PROPOSAL TO ESTABLISH A PROGRAM IN LEADING TO THE MASTER OF SOCIAL WORK DEGREE EFFECTIVE FALL, 2018

SPONSORED BY THE DEPARTMENT OF SOCIAL WORK IN THE SCHOOL OF HEALTH SCIENCES & PROFESSIONAL PROGRAMS

APPROVED BY

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ABSTRACT

This proposal is a request to develop and implement a Master of Social Work (MSW) degree program at the York College, School of Health Sciences and Professional Programs, CUNY.

The York College Social Work Program established in 1972, is nationally accredited by the Council on Social Work Education (CSWE). By educating students for advanced, urban social work practice with a specialization in health care, the new MSW degree program will prepare students to meet the growing demands of health care-focused social work practice in urban communities throughout the metropolitan area.

The curriculum will follow the requirements for professional accreditation by the Council on Social Work Education (CSWE) and for licensure in New York State with the Licensed Master Social Worker (LMSW) and Licensed Clinical Social Worker (LCSW). An MSW degree is required for licensure in New York and is the terminal practice degree for the profession. In addition, for Medicaid to pay for the clinical services provided in health care settings, the provider must be licensed and hold no less than a Master’s degree in social work.

The MSW program will be housed in the Department of Social Work. York College students as well as other students with undergraduate degrees will be welcome to apply for admissions. The MSW proposed program will initially offer a full-time program, which will be completed in 2 years, and an Advanced Standing Program which will be completed in one year (the second year of the MSW proposed program). A cost analysis, included in this proposal, shows that the program will be self-sustaining from year one.

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

EXECUTIVE SUMMARY

Overview
The Social Work Program at York College was established in 1972 with support from the following stakeholders: Community leaders, social service agencies within the Queens community, multiple individual social service and healthcare providers, and the York College faculty and administration with the overarching goals of addressing local social services, healthcare and mental health care needs while offering a social work career opportunity to the diverse CUNY student population. The proposed MSW program complements other health-related programs offered at York College such as Occupational Therapy and Physician Assistant and it also furthers the positioning of York College as a choice for students considering advanced careers in social services and health care agencies. The establishment of the proposed MSW program will provide students with the opportunity to better adhere to the needs of clients as well as improve their social work knowledge and skills to offer independent and competent services to clients and be recognized as social work professionals.
For the past several years students attending and graduating from our undergraduate social work program have expressed their desire to have a MSW program established at York College. Such a program will create an easier transition of YC students graduating with BS from the Social Work Program. In addition, its cost will be more affordable for the student body of York College compared to tuitions of private MSW programs. This also applies to other York college students with undergraduate degrees in related areas and the urban diverse students within the metropolitan area.

**PURPOSE AND GOALS**

**Mission**
The York College Master of Social Work (MSW) program seeks to recruit and prepare students from the diverse surrounding communities to become highly educated, skilled, culturally competent and compassionate professionals so they can provide high competent services to underserved urban areas, with an emphasis on meeting the needs of clients within health care agencies and organizations. Social work is a profession that strives to create a just and equitable world for the future of humanity. Guided by the Code of Ethics of the National Association of Social Workers (NASW), social work is committed to challenge oppression, embracing diversity, and ensuring that individuals, communities, and organizations function at an optimal level. York College is located in Queens County, which is the one of the most diverse boroughs in the nation (http://en.wikipedia.org/wiki/Demographics_of_Queens). Students that currently attend York College speak 84 different languages; many of them are 1st generation immigrants who represent 125 different countries (Office of Institutional Research & Assessment, York College). Diversity on campus and at the current Social Work Program goes beyond ethnicity and is expressed in family structure, socioeconomic class, age, gender, gender expression, sexual orientation, national origin, and religion. Incorporated with the CUNY mission the proposed MSW program is to develop a rigorous academic program that educates and prepares first rate professionals who respond to the needs of clients within the health care system in the surrounding urban community. Students will acquire the knowledge, skills, and values needed for advanced clinical, supervisory, administrative, research, and policy practice within the health care system.

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

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

1. Educate outstanding social work practitioners in an intellectually rigorous environment so they can practice social work in urban health care settings and with diverse communities.
2. Educate advanced social work practitioners to be knowledgeable, skilled, and culturally competent and whose attitudes, behaviors, and communication skills are based on the foundation of professional social work values and ethical principles.
3. Provide professional opportunities for MSW students in a variety of health care sectors and settings.
4. Engage in faculty research, scholarship, and service which will advance theory, policy, and practice in the profession of social work and in the field of social and health care more generally.

5. Provide faculty expertise and leadership toward strengthening access and services in urban health care settings particularly in NYC and the surrounding community of Queens.

NEED AND JUSTIFICATION

Queens is the second-most populated borough in New York City with approximately 2.3 million residents in 2013 and it is considered the most ethnically diverse urban area in the world (https://en.wikipedia.org/wiki/Queens). According to the Bureau of Labor Statistics (BLS), between 2010 and 2020, employment of all social workers in the U.S. is expected to increase by 25%. The percentage of growth varies with type of social work, although all social work professions are expected to grow faster than the average of all occupations (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Social Workers, on the Internet at http://www.bls.gov/ooh/community-and-social-service/social-workers.htm).

According to the BLS, between 2010 and 2020, child, family, and school social workers are projected to grow 20% in the U.S. and 9% in New York; mental health and substance abuse social workers are projected to grow 31% in the U.S. and 20% in New York; health care social workers are projected to grow 34% in the U.S. and 23% in New York; and all other social workers are projected to grow 16% in the U.S. and 4% in New York.

Growth in health care social workers will occur much faster than the average for all other occupations. As baby boomers age and require help to find the health care they need, healthcare social workers will continue to be needed to help the aging populations and their families adjust to new treatments, medications, and lifestyles. http://www.healthcareersinfo.net/social-workers/

A survey conducted in the fall, 2016, of community social work agencies (43 questionnaires were distributed with a total of 28 respondents) that currently serve as field placements for York College baccalaureate social work students found that all (100%) identified a need for an MSW program in Queens. Most (75%) indicated that a concentration in health care would be beneficial for the community (see attached questionnaire in Appendix L). Health care tied with geriatrics, rehabilitation and trauma were the most common fields of practice that respondents identified as needed in Queens; clinical practice, case management and community work were the most common practice method respondents identified as needed the community.

Many York College students have expressed interest in a graduate social work program at York College. Inquiries about a MSW program at York College come not only from our own social work students, but also from students in other related majors at the College and from students of other undergraduate programs in NYC who seek a graduate degree in social work. There is no graduate social work program located in Queens, either in the public or private sector. Other than four public MSW programs in NYC and Long Island, all other programs are private and their tuition is a significant obstacle for many students. The three MSW programs at CUNY are at Hunter College, Lehman
College and The College of Staten Island. The School of Social Work at Hunter College receives approximately 1,700 applications for the MSW program each year but accepts 25% which is approximately 425 students. Lehman College receives over 400 applications and has the capacity to accept 100. The College of Staten Island is not accredited yet; it accepts approximately 40 students and geographically is inaccessible for most of our students who reside mainly in Queens and Brooklyn. SUNY at Stony Brook has a branch of its School of Social Welfare in downtown Manhattan where it offers a partial curriculum so students need to also travel to Long Island which is an inconvenience for many of our students. Our undergraduate social work program is one of the largest in the metropolitan area. We have approximately 303 students majoring in social work every year. In addition there are approximately other 140-150 students each year who are completing social work courses and plan to declare at a later time their major in social work. All those students are potential candidates to enroll in the MSW program at York College.

A career as a social worker is attractive to many students who want to work in the social services sector. A master in social work offers a profession with direct client care and a high autonomy when providing clinical services to individuals and families as well as other practice skills to groups and communities. Social workers are not highly paid, but the salaries do not tend to be the primary draw for the profession. While the median salary for social workers ($45,900 (Occupational Outlook Handbook) is lower than that for many professions, it is still higher than the median income for all other occupations in the U.S. ($36,200) (Occupational Outlook Handbook, 2015). However, the median salary for social workers in health care is $52,380, which is higher than social workers in other sectors such as child, family, school, mental health and substance abuse social workers. Thus, in determining the potential job prospects and salary of our students graduating with the MSW degree, we expect that they will be marketable and that their salary will be high in comparisons to other sectors (Bureau of Labor Statistics, U.S. Department of labor, Occupational Outlook Handbook, 2016-17 Edition, Social Workers, on the Internet at http://www.bls.gov/ooh.comunity-and-social-service/social-workers.htm).

