions of this policy?

**III. Examination of the issue** (30 points)
- What theories explain this issue?
- What specific social programs are associated with this issue?
- How family-centered child welfare practice relates to the issue?

**IV. Evidence-based practice intervention strategies** addressing this issue (15 points)

Your paper will also be evaluated on the clarity and strength of your writing. This includes grammar, spelling, use of APA style, the strength of your analysis and the appropriate use of source materials.
## Tentative Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>II</td>
<td></td>
<td><strong>Government programs to support families and children</strong>&lt;br&gt;Poverty&lt;br&gt;Welfare programs&lt;br&gt;Day Care</td>
<td>Downs, Moore &amp; McFadden (2009) chapter 2 (pp. 37-66)</td>
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<tr>
<td>III</td>
<td></td>
<td><strong>Family support services</strong>&lt;br&gt;Prevention programs</td>
<td>Downs, Moore &amp; McFadden (2009) chapter 3 (pp. 70-109)</td>
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<td>V</td>
<td></td>
<td><strong>Child welfare principles and practices</strong>&lt;br&gt;Fundamental principles of child welfare practice&lt;br&gt;Casework&lt;br&gt;Basic tasks in child welfare practice</td>
<td>Downs, Moore &amp; McFadden (2009) chapter 4 (pp. 117-147)</td>
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<tr>
<td>VI</td>
<td>The court system and child welfare</td>
<td>Downs, Moore &amp; McFadden (2009) chapter 5 (pp. 150-185)</td>
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<tr>
<td></td>
<td>Juvenile court and juvenile justice</td>
<td>Downs, Moore &amp; McFadden (2009) chapter 6 (pp. 188-202 &amp; 222-232)</td>
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<td></td>
<td>Family court</td>
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<td>Criminal court</td>
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<td>Child Protective Services (CPS)</td>
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<td>Issues in child protection</td>
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<td>Definitions</td>
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<td>Mandatory reporting</td>
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| VII  | Child abuse & neglect                                                                               | Downs, Moore & McFadden (2009) chapter 6 (pp. 202-222) |
|      | Emotional abuse                                                                                    |                                                        |
|      | Sexual abuse                                                                                       |                                                        |
|      | Neglect                                                                                           |                                                        |
|      | Impact of abuse & neglect                                                                           |                                                        |
|      | Attachment theory & implications                                                                    |                                                        |
|      | Trauma                                                                                           |                                                        |
|      | Loss & grief                                                                                       |                                                        |

| VIII | NYC ACS Child Protective Services                                                                  | See [www.nyc.gov/acs](http://www.nyc.gov/acs)          |
|      | Intervention                                                                                       |                                                        |
|      | Linkage/referral                                                                                   |                                                        |
| IX | **Family preservation services** | Downs, Moore & McFadden (2009) chapter 7 (pp. 240-268) |
|    | Family preservation philosophy | http://www.hunter.cuny.edu/socwork/nrcfcpp/info_services/family-group-conferencing.html |
|    | Intensive home-based services | |
|    | Kinship care | |

| X  | **Foster care and permanency** | Downs, Moore & McFadden (2009) chapter 8 (pp. 273-317) |
|    | Permanency | http://www.hunter.cuny.edu/socwork/nrcfcpp/info_services/youth-permanency.html |
|    | Foster care | |
|    | Kinship care | |
|    | Federal laws | http://www.hunter.cuny.edu/socwork/nrcfcpp/info_services/foster-care.html |

| XI | **Foster care and permanency (cont.)** | Downs, Moore & McFadden (2009) chapter 9 (pp. 326-373) |
|    | Engaging families & concurrent planning | http://www.hunter.cuny.edu/socwork/nrcfcpp/info_services/birth-family-issues.html |
|    | Termination of parental rights | |
|    | Emancipation | |
|    | Therapeutic interventions | |
|    | Intensive services | |

<p>| XII | <strong>Permanency continued</strong> | Downs, Moore &amp; McFadden (2009) chapter 10 (pp. 387-434) |
|     | Juvenile Justice | <a href="http://www.hunter.cuny.edu/socwork/nrcfcpp/info_services/adooption.html">http://www.hunter.cuny.edu/socwork/nrcfcpp/info_services/adooption.html</a> |
|     | Risk and prevention factors | |
|     | Residential programs | |
|     | Restorative justice | |</p>
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<tbody>
<tr>
<td>XIII</td>
<td>11/25</td>
<td>Child Welfare Issue Presentations in class</td>
</tr>
<tr>
<td>XIV</td>
<td>12/02</td>
<td>Child Welfare Issue Presentations in class</td>
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http://www.hunter.cuny.edu/socwork/nrcfcpp/services/residential-services.html

QUIZ 3

Child Welfare Issue Paper is due
Course Description

This course extends the foundations of social welfare policy by applying knowledge obtained in Social Welfare Policy and Services I to the health systems and care coordination framework and by refining the analytic skills needed to more critically synthesize and interpret the complexities of health policy. The course explores policy dynamics, patterns, and changes through a closer look at history, theories, frameworks, ethical issues, forces of oppression, and the paths to social, economic, and environmental justice relevant to recipients and those in need of health and care coordination services and benefits. The course focuses on special populations in need of care coordination (i.e., older adults, the disabled, the mentally ill, and persons with chronic health issues). The course emphasizes the major U.S. social policies and benefit systems that influence and support the delivery of care coordination, from prevention and community-based care to acute care and long term care. Students will be introduced to the critical roles and functions of care coordination in a variety of health and mental health settings. The course will emphasize care advocacy for access to health care at both the individual and population levels. Students will be introduced to several current evidence-based models of care coordination for those with mental illness, older adults, and health disparities.

Course Competencies

Through the successful completion of all assignments and receiving a passing grade in the course, students will be able to:

<table>
<thead>
<tr>
<th>EP Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.</th>
<th>Assessed:</th>
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<tbody>
<tr>
<td><strong>Practice Behaviors:</strong></td>
<td><strong>Assessed:</strong></td>
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<tr>
<td>a) distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
<td>Population Assignment</td>
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<thead>
<tr>
<th>EP Competency 2.1.5: Advance human rights and social and economic justice.</th>
<th>Assessed:</th>
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<tr>
<td><strong>Practice Behavior:</strong></td>
<td><strong>Assessed:</strong></td>
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<tr>
<td>a) advocate for human rights and social and economic justice</td>
<td>Advocacy Assignment</td>
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<tr>
<td>b) Engage in practices that advance social and economic justice</td>
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<thead>
<tr>
<th>EP Competency 2.1.6: Engage in research-informed practice and practice-informed research.</th>
<th>Assessed:</th>
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<tbody>
<tr>
<td><strong>Practice Behavior:</strong></td>
<td><strong>Assessed:</strong></td>
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<tr>
<td>b) use research evidence to inform practice</td>
<td>Population Assignment</td>
</tr>
<tr>
<td><strong>EP Competency 2.1.8:</strong> Engage in Policy Practice to advance social and economic well-being and to deliver effective social work services</td>
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<tr>
<td><strong>Practice Behavior:</strong></td>
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<tr>
<td>a) analyze, formulate, and advocate for policies that advance social well-being</td>
<td></td>
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<tr>
<td>c) Collaborate with colleagues and clients for effective policy action</td>
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<tr>
<td><strong>Assessed:</strong></td>
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<tr>
<td>Mid-term Exam</td>
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<td>Advocacy Assignment</td>
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<tr>
<th><strong>EP Competency 2.1.9:</strong> Respond to contexts that shape practice</th>
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<tr>
<td><strong>Practice Behaviors:</strong></td>
</tr>
<tr>
<td>a) continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
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<tr>
<td>b) provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
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<tr>
<td><strong>Assessed:</strong></td>
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<tr>
<td>Population Assignment</td>
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<tr>
<td>Advocacy Assignment</td>
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**COURSE CONTENT OBJECTIVES**

By completing these courses, the students will demonstrate a range of competency in each of the stated objectives of the courses. As demonstrated by written assignments, group projects and presentations, and reflective field journals, students will be expected to:

1. Understand the trends in populations that need and utilize care coordination and the nature of mental illness, disability, and chronic medical issues, its multidimensional aspects, and the interrelationship between environmental, social, psychological and biological factors in its cause, course, and outcome that require care coordination.

2. Demonstrate knowledge of community health and mental health issues among older adults, poor, disabled, and mentally ill populations in the changing context of the health care system.

3. Understand the diverse needs, beliefs, interests and experiences of those affected by health and mental health issues as well as within-group differences based on race, gender, class, sexual orientation, age, ethnicity, culture, religion, or varying mental and physical abilities.

4. Recognize the social, economic, and political forces impacting well-being, illness, and disabilities of individuals and families and identify socio-cultural, political, and economic factors that contribute to disparities in health care delivery and access to special populations.

5. Identify, assess, and apply different conceptual frameworks, policy models, and care models for the improvement of health care services for persons who have chronic medical issues, mental illness, or disabilities.
6. Understand the history of health policy and the theoretical/ideological frameworks that have informed the development of health and care coordination policies.

7. Understand the major benefit programs available to support health and care coordination services.

8. Examine the development and impact of the structure and operation of health programs and current trends in social welfare policy targeted to address health, disability, and mental health issues.

9. Promote understanding of social work roles, particularly our role as advocate at both the individual and population levels, in the areas of health, mental health, disabilities, policies, program development, and advocacy.

10. Become familiar with evidence-informed practices of care coordination in the field of health and mental health.

**Course Expectations**

The instructor and students share responsibility for learning in these courses. Students' class attendance, participation in class activity, and discussion of relevant professional and personal experiences and of the readings will contribute to their own and others' learning. Therefore, consistent class attendance and active participation are essential and will be reflected in the course grade.

Students are encouraged to read and prepare for class discussion. Without a broad and critical examination of the professional literature, it will be impossible to comprehend the course content and to complete the assignments. The list of required readings (organized by class session) is provided. This list may be further supplemented as the semester progresses. Although no one is expected to have read all the books and articles by the semester’s end, all students’ thorough familiarity with the readings should be reflected in class discussions and presentation, and written assignments. Only through student meaningful participation can the instructor understand what the class knows or does not know, whether adjustments need to be made, or whether a certain topic should be pursued or abandoned.

**Student Evaluation of the Course and Its Instruction**

Student feedback concerning the course and its instruction is encouraged throughout the semester. A formal online evaluation will be completed at the end of the semester consistent with the School and College policy.

**Grading Requirements:**

Please refer to the student handbook on policies and deadlines concerning withdrawals, incompletes, and CR/NR grades.

Students will receive a numerical grade for each of the following assignments:

Journal Entries  15% of grade
Population Assignment  20% of grade
Advocacy Assignment  20% of grade
Mid-term Examination  35% of grade
Class Participation  10% of grade

According to Hunter grading guidelines, a final letter grade will be issued with numerical values as indicated below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97.5-100</td>
</tr>
<tr>
<td>A</td>
<td>92.5-97.4</td>
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<tr>
<td>A-</td>
<td>90-92.4</td>
</tr>
<tr>
<td>B+</td>
<td>87.5-89.9</td>
</tr>
<tr>
<td>B</td>
<td>82.5-87.4</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.4</td>
</tr>
<tr>
<td>C+</td>
<td>77.5-79.9</td>
</tr>
<tr>
<td>C</td>
<td>70.0-77.4</td>
</tr>
<tr>
<td>D</td>
<td>60.0-69.9</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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**Attendance & Lateness**

As stipulated in the SSSWHC Handbook statement on Attendance Policy 2008-2009:

Class attendance is a requirement of the program. Absence may affect course grades. Students should notify the instructor any unavoidable absence and discuss the potential impact of absences on the grade for the course. Please be punctual so that all classes will start on time. After the instructor has taken attendance, students who are missing are considered absent. Instructors will not make exceptions to this requirement. As stipulated in the Hunter College Catalogue (pp.71 & 72), all students must report to classes during the first week of classes. The instructor has the right to set attendance requirements for the course, to keep attendance records, and to consider attendance in the calculation of final grades. Absences should be no greater in number than the credit value of the course (3). Students may not use absence from class as an excuse for not fulfilling all course requirements.

**Accommodations for Students with Disabilities**

In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter is committed to ensuring educational access and accommodations for all its registered students. Hunter College's students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. For information and appointment contact the Office of AccessABILITY located in Room E1214 or call (212) 772-4857 /or TTY (212) 650-3230.

**Policy on Religious Holidays**

Any student who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused. It is necessary to inform the professor in advance so that a plan can be made to make up the work missed as a result of the absence(s). As mandated by New York State Education Law Section 224-a, no person shall be expelled from or refused admission as a student for the reason that he/she is unable, because of religious beliefs, to attend classes or participate in any examination, study or work requirements on a particular day or days. Any student who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused from any examination or any study or work requirements. It shall be the responsibility of the faculty to make available to each student who is absent from school, because of his/her religious beliefs, an equivalent opportunity to make up any examination, study or work requirement which may have been missed because of such absence on any particular day or days.
**Communication:** To facilitate communication please visit the **Blackboard** regularly (at least once a week). The instructor will post all course related materials including syllabus, tasks and assignment, website resources, links to electronic copies of articles, announcements, etc. at the **Blackboard** periodically.

**Professional conduct:** At a professional school, standards of appropriate ethical conduct are expected of students at all times, including in the classroom. Students should refrain from answering or making cell phone calls in class and from reading or writing text messages on any portable electronic devices.

**Completion of Assignments:** Assignment deadlines are scheduled to make it possible for faculty to give ample attention to all assignments. Therefore, deadlines for submission of assignments are required. Late work will be accepted only with prior faculty approval, and lateness will be weighed in grading.

**Writing level for students:** Students graduating the BSW program enter the professional practice arena and are expected to communicate orally and in writing at a professional level. This includes care in preparation of written materials, responsiveness to guidelines, as well as appropriate skill in language usage. Unedited, misspelled, grammatically incorrect, or carelessly organized work is not appropriate or acceptable. The Writing Centers at 68th and 119th Streets are available to all students, and should be contacted promptly by any student whose self-evaluation or faculty evaluation reveals a need to improve skills. Referencing style for all written work is by APA format throughout this curriculum. Instructional materials on this system of referencing are available in the library.

**University policy on academic integrity and the consequences for plagiarism:**

This course and its instructor adhere to the University and School policies regarding accommodations for students with disabilities, observance of religious holidays, incomplete grades, plagiarism and students' evaluation of the course and its instruction as stated in the Hunter College School of Social Work Student Handbook.

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

**Grading:** Final grade will be determined based on student performance in all of the following: 1) quality, style, and content of written work submitted timely, 2) creative use of assigned readings in papers and journal entries, and 3) class participation, and quality of contributions to class discussions.

**Recommended Text:**


**Relevant Journals**

Social Work in Health Care  
Health and Social Work  
Social Work in Public Health  
Health and Social Care in the Community  
Journal of Health Care for the Poor and Underserved

**Hunter Library Resources**

http://libguides.library.hunter.cuny.edu/SW_Resources  
Health and mental health web resources, library resources, and New York City resources

**Course Outline & Readings (Tentative List):**

**UNIT 1: INTRODUCTION (Weeks 1-2)**

Session 1-3  
**Introduction to Social Health Policy and Care Coordination:**  
Practice context, problems, and populations: Who needs Care Coordination?  
Older Adults  
Persons with Disabilities  
Health Disparities  
Mental Illness & Behavioral Health  
Chronic Illness


**UNIT 2: THE POLICY ENVIRONMENT FOR CARE COORDINATION (Weeks 3-7)**

Session 3  
Context, history and trends of care: Theories and Ideologies of the American Health care System in the 20th & 21st Centuries in a Historical Context  
From Charity to Managed Care to Health Care Reform & Prevention


Session 4-7 Health and Mental health policy
Social Security and Supplemental Security Income (SSI)
Medicare & Medicaid
Americans with Disabilities Act
Mental Hygiene Laws
Affordability Care Act
Older Americans Act


**UNIT 3: CARE COORDINATION WITH SPECIAL POPULATIONS (weeks 8-13)**

Session 8 Overview of care coordination – Focus, barriers, and major components
Comprehensive care coordination definition
Barriers to care coordination
Care coordination components

Session 9 Health Disparities

A. Frameworks and models for analyzing health disparities.
B. Race, Class, Ethnicity, Age, Gender, Sexual Orientation and Disability: What every social worker needs to know about the “isms” and cultural competency (Group Presentations)

Barr, D. (2008). *Health disparities in the United States – Social Class, race, ethnicity, and health*. Baltimore, MD: The John Hopkins University Press. Chapter 1, Introduction to the social roots of health disparities (pp. 1-13), Chapter 3, The relationship between socioeconomic status and health, or they call it “poor health” for a reason (pp.42-72), Chapter 8, Why does race/ethnicity affect the way physicians treat patients (pp200-227), and Chapter 10, “What should we do to reduce health disparities” (pp. 247-72)


**Session 10 & 11: Models of Care Coordination**

- Care models with older adults
- Care model with persons with chronic medical and mental illness
- Chronic care model
- Care coordination teams
- Family Intervention Models


**Session 12 &13:  Care Coordination in Primary Care and Preventative Health Settings**

**Community health center practice contexts**

**Health promotion and prevention**

**Harm Reduction**

**Addressing psychosocial and mental health issues in primary care**


Community Health Network: [www.chnnyc.org](http://www.chnnyc.org)

**Unit VI: PROFESSIONAL ROLES AND ETHICAL ISSUES (Week 14)**

A. Social work values and ethical dilemmas  
B. Social work advocacy models and roles  
C. Organizing inside and outside the system for health reform: Past, present and future


**Course Assignments**

The assignments are designed to help students apply and integrate what they have learned about care coordination concepts and skills, and evidence informed practices to care coordination for their field work with the elderly, the disabled, mentally ill, and persons with chronic health issues.
A **Reflective Journal** entry, submitted electronically, will be required every two weeks. The intent of the journal is to ensure that students read critically, engage with the views and ideas offered by the writers of the assigned readings, and reflect and integrate their own practical and field experiences with their learning.