STUDENTS

A. Interest/Demand

York College has positioned itself as the CUNY campus in Queens with strong commitment to health-related majors. In doing so, the College has addressed the surrounding community’s concerns which include the need for educated and trained professionals who can provide services in social services agencies, health and mental health care agencies, as well as hospitals and clinics. The Occupational Therapy and the Physician Assistant Programs at York College have already paved the way for a transition to graduate degrees. Other programs such as nursing, psychology, sociology, health promotion, and community health education are all present within the College and are potential sources of support and collaboration in areas of research, grants writing, and professional development activities as well as inter-program collaboration, learning opportunities for students, and joint partnerships and affiliations with community agencies and health care facilities. The Social Work Program at York College has been a major draw for students from Queens, Brooklyn and the region since its inception in 1972. The consistent high enrollment 303 majors in September 2015, a number which does not reflect those who have yet to apply for admission to Social Work Program, but are already taking social work courses during their sophomore year, is an indication of
the popularity of this program in the metropolitan area. There is a consistent demand for the Program and for our graduates, and this is projected to continue in the future. We anticipate that a graduates program in social work will also become a major draw for students who are interested in pursuing a MSW degree.

In the fall, 2016, students who were enrolled in the York College social work program at the time and alumni of our social work program participated in an on-line survey (Appendix L). Hundred fifty four students and alumni responded. Most (85 or 68%) were current students and the rest were alumni (40 or 32%). Most current social work students were from the senior class (76 or 60%). When asked which college or university they would most like to attend for their MSW studies, 91% listed York College MSW program. It is important to note that the students who responded to this survey are diverse: 51% African-American, 27% Hispanic/Latino, 7% Asian/Pacific Islander, 3% Caucasian and 9% other. They ranged in age from 18 years old to 64 years old, with a median age of 25-34 years old. Most respondents were employed (50% full-time and 35% part-time). The majority of the responded resided in Queens (66 or 52%) and in Brooklyn (34 or 27%). The majority of the respondents indicated that they would be able to be full-time students (88 or 70%). The majority preferred to take classes twice a week (98 or 78%) and in the evenings (98 or 78%). The majority of the respondents (110 or 88%) indicated that the cost of the program is a major factor when selecting a MSW program; 49% were willing to pay their tuition from private fund, grants (22%), scholarship (12%) and employer tuition reimbursement (15%). Approximately half of the respondents indicated an interest in hybrid and/or fully on-line courses. The top four choices of specializations that the respondents were interested in included: (Refer to Appendix M) Health care (106 or 69%); mental health (112 or 73%); substance abuse (105 or 68%); and community action & social policy (100 or 65%).

B. Enrollment Projections

We plan to admit only in Fall semesters using the cohort model so students entering the MSW program as full-time students are also expected to graduate together by following the same academic offerings. There are two types of full-time student cohorts. The first are those students who hold a bachelor’s degree in another area than Social Work. This student cohort must complete the 2 Year MSW program, and will be known as FT2 YR students in the proposal. The second cohort know as Advanced students, come with a bachelor’s degree in Social Work, and thus only are required to complete the second advanced year of the MSW program.

For the Year 1, years (2018-19) a total of 32 students will be admitted, comprising of 18 FT Advanced Standing students and 14 Year 2 students. By Year 5, the program will have 24 FT Advanced students and 32 FT2 YR students. With an attrition loss of 2-3% of the students annually, we project a collective total of 212 graduates over the five year period. In the sixth year of the program, we anticipate offering a part-time student cohort group.

Program Start Date/Transition Considerations

The first MSW FT 2YR students class cohort will be offered in the 2018/2019 academic year, starting in August of 2018, and graduating in the summer of 2020. The first MSW FT Advanced Standing class cohort will be offered in the 2018/2019 academic year, starting in August of 2018, and graduating in the summer of 2019.
Table 1: Five year projected enrollment

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C. Admissions Requirements

To be considered for admission, an applicant for the two-year MSW program will meet the following requirements:

1. Hold a bachelor’s degree from a regionally accredited institution.
2. Have a minimum of 3.0 overall GPA
3. Complete an application to the program, including a personal statement related to the student’s interest and preparation for the program
4. Supply three letters of recommendation from instructors or employers that address the suitability of the applicant for the social work profession and ability to enroll in a rigorous academic program
5. May be required to participate in an interview

In addition to the above, applicants for the Advanced Standing will need to meet the following admission requirements:

1. Graduated with a bachelor’s degree in social work from a CSWE accredited program within the past 5 years
2. Have a minimum of 3.2 overall GPA
3. Must be credited with 400 field hours from their BSW/BSSW program. Those who completed less than 400 hours in their BSW/BSSW program
will have to make up the necessary field hours in their advanced year internship placements.

4. Include, among the three letters of recommendation, one reference from the advisor in the baccalaureate social work program, or from the program director (Articulation Agreements with undergraduate degree institutions will be developed accordingly).

Selection process

The Admission Committee, consisting of the director of the program and faculty members, will review completed applications, which will be evaluated on:
   a) Previous academic performance
   b) The quality of the personal statement including conceptual and writing abilities, understanding of the social work profession, and degree of self-awareness.
   c) References
   d) May be required to participate in an interview with the Admissions Committee

Transfer students

Students who wish to transfer from another CSWE accredited Master of Social Work program will have their transfer credits evaluated by the Admissions Committee. The Director of the MSW program will review and approve or reject the Admission’s Committee decision. Two year students may transfer up to 12 credits and up to 400 hours of field internship (the equivalent of foundation year internship). Advanced Standing students may transfer up to 9 credits (6 elective credits and 3 advanced individual or advanced group practice credits). All advanced year field internships, advanced year seminars and concentration courses must be taken at York College.

Foreign degrees

Those with baccalaureate degrees from non-English speaking universities must also take the TOEFL examination and achieve a minimum score of 600 on the paper-based version (out of a total of 677 possible points) or 100 on the computer-based version (out of 120 possible points). Students with Bachelor degrees in Social Work from foreign universities will have to obtain an evaluation of their degrees through the Council on Social Work Education. CSWE will determine whether or not the degree is equivalent to a CSWE accredited Bachelor of Social Work degree. If CSWE determines that the degree is equivalent, the student will be considered for admission to the Advanced Standing program. If CSWE determines that the degree is not equivalent to a CSWE accredited degree, the student will be considered for the Two Year program.

The Admissions Committee consisting of the Director of the MSW program and social work faculty will determine acceptance into the program. One member of the Admissions Committee will serve as the affirmative action designee responsible for seeing that students traditionally underrepresented in graduate programs will have opportunities to
D. Dismissal, probation and graduation

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

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

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

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

**CURRICULUM**

The curriculum is guided by the Council on Social Work Education (CSWE) (the accrediting body for social work education programs) and the State of New York Education Department, as students will apply following their graduation for NYS licensure (LMSW or LCSW). The proposed York College two-year MSW program will total 62 credit hours including four internship courses (total of 900 hours). The York College Advanced Standing MSW program will total 34 credit hours including two internship courses (total of 450 hours). Credit is not granted for life or work experience. Hybrid and fully on-line courses as well as summer and winter courses will be developed after the first five years of the program operation.
The first year curriculum – the Generalist year of the MSW

The first year of the MSW addresses generalist social work curriculum, which provides the knowledge, skills, values and ethics essential to all forms and levels of generalist social work practice. All students in the generalist year are required to take the same 8 courses. Six of the 8 are academic courses and two are supervised field internships in which students apply theories learned in class to direct practice with clients. Each student will complete 450 hours of fieldwork under MSW supervision in one social service agency or organization during the academic year. In addition, students will participate in a weekly fieldwork seminar that helps integrate the content of the generalist courses and the field experience. The seminar advisor makes a minimum of one visit per semester to the fieldwork agency to meet with the supervisor and student together to discuss the student's progress in the agency. All courses are new and developed intentionally for the Generalist year of the MSW.