**Embedded Assignments** in the journal require students to explore in-depth a particular subject related to care coordination. There are two embedded assignments: a “Population” assignment in which students manifest their understanding of the issues and trends in a specific population requiring care coordination and how social policy impacts them on an individual and population level; and an “Advocacy” assignment in which students manifest their ability to advocate on behalf of a client or client population.

Finally, students will take a mid-term exam that tests their ability to know and analyze major social policies that impact care coordination.

**Reflective Field Journals**

Every two weeks, students will submit an entry (about 2-3 paragraphs) that can be based on their understanding of the concepts, content, discussion, and activities covered in class and their reflection of their field practice of care coordination in health and mental health settings. Journal submissions will be done electronically. Their own reflective and critical journal is meant to provide a platform for more discussion, and document and assist them in evaluating and reflecting on their practice experience throughout the course. Students can post comments and insights based on the assigned readings in the syllabus as they read critically and apply their learning into their field practice. They can also raise specific questions and comments based on class activities and class materials. Their field journal could also reflect their class and field observations and reflections on those observations. They can raise questions, analyze good practice, and critique poor practice in a constructive manner.

**Embedded Journal Assignments**

**Population Assignment: Due Week 10**

**Identify a population or illness group to explore in-depth (6-8 pages)**

(e.g. low-income women; African Americans; Aged/Seniors; People with AIDS, Disability; Workers; Immigrant children). After you introduce topic and paper

1. Name and briefly describe the population
2. Present the demographics and other relevant data related to their need for care coordination
3. Describe one or more major health/mental health problems/issues for this group
4. Address issues of disparities, discrimination, exclusion that interfere with their access to health and mental health services.
5. Identify any models or proposed programs to improve policies or services to this population
6. How does care coordination attempt to increase access for this population? How does care coordination attempt to reduce risk?
7. Identify and describe one or more advocacy organizations or coalitions working to improve services, benefits, policies and programs for this population

**Identify a Health Advocacy Organization to explore in-depth (6-8 pages)**

1. Identify a health organization that advocates for access to services (e.g. Metro NY Health Care for All Campaign; Rekindling Reform; New Yorkers for Accessible Health Coverage (NYFAC), Disability Right, NAMI, Coalition for the Homeless). Review their work from their website, social media, brochures and documents, and interviews with staff members or volunteers.
2. Highlight their goals and current activities.
3. What successes and failures have they had in the past?
4. What issues are they addressing now?
5. What are their reasons for the current campaign or project in which they are engaged?
6. What model(s) of advocacy are they using? Do they advocate for individuals and/or populations?
7. Who is their leadership? Why do they use this leadership structure? How might they increase their influence?
8. What are their strengths and limitations?
9. How do they communicate to others what they are trying to accomplish? Who else should know about this organization? How can they be more effective about who they are and what they do?

**Mid-term Exam: Week 8**
The mid-term exam will test students’ knowledge of the major provisions of Social Security, Medicare, Medicaid, Americans with Disabilities Act, the Older Americans Act, and the Affordability Care Act. It will be a combination of multiple choice, fill in the blank, short answer, and essay.
Course Description
Social Work Practice in Child Welfare I and II are designed to help students apply the major psychological and sociological theories about attachment, trauma, and development; policy frameworks; and evidence-informed practices to the child welfare arena. These courses will particularly emphasize interventions used in child safety and risk and foster care. Emphasis will be placed on teaching students to intervene quickly and carefully, work with traumatized children and mandated parents, and to work on permanency plans and well-being using the most evidence-informed and evidence-based models.

Course Rationale
This course is designed to prepare students for entry-level child welfare practice. An emphasis will be placed on increasing students’ knowledge and skills for evidence-based, culturally competent, strengths-based, and family-centered child welfare practice.

Course Objectives
The objectives of this course are to provide students the opportunity to understand and analyze:
- the roles and responsibilities of social workers practicing in child welfare including child protection, foster care, adoption, juvenile justice, and education;
- the stages of the casework process including: intake, initial assessment, family assessment, engagement, service planning, service provision, etc.
- federal and state statutory requirements related to case management including responsibilities such as mandatory reporting and expected competencies for child welfare and juvenile justice service providers;
- the impact of the involuntary nature of the client’s relationship with the child welfare service providers;
- conceptual frameworks for assessment, planning, and intervention including strengths perspective, solution-focused approach, crisis intervention, and family-centered planning.
**Course Competencies**

Through the successful completion of all assignments and receiving a passing grade in the course, students will be able to:

| **EP Competency 2.1.2: Apply social work ethical principles to guide professional practice** |
| **Practice Behaviors:** | **Assessed:** |
| a) recognize and manage personal values in a way that allows professional values to guide practice | Quiz 1 |
| d) apply strategies of ethical reasoning to arrive at principal decisions | Quiz 1 |

| **EP Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments** |
| **Practice Behaviors:** | **Assessed:** |
| b) analyze models of assessment, prevention, intervention, and evaluation | Quiz 2 Integrative Assessment Paper |
| c) demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues | Quiz 3 |

| **EP Competency 2.1.4: Engage diversity and difference in practice** |
| **Practice Behaviors:** | **Assessed:** |
| a) recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | Quiz 1 |
| b) gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups | Quiz 1 |

| **EP Competency 2.1.7: Apply knowledge of human behavior and the social environment** |
| **Practice Behaviors:** | **Assessed:** |
| a) utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation | Quiz 2 |

| **EP Competency 2.1.9: Respond to contexts that shape practice** |
| **Practice Behavior:** | **Assessed:** |
| a) continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services | Integrative Assessment Paper |

| **EP Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities** |
(b) Engagement Practice Behaviors:

<table>
<thead>
<tr>
<th></th>
<th>Assessed:</th>
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<tbody>
<tr>
<td>a) substantively and effectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>b) use empathy and other interpersonal skills</td>
<td></td>
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<tr>
<td>c) develop a mutually agreed-on focus of work and desired outcomes</td>
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</tbody>
</table>

Required Text


Other Required Readings
In addition to assigned readings from the text, there are several articles designated in the syllabus which are also required readings. These readings can be accessed through either the course site on Blackboard, Hunter College Library’s Online Databases, or the web links provided.

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<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>279 – 300</td>
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<tr>
<td>270 – 278</td>
<td>A-</td>
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<tr>
<td>261 – 269</td>
<td>B+</td>
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<td>B</td>
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<td>B-</td>
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<td>231 – 239</td>
<td>C+</td>
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<td>219 – 230</td>
<td>C</td>
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<td>210 – 218</td>
<td>C-</td>
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<tr>
<td>209 – 180</td>
<td>D</td>
</tr>
<tr>
<td>179 &amp; below</td>
<td>F</td>
</tr>
</tbody>
</table>

Course Format & Requirements
The course format will be a combination of lecture, speakers, video, class discussion and activities. Students are expected to read, critically analyze, and discuss readings. Participation in class is a requirement and students should come to each class prepared to discuss the reading assigned for that class session.

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Any alternative arrangements such as make-up exams or deadline extensions will be permitted at the discretion of the instructor in the case of a verified emergency. If there are extenuating circumstances, the instructor must be informed prior to the date/time of the exam or the due date.
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**Assignments**
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There will be 3 quizzes in this class. Each quiz will cover required readings, class discussions, lectures, videos, and guest speakers. Each quiz will be worth 40 points. **Please note: Dates for quizzes are scheduled. However, the instructor reserves the right to present unannounced “pop quizzes” in class if necessary to encourage students to keep up with course readings.**
Quiz 1 is scheduled for xxx. Quiz 1 will cover material from class sessions 1 thru 5.
Quiz 2 is scheduled for xxx. Quiz 2 will cover material from class sessions 6 thru 9.
Quiz 3 is scheduled for xxx. Quiz 3 will cover material from class sessions 10 thru 13.

Integrative Assessment Paper (140 points)
A comprehensive assessment plan of a family with whom the student is working in field placement is due by the final class session. This assessment, planning, and suggested intervention plan must demonstrate a clear understanding of and apply the practice principles and theoretical approaches addressed in class, including a trauma-informed perspective, knowledge of protective factors, and cultural competence. An outline for the paper will be distributed by the instructor.

Tentative Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Unit I: Building Trusting Relationships with Families</strong></td>
<td></td>
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</tbody>
</table>
| I       |      | **Orientation to course**                                           | Downs et al. (2009) Chapter 4
| III     |      | **Culturally responsive practice with children, youth, and families** | [https://www.childwelfare.gov/systemwide/cultural/disporp/](https://www.childwelfare.gov/systemwide/cultural/disporp/)
The influence of culture and cultural competence on child and family well-being:
| V       |      | **Building, preparing & maintaining**                              | Altman, J. C. (2008). Engaging families in child welfare services: Worker versus client                                                 |
|---|---------------------|---------------------------------------------|

**QUIZ 1**

**Unit III: Family-Centered Child Protective Services (CPS) Investigations**

<table>
<thead>
<tr>
<th>VI</th>
<th>Steps in the CPS Case Process</th>
<th>Downs et al. (2009) Chapter 6 (p. 207-229)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indicators of abuse, neglect, domestic violence, and mental illness</td>
<td>IV-G Case Recording</td>
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<td>Case recording and summary documentation</td>
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<tr>
<td></td>
<td>The role of the caseworker in the court process</td>
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<td>Developing an investigative strategy</td>
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<td></td>
<td>Removing children from their homes</td>
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<td></td>
<td>Reasonable efforts</td>
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**Unit IV: Family-Centered Assessments & Planning**

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<tbody>
<tr>
<td></td>
<td>Safety and risk</td>
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<td></td>
<td>Assessment and understanding</td>
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<td>Family assessment</td>
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<tbody>
<tr>
<td></td>
<td>Caregiver mental health screening, PTSD, depression, substance abuse, domestic violence</td>
<td></td>
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</tbody>
</table>

**QUIZ 2**
| X | **Interviewing in child welfare**  
Types of interview formulations; uses, strengths and limitations  
| XI | **Interviewing in child welfare (cont.)**  
Interviewing skills  
Goal-directed, purposeful interviewing  
| XII | **Family-centered planning process**  
**Writing goal statements and need statements**  
Case Planning  
IV-D Developing the Case Plan.  
IV-E Case Closure and Recidivism |
| XIII | **Evidence based practice in child welfare**  
Definition of EBP  
Uses of EBP | Evidence-Based Practice: What is it & what do we do with it? Slides 1-9  
QUIZ 3 |
| XIV | **Wrap-up**  
Review of key concepts and summary | Integrative Assessment Paper is due |
Social Work Practice in Child Welfare II
SW 411

Instructor:  
Office:  
Phone:  
E-mail:  

Time:  
Location:  
Section:  
Office hours:  

Course Description
Social Work Practice in Child Welfare I and II are designed to help students apply the major psychological and sociological theories about attachment, trauma, and development; policy frameworks; and evidence-informed practices to the child welfare arena. These courses will particularly emphasize interventions used in child safety and risk and foster care. Emphasis will be placed on teaching students to intervene quickly and carefully, work with traumatized children and mandated parents, and to work on permanency plans and well-being using the most evidence-informed models.

Course Rationale
This course is designed to continue the student’s preparation for entry-level child welfare practice. An emphasis will be placed on increasing students’ knowledge and skills for evidence-based, culturally competent, strengths-based, and family-centered child welfare practice. Students will gain hands-on experience in identifying evidence-based interventions appropriate for children and families.

Course Objectives
The objectives of this course are to provide students the opportunity to understand and analyze:

- the roles and responsibilities of social workers practicing in child welfare including child protection, foster care, adoption, juvenile justice, and education;
- the stages of the casework process including: intake, initial assessment, family assessment, engagement, service planning, service provision, monitoring of process, case transfers, and termination;
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- conceptual frameworks for assessment, planning, and intervention including strengths perspective, solution-focused approach, crisis intervention, and family-centered planning.

Course Competencies
Through the successful completion of all assignments and receiving a passing grade in the course, students will be able to:

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<thead>
<tr>
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<tbody>
<tr>
<td>Practice Behavior:</td>
</tr>
<tr>
<td>b) engage in lifelong learning</td>
</tr>
<tr>
<td>Assessed:</td>
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<tr>
<td>Quiz 3</td>
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<tbody>
<tr>
<td>Practice Behaviors:</td>
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<tr>
<td>a) distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom</td>
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<tr>
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<tr>
<td>Quiz 1</td>
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<tr>
<td>Evidence Based Practice Brief</td>
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<tr>
<th>EP Competency 2.1.6: Engage in research-informed practice and practice-informed research</th>
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<tbody>
<tr>
<td>Practice Behaviors:</td>
</tr>
<tr>
<td>a) use practice experience to inform scientific inquiry</td>
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<tr>
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<tr>
<td>b) use research evidence to inform practice</td>
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<tr>
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<td>Evidence Based Practice Brief</td>
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<tr>
<td>Quiz 1 &amp; 2</td>
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<tr>
<td>c) critique and apply knowledge to understand person and environment</td>
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<td>Assessed:</td>
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<td>Quiz 2</td>
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| EP Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities |
(c) **Assessment**  
**Practice Behaviors:**  
b) collect, organize, and interpret client data  
c) assess client strengths and limitations  
d) develop mutually agreed-on intervention goals and objectives  
e) select appropriate intervention strategies  

Assessed:  
Quiz 3

| (d) **Intervention**  
**Practice Behaviors:**  
a) initiate actions to achieve organizational goals  
b) implement prevention interventions that enhance client capacities  
c) help clients resolve problems  
d) negotiate, mediate, and advocate for clients  
e) facilitate transitions and endings  |
|---|---|
| Assessed:  
Evidence Based Practice Brief |

| (e) **Evaluation**  
**Practice Behavior:**  
a) critically analyze, monitor, and evaluate interventions  |
|---|---|
| Assessed:  
Evidence Based Practice Brief |

**Required Text**  


**Other Required Readings**  
In addition to assigned readings from the text, there are several articles designated in the syllabus which are also required readings. These readings can be accessed through either the course site on Blackboard, Hunter College Library’s Online Databases, or the web links provided.

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Evidence Based Practice (EBP) Brief (140 points)
From the list of Evidence-Based Practices below, choose one EBP and write a paper covering the content outlined below:
1. Name of Program/Intervention
2. Target Population
3. Needs addressed
4. Expected Outcomes
5. Description of Intervention
6. Implementation Considerations and Resources
7. Cultural Considerations
8. Limitations
9. Evidence Base (description and overview of peer reviewed articles evaluating effectiveness)
10. California Evidence Based Clearinghouse (CEBC) Scientific Rating
11. CEBC Relevance to Child Welfare Rating
12. Source/Reference List (minimum of 4 sources to include web pages, journal articles and other sources)

*Please be sure that you pay attention to grammar, spelling, readability, professional appearance and appropriately cite all sources. Your paper should be in APA format, 6-8 pages in length (12-point Times New Roman font). This assignment is due at the beginning of class on xxx.