The 8 required Generalist courses are distributed as follows:

- Social Welfare Policy, Advocacy and Services (3 credits and a 3 hours course)
- Social Work Practice I (individuals, families & Groups) (3 credits and a 3 hours course)
- Social Work Practice II (Organizations & Communities) (3 credits and a 3 hours course)
- Human Behavior & the Social Environment I (3 credits and a 3 hours course)
- Human Behavior & the Social Environment II (3 credits and a 3 hours course)
- Methods of Social Work Research which include a Lab component (3 credits and a 4 hours course; lecture is 2 hours and the lab 2 hours)
- Generalist Field Education I including a seminar (5 credits; seminar is 2 hours once a week and field placement is 15 hrs./week for 15 weeks)
- Generalist Field Education II including a seminar (5 credits; seminar is 2 hours once a week and field placement is 15 hrs./week for 15 weeks)

The second year curriculum – The Advanced Generalist year of the MSW

The Advanced Generalist year of the MSW is composed of eight required courses, two internships providing 600 hours combined with the two field education seminars which are an integral part of the field education program and two social work electives (each 3 credits/3 hours). As in the first year the seminar advisor makes a minimum of one visit per semester to the fieldwork agency to meet with the supervisor and student together to monitor the student’s progress in the agency. The curriculum of the second year of the FT 2YR program builds on the generalist content of the first year and in the case of the FT Advanced Standing program, it builds on the students’ previous undergraduate studies in social work. The second year prepares students for advanced integrated social work practice with a specialization in community health care in urban communities. The curriculum content of the second year of the MSW prepares students for:

- Advanced practice on all levels of social work including micro, mezzo and macro. Micro social work is the most common practice, which directs its interventions toward individual client or family. Mezzo social work occurs at the intermediate
scale, involving neighborhoods, institutions or other smaller groups. Macro level social work is interventions provided on a large scale that affect entire communities and systems of care focusing on promoting social justice, advocacy and participation in the political process; and

- Social work practice will focus on populations-at-risk in in urban health care and public health agencies and organizations.

The 10 Advanced Generalist courses are distributed as follows:

- Urban Health Disparities and Global Health (3 credits and a 3 hours course)
- Evaluation Research (3 credits and a 3 hours course)
- Understanding Mental Disorders (3 credits and a 3 hours course)
- Social Work Practice in Health Care Settings (3 credits and a 3 hours course)
- Social Policy and Advocacy in Health Care (3 credits and a 3 hours course)
- Social & Behavioral Determinants of Health (3 credits and a 3 hours course)
- Advanced Field Placement & Seminar III (5 credits; seminar is 2 hours once a week and field placement is 15 hrs./week for 15 weeks)
- Advanced Field Placement & Seminar IV (5 credits; seminar is 2 hours once a week and field placement is 15 hrs./week for 15 weeks)
- Two elective course

The elective courses include: (each is 3 credits and a 3 hours course)

- Clinical SW Practice in Relation to Death, Grief and Bereavement
- Contemporary Issues: Violence as Structural Oppression
- Beyond the Medical Model: Wellness Paradigms for the Social Work Profession

As the program evolves, additional new elective courses will be added.

Course Sequencing

The MSW program's courses will be offered according to the plan described in Table 2. During the first 5 years of the MSW program only full-time programs will be offered; the 2-year program and the Advanced Standing 1-year program. The course sequence is predetermined as a Lock Step Program. All the required courses (except Field seminar) will be offered during both the day and evening. When the MSW program grows substantially and more than one section of each course will be offered, students will have the flexibility to enroll in courses in either the day or the evening and possibly weekends. The sequence of courses for each program is shown below (see Table 2). The Advanced Standing program is identical to the full-time second year of the MSW program. Pre-requisites and co-requisites courses are described in Table 3. All the MSW courses require admission to the MSW program and official acceptance into that program.
Table 2: Full-Time Two Year Program (62 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
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<tr>
<td>SCWK 501 Social Welfare Policy, Advocacy</td>
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<td>Families &amp; Groups)</td>
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<td>Seminar I</td>
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<td><strong>Spring Semester</strong></td>
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<tr>
<td>SCWK 511 Social Work Practice II (Organizations &amp;</td>
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<td>SCWK 513 Methods of Social Work Research</td>
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<td>SCWK 517 Human Behavior &amp; The Social</td>
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<td>SCWK 603 Evaluation Research</td>
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<td>SCWK 605 Understanding Mental Disorders</td>
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<td>SCWK 607 Social Work Practice in Health Care</td>
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<tr>
<td>SCWK 613 Social Policy and Advocacy in Health</td>
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<tr>
<td>Care</td>
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<td>SCWK 615 Social &amp; Behavioral Determinants of</td>
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<tr>
<td>Health</td>
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<td>SCWK 621 Advanced Field Placement &amp; Seminar IV</td>
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Elective courses
- SCWK 618: Clinical SW Practice in Relation to Death, Grief and Bereavement
- SCWK 619: Contemporary Issues: Violence as Structural Oppression
- SCWK 620: Beyond the Medical Model: Wellness Paradigms for the Social Work Profession
Table 3: Pre-Requisites and Co—Requisites

<table>
<thead>
<tr>
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<th>Pre-Requisites</th>
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<td>SCWK 501</td>
<td>Social Welfare Policy, Advocacy and Services</td>
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<tr>
<td>SCWK 503</td>
<td>Social Work Practice I (Individuals, Families &amp; Groups)</td>
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</tr>
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<td>SCWK 505</td>
<td>Human Behavior &amp; The Social Environment I</td>
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</tr>
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<td>SCWK 507</td>
<td>Generalist Field Placement &amp; Seminar I</td>
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<td><strong>Spring Semester</strong></td>
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<tr>
<td>SCWK 511</td>
<td>Social Work Practice II (Organizations &amp; Communities)</td>
<td>SCWK 503</td>
</tr>
<tr>
<td>SCWK 513</td>
<td>Methods of Social Work Research</td>
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<tr>
<td>SCWK 517</td>
<td>Human Behavior &amp; The Social Environment II</td>
<td>SCWK 505</td>
</tr>
<tr>
<td>SCWK 519</td>
<td>Generalist Field Placement &amp; Seminar II</td>
<td>SCWK 507</td>
</tr>
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<td><strong>Second Year</strong></td>
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<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>SCWK 601</td>
<td>Urban Health Disparities and Global Health</td>
<td>SCWK 501</td>
</tr>
<tr>
<td>SCWK 603</td>
<td>Evaluation Research</td>
<td>SCWK 513 SCWK 609</td>
</tr>
<tr>
<td>SCWK 605</td>
<td>Understanding Mental Disorders</td>
<td>SCWK 503</td>
</tr>
<tr>
<td>SCWK 607</td>
<td>Social Work Practice in Health Care Settings</td>
<td>SCWK 511</td>
</tr>
<tr>
<td>SCWK 609</td>
<td>Advanced Field Placement &amp; Seminar III</td>
<td>SCWK 517</td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
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<tr>
<td>SCWK 613</td>
<td>Social Policy and Advocacy in Health Care</td>
<td>SCWK 603; SCWK 609 SCWK 621</td>
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<tr>
<td>SCWK 615</td>
<td>Social &amp; Behavioral Determinants of Health</td>
<td>SCWK 519</td>
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<td>Advanced Field Placement &amp; Seminar IV</td>
<td>SCWK 609</td>
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<tr>
<td>Elective *</td>
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</table>

Per New York State regulations for all master’s degrees, the MSW at York College will require a master-level capstone project which is going to be an integrative project implemented over two semesters through SCWK 609 (Advanced Field Placement & Seminar III) and SCWK 613 (Social Policy Advocacy in Health Care). The integrative macro-level capstone experience will occur in the context of learning to conduct analyses and advocacy directed toward social justice-oriented policy reform through the intersection of field education, health care and presentation components. The multifaceted project is developed for the MSW students to demonstrate mastery in knowledge and competencies while simultaneously contributing to the agency practicum. Student will collaborate with field instructor and health policy faculty members to develop a Capstone Project cumulative of written portfolio and poster presentation that will be shared with social work faculty, practicum staff, and their peers.

*Training for Identification and Reporting of Child Abuse and Maltreatment*

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

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

Students who already have a valid Certificate of Completion (within the past 5 years) are not required to repeat the training, but must provide a copy of their Certificate to the M.S.W. Program Director no later than May 1. Students may choose to repeat the training.

FACULTY

It is required by the Council on Social Work Education (CSWE) to have no fewer than six full time faculty assigned for the Master of Social Work. CSWE requires that the majority of full-time faculty teaching in the MSW program have a master's degree in social work from a CSWE-accredited program, two years post-masters social work practice experience and a doctoral degree (e.g., DSW or Ph.D. in Social Work). CSWE requires a full-time faculty member to serve as the MSW Program Director, receiving 50% release-time to administrate the program. Also, CSWE requires a full-time faculty member to serve as the MSW Field Education Director, receiving 50% release-time to oversee the field education component of the program and to teach the field seminar courses.

Five of the current six faculty are qualified to teach in the MSW program (Appendix B). All new faculty will be required to meet CSWE guidelines which include having an MSW from a CSWE accredited program and two years post-masters social work practice experience for most positions. A Ph.D. or a Doctor in Social Work or in Social Welfare, which is the equivalent degree to the Ph.D. are the required degrees for teaching in an MSW program.

The educational background and expertise of the current full-time faculty are described briefly below.

Dr. Gila M. Acker is Professor of Social Work and the Chairperson of the Social Work Department. She teaches social research and generalist social work practice courses. Her research interests include: Burnout among mental health care providers, role stress, social support, social workers' attitudes toward managed care, and role expectations of social work students. She is certified as a Psychoanalytic oriented psychotherapist by the Long Island Institute for Mental Health. Dr. Acker received her BS degree in social work from Haifa University in Israel, MSW from Fordham University and DSW from Adelphi University. She has published numerous articles in peer reviewed journals including Journal of Social Work, Social Work in Mental Health,
The Journal of Baccalaureate Social Work and Health & Social Work. She has received several PSC-CUNY awards, York College internal awards and an NIH grant.

Dr. Kim Glickman, PhD, MPP, LCSW, Assistant Professor of Social Work, has been at York College since 2013 and served for two years as the Director of Field Education. She has over 15 years of direct practice experience in the field of child and adult mental health as well as domestic violence services. She has worked at both the micro and macro levels of practice. Dr. Glickman earned her PhD in Social Work from Columbia University, her MPP from Harvard University and her MSW from NYU. She has published in the field of psychotherapy research and complicated grief treatment and is a partner of the Center for Complicated Grief at Columbia University.

Dr. Susan Letteney is Professor of Social Work in the Social Sciences Department at York College and Co-founder and Co-Director of the Collaborative Research Group on health Policy and Promotion at York College. Her research focuses on global social work and public health issues, specifically the impact of HIV and AIDS on children and families, and the quality of health care among sexual minority women. Her social work practice experience includes the clinical and policy aspects of health/mental health and chemical dependency programs for underserved women and children in New York City. Dr. Letteney received her MSW from Hunter College and DSW from Yeshiva University. She has a certificate in Post-Master’s Advanced Clinical Social Work from New York University. She has published in social work and public health peer-reviewed journals.

Dr. Vadim Moldovan is Associate Professor of Social Work whose expertise includes Clinical social work in psychiatric settings, emergency social work in hospital settings and social work administration. He received his MSW and PhD from Yeshiva University, Wurzweiler School of Social Work. His recent research has been done in Eastern Europe in the areas of ethnographic research at psychiatric hospitals and Soviet psychiatry.

Dr. Selena T. Rodgers, an Associate Professor of Social Work and U.S. Fulbright Scholar (Specialist Program) at York College of the City University of New York in the School of Health Sciences and Professional Programs. Her research and scholarship has focused on global social work education and Black women discourse on issues of leadership, mentoring, gendered stereotypes and trauma- and stressor exposures. Professor Rodgers has authored/co-authored articles in the areas of African Americans, domestic violence, sexual violence, student mentoring and leadership, posttraumatic growth and racism. Dr. Rodgers serves distinctly as a U.S. Fulbright Peer Reviewer and a Consulting Editor for Affilia: Journal of Women and Social Work. She is a Licensed Clinical Social Worker (LCSW-R) with over 21 years of expertise in domestic and global social work administration, academic and practice settings. Dr. Rodgers earned her Ph.D. from Adelphi University and her Master Degree in Social Work from Syracuse University.

These five full-time faculty can each offer a maximum of 50% of their teaching hours or 10.5 hours of teaching the coursework for the MSW program. For Year 1 of the MSW program, these five faculty and a newly hired full-time Associate Professors can easily cover the required teaching of 62 credit hours of student coursework, and with the necessary release-time for the MSW Program Director and MSW Field Director. In YR 2 through Year 5 of the MSW program, the six full-time faculty along with a new full-time hire (e.g., Assistant or Clinical Professor) and several part-time faculty (minimum total of
21 teaching hours of coursework) can easily cover the increase in teaching credit hours, as well as the administrative program and field components.

Currently the Department of Social Work has 2 full-time College Office Assistants (COAs. Thus, one of these two COA can be devoted to the MSW program.

COST ASSESSMENT

Overview

Beginning with the academic year 2018-2019 and thereafter, tuition revenue from a Master of Social Work program will exceed direct program costs. The moderate projected rate of enrollment growth from an initial entering cohort of 32 students should yield annual tuition revenue that grows from approximately $503,528 in academic year 2018-2019 to $725,443 in academic year 2022-2023 and forward. In academic year 2018-2019, the net revenue from the MSW program is projected to be $364,640. By academic year 2022-2023, the net revenue increases to $425,610 per year. A detailed justification of the budget is in Appendix F – I.

Faculty Costs

Faculty costs are based on meeting the CSWE mandated MSW faculty minimum of six full-time faculty (required by year four [2021-2022]) and required faculty: student ratios of 1:12. As seen in the previous Section on Faculty, the program will need to hire a full-time Associate Professor for Year 1 of the MSW program and hire a second new full-time faculty member (Assistant or Clinical Professor) for YR 2 of the program. Beginning in YR 2, the MSW program will require several part-time faculty (PT Assistant and/or Associate Professor levels) to cover at least 21 teaching hours.

Facilities and Equipment Costs

The MSW program will need no specified equipment. The department may need to acquire office space for additional faculty as the program increases in size. Currently there is an unutilized office space which can be considered for the new faculty. The administration is committed to co-located space for the social work faculty as needed.

Other Costs

Other costs will include the purchase of instructional materials (e.g., books, journal subscriptions, on-line-licensing prep packages) at a rate of $3,000 per year. Many materials are already available in the York and CUNY Libraries.

Library and Instructional Materials

York College Library supports students’ needs when it comes to material and resources including books, monographs, journals, and other collections pertinent to social work study and research. The York College collection, combined with the other CUNY schools and the inter-library loan services, is adequate for students’ needs. The Library also offers students equipment and technology such as computers, copiers, and printers. The Library’s on-line catalogue, email, computerized services, interlibrary loan and other related services are all available to students. One of the most important features which is
especially useful to students and faculty is licensed resources including EBSCO full text as well as PsycINFO, Social Services Abstracts, Sociological Abstracts and others. The Library will need to obtain greater access to social work and health journal subscriptions so MSW-level student can complete their assignments with academic rigor and excellence.

A Library liaison and other reference librarians are available students in course management programs, instruction and assistance with projects, assignments and so on.

**EVALUATION**

Evaluation of program goals will consist of multiple measures. The primary means will include: an alumni survey conducted one year after graduation, the Capstone project, Licensure exam, Students’ field placement evaluations and faculty surveys as follows:

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educate outstanding social work practitioners in an intellectually rigorous environment so they can practice social work in urban health care settings and with diverse communities.</td>
<td>Capstone project: Case analysis Alumni survey Pass/fail rates on Licensure exam</td>
</tr>
<tr>
<td>Educate advanced social work practitioners to be knowledgeable, skilled, and culturally competent and whose attitudes, behaviors, and communication skills are based on the foundation of professional social work values and ethical principles</td>
<td>Capstone project: Case analysis Alumni survey Pass/fail rates on Licensure exam Students’ field placement evaluations</td>
</tr>
<tr>
<td>Provide professional opportunities for MSW students in a variety of health care sectors and settings.</td>
<td>List of field internship opportunities Alumni survey</td>
</tr>
<tr>
<td>Engage in faculty research, scholarship, and service, which will advance theory, policy, and practice in the profession of social work and in the field of social and health care more generally.</td>
<td>Annual faculty evaluation Annual faculty survey List of students participating in the College research day (poster and/or oral presentations)</td>
</tr>
<tr>
<td>Provide faculty expertise and leadership toward strengthening access and services in urban health care settings particularly in NYC and the surrounding community of Queens.</td>
<td>Annual faculty evaluation Annual faculty survey Alumni survey</td>
</tr>
</tbody>
</table>

In addition to ongoing program evaluation, the Program will monitor CSWE process goals beginning 2018 to ensure admissions, student retention, and that faculty hiring
expectations are achieved. The Program will use information on both process and program goals to inform changes in student and faculty recruitment, curriculum, and field internships.