- Alternatives for Families: A Cognitive Behavioral Therapy (AF-CBT)
- Attachment and Bio-behavioral Catch-Up (ABC)
- Child Haven Therapeutic Child Care (CHTCC)
- Child Parent Psychotherapy (CPP)
- Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
- Coping Cat
- Domestic Violence Home Visit Intervention (DVHVI)
- Incredible Years (IY)
- KEEP (Keeping Foster & Kin Parents Supported)
- Multi-dimensional Treatment Foster Care (MDTFC)
- Parent Child Interaction Therapy (PCIT)
- Project Connect (PC)
- Self-Motivation Group (SM Group)
- Teaching Family Model (TFM)
- Family Connections (FC)
- Family Group Decision Making (FGDM)
- Foster Parent College
- Healthy Families in America (Home Visiting for Child Well-being)
- Homebuilders
- Trauma Focused Cognitive
- Behavioral Therapy (TF-CBT)
- Triple P = Positive Parenting Program
- Wrap Around (WA)

Tentative Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit I: Family-Centered Interventions</strong></td>
<td></td>
<td>Evidence-Based Practice in Child Welfare</td>
<td><a href="https://www.childwelfare.gov/famcentered/">https://www.childwelfare.gov/famcentered/</a></td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Course overview</td>
<td>Review of concepts learned in previous semester Family-centered assessment &amp; planning</td>
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<td><a href="https://www.childwelfare.gov/famcentered/">https://www.childwelfare.gov/famcentered/</a></td>
</tr>
<tr>
<td>II</td>
<td></td>
<td>Services for children and families</td>
<td>Types: home-based, therapy, support services, etc. Determining the suitable services Case management</td>
</tr>
<tr>
<td></td>
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<td><a href="http://www.hunter.cuny.edu/socwork/nrcfcpp/downloads/information_packets/family_support.pdf">http://www.hunter.cuny.edu/socwork/nrcfcpp/downloads/information_packets/family_support.pdf</a></td>
</tr>
<tr>
<td>III</td>
<td></td>
<td>Family-centered interventions</td>
<td>Crisis intervention Solution-focused approach Family preservation services</td>
</tr>
<tr>
<td>Unit</td>
<td>Topic</td>
<td>Details</td>
<td>References</td>
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</table>
| VI   | Evaluation of family progress | Collecting information from all service providers  
Client involvement in an evaluation of progress  
Evaluation of all information regarding risk  
Analysis of the information and decision-making |  | QUIZ 1 |
| VII  | Case closure/termination | Family involvement during case closure | https://www.childwelfare.gov/pubs/usermanuals/cps/cpsk.cfm |  |
|      | **Unit II: Permanence and Juvenile Justice** |  |  |  |
| VIII | Attachment, separation, and placement | Trauma and placement  
VIII-B The Effects of Traumatic Separation on Children.  
VIII-C. Placement Strategies to Prevent Trauma |  |
| IX   | Permanence | Permanency options  
Facilitating transition into custody  
Reasonable efforts  
Diligent searches  
Concurrent planning | Downs et al. (2009) Chapter 9  
X-B Recruitment and Selection of Foster and Other Caregivers.  
X-D Services to Children and Families at the Time of Placement. | QUIZ 2 |
| X    | Assessment & planning in juvenile justice | Status offenses  
Delinquency  
Custody | Downs et al. (2009) Chapter 11  
| XI   | Interdependent living and aging out of care |  | A Review of Literature on Independent Living of Youth in Foster and Residential Care: http://www.jarstl.org/papers/IndLivLit.pdf |  |
| XII | **Child welfare workforce issues**  
Retention  
Job satisfaction  
Burnout and vicarious trauma  
Ethical issues  
Child Welfare Information Gateway:  
**QUIZ 3** |
| --- | --- |
| XIII & XIV | **Wrap-up**  
Review of key concepts and summary | **Evidence Based Practice Brief is due** |
Course Description

These courses (Part I and II) are designed to help students apply the major psychological and sociological theories about illness and disease, policy frameworks, and evidence informed practices to care coordination for older adults, the disabled, the mentally ill, and persons with chronic health issues. The courses will emphasize care advocacy for access to health care; prevention from acute care, and coordination during transitions from home to hospital, and community supports for medical compliance. Students will learn the most current and evidence based models of care coordination for those with mental illness, older adults, and health disparities. Students will be introduced to the critical roles and functions of care coordination in a variety of health and mental health settings.

Course Competencies

Through the successful completion of all assignments and receiving a passing grade in the course, students will be able to:

<table>
<thead>
<tr>
<th>Identify as a professional social worker and conduct oneself accordingly (CSWE Core Competency 2.1.1)</th>
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</thead>
<tbody>
<tr>
<td><strong>Practice Behaviors:</strong></td>
</tr>
<tr>
<td>a) Advocate for client access to the services of social work</td>
</tr>
<tr>
<td>e) engage in lifelong learning</td>
</tr>
<tr>
<td><strong>Assessed:</strong></td>
</tr>
<tr>
<td>Assorted role play exercises throughout semester</td>
</tr>
<tr>
<td>Completion of BB Weekly Assignments</td>
</tr>
<tr>
<td>Professional development plan</td>
</tr>
</tbody>
</table>

Apply social work ethical principles to guide professional practice (CSWE Core Competency 2.1.2)

| Practice Behavior:  |
| a) Apply strategies of ethical reasoning to arrive at principled decisions  |
| **Assessed:**  |
| Assorted role play exercises throughout semester  |
| Completion of the Assessment Assignment  |

Apply critical thinking to inform and communicate professional judgment (CSWE Core Competency 2.1.3)

<p>| Practice Behavior  |
| b) analyze models of assessment, prevention, intervention and  |
| <strong>Assessed</strong>  |
| Assorted role play exercises  |
| Completion of Assessment Assignment  |</p>
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Final Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>c) demonstrate effective oral and written communication with individuals, families, organizations and communities</td>
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</tbody>
</table>

### Engage diversity and difference in practice (EP Competency 2.1.4).

**Practice Behavior:**

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</thead>
<tbody>
<tr>
<td>a) recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
<td>Assessed: Virtual Family Assignment</td>
</tr>
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</table>

### Engage in research informed practice and practice informed research (CSWE Core Competency 2.1.6)

**Practice Behavior:**

<p>| | |</p>
<table>
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<tr>
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<tbody>
<tr>
<td>a) use practice experience to inform scientific inquiry</td>
<td>Assessed: BB Discussion Assignment Completion of Final Assignment</td>
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</table>

### EP Competency 2.1.9: Respond to contexts that shape practice

**Practice Behaviors:**

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<tbody>
<tr>
<td>b) provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
<td>Assessed: BB Discussion Assignment Assorted role play exercises Final Assignment</td>
</tr>
</tbody>
</table>

### Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities (CSWE Core Competency 2.1.10)

#### 2.1.10 (a) Engagement

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>A. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td>Role Play Exercises Assignment Completion of Assessment Assignment</td>
</tr>
<tr>
<td>B. use empathy and other interpersonal skills;</td>
<td>Role Play Exercises</td>
</tr>
<tr>
<td>C. develop a mutually agreed-on focus of work and desired outcomes</td>
<td>Virtual Family Assignment</td>
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</table>

#### 2.1.10(b)—Assessment

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>A. collect, organize, and interpret client data</td>
<td>Assessment Assignment</td>
</tr>
<tr>
<td>B. assess client strengths and limitations</td>
<td>Role Play exercises Assessment Assignment</td>
</tr>
<tr>
<td>C. develop mutually agreed-on intervention goals and objectives</td>
<td>Care plan role play exercise Virtual Family Assignment Assessment and Final</td>
</tr>
<tr>
<td>Assignment</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>D. select appropriate intervention strategies</td>
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<tr>
<td>Role play exercises</td>
<td></td>
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<tr>
<td>Final Assignment</td>
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<tr>
<td>2.1.10(c)—Intervention</td>
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<tr>
<td>Role play exercise</td>
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<td>Virtual Family Assignment</td>
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<tr>
<td>Final Assignment</td>
<td></td>
</tr>
<tr>
<td>A. initiate actions to achieve organizational goals;</td>
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<tr>
<td>BB Discussion</td>
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<tr>
<td>Final Assignment</td>
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<tr>
<td>B. implement prevention interventions that enhance client capacities</td>
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<tr>
<td>Role play exercises</td>
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<tr>
<td>Final Assignment</td>
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<tr>
<td>C. help clients resolve problems</td>
<td></td>
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<tr>
<td>Role play assignment</td>
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<tr>
<td>Virtual Family Assignment</td>
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<tr>
<td>D. negotiate, mediate, and advocate for clients</td>
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<tr>
<td>Role play assignment</td>
<td></td>
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<tr>
<td>Final Paper</td>
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<tr>
<td>E. facilitate transitions and endings</td>
<td></td>
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<tr>
<td>Role play exercise</td>
<td></td>
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<tr>
<td>2.1.10(d)—Evaluation</td>
<td></td>
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<tr>
<td>Role play exercises</td>
<td></td>
</tr>
<tr>
<td>Assessment Assignment</td>
<td></td>
</tr>
<tr>
<td>A. Critically analyze, monitor, and evaluate interventions</td>
<td></td>
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<tr>
<td>Role play exercises</td>
<td></td>
</tr>
<tr>
<td>Final Assignment</td>
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</table>

**COURSE CONTENT OBJECTIVES**

By completing these courses, the students will demonstrate a range of competency in each of the stated objectives of the courses. As demonstrated by written assignments, group project and presentation, and reflective field journals, students will be expected to:

1. Develop understanding of the nature of mental illness, disability, and chronic medical issues, their multidimensional aspects, and the interrelationship between environmental, social, psychological and biological factors in their cause, course, and outcome. (CSWE Core Competency: 2.1.3A-B)

2. Demonstrate knowledge of community health and mental health issues among older adults, disabled, and mentally ill populations in the changing context of the health care system. (CSWE Core Competency: 2.1.7A-B)

3. Recognize the social, economic, and political forces impacting well-being, illness, and disabilities of individuals and families and identify socio-cultural, political, and economic factors that contribute to disparities in health care delivery and access to special populations. (CSWE Core Competency: 2.1.5A-C)
4. Identify, assess, and apply different conceptual frameworks and care models for the improvement of health care services for persons who have chronic medical issues, mental illness, or disabilities. (CSWE Core Competency: 2.1.10A-D)

5. Promote understanding of social work roles in the areas of health, mental health, disabilities, policies, program development, and advocacy (CSWE Core Competency: 2.1.1A-C)

6. Integrate knowledge of health and mental health perspectives and the meaning of illness, disability and loss for patients and families and become familiar with evidence informed practices of care coordination in the field of health and mental health. (CSWE Core Competency: 2.1.3A-B)

Course Expectations

The instructor and students share responsibility for learning in these courses. Students' class attendance, participation in class activity, discussion of relevant professional and personal experiences and of the readings will contribute to their own and others' learning. Therefore, consistent class attendance and active participation are essential and will be reflected in the course grade.

Students are encouraged to read and prepare for class discussion. Without a broad and critical examination of the professional literature, it will be impossible to comprehend the course content and to complete the assignments. The list of required readings (organized by class session) is provided. This list may be further supplemented as the semester progresses. Although no one is expected to have read all the books and articles by the semester’s end, all students’ thorough familiarity with the readings should be reflected in class discussions and presentation, and written assignments. Only through student meaningful participation can the instructor understand what the class knows or does not know, whether adjustments need to be made, or whether a certain topic should be pursued or abandoned.

Student Evaluation of the Course and Its Instruction

Student feedback concerning the course and its instruction is encouraged throughout the semester. A formal online evaluation will be completed at the end of the semester consistent with the School and College policy.

Grading Requirements:

According to Hunter grading guidelines, a final letter grade will be issued with numerical values as indicated below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>97.5-100</td>
</tr>
<tr>
<td>A-</td>
<td>92.5-97.4</td>
</tr>
<tr>
<td>A</td>
<td>92.5-97.4</td>
</tr>
<tr>
<td>B</td>
<td>87.5-89.9</td>
</tr>
<tr>
<td>B-</td>
<td>82.5-87.4</td>
</tr>
<tr>
<td>C</td>
<td>77.5-79.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.5-79.9</td>
</tr>
<tr>
<td>D</td>
<td>60.0-69.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.5-89.9</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
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</tbody>
</table>

Final grade will be determined based on student performance in all of the following: 1) quality, style, and content of written work submitted timely, 2) creative use of assigned readings in papers and journal entries, and 3) class participation in the Virtual Family Assignment and all Role Play Exercises, as well as the quality of contributions to class discussions. Failing grades are assigned
due to a combination of poor quality of work on assignments, lack of class participation, and too many absences or lateness.

**Attendance & Lateness**
Class attendance is a requirement of the program. Absence may affect course grades. Students should notify the instructor any unavoidable absence and discuss the potential impact of absences on the grade for the course. Please be punctual so that all classes will start on time. After the instructor has taken attendance, students who are missing are considered absent. Instructors will not make exceptions to this requirement. As stipulated in the Hunter College Catalogue (pp.71 & 72), all students must report to classes during the first week of classes. The instructor has the right to set attendance requirements for the course, to keep attendance records, and to consider attendance in the calculation of final grades. Absences should be no greater in number than the credit value of the course (3). Students may not use absence from class as an excuse for not fulfilling all course requirements.

**Accommodations for Students with Disabilities**
In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter is committed to ensuring educational access and accommodations for all its registered students. Hunter College's students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation.

**Policy on Religious Holidays**
Any student who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused. It is necessary to inform the professor in advance so that a plan can be made to make up the work missed as a result of the absence(s). As mandated by New York State Education Law Section 224-a, no person shall be expelled from or refused admission as a student for the reason that he/she is unable, because of religious beliefs, to attend classes or participate in any examination, study or work requirements on a particular day or days. Any student who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused from any examination or any study or work requirements. It shall be the responsibility of the faculty to make available to each student who is absent from school, because of his/her religious beliefs, an equivalent opportunity to make up any examination, study or work requirement which may have been missed because of such absence on any particular day or days.

**Communication:** To facilitate communication please visit the Blackboard regularly (at least once a week). The instructor will post all course related materials including syllabus, tasks and assignment, website resources, links to electronic copies of articles, announcements, etc. at the Blackboard periodically.

**Professional conduct:** As a professional school, standards of appropriate ethical conduct are expected of students at all times, including in the classroom. Students should refrain from answering or making cell phone calls in class, and from reading or writing text messages on any portable electronic devices.

**Completion of Assignments:** Assignment deadlines are scheduled to make it possible for faculty to give ample attention to all assignments. Therefore, deadlines for submission of assignments
are required. Late work will be accepted only with prior faculty approval, and lateness will be weighed in grading.

**Writing level for students:** Students graduating the BSW program enter the professional practice arena and are expected to communicate orally and in writing at a professional level. This includes care in preparation of written materials, responsiveness to guidelines, as well as appropriate skill in language usage. Unedited, misspelled, grammatically incorrect, or carelessly organized work is not appropriate or acceptable. The Writing Centers at 68th and 119th Streets are available to all students, and should be contacted promptly by any student whose self-evaluation or faculty evaluation reveals a need to improve skills. Referencing style for all written work is by APA format throughout this curriculum. Instructional materials on this system of referencing are available in the library.

**University policy on academic integrity and the consequences for plagiarism:**

<table>
<thead>
<tr>
<th>This course and its instructor adhere to the University and School policies regarding accommodations for students with disabilities, observance of religious holidays, incomplete grades, plagiarism and students' evaluation of the course and its instruction as stated in the Hunter College School of Social Work Student Handbook.</th>
</tr>
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<tbody>
<tr>
<td>Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.</td>
</tr>
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**COURSE ASSIGNMENTS**

Class Participation and Web Discussions
All students are required to participate in a minimum of 1-hour per week of Blackboard Instruction. Weekly Forums/Discussion Boards will be posted in our Blackboard Virtual Classroom. The weekly discussion boards will include topics brought up in class, issues or topics that emerge during the course of the semester, and topics suggested by students. Participation in the weekly discussions is to be treated just like any other assignment. Grading for the Blackboard participation will be based on the quality, relevance, and application of critical thinking about the topic/issue and use of scholarly articles published in peer reviewed journals. The content of these Weekly Discussion Boards can be initiated by students or the professor and all discussions will by monitored by the professor thought the semester.

20% of Total Grade

In addition to participation in the weekly BB discussion boards, the Students will be grouped into ‘Virtual Family Units’ based on substantive and population interests. These groups will continue to meet throughout the semester in their Virtual Living Rooms where they will work together to demonstrate their understanding of the evolution of their family response that required their use of care coordination services. Tacit practice knowledge, life experience, and most importantly a review of the literature on the substantive area and the population will be used to inform the developmental process of the presenting case. The Virtual Families will also be invited to
participate in role play experiences during the class. Grades for this assignment will be assigned according to the quality of participation in the weekly virtual meetings and the capacity of the students to accurately portray the issues of the client role in their virtual family.

Virtual Family Assignment 20% of Total Grade

Assessment Paper
Students will prepare a comprehensive assessment [either from a standardized case provided by the instructor or from their employment/volunteer experience]. The assessment is to include the following components.

1. A Genogram of the client system;
2. An Eco-map reflecting the formal & informal systems;
3. The biopsychosocial assessment of the client system;
4. The Risk and Protective factors of the client system;

Assessment Assignment 25% of Total Grade

Final Paper
Each student will write a brief (6 pages) scholarly paper that focuses on a substantive area (mental illness, dementia, diabetes, physical and/or intellectual disability, etc.) within a specified population (children, youth in foster care, young adults, family systems and older adults). The substantive area and the population of interest can be based on the “Virtual Family” experience or from a different substantive area and population and must be approved by the instructor. The paper must include a mix of scholarly literature and tacit practice and life experience.

Final Paper 35% of Total Grade

This grade will be computed with the following criteria:

1. Development of the substantive area 35%
   A review of the scholarly literature
   A description of the extent or scope of the substantive area
   A discussion of the physical-emotional-medical-social demands resulting from the substantive area

2. Description of the population 25%
   Describe the demographics/characteristics of the population of interest.
   What aspects of social class, gender, sexual orientation, culture, etc. of the population of interest impact case finding, engagement and assessment.

3. Resource Directory 15%
   Develop a potential list of referral sources that are present in New York City that would be part of a comprehensive plan for coordinated care.

4. Critical appraisal of the individual, structural or institutional barriers that might limit access to the proposed resources. 15%
4. Quality of writing 10%
   Use of APA 6th edition
   Correct use of grammar
   Organization of content
   Balance of tacit and empirical literature

Recommended Text:


Relevant Journals

Social Work in Health Care
Health and Social Work
Social Work in Public Health
Health and Social Care in the Community
Journal of Health Care for the Poor and Underserved

Hunter Library Resources

http://libguides.library.hunter.cuny.edu/SW_Resources
Health and mental health web resources, library resources, and New York City resources

Course Outline & Readings (Tentative List):

UNIT 1 PRACTICE CONTEXTS
Session 1 Course objectives, overview, and expectations

Practice context, problems, and populations
This session provides an overview of care coordination using a life course perspective outlining some of the similarities and differences between care coordination and case management. This session will also provide a contextual understanding of the potential of care coordination as a model of care that can be used to meet the unique needs of vulnerable and diverse populations.


Session 2  Introduction to care coordination


Class Exercise: Virtual Family Groups will meet and work on development of family dynamics and clarification of roles and responsibilities of family members.

Session 3  Agency Auspices - Case Finding – Pre-Engagement
This session outlines common pathways clients follow when self-reporting or referred for care coordination. Strategies for preparing for the first meeting and early engagement of the client system will be presented.


Class Exercise-Role Play #1: “The First Meeting’ students will use the case scenario provide by the instructor to engage in a role play of the first meeting with the client.

Session 4  The Biopsychosocial Assessment care coordination
This session will explore how agency auspices intersect with the scope and focus of the assessment process, and how care coordination is defined. Strategies for demonstrating awareness and respect for social, cultural and economic differences during the assessment process will be introduced.

Class Exercise-Role Play #2: “The Assessment” Students will build upon the role play from the previous week and complete an assessment of the client system.


UNIT 2  PRACTICE MODELS

Session 5  Person Centered Care
This session provides an overview of person center and participant directed care. An exploration of the strategies facilitating client empowerment and engagement of the client on all aspects of care and care options

Readings

Reed, M. E., Graetz, I., Fung, V., Newhouse, J. P., & John Hsu, J. (2012). In consumer-directed health plans, a majority of patients were unaware of free or low-cost preventive care. Health Affairs, 31(12), 2641-2648.


Web Assignment
www.nrcpds.org

Class Exercise-Role Play #4 Demonstrate a PC/PD approach to developing a care plan and resolving dilemma resulting from differing points of view of what is needed for care.

Session 6 Biological model of illness and health behaviors
This session will focus on the consequences of cumulative advantage and cumulative disadvantage across the life course. The importance of, and challenges to improving health literacy as a preventative strategy to health and well-being will be explored.


Class Exercise-Role Play #5: Virtual Family Groups will participate in role play with student ‘care coordinator’ focusing on client resistance to developing plan of care.

Session 7 Care coordination with persons with chronic medical and mental illness
This session will review the impact of chronic illness on the life course of vulnerable populations. The role of care coordination teams in developing and implementing plans of care with the chronically mentally ill will be explored.


Session 8 Family intervention models and Ethical Dilemmas related to Confidentiality and Autonomy
This session will focus on engaging and intervening with family systems. The use of psychoeducation models as preventative approach to care in underserved populations will be explored.

NASW Social Work Code of Ethics


Class Exercise-Role Play #6: Virtual Family Groups will participate in role play with student ‘care coordinator’ focusing on an ethical dilemma with client.

Session 9 Integrated models for working with chronically ill older adults
This session will provide an overview of geriatric syndromes and the role care coordination can play to minimize the risk to long-term health and well being of older adults.


Session 10 Introduction of DSM 5 – current classifications and mental disorders
This session introduces the DSM5 and its implications for assessment and diagnosis of mental health and illness.
UNIT 3  CARE COORDINATION IN DIVERSE PRACTICE SETTINGS

Session 11-12 Coordination of care in primary care and preventive health settings
This session will review the role of care coordination in community base primary and preventative care settings. Resource identification and referral as part of the care coordinators process will be introduced.


Community Health Network: [www.chnnyc.org](http://www.chnnyc.org)
Class Exercise-Role Play #7.
Demonstrate engaging client system in providing information/knowledge about a particular care related issue

Session 13   Care transitions from hospitals to home
This session will provide an overview of the Care Transitions and explore the distinguishing features of care transition interventions and how transitions programs and care coordination programs are vital links to in the continuity of care.


Web Assignment: Care Transitions Intervention: [www.caretransitions.org](http://www.caretransitions.org)

Class exercise-Role Play #8
Demonstrate reviewing a discharge plan as part of care coordination function

Session 14 Harm reduction
This session will focus on the use of harm reduction practice with persons with mental illness and addictions in specialized programs. Harm reduction principles and use of Motivational interviewing will be presented.


Also browse motivation interviewing website: [http://www.motivationalinterview.org/](http://www.motivationalinterview.org/)

Class Exercise: Role play #9: Demonstrating a motivational interview with a client system

**UNIT 4 CRITICAL SKILLS OF CARE COORDINATION & PATIENT NAVIGATION**

Session 14 Promoting communication, health education, and health literacy
A continuation of previous week focus on improving client systems level of health literacy and strategies client systems can use when communicating with health care professionals. The use of the internet to foster improved health literacy of workers and client systems.


Agency for Healthcare Research and Quality. *Health literacy universal precautions toolkit*. Visit websites on health literacy, for example [www.pfizerhealthliteracy.com](http://www.pfizerhealthliteracy.com) for information on health literacy and clear health communication initiatives.

Class Exercise-Role Play #10 client-provider interaction
Course Description

These courses (Part I and II) are designed to help students apply the major psychological and sociological theories about illness and disease, policy frameworks, and evidence-informed practices to care coordination for older adults, the disabled, the mentally ill, and persons with chronic health issues. The courses will emphasize care advocacy for access to health care; prevention from acute care; coordination during transitions from home to hospital; and community supports for medical compliance. Students will learn the most current and evidence-based models of care coordination for those with mental illness, older adults, and health disparities. Students will be introduced to the critical roles and functions of care coordination in a variety of health and mental health settings.

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<tr>
<td>b) Analyze models of assessment, prevention, intervention and evaluation</td>
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<tr>
<td>c) Engage in lifelong learning</td>
</tr>
<tr>
<td>Assessed:</td>
</tr>
<tr>
<td>Assorted role play exercises throughout semester</td>
</tr>
<tr>
<td>Completion of BB Weekly Assignments</td>
</tr>
<tr>
<td>Professional development plan</td>
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<table>
<thead>
<tr>
<th>Apply social work ethical principles to guide professional practice (CSWE Core Competency 2.1.2)</th>
</tr>
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<tbody>
<tr>
<td><strong>Practice Behavior:</strong></td>
</tr>
<tr>
<td>a) Apply strategies of ethical reasoning to arrive at principled decisions</td>
</tr>
<tr>
<td>Assessed:</td>
</tr>
<tr>
<td>Assorted role play exercises throughout semester</td>
</tr>
<tr>
<td>Completion of the Assessment Assignment</td>
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<table>
<thead>
<tr>
<th>Apply critical thinking to inform and communicate professional judgment (CSWE Core Competency 2.1.3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Behavior</strong></td>
</tr>
<tr>
<td>b) Analyze models of assessment, prevention, intervention and evaluation</td>
</tr>
<tr>
<td>Assessed</td>
</tr>
<tr>
<td>Assorted role play exercises</td>
</tr>
<tr>
<td>Completion of Assessment Assignment</td>
</tr>
<tr>
<td>Practice Behavior:</td>
</tr>
<tr>
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</tr>
<tr>
<td>c) demonstrate effective oral and written communication with individuals, families, organizations and communities</td>
</tr>
<tr>
<td>a) recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
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<table>
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<tr>
<th>Practice Behavior:</th>
<th>Final Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) use practice experience to inform scientific inquiry</td>
<td>Engage in research informed practice and practice informed research (CSWE Core Competency 2.1.6)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice Behaviors:</th>
<th>Final Assignment</th>
</tr>
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<tbody>
<tr>
<td>b) provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
<td>EP Competency 2.1.9: Respond to contexts that shape practice</td>
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<td>b) provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
<td>Assessed: BB Discussion Assignment Assorted role play exercises Final Assignment</td>
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<thead>
<tr>
<th>2.1.10(a) Engagement</th>
<th>Final Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td>Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities (CSWE Core Competency 2.1.10)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1.10(a) Engagement</th>
<th>Final Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td>Assessed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1.10(b) Assessment</th>
<th>Final Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. collect, organize, and interpret client data</td>
<td>Role Play exercises Assessment Assignment</td>
</tr>
<tr>
<td>B. assess client strengths and limitations</td>
<td>Role Play exercises Assessment Assignment</td>
</tr>
<tr>
<td>C. develop mutually agreed-on intervention goals and objectives</td>
<td>Role Play exercises Assessment Assignment</td>
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<table>
<thead>
<tr>
<th>2.1.10(b) Assessment</th>
<th>Final Assignment</th>
</tr>
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<tbody>
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<td>Assessment Assignment</td>
</tr>
<tr>
<td>B. assess client strengths and limitations</td>
<td>Assessment Assignment</td>
</tr>
<tr>
<td>C. develop mutually agreed-on intervention goals and objectives</td>
<td>Care plan role play exercise Virtual Family Assignment Assessment and Final Assignment</td>
</tr>
<tr>
<td>Objective</td>
<td>Role play assignments</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td>D. select appropriate intervention strategies</td>
<td>Role play exercises Final Assignment</td>
</tr>
<tr>
<td>2.1.10(c)—Intervention</td>
<td>Role play exercise Virtual Family Assignment Final Assignment</td>
</tr>
<tr>
<td>A. initiate actions to achieve organizational goals;</td>
<td>BB Discussion Final Assignment</td>
</tr>
<tr>
<td>B. implement prevention interventions that enhance client capacities</td>
<td>Role play exercises Final Assignment</td>
</tr>
<tr>
<td>C. help clients resolve problems</td>
<td>Role play assignment Virtual Family Assignment</td>
</tr>
<tr>
<td>D. negotiate, mediate, and advocate for clients</td>
<td>Role play assignment Final Paper</td>
</tr>
<tr>
<td>E. facilitate transitions and endings</td>
<td>Role play exercise</td>
</tr>
<tr>
<td>2.1.10(d)—Evaluation</td>
<td>Role play exercises Assessment Assignment</td>
</tr>
<tr>
<td>A. Critically analyze, monitor, and evaluate interventions</td>
<td>Role play exercises Final Assignment</td>
</tr>
</tbody>
</table>

**COURSE CONTENT OBJECTIVES**

By completing these courses, the students will demonstrate a range of competency in each of the stated objectives of the courses. As demonstrated by written assignments, group projects and presentations, and reflective field journals, students will be expected to:

1. Develop understanding of the nature of mental illness, disability, and chronic medical issues, their multidimensional aspects, and the interrelationship between environmental, social, psychological and biological factors in their cause, course, and outcome. (CSWE Core Competency: 2.1.3A-B)

2. Demonstrate knowledge of community health and mental health issues among older adults, disabled, and mentally ill populations in the changing context of the health care system. (CSWE Core Competency: 2.1.7A-B)

3. Recognize the social, economic, and political forces impacting well-being, illness, and disabilities of individuals and families and identify socio-cultural, political, and economic factors that contribute to disparities in health care delivery and access to special populations. (CSWE Core Competency: 2.1.5A-C)
4. Identify, assess, and apply different conceptual frameworks and care models for the improvement of health care services for persons who have chronic medical issues, mental illness, or disabilities. (CSWE Core Competency: 2.1.10A-D)

5. Promote understanding of social work roles in the areas of health, mental health, disabilities, policies, program development, and advocacy (CSWE Core Competency: 2.1.1A-C)

6. Integrate knowledge of health and mental health perspectives and the meaning of illness, disability, and loss for patients and families and become familiar with evidence-informed practices of care coordination in the field of health and mental health. (CSWE Core Competency: 2.1.3A-B)

Course Expectations

The instructor and students share responsibility for learning in these courses. Students' class attendance, participation in class activity, discussion of relevant professional and personal experiences and of the readings will contribute to their own and others' learning. Therefore, consistent class attendance and active participation are essential and will be reflected in the course grade.

Students are encouraged to read and prepare for class discussion. Without a broad and critical examination of the professional literature, it will be impossible to comprehend the course content and to complete the assignments. The list of required readings (organized by class session) is provided. This list may be further supplemented as the semester progresses. Although no one is expected to have read all the books and articles by the semester’s end, all students’ thorough familiarity with the readings should be reflected in class discussions and presentation, and written assignments. Only through student meaningful participation can the instructor understand what the class knows or does not know, whether adjustments need to be made, or whether a certain topic should be pursued or abandoned.

Student Evaluation of the Course and Its Instruction

Student feedback concerning the course and its instruction is encouraged throughout the semester. A formal online evaluation will be completed at the end of the semester consistent with the School and College policy.

Grading Requirements:
According to Hunter grading guidelines, a final letter grade will be issued with numerical values as indicated below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
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<tbody>
<tr>
<td>A+</td>
<td>97.5-100</td>
</tr>
<tr>
<td>A</td>
<td>92.5-97.4</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.4</td>
</tr>
<tr>
<td>B+</td>
<td>87.5-89.9</td>
</tr>
<tr>
<td>B</td>
<td>82.5-87.4</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.4</td>
</tr>
<tr>
<td>C+</td>
<td>77.5 – 79.9</td>
</tr>
<tr>
<td>C</td>
<td>70.0-77.4</td>
</tr>
<tr>
<td>D</td>
<td>60.0- 69.9</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
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</tbody>
</table>

Final grade will be determined base on student performance in all of the following: 1) quality, style, and content of written work submitted timely, 2) creative use of assigned readings in papers and journal entries, and 3) class participation in the Virtual Family Assignment and all Role Play
Exercises, as well as the quality of contributions to class discussions. Failing grades are assigned
due to a combination of poor quality of work on assignments, lack of class participation, and too
much absence or lateness.

Attendance & Lateness
Class attendance is a requirement of the program. Absence may affect course grades. Students
should notify the instructor any unavoidable absence and discuss the potential impact of absences
on the grade for the course. Please be punctual so that all classes will start on time. After the
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(212) 650-3230.

Policy on Religious Holidays
Any student who is unable, because of his/her religious beliefs, to attend classes on a particular
day or days shall, because of such absence, be excused. It is necessary to inform the professor in
advance so that a plan can be made to make up the work missed as a result of the absence(s). As
mandated by New York State Education Law Section 224-a, no person shall be expelled from or
refused admission as a student for the reason that he/she is unable, because of religious beliefs, to
attend classes or participate in any examination, study or work requirements on a particular day
or days. Any student who is unable, because of his/her religious beliefs, to attend classes on a
particular day or days shall, because of such absence, be excused from any examination or any
study or work requirements. It shall be the responsibility of the faculty to make available to each
student who is absent from school, because of his/her religious beliefs, an equivalent opportunity
to make up any examination, study or work requirement which may have been missed because of
such absence on any particular day or days.

Communication: To facilitate communication please visit the Blackboard regularly (at least
once a week). The instructor will post all course related materials including syllabus, tasks and
assignment, website resources, links to electronic copies of articles, announcements, etc. at the
Blackboard periodically.

Professional conduct: At a professional school, standards of appropriate ethical conduct are
expected of students at all times, including in the classroom. Students should refrain from
answering or making cell phone calls in class and from reading or writing text messages on any
portable electronic devices.
**Completion of Assignments:** Assignment deadlines are scheduled to make it possible for faculty to give ample attention to all assignments. Therefore, deadlines for submission of assignments are required. Late work will be accepted only with prior faculty approval, and lateness will be weighed in grading.

**Writing level for students:** Students graduating the BSW program enter the professional practice arena and are expected to communicate orally and in writing at a professional level. This includes care in preparation of written materials, responsiveness to guidelines, as well as appropriate skill in language usage. Unedited, misspelled, grammatically incorrect, or carelessly organized work is not appropriate or acceptable. The Writing Centers at 68th and 119th Streets are available to all students and should be contacted promptly by any student whose self-evaluation or faculty evaluation reveals a need to improve skills. Referencing style for all written work is by APA format throughout this curriculum. Instructional materials on this system of referencing are available in the library and from the Writing Program.