CSWE Core Competencies: Student Learning Outcomes

CSWE identifies nine competencies that social work students are expected to master by the end of the Program. Within these nine competencies are 31 practice behaviors that must be mastered. Master of Social Work programs are required to also prepare students for practice in an area of specialization. Thus, four additional perspectives are identified and which include:

1. Demonstrate how the specialized practice builds on generalist practice
2. Provide a rationale for the curriculum design and demonstrate how it is used to develop a coherent and integrated curriculum for both classroom and field.
3. Describe how the specialized practice enhances the competencies.
4. Provide a matrix that shows how the curriculum content implements the nine competencies

Student learning outcomes will be based on the nine CSWE competencies and the four perspectives that have been developed for training students for advanced practice that is augmented by knowledge and skills specific to the specialized practice identified by the MSW program (CSWE, 2015). Drawn directly from the CSWE competencies, upon graduation, our MSW student will:

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage In Practice-informed Research and Research-informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

These nine competencies (i.e., student learning outcomes) will be assessed in the following courses. Assignments and observations by faculty will be customized to measure each of those competencies and the practice behaviors that are associated with them.

<table>
<thead>
<tr>
<th>Upon graduation, the student will</th>
<th>Courses measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>Field Seminar I, II, III, IV; Field Placement I, II, III, IV</td>
</tr>
<tr>
<td>Engage Diversity and Difference in Practice</td>
<td>Social Welfare Policy, Advocacy and Services; Social Work Practice I;</td>
</tr>
<tr>
<td>Topic</td>
<td>Courses</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>Social Work Practice I; Social Work Practice II; Urban Health Disparities and Global Health; Social Policy and Advocacy in Health Care; Field Seminar I, II, III, IV; Field Placement I, II, III, IV</td>
</tr>
<tr>
<td>Engage In Practice-informed Research and Research-informed Practice</td>
<td>Social Work Practice I; Methods of Social Work Research; Social Work Practice II; HBSE I &amp; II; Evaluation Research; Field Seminar I, II, III, IV; Field Placement I, II, III, IV</td>
</tr>
<tr>
<td>Engage in Policy Practice</td>
<td>Social Welfare Policy, Advocacy and Services; Social Policy and Advocacy in Health Care; Field Seminar I, II, III, IV; Field Placement I, II, III, IV</td>
</tr>
<tr>
<td>Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Social Work Practice I; Methods of Social Work Research ; Social Work Practice II; HBSE I &amp; II; Evaluation Research; Social Work Practice in Health Care Settings; Field Seminar I, II, III, IV; Field Placement I, II, III, IV</td>
</tr>
<tr>
<td>Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>HBSE I &amp; II; Social &amp; Behavioral Determinants of Health; Understanding Mental Disorders; Social Work Practice in Health Care Settings; Field Seminar I, II, III, IV; Field Placement I, II, III, IV</td>
</tr>
<tr>
<td>Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Social Welfare Policy, Advocacy and Services; Social Policy and Advocacy in Health Care; Field Seminar I, II, III, IV; Field Placement I, II, III, IV</td>
</tr>
<tr>
<td>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Social Work Practice I; Social Work Practice II; Evaluation Research; Urban Health Disparities and Global Health; Understanding Mental Disorders; Field Seminar I, II, III, IV; Field Placement I, II, III, IV</td>
</tr>
</tbody>
</table>
Each year, faculty will examine program and student learning outcome data to identify changes needed to the Program curriculum and admission criteria. Sequence (i.e., practice, policy, HBSE, research and field) coordinators will use student learning outcome data to inform changes to course objectives, assignments, texts and readings, and other factors that could affect student learning in each course. Substantial changes needing the College curriculum committee or faculty senate approval will be presented appropriately to those bodies for approval.

CONCLUSIONS

This proposal for a Master of Social Work program at York College responds to interest and needs of our student body and the community. The MSW program will prepare students for advanced urban practice in the field of social work with a focus on health care. The MSW curriculum was developed with input from our students, other departments at the College, and the surrounding community including various social services agencies and local politicians. The curriculum provides a coherent approach to ensuring that both accreditation and licensure requirements for social work programs and social workers are met. The program is expected to begin in Fall 2018 and graduate its first students (the One-Year Advanced Standing student cohort) in Spring, 2018. The first cohort of full-time two-year students, who enter without an undergraduate degree in social work, is expected to graduate in Spring, 2020. The development of the social work program at York College to include an MSW degree will increase the capacity of CUNY to offer a quality social work education to aspiring social workers who live in the highly diverse community surrounding the College, as well as other regions of NYC.
APPENDICES
APPENDIX A:

COURSE DESCRIPTIONs AND COURSE SYLLABI
Section AIV: New Courses

AIV.1

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>Social Work</th>
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<tr>
<td>Career</td>
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<tr>
<td>Academic Level</td>
<td>[x] Regular  [ ] Compensatory  [ ] Developmental  [ ] Remedial</td>
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<td>Subject Area</td>
<td>Social Work</td>
</tr>
<tr>
<td>Course Number</td>
<td>SCWK 501</td>
</tr>
<tr>
<td>Course Title</td>
<td>Social Welfare Policy, Advocacy and Services</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>As a generalist master-level policy course—Social Welfare Policy, Advocacy, and Services—is the 1st class in a two-course policy sequence on social policy structures, practice and service delivery which focuses on understanding social welfare, the policy model, and policy advocacy in urban, marginalized populations.</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
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<td>Co-requisite(s)</td>
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<td>Liberal Arts</td>
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<td>Course Attribute (e.g. Writing Intensive, WAC, etc)</td>
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<td>General Education Component</td>
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<td>_____ World Cultures</td>
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<td>_____ Mathematics</td>
<td>_____ US Experience in its Diversity</td>
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<td>_____ Science</td>
<td>_____ Creative Expression</td>
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<tr>
<td></td>
<td>_____ Individual and Society</td>
</tr>
<tr>
<td></td>
<td>_____ Scientific World</td>
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</table>

Rationale: SCWK 501 outfits student scholars with contemporary advocacy and social policy evaluation skills that will prepare them for career opportunities in leadership roles. The course is committed to upholding the social work mission to service delivery care to oppressed, vulnerable, and urban communities.
York College of the City University of New York
MSW Social Work Program
COURSE # 501
Social Welfare Policy, Advocacy, and Services

COURSE SYLLABUS

Instructor Information
Professor: Phone:
Email: Office:
Office Hours:

Bulletin Course Description
Social Welfare Policy, Advocacy, and Services 3 hrs, 3 cr.; Prerequisite: Official acceptance to the MSW program. As a generalist master-level policy course—Social Welfare Policy, Advocacy, and Services—this is the 1st class in a two-course policy sequence on social policy structures, practice and service delivery which focuses on understanding social welfare, the policy model, and policy advocacy in urban, marginalized populations.

Course Overview

Social Work 501 builds on the academic and professional knowledge of Social Work curriculum. Student scholars are expected to demonstrate that they have understood, retained, and applied content using master-level social work core competencies in an integrated and cohesive manner. Students scholars are expected to demonstrate fluency in the conceptual framework emanating from pathways (or liberal arts) foundation, diversity, and support courses across disciplines. Social Welfare Policy, Advocacy, and Services provides opportunities for student scholars to demonstrate the knowledge, values and skills with an emphasis on empowerment and social change.