**University policy on academic integrity and the consequences for plagiarism:**

<table>
<thead>
<tr>
<th>This course and its instructor adhere to the University and School policies regarding accommodations for students with disabilities, observance of religious holidays, incomplete grades, plagiarism and students' evaluation of the course and its instruction as stated in the Hunter College School of Social Work Student Handbook.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.</td>
</tr>
</tbody>
</table>

**COURSE ASSIGNMENTS**

**Class Participation and Web Discussions**

All students are required to participate in a minimum of 1-hour per week of Blackboard Instruction. Weekly Forums/Discussion Boards will be posted in our Blackboard Virtual Classroom. The weekly discussion boards will include topics brought up in class, issues or topics that emerge during the course of the semester, and topics suggested by students. Participation in the weekly discussions is to be treated just like any other assignment. Grading for the Blackboard participation will be based on the quality, relevance, and application of critical thinking about the topic/issue and use of scholarly articles published in peer reviewed journals. The content of these Weekly Discussion Boards can be initiated by students or the professor and all discussions will by monitored by the professor thought the semester.

20% of Total Grade

In addition to participation in the weekly BB discussion boards, the Students will be grouped into ‘Virtural Family Units’ based on substantive and population interests. These groups will continue to meet throughout the semester in their Virtual Living Rooms where they will work together to demonstrate their understanding of the evolution of their family response that required their used of care coordination services. Tacit practice knowledge, life experience, and most importantly a
review of the literature on the substantive area and the population will be used to informed the developmental process of the presenting case. The Virtual Families’ will also be invited to participate in role play experiences during the class. Grades for this assignment will be assigned according to the quality of participation in the weekly virtual meetings and the capacity of the students to accurately portray the issues of the client role they assume in their virtual family.

Virtual Family Assignment  
20% of Total Grade

Assessment Paper
Students will prepare a comprehensive assessment [either from a standardized case provided by the instructor or from their employment/volunteer experience]. The assessment is to include the following components.

1. A Genogram of the client system;
2. An Eco-map reflecting the formal & informal systems;
3. The biopsychosocial assessment of the client system;
4. The Risk and Protective factors of the client system;

Assessment Assignment  
25% of Total Grade

Final Paper
Each student will write a brief (6 page) scholarly paper that focuses on a substantive area (mental illness, dementia, diabetes, physical and/or intellectual disability, etc.) within a specified population (children, youth in foster care, young adults, family systems, and older adults). The substantive area and the population of interest can be based on the “Virtual Family’ experience or from a different substantive area and population and must be approved by the instructor. The paper must include a mix of scholarly literature and tacit practice and life experience.

Final Paper  
35% of Total Grade

This grade will be computed with the following criteria
1. Development of the substantive area  
   A review of the scholarly literature
   A description of the extent or scope of the substantive area
   A discussion of the physical-emotional-medical-social demands resulting from the substantive area

2. Description of the population  
   Describe the demographics/characteristics of the population of interest.
   What aspects of social class, gender, sexual orientation, culture, etc. of the population of interest impact case finding, engagement and assessment.

   Develop a potential list of referral sources that are present in New York City that would be part of a comprehensive plan for coordinated care.
4. Critical appraisal of the individual, structural or institutional barriers that might limit access to the proposed resources. 15%

5. Quality of writing 10%
   Use of APA (6th ed.)
   Correct use of grammar
   Organization of content
   Balance of tacit and empirical literature

Recommended Text:


Relevant Journals

Social Work in Health Care
Health and Social Work
Social Work in Public Health
Health and Social Care in the Community
Journal of Health Care for the Poor and Underserved

Hunter Library Resources

http://libguides.library.hunter.cuny.edu/SW_Resources
Health and mental health web resources, library resources, and New York City resources

UNIT 1 CRITICAL SKILLS OF CARE COORDINATION & PATIENT NAVIGATION

Session 1  Caring planning, assessment, and use of technologies


Class Exercise-Role Play #11: Demonstrate the care plan development process with a client system and overcoming resistance

Session 2  Interdisciplinary and multidisciplinary team approach, and collaboration
This session will focus on developing strategies for participating effectively on interdisciplinary health care teams.


Session 3  Medication education and management
This session will focus on strategies for improving medication compliance. As one of the leading causes for visits to the emergency room and unnecessary hospitalizations medication management is a critical component of care coordination.


Class Exercise-Role play#1
Demonstrate completing a medication discrepancy log with a client system.

UNIT 2  WORKING WITH SPECIAL POPULATIONS & SPECIFIC PROBLEMS – BEST PRACTICES

Session 4  Best practices for working with persons with chronic medical illness
This session will provide an overview of common chronic diseases that occur across the life course. Issues will include access to care, cumulative advantage and disadvantage, power-privilege.
Demographics and health characteristics of chronically ill adults


Session 5 Assessing and working with persons with disabilities
This session will focus on working with persons with [physical and intellectual disabilities using a person centered-participant directed model of care.]


Class Exercise-Role Play #2
Demonstrate a session working with a family system and advocating on behalf of the ‘identified client’

Session 6 Assessing and working with chronically ill older adults
This session will focus on working with older adults and their informal support systems in coping with and managing chronic diseases.


Class Exercise: Role play with family system that includes older adults.

Session 7-8 Best practices for improving the health of persons with serious mental illness and
These sessions will provide an overview of best practices for working with persons with severe mental illness and co-occurring health problems.


UNIT 3 HEALTH DISPARITIES, CULTURAL COMPETENCE & FUTURE TRENDS

Session 9-10 Community health and minorities - Race, ethnicity, class, and health disparities

This series of sessions will examine neighborhood and community factors that intersect with the health and well being of individuals, neighborhoods, and communities.

Barr, D. (2008). *Health disparities in the United States – Social Class, race, ethnicity, and health*. Baltimore, MD: The John Hopkins University Press. Chapter 1, Introduction to the social roots of health disparities (pp. 1-13), Chapter 3, The relationship between socioeconomic status and health, or they call it “poor health” for a reason (pp.42-72), Chapter 8, Why does race/ethnicity affect the way physicians treat patients (pp200-227), and Chapter 10, “What should we do to reduce health disparities” (pp. 247-72)


Session 11 Cultural diversity in mental healthcare

This session will focus on strategies to address the underutilization of form services by culturally diverse individuals and family systems. The session will have a special focus on minority utilization of mental health systems in cross-cultural context.


Session 12 LGBT and Health Disparities
This session will focus on the factors that contribute to the health and well-being of individuals who identify as LGBTQ. Issues related to communicating with health care providers, advocating for care needs will also be covered.


Sessions 13 & 14 Work related stress, occupational safety, and practice of self-care
This session will focus on self care as key to the long term growth and development of all social workers. Strategies for recognizing and mediating the stress associated with managing large case loads and coordinating care across fragmented systems of care will be presented. Termination with client systems will also be presented.


Termination continued and future trends of care coordination
These sessions will focus on the future of care coordination in the health care system and strategies for this session will focus on the future of care coordination.


Chapter 9 Looking beyond health care.
Final Class Exercise-Role Play
All Virtual Families will participate Termination sessions
Course Description
Integrative seminar is a two-semester skills-building course for the BSW program taken in conjunction with two semesters of field placement. The assessment, planning, intervention and evaluation paradigm is used throughout the seminar to facilitate the application of skills and knowledge in direct social work practice with individuals, families and groups.

Course Overview
The seminar begins with a discussion of the social work profession, emphasizing the purpose, function, and importance of the helping process. The purpose of the seminar is to facilitate students’ understanding of how to apply skills of assessment, engagement, planning, and intervention with individuals, families, and groups. The seminar facilitates the students’ incorporation of the foundation knowledge based on the social work profession: systemic/ecological and life model perspectives, diversity, populations at risk, economic justice, and practice methods. Throughout this seminar, emphasis is placed on the practice and application of skills via the use of role-plays—small group interactive activities and case examples from fieldwork.

Course Competencies
Through the successful completion of all assignments and receiving a pass grade in the course, students will be able to:

| EP Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly |
| Practice Behaviors: |
| (a) Advocate for client access to the services of social work |
| (b) Practice personal reflection and self-correction to assure continued professional development |
| Assessed: |
| Journal Entry Assignment |

| EP Competency 2.1.4. Engage in diversity and difference in practice |
| Practice Behaviors: |
| (a) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups |
| Assessed: |
| Journal Entry Assignment |
(b) Recognize and communicate their understanding of the importance of difference in shaping life experiences
(c) View themselves as learners and engage those with whom they work as informants
(d) Understand the forms and mechanisms of oppression discrimination

| EP Competency 2.1.6. Engage in research-informed practice and practice-informed research |
|---------------------------------|--------------------------------------------------|
| Practice Behavior:             | Assessed:                                        |
| (b) Use research to evidence to inform practice | Process Recording Assignment |

| EP Competency 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities |
|-------------------------------------------------|--------------------------------------------------|
| Practice Behavior: Engagement                   | Assessed:                                        |
| (a) Substantially and effectively prepare for individuals, families, groups, organizations, and communities | Process Recording Assignment |
| (b) Display empathy and employ other interpersonal skills | Process Recording Assignment |
| (c) Develop a mutually agreed-upon focus of work and desired outcomes | Collaborative skills and goal Directed Assignment |

| EP Competency 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (continues) |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Practice Behaviors: Assessment                                                                                                  | Assessed:                                        |
| (b) Assess client strengths and limitations                                                                                     | Process Recording Assignment                      |
| (c) Develop mutually agreed-upon intervention goals and objectives                                                             | Process Recording Assignment                      |
| (d) Select and implement appropriate intervention strategies                                                                    | Short Summary Written Assignment                 |

| EP Competency 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (continues) |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Practice Behavior: Intervention                                                                                               | Assessed:                                        |
| (d) Negotiate, mediate, and advocate for clients                                                                               | Process Recording Advocacy Assignment            |
| (e) Facilitate transitions and endings                                                                                        | Process Recording Endings Assignment             |
COURSE CONTENT OBJECTIVES
By completing this seminar, students will demonstrate a range of competency in each of the stated objectives. As demonstrated by small group activities, role plays, and written assignments, students will be expected to:

1. Identify their professional roles and functions within the agency context.
2. Identify the various processes of fieldwork and engage in activities that enhance practice skills.
3. Demonstrate self-awareness and professional use of self in work with all types of client systems.
4. Demonstrate an understanding of critical thinking skills in areas of engagement, assessment, and intervention.
5. Incorporate bio-psycho-social elements into direct practice.
6. Demonstrate an understanding of how to use supervision to enhance practice.

Course Expectations:
The instructor and students share responsibility for learning in these courses. Students' class attendance, participation in class activity, and discussion of relevant professional and personal experiences and of the readings will contribute to their own and others' learning. Therefore, consistent class attendance and active participation are essential and will be reflected in the course grade.

Students are encouraged to read and prepare for class discussion. Without a broad and critical examination of the professional literature, it will be impossible to comprehend the course content and to complete the assignments. The list of required readings (organized by class session) is provided. This list may be further supplemented as the semester progresses. Although no one is expected to have read all the books and articles by the semester’s end, all students’ thorough familiarity with the readings should be reflected in class discussions, presentations, and written assignments. Only through students’ meaningful participation can the instructor understand what the class knows or does not know, whether adjustments need to be made, or whether a certain topic should be pursued or abandoned.

Student Evaluation of the Course and Its Instruction
Student feedback concerning the course and its instruction is encouraged throughout the semester. A formal online evaluation will be completed at the end of the semester consistent with the School and College policy.

Grading Requirements:
Grading criteria for the SSSWHC as a whole are spelled out in the Student Handbook. In general, students’ grasp of the course content will be reflected through their attendance, demonstrated use of the readings, meaningful involvement in class discussions, timely online participation in the Blackboard discussions, and satisfactory completion of all assignments.

Attendance & Lateness
Class attendance is a requirement of the program. Absence may affect course grades. Students should notify the instructor of any unavoidable absence and discuss the potential impact of
absences on the grade for the course. Please be punctual so that all classes will start on time. After the instructor has taken attendance, students who are missing are considered absent. Instructors will not make exceptions to this requirement. As stipulated in the Hunter College Catalogue (pp.71 & 72), all students must report to classes during the first week of classes. The instructor has the right to set attendance requirements for the course, to keep attendance records, and to consider attendance in the calculation of final grades. Absences should be no greater in number than the credit value of the course (3). Students may not use absence from class as an excuse for not fulfilling all course requirements.

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Any student who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused. It is necessary to inform the professor in advance so that a plan can be made to make up the work missed as a result of the absence(s). As mandated by New York State Education Law Section 224-a, no person shall be expelled from or refused admission as a student for the reason that he/she is unable, because of religious beliefs, to attend classes or participate in any examination, study, or work requirements on a particular day or days. Any student who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused from any examination or any study or work requirements. It shall be the responsibility of the faculty to make available to each student who is absent from school, because of his/her religious beliefs, an equivalent opportunity to make up any examination, study, or work requirement, which may have been missed because of such absence on any particular day or days.

**Communication:** To facilitate communication, please visit Blackboard regularly (at least once a week). The instructor will post all course-related materials, including syllabus, tasks and assignment, website resources, links to electronic copies of articles, announcements, etc. on Blackboard periodically.

**Professional conduct:** At a professional school, standards of appropriate ethical conduct are expected of students at all times, including in the classroom. Students should refrain from answering or making cell phone calls in class and from reading or writing text messages on any portable electronic devices.

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**Writing level for students:** Students graduating the BSW program enter the professional practice arena and are expected to communicate orally and in writing at a professional level. This includes care in preparation of written materials, responsiveness to guidelines, and appropriate skill in language usage. Unedited, misspelled, grammatically incorrect, or carelessly organized work is not appropriate or acceptable. The Writing Centers at 68th and 119th Streets are available to all students, and should be contacted promptly by any student whose self-evaluation or faculty evaluation reveals a need to improve skills. Referencing style for all written work is APA format throughout this curriculum. Instructional materials on this system of referencing are available in the library and from the Writing Program.

**University policy on academic integrity and the consequences for plagiarism:**

This course and its instructor adhere to the University and School policies regarding accommodations for students with disabilities, observance of religious holidays, incomplete grades, plagiarism, and students' evaluation of the course and its instruction as stated in the Hunter College School of Social Work Student Handbook.

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

**Grading:** Final grade will be determined based on student performance in all of the following: 1) quality, style, and content of written work and oral presentation submitted timely, 2) creative use of assigned and outside readings in papers and presentation project, and 3) class attendance, class participation, and quality of contributions to class discussions.

Students will receive a numerical grade for each of the following assignments:

- **Journal Entry Assignment** 25% of grade
- **Process Recording Assignment** 25% of grade
- **Summary Assignment** 25% of grade
- **Class Participation/Group Activities** 25% of grade

According to Hunter grading guidelines, a final letter grade will be issued with numerical value indicated below:

- A+ 97.5-100
- A 92.5-97.4
- A- 90-90.4
- B+ 87.5-89.9
- B 82.5-87.4
- B- 80.0-82.4
- C+ 77.5-79.9
- C 70.0-77.4
- D 60.0-69.9
- F 59 and below

**Recommended Text:**
Recommended Text:

**Course Content and Readings:**

Unit 1 (Week 1-4): **Introductions, Focus, Seminar Objectives, and Field Education**
- Understanding internships, roles, functions, tasks
- Getting acquainted with the field agency and field work
- Developing professionalism, social work values, and ethics
- Understanding field instruction, learning needs, and learning styles
- Working with colleagues, supervisors, clients, and communities

**Readings:**

Unit 2 (week 5-8): **Case Study Processes and Skills-Building**
- Applying critical thinking skills to a case
- Discussing ethical and value issues to a case
- Applying theories of human behavior in the social environment to a case
- Applying bio-psycho-social factors to a case
- Applying contracting skills to a case
- Conducting home visits

**Readings:**

Unit 3 (week 9-15): **Developing Self-Awareness and Cross-Cultural Skills-building**
- How to identify reactions within the social worker (i.e., non-verbal behaviors such as eye contact and facial expressions) that are affecting a case
- How to use the social worker’s self-appraisal (i.e., use of self, countertransference, etc.) in the engagement process of a case
- How to develop skills in interviewing
- How to ask appropriate questions to facilitate the assessment process
- How to evaluate clinical material for intervention
- How to document clinical information
- How to apply knowledge of human and social diversity to a case
- How to use the social worker’s own social and cultural worldviews to understand a case
- How to apply termination skills to a case
- Wrap up and summary of seminar

**Readings:**
Course Assignments

All assignments are designed to deepen students’ skills in the areas of engagement, assessment, intervention, and evaluation. Cases from fieldwork will help students to apply critical thinking skills to their direct work with clients.