Toward upholding the Social Work Program and York college missions, critical attention is given to social policies that are particularly relevant to marginalized groups, diverse cultures, urban settings, and global perspectives. Programs and policies studied are explored largely from these perspectives. In considering social work’s dual focus both on individual human predicament and social conditions, the course stresses the impact of social problems on individuals, groups, and communities in the global macro environment.

Required Main Texts


Additional readings as assigned.
Objectives
This course addresses competencies as outlined in the Council on Social Work Education (2015) Commission on Educational Policy Accreditation Standards (EPAS). Upon completion of this course, student scholars will:

1. Understand professional, educational standards, and evidence-informed practice, which help influence policy.
2. Analyze the intersection of ethical principles, professional values, and activities of social policy, advocacy and services within the context of micro, mezzo, and macro-level systems.
3. Explore existing policy at state and congressional levels which positively and adversely impact social work practice.
4. Apply policy analyses models to social welfare programs and policies and services with particular focus on urban, marginalized populations who are impacted by discrimination, oppression, and social control.
5. Analyze the intersection between social action skills and response to stratification structures that reinforce disparities in health care, reinforce poverty trends and restrict eligible voters, military, employment, and criminal justice policies.
6. Discuss the role of political social work in social movements and evidence-based practice, which disproportionately impact urban populations.
7. Develop culturally appropriate and professional advocacy responses to social policy at local, state and congressional levels.
8. Develop core competency, advocacy, oral and writing skills in key aspects of social policy reform.
9. Understand the critical steps for social policy advocacy using written platforms.
10. Review social work’s legislative committees.

Core Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Outcome Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
<td>1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
<td>1. Policy Brief/Advocacy Letter</td>
</tr>
<tr>
<td></td>
<td>1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
<td>1. Contact Your Political Representatives</td>
</tr>
<tr>
<td></td>
<td>1.3 Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.</td>
<td>1. Policy Brief/Advocacy Letter</td>
</tr>
<tr>
<td>Competency 2: Engage</td>
<td>2.1 Apply and communicate</td>
<td>1. Individual Policy</td>
</tr>
</tbody>
</table>
Instructional Methods

This class may be taught in a face-to-face format. For face-to-face sections, follow the weekly course outline. Students will meet weekly, in the classroom, and are responsible to complete all readings and assignments listed.

Assignments/Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>% of total grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity and Difference in Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Apply their understanding of social, economic, and environmental justice to individual and system levels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Engage in practices that advance social, economic, and environmental justice.</td>
<td></td>
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</tr>
<tr>
<td>Competency 5: Engage in Policy Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 Identify social policy at the local, state, and federal level that impacts well-being, service deliver, and access to social services.</td>
<td></td>
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</tr>
<tr>
<td>5.2 Assess how social welfare and economic policies impact the delivery of and access to social services</td>
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<tr>
<td>5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
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</tr>
</tbody>
</table>

Analysis Paper Draft.
1. Group Integrative Project (Assigned by Faculty)
1. Policy Brief/Advocacy Letter
2. Final examination
1. 1. Policy Brief/Advocacy Letter
4. Final examination
1. Policy Brief/Advocacy Letter
4. Group Integrative Project (Assigned by Faculty)
5. Final examination
<table>
<thead>
<tr>
<th></th>
<th>Task Description</th>
<th>Weight</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class Discussion, Participation, Attendance</td>
<td>5%</td>
<td>Sessions 1-14</td>
</tr>
<tr>
<td>2</td>
<td>Your Political Representative. Identify your legislative representative, i.e. member of NYS Assembly or NYS Senator, US Congress, US House of Representatives</td>
<td>10%</td>
<td>Session 4</td>
</tr>
<tr>
<td>3</td>
<td>Policy Brief/Advocacy Letter. Write your legislative representative, i.e. council member, NYS Assembly or NYS Senator, US Congress, US House of Representatives concerning your position in support or opposition of a Bill he/she voted for or against.</td>
<td>15%</td>
<td>Session 5</td>
</tr>
<tr>
<td>4</td>
<td>Individual Policy Analysis Paper Draft. Based on urban, disenfranchised populations.</td>
<td>10%</td>
<td>Session 7</td>
</tr>
<tr>
<td>5</td>
<td>Individual Policy Analysis Paper Final. Based on urban, disenfranchised populations.</td>
<td>20%</td>
<td>Session 9</td>
</tr>
<tr>
<td>6</td>
<td>Group Integrative Capstone (Assigned by Faculty)</td>
<td>15%</td>
<td>Sessions 13 &amp; 14</td>
</tr>
<tr>
<td>7</td>
<td>Final Examination</td>
<td>25%</td>
<td>Session 15</td>
</tr>
</tbody>
</table>
Session 1. Course Overview, CSWE 2015 Core Competencies, NASW Policy Priorities

Required Reading:


Due: Assignment of Group Integrative Projects

Session 2. Introduction to Social Policy

Required Reading:


Session 3. Identify Social Welfare Policy in the United States History and in the Social Work Profession

Required Reading:


Session 4-6. The Role of Policy Analyses: The Deconstruction of the Policy Model


Required Reading


Due: Your Political Representative

Session 5. The Policy Making Process

Required Reading


Due: Policy Brief/Advocacy Letter (Identify your legislative representative, i.e. councilmember, assembly or senator)

Session 6. A Closer Look at the Role of Policy Analyses in Urban Populations

Required Reading


Supplee, L. H., & Metz, A. (2015). Opportunities and challenges in evidence-based social...
Session 7-9. Understanding Health, Jobs, Housing and Food/Hunger Policies

Session 7. Social Change and Health Care Programs and Policies

Required Reading


Due: Policy Analysis Paper Draft

Session 8. Income Support, Homelessness, and Housing Programs and Policies

Required Reading


Session 9. Food and Hunger Programs and Policies

Required Reading


Due: Policy Analysis Paper Final

<table>
<thead>
<tr>
<th>Session 10-12.</th>
<th>The Role of Social Work in the Disenfranchisement of Voting Rights, Restrictive Policy and Laws</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 10.</td>
<td>Voting Rights Through the Lens of Civil Rights, Discrimination &amp; Social Reform</td>
</tr>
</tbody>
</table>

Required Reading

**TEXTBOOK:** Jansson, B. S. (2016), Chapter 6: Engaging in Macro Policy Advocacy (pp. 137-162).


<table>
<thead>
<tr>
<th>Session 11.</th>
<th>Military Service Members. Case of the First Amendment and Equal Protection in Military Policy: Don’t Ask, Don’t Tell</th>
</tr>
</thead>
</table>

Required Reading


Constitutional Law - First Amendment and Equal Protection - Ninth Circuit Upholds "Don't Ask, Don’t Tell” Policy for Gays and Lesbians in the Military. - Holmes v. California Army National Guard, 124 F.3d 1126 (9th Cir. 1997). See id. at 1407. n15. See Holmes, 124 F.3d at 1132.


<table>
<thead>
<tr>
<th>Session 12.</th>
<th>Understanding the Pipeline: Child Welfare &amp; Criminal Justice System and Beyond</th>
</tr>
</thead>
</table>

Required Reading


---

**Session 13-15.** Change Agents: The Intersection of Practice and Social Policy

**Session 13.** Due: Final Group Integrative Project (Assigned by Faculty)

**Session 14.** Due: Final Group Integrative Project (Assigned by Faculty)

**Session 15.** Due: Final Examination

---

**E-Learning Systems**

All students are required to have valid York College email account and communicate exclusively via these accounts. Students should be proficient in using Blackboard electronic platform as all course documents, assignments and announcements will be posted there. Also, Blackboard will be utilized for electronic discussion boards, access to the grading center, etc.

**Internet Resources**

The following websites may be helpful when gathering information related to the social work profession, journals, writing style, international social work issues, and for additional reading. When citing these and other Internet resources, please refer to and use APA style.

- www.nasw.org National Association of Social Workers
- www.apa.org American Psychological Association
- www.ifsw.org International Federation of Social Workers
- www.socialworkpolicy.org Social Work Policy Institute (SWPI)
- www.cuny.libraries.com City University of New York Office of Library Services
- www.aphsa.org American Public Human Service Association
- www.childrensdefense.org Children’s Defense Fund: Links to many child and family advocacy sites
- www.cwla.org Child Welfare League of America
Policy on Academic Integrity, Attendance, Participation, and Submission of Assignments

Violations to academic integrity include cheating, plagiarism, fabrication, purchasing other’s work and submitting it as one’s own, complicity (allowing one’s work to be used by others), multiple submission of work, and misuse of computers. Violations to academic integrity during the course will be addressed in accordance with The City University of New York policy on academic integrity, as described in the York College Bulletin (see York College Bulletin).