Journals/Presentations

All students will keep a journal consisting of practice questions, themes, and dilemmas. On a biweekly basis, students will reflect on issues they have captured in their journals and use such issues via class to identify their learning needs.

Short Written Journal Entry Assignment

Due Week 2

Students will submit a two-page entry from their journals which addresses how their personal biases have influenced their understanding about themselves in relation to working with clients.

Short Written Journal Entry (case presentation) Assignment

Due Week 4

Students will present a case vignette via class which focuses on diversity and its role in informing clients’ circumstances.

Short Written Journal Entry Assignment

Due Week 6

Students will submit a two-page journal entry that raises questions about their learning needs and styles relative to working with diverse clients.

Short One-Page Paper Preparing for Action Assignment

Due Week 8

Students will submit a summary paper regarding steps taken to effectively begin working with individuals and families.

Journal Entry Assignment on Empathy and Interpersonal Skills

Due Week 9

Students will develop this competency through their discussions of cases, which will foster self-reflections.

Journal Entry Assignment on Establishing Goals and Outcomes

Due Week 10

Students will demonstrate this competency by submitting the contracting portion of a process recording, which will elucidate steps taken with a client to establish goals and outcomes.

Journal Entry Collaboration Assignment

Due Week 11

Students will develop this competency by performing several role plays, which will prompt the use of collaborative skills and goal-directed work.

Process Recordings

All students are expected to present two process recordings via class and illustrate a variety of ways in which they were able to integrate relevant theory about the helping process and knowledge and skills about working the populations they are serving. This will take place in small group activities, with an emphasis on building on their supervisory processes.

Short Written Paper on the Use of Supervision Assignment

Due Week 12

Students will submit one process recording and discuss via class how supervisory feedback has affected their understanding about the engagement and assessment aspects of a case.

Short Paper on the Use of Research to Inform Evidence Assignment

Due Week 13

Students will present a two-page summary of a process recording, emphasizing the relationship between an intervention plan and evidence-based research.

Short Paper on Clients Strengths and Limitations

Due Week 13

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Students will submit a summary paper (excerpts from a process recording) detailing how they assessed strengths and limitations via their work with families and groups.

**Short Assignment on Advocacy and Monitoring**  
Due Week 14  
Students will submit a portion of their process recording depicting skills they have used to negotiate and advocate on behalf of their clients.

**Short Assignment on Transitions and Endings**  
Due Week 14  
Students will submit a piece of process recording emphasizing skills and techniques used to facilitate transitions and endings via their direct practice. **Final Paper Due**  
Students will submit a final six-page paper focusing on a problem area (i.e., child abuse, health disparity, etc.) and explore a systemic response to affecting change relative to the identified problem area.
Course Description
Integrative seminar is a two-semester skills-building course for the BSW program taken in conjunction with two semesters of field placement. The assessment, planning, intervention and evaluation paradigm is used throughout the seminar to facilitate the application of skills and knowledge in direct social work practice with individuals, families, and groups.

Course Overview
The seminar begins with a discussion of the social work profession, emphasizing the purpose, function, and importance of the helping process. The purpose of the seminar is to facilitate students’ understanding of how to apply skills of assessment, engagement, planning, and intervention with individuals, families, and groups. The seminar facilitates the students’ incorporation of the foundation knowledge based on the social work profession: systemic/ecological and life model perspectives, diversity, populations at risk, economic justice, and practice methods. Throughout this seminar, emphasis is placed on the practice and application of skills via the use of role-plays—small group interactive activities and case examples from fieldwork.

Course Competencies
Through the successful completion of all assignments and receiving a pass grade in the course, students will be able to:

<table>
<thead>
<tr>
<th>EP Competency 2.1.1 Identify as a professional social worker and conduct oneself according to the professional model</th>
<th>Assessed: Process Recording Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Behavior:</strong> (a) Use of supervision and consultation</td>
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</thead>
<tbody>
<tr>
<td><strong>Practice Behavior:</strong> (a) Use research evidence to inform practice</td>
<td></td>
</tr>
</tbody>
</table>
### Practice Behavior: Engagement

- (a) Substantively and effectively prepare for individuals, families, groups, organizations, and communities
- (b) Display empathy and employ other interpersonal skills

- Assessed:
  - Journal Entry Preparing for Action Assignment
  - Empathy Process Recording

### EP Competency 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities (continues)

### Practice Behavior: Assessment

- (a) Assess client strengths and limitations

- Assessed:
  - Journal Entry Assignment

### EP Competency 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities (continues)

### Practice Behaviors: Intervention

- (a) Implement prevention interventions that enhance client capacities
- (b) Help clients resolve problems

#### Evaluation

- (a) Critically analyze, monitor, and evaluate intervention

- Assessed:
  - Process Recording Prevention/Intervention Assignment
  - Process Recording Problem-Solving Assignment
  - Journal Entry Intervention Analysis Assignment and Reflective paper

### COURSE CONTENT OBJECTIVES

By completing this seminar, students will demonstrate a range of competency in each of the stated objectives. As demonstrated by group small group activities, role plays, and written assignments, students will be expected to:

1. Utilize diversity content to guide engagement, assessment, and intervention efforts.
2. Demonstrate an understanding of how countertransference feelings impact service delivery.
3. Identify how to assess ego strengths and defenses
4. Demonstrate an understanding of appropriate ways to document casework interventions in clients’ records/charts.
5. Demonstrate an understanding of how to work with difficult cases.
6. Demonstrate an understanding of how to advocate for services.

### Course Expectations:

The instructor and students share responsibility for learning in these courses. Students' class attendance, participation in class activity, and discussion of relevant professional and personal experiences and of the readings will contribute to their own and others' learning. Therefore,
consistent class attendance and active participation are essential and will be reflected in the course grade.

Students are encouraged to read and prepare for class discussion. Without a broad and critical examination of the professional literature, it will be impossible to comprehend the course content and to complete the assignments. The list of required readings (organized by class session) is provided. This list may be further supplemented as the semester progresses. Although no one is expected to have read all the books and articles by the semester’s end, all students’ thorough familiarity with the readings should be reflected in class discussions, presentations, and written assignments. Only through student meaningful participation can the instructor understand what the class knows or does not know, whether adjustments need to be made, or whether a certain topic should be pursued or abandoned.

**Student Evaluation of the Course and Its Instruction**
Student feedback concerning the course and its instruction is encouraged throughout the semester. A formal online evaluation will be completed at the end of the semester consistent with the School and College policy.

**Grading Requirements:**
Grading criteria for the SSSWHC as a whole are spelled out in the Student Handbook. In general, students' grasp of the course content will be reflected through their attendance, demonstrated use of the readings, meaningful involvement in class discussions, timely online participation in the Blackboard discussions, and satisfactory completion of all assignments.

**Attendance & Lateness**
As stipulated in the SSSWHC Handbook statement on Attendance Policy 2008-2009:
Class attendance is a requirement of the program. Absence may affect course grades. Students should notify the instructor of any unavoidable absence and discuss the potential impact of absences on the grade for the course. Please be punctual so that all classes will start on time. After the instructor has taken attendance, students who are missing are considered absent. Instructors will not make exceptions to this requirement. As stipulated in the Hunter College Catalogue (pp.71 & 72), all students must report to classes during the first week of classes. The instructor has the right to set attendance requirements for the course, to keep attendance records, and to consider attendance in the calculation of final grades. Absences should be no greater in number than the credit value of the course (3). Students may not use absence from class as an excuse for not fulfilling all course requirements.

**Accommodations for Students with Disabilities**
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Students will receive a numerical grade for each of the following assignments:

- Journal Entry Assignment 25% of grade
- Process Recording Assignment 25% of grade
- Summary Assignment 25% of grade
- Class Participation/Small Group Activities 25% of grade

According to Hunter grading guidelines, a final letter grade will be issued with the numerical value indicated below:

- A+ 97.5-100
- A  92.5-97.4
- A- 90-90.4
- B+ 87.5-89.9
- B  82.5-87.4
- B- 80.0-82.4
- C+ 77.5-79.9
- C  70.0-77.4
- D  60.0-69.9
- F  59 and below

**Recommended Text:***


**Recommended Text:***


**Course Content and Readings:**

**Unit 4 (1-4): Skills in Assessing Difficult Cases**

- How to respond to crises and apply skills to a case
- How to assess child abuse and neglect and apply intervention skills to a case
- How to assess suicidality and develop action steps for a case
- How to assess homicidality and develop action steps for a case
- How to work with difficult clients and apply skills to a case

**Readings:**


**Unit 5 (Week 5-8): The Working Phase of the Helping Process**
• The role and importance of contracting with individuals, families, and groups
• The importance of setting goals and expectations
• The importance of establishing mutuality in order to develop a service contract
• The identification of an action/service/treatment plan(s) designed to address psychosocial needs

Review two Process Recordings which center on the working phase of the helping relationship

Unit 6 (Week 8-11): The Working Phase of the Helping Process continues
• The role of advocacy in direct service work
• The role of empathy and self-exploration
• The importance of information and referral
• The importance of collaborating with community groups/agencies
• The importance of termination, ending, and transitions

Readings:

Unit 7 (Week 12-14): Summary and Reflections
• Recapitulation of skills learned
• Review and reinforce practice issues, dilemmas, and themes
• Encourage self-assessment and life-long learning
• Reflect on professional activities after graduation
• Reflective thoughts about the BSW Program
• Overall views about the seminar

Readings:

Course Assignments
All assignments are designed to deepen students’ skills in the areas of engagement, assessment, intervention, and evaluation. Cases from fieldwork will help students to apply critical thinking skills to their direct work with clients.

Journals/Presentations
All students will keep a journal consisting of practice questions, themes, and dilemmas. On a biweekly basis, students will reflect on issues they have captured in their journals and use such issues to identify their learning needs.

**Short Written Journal Entry Advocacy Assignment** Due Week 2
Students will submit a two-page journal entry focusing on strategies used to advocate for services and practical assistance on behalf of their clients. Short assignment.

**Short Written Journal Entry Practice Challenges Assignment** Due Week 4
Students will present a two-page journal entry focusing on multiple ways in which they have reflected on practice challenges in order to expand professional development.

**Short Written Journal Entry Preparing for Action Assignment** Due Week 6
Students will communicate via class steps taken to prepare themselves for engaging and intervening with groups and communities.

**Short Written Journal Entry Intervention Analysis Assignment**     Due Week 8
Students will demonstrate this competency by submitting a two-page journal entry focusing on (a) interventions used in practice, (b) clients who benefited from interventions and (c) effectiveness of interventions.

**Process Recording**
All students are expected to present two process recordings via class and illustrate a variety of ways in which they were able to integrate relevant theory about the helping process and knowledge/skills about working with the populations they are serving. This will take place in small group activities, with an emphasis on building on their supervisory processes.

**Presentation/Role Play: Use of Research to Inform Evidence Assignment**     Due Week 10
Students will delineate aspects of their process recordings via class and illuminate how interventions (i.e., motivational interviewing) used to work with their clients are grounded in research evidence.

**Process Recording and Use of Role Play Empathy Assignment**     Due Week 10
Students will discuss portions of a process recording and show how personal feelings positively affected their practice.

**Process Recording Strengths and Limitations Assignment**     Due Week 12
Students will demonstrate this competency by submitting a summary paper (excerpts from a process recording) consisting of how they assessed strengths and limitations via their work with individuals.

**Process Recording Problem Solving Assignment**     Due Week 14
Students will demonstrate competency by illustrating in a process recording strategies used to facilitate clients’ problems solving.

**Final Reflective Paper**
All students will submit a six-page paper focusing on the following issues: (a) What have you learned about yourself in working with clients? (b) What have you learned about the assigned populations via field placement? (c) What skills have you used in your practice? (d) What aspects of supervision (supportive, education, and administrative) have been useful? **Due on the last day of class.**
## APPENDIX B  PROGRAM SCHEDULING SED FORM

### Table 1a: Undergraduate 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</th>
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<tr>
<td>Math &amp; Quantitative Reasoning</td>
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<tr>
<td>Life Physical Sciences</td>
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<tr>
<td>Creative Expression</td>
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<td>X</td>
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<tr>
<td>U.S. Experience in its Diversity</td>
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Term credit total: 15  

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<th>Term: Spring 2</th>
<th>Check course classification(s)</th>
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<td>Sociology Elective</td>
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<td>SW Policy I</td>
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Term credit total: 15  

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<td>Field Practicum I</td>
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<tr>
<td>Integrative Seminar I</td>
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<td>Research I</td>
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<tr>
<td>Elective (Major)</td>
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</table>

Term credit total: 15  

**Program Totals:**  

| Credits: 120 | Liberal Arts & Sciences: 60 | Major: 60 | Elective & Other: |

| Cr: credits | LAS: liberal arts & sciences | Maj: major requirement | New: new course | Prerequisite(s): list prerequisite(s) for the noted courses |

*Human Behavior & the Social Environment*
APPENDIX C  FACULTY TEACHING ASSIGNMENTS
Table 2: Full-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 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>
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<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
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<td>SW 331 Human Behavior in the Social Environment II (HBSE)</td>
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<tr>
<td>Bernadette Hadden, Ph.D. Assistant Professor</td>
<td>Research I &amp; II (course numbers to be assigned)</td>
<td>28%</td>
<td>MSW and Ph.D. Columbia University School of Social Work</td>
<td>Former chair of Research, expertise in substance abuse, mental health, and health Hadden, B.R. (2002). Exploring a model of HIV prevention using a cognitive-behavioral skills-building framework with black immigrants. Journal of Immigrant &amp; Refugee Services, 1, (2) 77-100.</td>
</tr>
</tbody>
</table>
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>
<td>Marina Lalayants, Ph.D. Assistant Professor</td>
<td>SW 410 Policy in Child Welfare</td>
<td>14%</td>
<td>MPA University of Nebraska, Ph.D. CUNY Graduate Center</td>
<td>Expertise in child welfare practice and policy</td>
</tr>
</tbody>
</table>

**Table 3: 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>
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>
| Robin Brown-Manning          | SW 201 Introduction to Social Work  
SW 310 & SW 311 Practice Lab I & II | PhD CUNY Graduate Center  
LMSW |                                                                                   |
| Steven Parker                | SW 330 & SW 331 Human Behavior in the Social Environment I & II | DSW Yeshiva University  
LMSW |                                                                                   |
## APPENDIX D  FACULTY TO BE HIRED

### Table 4: 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>
</table>
| Assistant/Associate Professors | 2 | Earned doctorate in social work or related field | FT | 50% | SW 340 Policy II Child Welfare  
SW 350 Policy II Care Coordination  
SW 410 Practice in Child Welfare I & SW 411 Practice in Child Welfare II  
SW 420 Practice in Care Coordination I & SW 421 Practice in Care Coordination II | 9/15 & 9/17 |
| Clinical Lecturer | 1 | Earned MSW in social work or related field | FT | Year 1 & 2  
25%; moving forward 100% | Field Internships  
SW 431 Integrative Seminar & SW 432 Integrative Seminar II | 9/15 |
## APPENDIX E  FINANCIAL PROJECTIONS/REVENUE

### Table 5: New Resources

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year 1 Academic Year</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>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty</td>
<td>$82,375.00</td>
<td>$82,375.00</td>
<td>$298,338.00</td>
<td>$424,887.00</td>
<td>$433,385.00</td>
</tr>
<tr>
<td>Part Time Faculty</td>
<td>$3,781.00</td>
<td>$31,857.00</td>
<td>$46,588.00</td>
<td>$25,920.00</td>
<td>$26,438.00</td>
</tr>
<tr>
<td>Full Time Staff</td>
<td>$14,845.00</td>
<td>$30,283.00</td>
<td>$46,588.00</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
<td>$0</td>
<td>$4,000.00</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Office Renovation</td>
<td>$0</td>
<td>$0</td>
<td>$6,000.00</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies &amp; Expenses</td>
<td>$2,500.00</td>
<td>$3,500.00</td>
<td>$4,500.00</td>
<td>$7,780.00</td>
<td>$7,890.00</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Accreditation</td>
<td>$6,134.00</td>
<td>$6,134.00</td>
<td>$4,000.00</td>
<td>$537,345.23</td>
<td>$548,123.84</td>
</tr>
<tr>
<td>Advertising &amp; Promotion</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Total all</td>
<td>$112,135.00</td>
<td>$164,149.00</td>
<td>$461,791.00</td>
<td>$1,058,945.23</td>
<td>$1,080,109.84</td>
</tr>
</tbody>
</table>

[1] Specify the inflation rate used for projections.
[2] Specify the academic year.
[4] New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.
[5] Specify what is included in "other" category (e.g., student financial aid).
Projected Revenue Related to the Proposed Program

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year[2]</td>
<td>Year†</td>
<td>Year†</td>
<td>Year†</td>
</tr>
<tr>
<td>Tuition Revenue[3]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing</td>
<td>$723,600</td>
<td>$1,076,100</td>
<td>$1,421,052</td>
<td>$1,383,754</td>
<td>$1,411,414</td>
</tr>
<tr>
<td>Sources[4]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02. From New Sources[5]</td>
<td>$361,800</td>
<td>$506,400</td>
<td>$59,615</td>
<td>$60,807</td>
<td>$62,023</td>
</tr>
<tr>
<td>03. Total</td>
<td>$361,800</td>
<td>$506,400</td>
<td>$59,615</td>
<td>$60,807</td>
<td>$62,023</td>
</tr>
<tr>
<td>Other Revenue[7]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07. From Existing</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Sources§</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08. From New Sources**</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>09. Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Grand Total[8]</td>
<td>$723,600</td>
<td>$1,076,100</td>
<td>$1,421,052</td>
<td>$1,383,754</td>
<td>$1,411,414</td>
</tr>
<tr>
<td>10. From Existing</td>
<td>$1,085,400</td>
<td>$1,582,500</td>
<td>$1,480,667</td>
<td>$1,444,561</td>
<td>$1,473,437</td>
</tr>
<tr>
<td>Sources§</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. From New Sources**</td>
<td>$1,085,400</td>
<td>$1,582,500</td>
<td>$1,480,667</td>
<td>$1,444,561</td>
<td>$1,473,437</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$1,085,400</td>
<td>$1,582,500</td>
<td>$1,480,667</td>
<td>$1,444,561</td>
<td>$1,473,437</td>
</tr>
</tbody>
</table>

[1] Specify the inflation rate used for projections.
[2] Specify the academic year.
[3] Please explain how tuition revenue was calculated.
[5] New sources means revenue engendered by new students. The revenue from new sources from one year should be carried over to the next year as revenues from continuing sources with adjustments for inflation.
[6] Public institutions should include here regular State appropriations applied to the program.
[7] Specify what is included in "other" category.
[8] Enter total of Tuition, State and Other Revenue, from Existing or New Sources.
## DIRECT OPERATING EXPENSES

Include additional expenses incurred by other programs when satisfying needs of new program. Faculty need should be commensurate with "net section needs" based on enrollment (see "Enroll & Seat Need Projections" tab).