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Division of Student Development
http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development

Tutoring Services
https://www.york.cuny.edu/student/student-corner/student-corner/tutoring

SEEK Program
https://www.york.cuny.edu/student/student-corner/student-development/seek

Student Policies and Procedures

CUNY Policy on Academic Integrity
http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf

Center for Students with Disabilities
https://www.york.cuny.edu/student-development/star

Writing Resource
https://www.york.cuny.edu/student/writing-center
Instructor’s Bibliography

Constitutional Law - First Amendment and Equal Protection - Ninth Circuit Upholds "Don’t Ask, Don’t Tell" Policy for Gays and Lesbians in the Military. - Holmes v. California Army National Guard, 124 F.3d 1126 (9th Cir. 1997). See id. at 1407. n15.n15. See Holmes, 124 F.3d at 1132.


### Section AIV: New Courses

#### AIV.1

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>([] Undergraduate X Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>X Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>SCWK</td>
</tr>
<tr>
<td>Course Number</td>
<td>503</td>
</tr>
<tr>
<td>Course Title</td>
<td>Social Work Practice I – Individuals, Families &amp; Groups</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>Social Work 503 provides the foundation skills for social work practice with individuals, families and groups. It emphasizes analytic and practice skills as a well as values and ethics necessary for generalist direct practice.</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>Official acceptance to the MSW program</td>
</tr>
<tr>
<td>Co-requisite(s)</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3 hrs. lecture</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>([] Yes X No</td>
</tr>
<tr>
<td>Course Attribute</td>
<td>(WI; H-WEB; WEB)</td>
</tr>
</tbody>
</table>

| General Education Component | Required
|-------------------------------|-------------------|
| __X__ Not Applicable | Flexible
| ___ English Composition | ___ World Cultures |
| ___ Mathematics | ___ US Experience in its Diversity |
| ___ Science | ___ Creative Expression |
| | ___ Individual and Society |
| | ___ Scientific World |

Rationale: Social Work 503 provides the foundation skills for social work practice with individuals, families and groups. It emphasizes analytic and practice skills as a well as values and ethics necessary for direct practice.
Instructor Information

Professor: 

Phone: 

Email: 

Office: 

Office hours: 

Bulletin Course Description

Social Work 503 Social Work Practice 1: 3 hrs. lecture, 3 crs. Prerequisite: Official acceptance to the MSW program. This course provides the foundation for social work practice with individuals, families and groups. It emphasizes analytic and practice skills as a well as values and ethics necessary for generalist direct practice.

Course Overview

Social Work 503 is the first of two practice courses in the first year of the MSW program. Students will learn a variety of direct practice skills needed for assessment, intervention and evaluation of services. Some of these skills include: listening, rapport building, engagement, exploration, containment, problem solving, goal setting, evaluation and termination. Students will learn about various assessment frameworks including: bio-psycho-social, ecological, culturally competent and strengths-based. Practice models such as crisis intervention, cognitive-behavioral, solution-focused, trauma-informed care and case management will also be covered. Special attention will be paid throughout the course to issues of diversity and social justice. Students will examine their own values and how issues of race, ethnicity, gender, class, sexual orientation, religion and ability relate to their practice with individuals, families and groups.

Required Main Text


We will use the e-version of the text. It comes packaged with access to video examples, quizzes and other useful features. You can download chapters for printing or for reading offline. You can purchase the paper text version of the book if you prefer but the cost will be higher. You should purchase the bundled Course-mate version so that you have access to the videos, quizzes, etc. The text can be ordered online at cengagebrain.com.

Additional readings will be available via Blackboard or in class.

Objectives

Upon successful completion of this course, students will be able to:

1. Identify professional social work roles, values and ethics associated with social work services to individuals, families and groups.

2. Understand and articulate basic interviewing skills such as listening, empathy, genuineness, pacing, elaboration, clarification and focusing.

3. Assess client strengths and challenges from a bio-psycho-social, culturally competent and strengths-based perspective.
4. Develop mutually-agreed upon goals with clients and develop appropriate service plans from these goals.

5. Identify strategies for monitoring and evaluating social work interventions.

6. Identify beginning skills in termination with clients.

7. Develop the capacity for critical self-awareness and self-examination relative to direct practice with clients.

Core Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1:</strong> Demonstrate Ethical and Professional Behaviors</td>
<td>1.2 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
<td>Initial Case Assessment</td>
</tr>
<tr>
<td><strong>Competency 2:</strong> Engage Diversity and Difference in Practice</td>
<td>2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
<td>Final Reflection</td>
</tr>
<tr>
<td><strong>Competency 4:</strong> Engage in Practice-Informed Research and Research-Informed Practice</td>
<td>4.3 Use and translate research evidence to inform and improve practice, policy and service delivery</td>
<td>Goal-Setting/ Intervention Paper</td>
</tr>
<tr>
<td><strong>Competency 7:</strong> Assess Individuals, Families, Organizations and Communities</td>
<td>7.2 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
<td>Initial Case Assessment</td>
</tr>
<tr>
<td></td>
<td>7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
<td>Goal-Setting/ Intervention Paper</td>
</tr>
</tbody>
</table>

**Assignments/Evaluation of Student Performance**

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>% of the Final Grade</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Initial Case Assessment</td>
<td>15%</td>
<td>Session 7</td>
</tr>
<tr>
<td>2. Goal-setting/Intervention Plan</td>
<td>15%</td>
<td>Session 10</td>
</tr>
<tr>
<td>3. Case Summary</td>
<td>25%</td>
<td>Session 13</td>
</tr>
<tr>
<td>4. Final Reflection</td>
<td>15%</td>
<td>Session 14</td>
</tr>
<tr>
<td>5. Final Exam (cumulative)</td>
<td>20%</td>
<td>Session 15</td>
</tr>
<tr>
<td>6. Participation and Active Engagement (contribution to class discussion, attendance and punctuality)</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

**WEEKLY COURSE OUTLINE**

41
Week 1: Introduction

• Class introductions
• Course overview and preparation
• Class ground rules
• Preparing yourself for interpersonal practice
• Setting learning goals

Week 2: Overview of interpersonal practice, foundational concepts, ethics

Chapter 1: The Challenges and Opportunities of Social Work (pp. 2-22)
Chapter 2: Direct Practice: Domain, Philosophy, and Roles (pp. 23-34)
Chapter 3: Overview of the Helping Process (pp. 35-56)
Chapter 4: Operationalizing the Cardinal Social Work Values (pp. 57-87)


Week 3: Relationship Building Skills

Chapter 5: Building Blocks of Communication: Communicating with Empathy and Authenticity (pp. 91-137)

Week 4: Interviewing Skills

Chapter 6: Verbal Following, Exploring and Focusing Skills (pp. 138-167)
Chapter 7: Eliminating Counterproductive Communication Patterns and Substituting Positive Alternatives (pp. 168-186)

Week 5: Assessment with Individuals

Chapter 8: Assessment: Exploring and Understanding Problems and Strengths (pp. 187-215)

Week 6: Assessment with Individuals

Chapter 9: Assessment: Intrapersonal and Environmental Factors (pp. 216-250)

Week 7: Setting goals

Chapter 12: Developing Goals & Formulating a Contract (pp. 312-361)

Week 8: Change strategies

Chapter 13: Planning & Implementing Change-Oriented Strategies (pp. 364-391)

Week 9: Change Strategies cont.