<table>
<thead>
<tr>
<th></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>Current Full Time Faculty Overload (include Summer)</td>
<td>59,055</td>
<td>60,236</td>
<td>61,441</td>
<td>62,699</td>
<td>63,922</td>
</tr>
<tr>
<td>New Full Time Faculty Base Salary (list separately)</td>
<td>20,201</td>
<td>154,740</td>
<td>244,848</td>
<td>249,798</td>
<td></td>
</tr>
<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Faculty Re-assigned Time (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Employee Fringe Benefits (41.6%)</td>
<td>24567</td>
<td>33462</td>
<td>89931</td>
<td>127940</td>
<td>130508</td>
</tr>
<tr>
<td><strong>Total (Links to Full-Time Faculty on Program Exp Worksheet)</strong></td>
<td>$83,622</td>
<td>$113,899</td>
<td>$306,112</td>
<td>$435,487</td>
<td>$444,228</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></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>Part Time Faculty Actual Salaries</td>
<td>3000</td>
<td>12240</td>
<td>42414</td>
<td>23,598</td>
<td>24,070</td>
</tr>
<tr>
<td>Part Time Faculty Actual Fringe Benefits (24.3%)</td>
<td>729</td>
<td>2974</td>
<td>10307</td>
<td>5734</td>
<td>5849</td>
</tr>
<tr>
<td><strong>Total (Links to Part-Time Faculty Program Exp Worksheet)</strong></td>
<td>$3,729</td>
<td>$15,214</td>
<td>$52,721</td>
<td>$29,332</td>
<td>$29,919</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></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>Full Time Staff Base Salary (list separately)</td>
<td>46,407</td>
<td>47,335</td>
<td>48,282</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (41.6%)</td>
<td>0</td>
<td>0</td>
<td>19305</td>
<td>19691</td>
<td>20085</td>
</tr>
<tr>
<td><strong>Total (Links to Full-Time Staff on Program Exp Worksheet)</strong></td>
<td>$-</td>
<td>$-</td>
<td>$65,712</td>
<td>$67,026</td>
<td>$68,367</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></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>Part Time Staff Base Salary (list separately)</td>
<td>10718</td>
<td>21,865</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Replacement Costs (replacement of full-time faculty - e.g. on release time - with part-time faculty)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Hourly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Employee Fringe Benefits (24.3%)</td>
<td>2604</td>
<td>5313</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total (Links to Part-Time Staff on Program Exp Worksheet)</strong></td>
<td>$13,322</td>
<td>$27,178</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></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>Library Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Staff Full Time (List Separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (41.6%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library Staff Part Time (List Separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Employee Fringe Benefits (24.3%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL (Links to Library on Program Exp Worksheet)</strong></td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></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>Computer Hardware</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Furniture</td>
<td>4000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>6000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (Links to Equipment on Program Exp Worksheet)</strong></td>
<td>$-</td>
<td>$10,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></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>Laboratory Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL (Links to Laboratories on Program Exp Worksheet)</strong></td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Supplies</td>
<td>2500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>610</td>
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<tr>
<td>Instructional Supplies</td>
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<td>Faculty Development</td>
<td></td>
<td></td>
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<tr>
<td>Travel and Conferences</td>
<td>3000</td>
<td>4000</td>
<td>5000</td>
<td>5000</td>
<td>5000</td>
</tr>
<tr>
<td>Membership Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising and Promotion</td>
<td>2500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accreditation</td>
<td>6134</td>
<td>6134</td>
<td>4000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Software</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (Links to Supplies and Expenses (OTPS) on Program Exp Worksheet)</strong></td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
</tbody>
</table>
The Five-Year Revenue Projections for Program
SENIOR COLLEGE (UNDERGRADUATE)
WORKSHEET
Year 1 = Fall 2014

<table>
<thead>
<tr>
<th>EXISTING FULL-TIME STUDENTS</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># of EXISTING FULL-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>120</td>
<td>170</td>
<td>220</td>
<td>210</td>
<td>210</td>
</tr>
<tr>
<td>Tuition Income (calculates 2% increase per year after Fall 2015)</td>
<td>$6,030</td>
<td>$6,330</td>
<td>$6,457</td>
<td>$6,586</td>
<td>$6,717</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$723,600</td>
<td>$1,076,100</td>
<td>$1,420,452</td>
<td>$1,383,004</td>
<td>$1,410,664</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>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$723,600</td>
<td>$1,076,100</td>
<td>$1,420,452</td>
<td>$1,383,004</td>
<td>$1,410,664</td>
</tr>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING FULL-TIME, Out-of-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Projections

<table>
<thead>
<tr>
<th>Annual Avg # of Credits per FT student (24-30)</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 Income (Specify Rate per credit. Calculates 2% annual increase after Fall 2015)</td>
<td>$535</td>
<td>$560</td>
<td>$571</td>
<td>$583</td>
<td>$594</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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</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 EXISTING FULL-TIME TUITION REVENUE</strong></td>
<td><strong>$723,600</strong></td>
<td><strong>$1,076,100</strong></td>
<td><strong>$1,420,452</strong></td>
<td><strong>$1,383,004</strong></td>
<td><strong>$1,410,664</strong></td>
</tr>
</tbody>
</table>

### EXISTING PART-TIME STUDENTS

<table>
<thead>
<tr>
<th>Tuition &amp; Fees:</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># of EXISTING PART-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)</td>
<td>$260</td>
<td>$275</td>
<td>$281</td>
<td>$286</td>
<td>$292</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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>EXISTING PART-TIME STUDENTS</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
</tr>
</tbody>
</table>
### Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)

<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$535</td>
<td>$560</td>
<td>$571</td>
<td>$583</td>
<td>$594</td>
</tr>
</tbody>
</table>

| Total Tuition | $0 | $0 | $0 | $0 | $0 |
| Student Fees  | $0 | $0 | $0 | $0 | $0 |

| Total Out-of-State Tuition & Fees | $0 | $0 | $0 | $0 | $0 |

### TOTAL EXISTING PART TIME REVENUE

|                | $0 | $0 | $0 | $0 | $0 |

### TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)

|                | $723,600 | $1,076,100 | $1,420,452 | $1,383,004 | $1,410,664 |

### NEW FULL-TIME STUDENTS

<table>
<thead>
<tr>
<th>Tuition &amp; Fees:</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># of NEW FULL-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>60</td>
<td>80</td>
<td>120</td>
<td>170</td>
<td>170</td>
</tr>
<tr>
<td>Tuition Income (Calculates 2% increase per year after Fall 2015)</td>
<td>$6,030</td>
<td>$6,330</td>
<td>$6,457</td>
<td>$6,586</td>
<td>$6,717</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$361,800</td>
<td>$506,400</td>
<td>$64,566</td>
<td>$65,857</td>
<td>$67,174</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Total Fees</td>
<td>$0</td>
<td>$0</td>
<td>18000</td>
<td>25500</td>
<td>25500</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$361,800</td>
<td>$506,400</td>
<td>$82,566</td>
<td>$91,357</td>
<td>$92,674</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuition &amp; Fees:</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># of NEW FULL-TIME, Out-of-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Annual Avg # of Credits per FT student (24-30)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2%)</td>
<td>$535</td>
<td>$560</td>
<td>$571</td>
<td>$583</td>
<td>$594</td>
</tr>
<tr>
<td>TOTAL NEW FULL-TIME TUITION REVENUE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$361,800</td>
<td>$506,400</td>
<td>$82,566</td>
<td>$91,357</td>
<td>$92,674</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEW PART-TIME STUDENTS</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># of NEW PART-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</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>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)</td>
<td>$260</td>
<td>$275</td>
<td>$281</td>
<td>$286</td>
<td>$292</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>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

<p>| Tuition &amp; Fees:        |          |          |            |           |           |
| # of NEW PART-TIME, Out-of-State Students | 0 | 0 | 0 | 0 | 0 |
| Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15) | 0 | 0 | 0 | 0 | 0 |
| Tuition Income (Specify Rate per credit) calculates 2% increase per year | $535 | $560 | $571 | $583 | $594 |
| Total Tuition | $0 | $0 | $0 | $0 | $0 |</p>
<table>
<thead>
<tr>
<th>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</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>TOTAL NEW PART-TIME REVENUE</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

| TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7) | $361,800 | $506,400 | $82,566 | $91,357 | $92,674 |

<table>
<thead>
<tr>
<th>OTHER REVENUE</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>Other Revenue From Existing Sources (specify and explain)- LINKS TO REVENUE SPREADSHEET ROW 13)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
### Projected Enrollment

<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><strong>Existing Full-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>60</td>
<td>80</td>
<td>120</td>
<td>170</td>
<td>170</td>
</tr>
<tr>
<td>Out-of-State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Existing Full-time Total</strong></td>
<td><strong>60</strong></td>
<td><strong>80</strong></td>
<td><strong>120</strong></td>
<td><strong>170</strong></td>
<td><strong>170</strong></td>
</tr>
<tr>
<td><strong>Existing Part-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-of-State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Existing Part-time Total</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
</tr>
<tr>
<td><strong>New Full-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>60</td>
<td>80</td>
<td>120</td>
<td>170</td>
<td>170</td>
</tr>
<tr>
<td>Out-of-State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NEW Full-time Total</strong></td>
<td><strong>60</strong></td>
<td><strong>80</strong></td>
<td><strong>120</strong></td>
<td><strong>170</strong></td>
<td><strong>170</strong></td>
</tr>
<tr>
<td><strong>New Part-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-of-State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>New Part-time Total</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
</tr>
</tbody>
</table>

### Section Seats per Student

<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><strong>Full-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>New Courses</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total (normally equals 10)</strong></td>
<td><strong>10</strong></td>
<td><strong>10</strong></td>
<td><strong>10</strong></td>
<td><strong>10</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

### Seat & Section Needs

<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><strong>Change in Seat Need for Existing Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td>(300)</td>
<td>(400)</td>
<td>(600)</td>
<td>(850)</td>
<td>#REF!</td>
</tr>
<tr>
<td>New Courses</td>
<td>300</td>
<td>400</td>
<td>600</td>
<td>850</td>
<td>850</td>
</tr>
</tbody>
</table>

### Seat Need for New Students

<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>Existing Courses</td>
<td>300</td>
<td>400</td>
<td>600</td>
<td>850</td>
<td>850</td>
</tr>
<tr>
<td>New Courses</td>
<td>120</td>
<td>170</td>
<td>600</td>
<td>850</td>
<td>850</td>
</tr>
</tbody>
</table>

### Total Seat Need Change

<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>Avail. Seats in Existing Courses</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>#REF!</td>
</tr>
<tr>
<td>Net Seat Need in Existing</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>#REF!</td>
</tr>
<tr>
<td></td>
<td>Existing Courses</td>
<td>Avail. Seats in Existing Courses</td>
<td>Net Seat Need in Existing</td>
<td>New Courses</td>
<td>All Courses</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------</td>
<td>---------------------------------</td>
<td>---------------------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Total Seat Need Change</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>420</td>
<td>1,700</td>
</tr>
<tr>
<td>Avail. Seats in Existing</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>570</td>
<td>1,700</td>
</tr>
<tr>
<td>Net Seat Need in Existing</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,200</td>
<td>1,700</td>
</tr>
<tr>
<td>New Courses</td>
<td>420</td>
<td>570</td>
<td>1,200</td>
<td>1,700</td>
<td>#REF!</td>
</tr>
<tr>
<td>All Courses</td>
<td>420</td>
<td>570</td>
<td>1,200</td>
<td>1,700</td>
<td>#REF!</td>
</tr>
<tr>
<td>Average Seats per Section</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Courses</td>
<td>120</td>
<td>67</td>
<td>37</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Net New Section Need</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td>#DIV/0!</td>
<td>#DIV/0!</td>
<td>#DIV/0!</td>
<td>#DIV/0!</td>
<td>#DIV/0!</td>
</tr>
<tr>
<td>New Courses</td>
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<td>2.537313</td>
<td>16.2162162</td>
<td>22.972973</td>
<td>22.972973</td>
</tr>
<tr>
<td>Total</td>
<td>#DIV/0!</td>
<td>#DIV/0!</td>
<td>#DIV/0!</td>
<td>#DIV/0!</td>
<td>#DIV/0!</td>
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</tbody>
</table>
APPENDIX F  ARTICULATION AGREEMENT

THE BOROUGH OF MANHATTAN COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
ARTICULATION AGREEMENT FORM

A. SENDING AND RECEIVING INSTITUTIONS
Sending College: Borough of Manhattan Community College (CUNY)

Department: Social Sciences and Human Services
Program: Human Services
Degree: Associate of Science (A.S.)

Receiving College: Silberman School of Social Work at Hunter College (CUNY)

Department: Silberman School of Social Work
Program: Bachelor of Social Work (B.S.W.)
Degree: Bachelor of Social Work (B.S.W.)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM
(e.g., minimum GPA, audition/portfolio)

- 2.5 overall GPA graduation requirement
- Grade of C or better in freshman composition, its equivalent, or a higher-level English course
- Grade of C or better in Introduction to Human Services and Social Work (HUM 101)

About the Major

Total transfer credits granted toward the baccalaureate degree: 60

Total additional credits required at the senior college to complete baccalaureate degree: 60
C. TRANSFER CREDIT AWARDED

Borough of Manhattan Community College graduates who complete the Associate in Arts (A.S.) degree in Human Services will receive 60 credits toward the Bachelor of Social Work (B.S.W.) degree in the Silberman School of Social Work at Hunter College.

D. COURSE TO COURSE EQUIVALENCIES AND/OR TRANSFER CREDIT AWARDED

<table>
<thead>
<tr>
<th>Common Core</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Common Core</strong></td>
<td></td>
</tr>
<tr>
<td>English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Mathematical &amp; Quantitative Reasoning¹</td>
<td>3</td>
</tr>
<tr>
<td>Life &amp; Physical Sciences</td>
<td>3</td>
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<tr>
<td><strong>Total Required Common Core</strong></td>
<td>12</td>
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<tr>
<td><strong>Flexible Core</strong></td>
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<tr>
<td>Creative Expression</td>
<td>6</td>
</tr>
<tr>
<td>World Culture &amp; Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>U.S. Experience in Its Diversity</td>
<td>3</td>
</tr>
<tr>
<td>Individual &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>Scientific World²</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Flexible Core</strong></td>
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</tr>
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<td><strong>Total Common Core</strong></td>
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<table>
<thead>
<tr>
<th>Curriculum Requirements</th>
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<tbody>
<tr>
<td>HUM 101 – Introduction to Human Services and Social Work</td>
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<tr>
<td>HUM 201 – Human Services Skills</td>
<td>3</td>
</tr>
<tr>
<td>HUM 211 or 212 or 213 – Introduction to Gerontology or Introduction to Disabilities or Introduction to Child Welfare</td>
<td>3</td>
</tr>
<tr>
<td>HUM 301 - Field Experience in Human Services I</td>
<td>3</td>
</tr>
<tr>
<td>HUM 401 - Field Experience in Human Services II</td>
<td>3</td>
</tr>
<tr>
<td>HUM 411 - Social Welfare Programs and Policies</td>
<td>3</td>
</tr>
<tr>
<td>SOC 100 - Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>POL 100 - American Government</td>
<td>3</td>
</tr>
<tr>
<td>PSY 240 or 250 or 260 or SOC 250 - Developmental Psychology or Child Psychology or Abnormal Psychology or The Family</td>
<td>3</td>
</tr>
<tr>
<td>Modern Language - SPN or FRN or ITL or CHI</td>
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</tr>
<tr>
<td><strong>Total Curriculum Credits</strong></td>
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<tr>
<td><strong>Total Program Credits</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

¹ Students are strongly advised to take MAT 150
² Students are strongly advised to take PSY 100
### E. SENIOR COLLEGE UPPER DIVISION COURSES REMAINING FOR BACCALAUREATE DEGREE

<table>
<thead>
<tr>
<th>Hunter College Social Work Program</th>
<th>Total</th>
<th>Number of Credits taken at BMCC</th>
<th>Credits to be taken at Hunter College</th>
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<tr>
<td>General Education Requirements (Required Common Core)</td>
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<tr>
<td>General Education Requirements (Flexible Common Core)</td>
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<td>College Option</td>
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<tr>
<td>Major Requirements</td>
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<td>15</td>
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<tr>
<td>Electives</td>
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<td>9</td>
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<td><strong>Total</strong></td>
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<table>
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<th>College Option</th>
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#### Total Required College Option 6

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<th>Course and Title</th>
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<tr>
<td><strong>Required Major Courses</strong></td>
</tr>
<tr>
<td>SW 310 Practice Lab I</td>
</tr>
<tr>
<td>SW 320 Policy I</td>
</tr>
<tr>
<td>SW 330 HBSE I</td>
</tr>
<tr>
<td>SW 311 Practice Lab II</td>
</tr>
<tr>
<td>SW 331 HBSE II</td>
</tr>
<tr>
<td>SW 340 Child Welfare or SW 350 Health/ Mental Health Policy II</td>
</tr>
<tr>
<td>SW 410 Practice in Child Welfare I or SW 420 Practice in Care Coordination I</td>
</tr>
<tr>
<td>SW 4xx Field Practicum I</td>
</tr>
<tr>
<td>SW 430 Integrative Field Seminar</td>
</tr>
<tr>
<td>SW 411 Practice in Child Welfare or SW 421 Practice in Care Coordination II</td>
</tr>
<tr>
<td>SW 4xx Field Practicum II</td>
</tr>
<tr>
<td>SW 431 Integrative Field Seminar</td>
</tr>
<tr>
<td>Research I in SOC or SW</td>
</tr>
<tr>
<td>Research II in SOC or SW</td>
</tr>
<tr>
<td>SOC or PSY or SW Elective</td>
</tr>
<tr>
<td><strong>Total Required Major Credits</strong></td>
</tr>
</tbody>
</table>

| General Electives | 9 |
| **Total General Elective Credits** | 9 |

| Total Program Credits | 60 |
F. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURES

Procedures for reviewing, updating, modifying or terminating agreement:

When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by faculty from each institution’s respective departments or programs, selected by their Chairpersons and program directors.

2. Procedures for evaluating agreement (i.e., tracking the number of students who transfer under the articulation agreement and their success):

Each year Hunter College will provide Borough of Manhattan Community College (BMCC) the following information: a) the number of BMCC graduates who applied to the program; b) the number of BMCC students who were accepted into the program; c) the number of BMCC students who enrolled; and d) the aggregate GPA of these enrolled students at Hunter College.

3. Sending and receiving college procedures for publicizing agreement (e.g., college catalogs, transfer advisers, websites, etc.):

- This articulation agreement will be publicized on the Borough of Manhattan Community College’s website and Hunter College’s website.
- Transfer advisors at BMCC will promote this agreement with eligible students.
Effective Date: Fall 2015

Borough of Manhattan Community College (CUNY)

[Signature]
Dr. Karin Wilks
Provost & Senior Vice President of Academic Affairs
Borough of Manhattan Community College

[Signature]
Dr. Deyame Bishop
Chairperson
Social Sciences and Human Services Department
Borough of Manhattan Community College

[Signature]
7/27/15
Date
9/23/14
Date

Hunter College (CUNY)

[Signature]
Dr. Vita C. Rabindranath
Provost & Senior Vice President of Academic Affairs
Hunter College

[Signature]
Dr. Jacqueline Munson
Dean of Silberman School of Social Work
Hunter College

[Signature]
9/29/14
Date
9/23/14
Date
APPENDIX G  LETTERS OF SUPPORT

July 22, 2014

Dean Jacqueline B. Mondros, DSW
Silberman School of Social Work at Hunter College
2180 Third Avenue
New York, NY 10035

Dear Dean Mondros

On behalf of Inwood House, I write this letter in strong support of the establishment of a BSW program at the Silberman School of Social Work at Hunter College/ CUNY. The plan to introduce a BSW program, the only public school of social work to offer this degree in Manhattan, is both prescient and needed. The newly established BSW program will specifically focus on educating social workers for employment in child welfare, including child risk and protection, foster care and adoption, prevention, and youth development. New York City has a large child welfare sector. There are 11,500 children and youth in foster care. More than 25,000 families receive services to present placement and support their families. More than 55,587 child abuse investigations occurred in 2012, and 10,890 families in New York are receiving protective services.

Hunter plans to add the BSW degree with a specialization in child welfare at a time when there is new emphasis on training the future child welfare workforce that is being promulgated at the City, State, and Federal level. The New York City Administration for Children’s Services has been actively working to recruit, train, and identify a skilled and knowledgeable workforce to work in this area and our organization has been part of that initiative. Child and family serving human service organizations in New York City will be actively recruiting, hiring, training, and retaining a workforce prepared to deliver evidence informed interventions. As such, the new BSW program at Hunter is perfectly situated to
help us in this important endeavor. We hope to partner with the School to identify placement possibilities, develop appropriate curricula for both the classroom and internships, link graduates to job opportunities, offer continuing education and support, and evaluate our progress on workforce goals.

We strongly support Hunter's decision to establish a BSW option with specialization in child welfare and will gladly collaborate with them in providing internships and developing curricula. We urge that CSWE approve their application.

Sincerely,

[Signature]

Dr. Linda Lausell Bryant
Executive Director
July 22, 2014

Dr. Jacqueline Mondros, Dean
Silberman School of Social Work at Hunter College
2180 Third Avenue
New York, NY 10035

Dear Dr. Montros,

This is to advise that the Social Work Department of Lehman College of the City University of New York is in full support of the Silberman School of Social Work at Hunter College's desire to begin a BSW Program.

The Silberman School is in a unique position to expand into undergraduate social work education. It has a long tradition of excellence regarding its MSW Program. The Silberman School knows the needs of the social work community and is strongly rooted in social work itself.

The BSW Program at Lehman College is one of the largest and oldest undergraduate social work educational programs in the United States. Social work is one of the largest majors in the College. There is a strong demand for social work as an undergraduate major by students both within and outside of the CUNY system.

Furthermore, there is a strong demand for BSW's within the workplace. Both the New York City Administration for Children's Services and the New York State Office of Family and Children Services have made the professionalization of its staff a priority. Both governmental offices see the BSW as the perfect degree to meet its line staff needs. Add to this is the effects of the Affordable Care Act which will have a huge impact on how medically related social services are addressed. Again, the BSW meets the staffing needs of these services.

Many of our BSW graduates go directly into the field after graduation. They find positions in health care, gerontology, child welfare, substance abuse, community development, criminal justice, domestic violence, and homelessness. There is a definitely a need for more BSWs.

Given its educational expertise and the employment needs of social service agencies, The Silberman School of Social Work at Hunter College will contribute greatly to undergraduate social work education and practice.

Sincerely,

[Signature]

Carl Marza, DSW
Chair, Social Work Department
July 28, 2014

Jacqueline Mondros, Dean
Silberman School of Social Work at Hunter College
2180 Third Avenue
New York, NY 10035

Dear Dean Mondros:

On behalf of the New York City Department for the Aging (DFTA), I write this letter in strong support of the application for the establishment of a BSW program at the Silberman School of Social Work at Hunter College/CUNY.

DFTA is the New York City government agency responsible for overseeing services to older New Yorkers, ranging from case management to the operation of 250 senior centers. DFTA has benefitted from working with the Silberman School of Social Work in a number of ways. We have employed their graduates in key organizational positions. Each year, we serve as an internship site and have collaborated on a number of projects designed to improve the health and well-being of older New Yorkers.

The creation of a BSW program — as the only public school of social work to offer this degree in Manhattan — is much needed. The newly established BSW program will require students to specialize in one of two areas: child welfare or care coordination with vulnerable and diverse populations. The latter will focus on providing services that will improve health outcomes for poor and under-represented populations with chronic health and behavioral health issues.

The Affordable Health Care Act is significantly impacting who is insured and the way health is provided and reimbursed. First and foremost, the Act extends coverage for low and middle income Americans who have had difficulty obtaining insurance; an estimated 12 million additional Americans will be covered under the AHCA. Compared with those currently covered, the newly insured population is poorer, less educated, less likely to be employed, more ethnically diverse, and more than twice as likely to speak a primary language...
other than English. The need for enhanced coordination is especially relevant for high need populations such as the poor, the elderly, and those with chronic mental illness and disabilities (even more so when there are multiple conditions present). The Department of Labor predicts that there will be a critical need for social workers who will coordinate care at both the service delivery and population levels to this growing population of insured Americans.

New York City's client population will certainly be diverse. Consequently, the city will require a competent bi-lingual/bi-cultural workforce of care coordinators. For example, the NYC Department of City Planning has projected that the older adult population in the City will increase from 1.3 million in 2005 to 1.8 million in 2030, and almost half of the expected national increase in older adults will be persons of color, according to the federal Administration on Community Living of the Department of Health and Human Services. Hunter's plan to establish a BSW program will help to meet the need for culturally competent professionals to work in such a diverse city and wider society.

We strongly support Hunter's plan to establish a BSW social work option and will gladly collaborate with them in providing internships and developing curriculum.

Sincerely,

Donna M. Corrado, PhD
July 24, 2014

Dean Jacqueline Mondros
Silberman School of Social Work at Hunter College
2180 Third Avenue
New York, NY 10035

Dear Dean Mondros:

On behalf of the New York City Department of Health and Mental Hygiene (DOHMH), I write this letter in support of the application for the establishment of a BSW program at the Silberman School of Social Work at Hunter College/CUNY. Hunter’s School of Social Work is the oldest and largest public school of social work in New York City. Over 90% of its more than 1,600 applicants and 15,000 graduates come from the New York City area, and they reflect the diverse population of New York. Many are bi-lingual and are extremely familiar with New York neighborhoods and services. In this way, Hunter College has served as a significant resource for generating talented social workers for our organization and others within New York City.

At DOHMH, the Division of Mental Hygiene oversees services to meet the behavioral health needs of adults, youth, and families. The Bureau of Mental Health, in particular, serves adults with Serious Mental Illness through programs such as Assertive Community Treatment, Housing, Employment, and other rehabilitation programs. Hunter’s School of Social Work has long had a collaborative relationship with the Bureau of Mental Health. Most notably is their support in the implementation of a DOHMH city-wide mental health needs assessment, as well as a scholarship program for employees of Bureau contracted programs/ agencies.
New York City is made up of a diverse population which includes multicultural communities and English language learners. We require a competent and diverse workforce of direct service providers who can meet the needs of NYC immigrant and native born community members. Hunter’s School of Social Work’s BSW program will include a specialization area which specifically builds capacity to serve underrepresented populations with chronic health and behavioral health issues. This will surely increase the mental health system’s capacity to engage immigrant communities, and increase the quality of care that each person needs.

I support Hunter’s decision to establish this BSW program.

Sincerely,

[Signature]

Trish Marsik
Assistant Commissioner
Bureau of Mental Health

cc: Patricia Dempsey
July 16th, 2014

Dr. Jacqueline B. Mondros, DSW  
Dean  
Silberman School of Social Work at Hunter College  
2180 Third Avenue, Room 405  
New York, NY 10035  

Dear Dean Mondros,

I can’t tell you how excited we are over the prospect of Hunter starting a formal Bachelor of Social Work (BSW) Program. As you and I have discussed in the past, there is a tremendous need for professionals at the “practitioner” level in our field. The way in which the approach to care is evolving in our system it is likely that among the critical “change agents”, if you will, will be the entry level professionals who inevitably are the initial and primary point of contact with the client. From admissions to the ongoing support you folks provide your students, I don’t think any other local university produces graduates that are as well matched to the demands of our business as are the Hunter alumni. In fact, based upon our extensive experience with your MSW interns and graduates, I can’t tell you how comforting it is to know that these professionals will have been trained at Hunter!

Please let me know if there is anything I can do to help you make this a reality. Here at The Foundling we pride ourselves on being responsive to the needs of the day and our ability to continue to respond will be greatly advanced by your new program.

Sincerely,

Bill Baccaglini  
President & CEO  
The New York Foundling
July 16, 2014

Jacqueline Mondrose, Dean
Silberman School of Social Work at Hunter College
2180 Third Avenue
New York, New York 10035

Dear Dean Mondrose,

I am writing in support of the proposed Silberman School of Social Work BSW program at Hunter College. The curriculum and practice specializations in Child Welfare and Care Coordination address a serious workforce need requiring well-trained generalist practitioners who can competently carry out important front line work. The planned expanded field work opportunities will also provide students with a rich practice and knowledge-based skill set that will allow the BSW graduate to move more quickly into agency-based practice serving individuals, families and communities and addressing their immediate and on-going needs.

When I was on the faculty at Hunter, I always found the Fields of Practice approach guided curriculum and field work development. The Fields of Practice are well suited to targeting expansion of the BSW workforce. The expertise of Hunter faculty in each of the fields of practice will enhance this targeted approach to training baccalaureate social workers.

We applaud Hunter for wanting to build a trained BSW workforce, and differentiating the specialized roles and responsibilities that MSW and BSW students will be undertaking in their professional careers. We wish our sister School the very best as you take on this new challenge.

Sincerely,

Carmen Ortiz Hendricks
DSW, ACSW

Dorothy and David Schachne Dean and Professor

Dr. Carmen Ortiz Hendricks, DSW, ACSW
Dorothy and David I. Schachne Dean
P: 212.995.0820 F: 212.995.0822 hendricks@yu.edu
www.yu.edu/wurzweiler 2405 Amsterdam Avenue, Room 912, New York, NY 10033
October 7, 2014

Dear Provost Rabinowitz,

I am delighted to write in support of the development the BSW program that the Silberman School of Social Work is establishing, in partnership with our Department. We have been working with them for about two years to design and develop this program, and recently had the pleasure of participating in an accreditation site visit conducted by the Council on Social Work Education.

As you probably know, our students often have interest in social work tasks and roles. Several each year decide to pursue a masters degree in social work. We believe this program is aligned with the College’s interest in creating options toward majors and degree fulfillment, as well as multiple career paths.

We are fully in support of the design of the program. Students will complete their General Education requirements. Students will take the Introduction to Social Work course in their Sophomore year, at the same time they are taking beginning level courses in our Department. Students may then choose to apply for the BSW program, or continue as Psych/Soc majors. The students who pursue the BSW path will still take electives in our Department.

We are firmly committed to supporting this program, and look forward to collaborating with our colleagues in the School of Social Work.

Sincerely,

Vanya Quinones-Jenab, Ph.D.
Professor and Chair of Psychology
Dear Provost Rabinowitz:

I am delighted to write in support of the development of the BSW program that the Silberman School of Social Work is establishing in partnership with the Sociology Department as well as the Psychology Department at Hunter College. We have been working with them for about two years to design and develop this program, and recently participated in an accreditation site visit conducted by the Council on Social Work Education.

As you probably know, Sociology majors often are interested in helping professions including social work. Each year, several students decide to pursue a masters degree in social work and we believe some of our students will be interested in the BSW as well. We believe that the proposed BSW program is aligned with the College’s interest in creating options toward majors and degree fulfillment, as well as multiple career paths.

We are supportive of the design of the program. Students will complete their General Education requirements. They will take the Introduction to Social Work course in their sophomore year at the same time they will take begin to take basic courses in the Sociology Department. Students may then choose to apply for the BSW program, or continue as either Sociology or Psychology majors. Also, students who pursue the BSW path will still take electives in the Sociology Department.

We are firmly committed to supporting this program, and look forward to collaborating with our colleagues in the School of Social Work.

Sincerely,

Lynn S. Chancer
Chair and Professor