Chapter 13: Planning & Implementing Change-Oriented Strategies (pp. 391-421)

Week 10: Groups – Assessment and Planning

Chapter 11: Forming and Assessing Social Work Groups (pp. 279-311)
### Week 11: Groups – Intervention Strategies

Chapter 16: Intervening in Social Work Groups (pp. 484-511)

### Week 12: Families – Assessment & Planning

Chapter 10: Assessing Family Functioning in Diverse Family and Cultural Contexts (pp. 251-278)

### Week 13: Families – Intervention

Chapter 15: Enhancing Family Functioning and Relationships (pp. 455-483)

### Week 14: Endings

Chapter 19: The Final Phase: Evaluation and Termination (pp. 568-584)
E-Learning Systems

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Division of Student Development  
http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development

Tutoring Services  
https://www.york.cuny.edu/student/student-corner/student-corner/tutoring

SEEK Program  
https://www.york.cuny.edu/student/student-corner/student-development/seek

Student Policies and Procedures  

CUNY Policy on Academic Integrity  
http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf

Center for Students with Disabilities  
https://www.york.cuny.edu/student-development/star
Writing Resource
https://www.york.cuny.edu/student/writing-center
Instructor’s Bibliography & Additional Resources


www.nasw.org National Association of Social Workers
www.ifsw.org International Federation of Social Workers
www.cuny.libraries.edu City University of New York Office of Library Services
www.apa.org American Psychological Association
Section AIV: New Courses

AIV.1

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>Social Work</th>
</tr>
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<tbody>
<tr>
<td>Career</td>
<td>[] Undergraduate [X] Graduate</td>
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<tr>
<td>Academic Level</td>
<td>[X] Regular [] Compensatory [] Developmental [] Remedial</td>
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<tr>
<td>Subject Area</td>
<td>SCWK</td>
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<tr>
<td>Course Number</td>
<td>505</td>
</tr>
<tr>
<td>Course Title</td>
<td>Human Behavior and the Social Environment I</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>First course in a 2-semester sequence focusing on micro-level human development over the life span, conceptual frameworks and theoretical models of human behavior, and major theories used in social work practice with individuals groups and families.</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>Admission to the MSW program and official acceptance into the program.</td>
</tr>
<tr>
<td>Co-requisite(s)</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3 hrs. lecture</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[] Yes [X] No</td>
</tr>
<tr>
<td>Course Attribute</td>
<td>[WI; H-WEB; WEB]</td>
</tr>
<tr>
<td></td>
<td>___<em>X</em> Not Applicable __________________________</td>
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<td></td>
<td>Required</td>
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<td></td>
<td>_____ English Composition</td>
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<td>_____ Mathematics</td>
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<td>_____ Science</td>
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<td>Flexible</td>
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<td></td>
<td>_____ World Cultures</td>
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<td>_____ US Experience in its Diversity</td>
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<td></td>
<td>_____ Creative Expression</td>
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<td></td>
<td>_____ Individual and Society</td>
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<td></td>
<td>_____ Scientific World</td>
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</tbody>
</table>
Rationale: This course is required by The Council on Social Work Education as a generalist course for the MSW degree. The course contains content includes empirically based theories that focus on the reciprocal relationships between human behavior and the social environment at the micro level.
York College of the City University of New York  
MSW Social Work Program  
SCWK # 505  
Human Behavior and the Social Environment I  

COURSE SYLLABUS  

Instructor Information  
Professor:  Phone:  
Email:  Office:  
Office Hours:  

Bulletin Course Description  

Human Behavior and the Social Environment I. 3 hrs., 3 crs., Pre-requisite: Official acceptance into the program. First course in a 2-semester sequence focusing on micro-level human development over the life span, conceptual frameworks and theoretical models of human behavior, and major theories used in social work practice with individuals groups and families.  

Course Overview  

The human condition is complex and multifaceted. Knowledge about human development over the life cycle enhances social workers in their goals of assessment, intervention, enhancing well-being and promoting social justice. Working with individuals, families, groups, and larger organizations requires an extensive knowledge of the biological, psychological, social, cultural and spiritual influences on human systems. The reciprocal interaction of the person with their environment is also critical in understanding human systems and effecting change. Central to understanding the impact of the environment on the human condition is an understanding of the roots and mechanisms of oppression. This course will provide a foundation for understanding individual human development and the influences of micro-level practice with a focus on human diversity.  

Required Main Text  

**Objectives**

Upon successful completion of this course, students will be able to:

1. Identify observable behavior and internal capacities associated with "normative," healthy, and problematic development across the life course.

2. Identify variables contributing to the complexity of human growth and development throughout the life span.

3. Understand and articulate the influences biological, psychological, social, cultural and spiritual factors on human development.

4. Utilize conceptual frameworks, models and theories to guide social work practice processes of assessment, intervention, and evaluation.

5. Identify and understand the mechanisms of oppression and the influence of marginalization on human development and well-being.

6. Describe the effects of oppression based on (and including but not limited to), race, ethnicity, gender, sexual orientation, social class, age, religion, and ability on individuals, families, small groups, organizations, and communities. Apply this knowledge to social work practice working with diverse populations.

7. Use critical thinking in applying HBSE knowledge to understanding person, environment, and their ongoing, reciprocal influence on one another.

**Core Competencies**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
<td>2.1 Apply and communicate the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels.</td>
<td>Applied theoretical paper</td>
</tr>
<tr>
<td>Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities</td>
<td>6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary frameworks to engage with clients and constituencies.</td>
<td>Applied theoretical paper</td>
</tr>
<tr>
<td>Competency 7: Assess Individuals, Families, Organizations and Communities</td>
<td>7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
<td>Analysis paper</td>
</tr>
<tr>
<td>Competency 7: Assess Individuals, Families, Organizations and Communities</td>
<td>7.4 Select appropriate intervention strategies based on the assessment,</td>
<td>Research paper</td>
</tr>
</tbody>
</table>
Organizations and Communities

research knowledge, and values and preferences of clients and constituencies.

Assignments/Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of total grade</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>Brief Analysis Paper</td>
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<td>Session 5</td>
</tr>
<tr>
<td>Applied Theoretical Paper</td>
<td>25%</td>
<td>Session 9</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
<td>Session 12</td>
</tr>
<tr>
<td>Final Group Project</td>
<td>30%</td>
<td>Session 15</td>
</tr>
</tbody>
</table>
WEEKLY COURSE OUTLINE

Sessions 1-3. Methods for Understanding the Human Condition

Week 1. Course Overview, CSWE Core Competencies, Models of Social Work Practice and Practice Areas

Required Reading:

TEXTBOOK: Lundahl & Hull, Chapter 1: Social Work and Human Behavior (pp. 1-14)


Week 2. Norms, Bioecological Model, Ecological Model and Life Span Approach

Required Reading:

TEXTBOOK: Lundahl & Hall, Chapter 2: Examining the Human Experience (pp. 15-31)


Week 3. Types and Sources of Knowledge, Types of Theories of Human Behavior, Goals of Science

Required Reading:
TEXTBOOK: Lundahl & Hall, Chapter 3: Methods for Understanding Influences on Human Behavior (pp. 32-49)


**Weeks 4-6. Biological Influences on Human Behavior**

**Week 4. Biological Influences on Human Behavior: Physical Development**

**Required Reading**

TEXTBOOK: Lundahl & Hall, Chapter 4: Biological Influences on Human Behavior: Physical Development (pp. 50-81)


**Week 5. Biological Influences on Human Behavior: Central Nervous System**

**Required Reading**

TEXTBOOK: Lundahl & Hall, Chapter 5: Biological Influences on Human Behavior: Central Nervous System (pp. 82-104)


**Week 6. Biological Influences on Human Behavior: Health and Illness**

**Required Reading**

TEXTBOOK: Lundahl & Hall, Chapter 6: Biological Influences on Human Behavior: Health and Sickness (pp. 105-126)


**Week 7. Cognitive Influences on Human Behavior**

**Required Reading**

TEXTBOOK: Lundahl & Hall, Chapter 7: Cognitive Influences on Human Behavior (pp. 127-146)


**Week 8. Social Influences on Human Behavior**


**Required Reading**

TEXTBOOK: Lundahl & Hall, Chapter 8: Social Influences on Human Behavior (pp. 147-168)


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**Week 9. Psychological Influences on Human Behavior**

**Required Reading**

TEXTBOOK: Lundahl & Hall, Chapter 9: Emotional Influences on Human Behavior (pp. 169-187)


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**Week 10. Racial and Cultural Diversity and Influences on Human Behavior**

* (note there is a change in sequence of textbook chapters)

**Required Reading**

TEXTBOOK: Lundahl & Hall, Chapter 15: Cultural Influences on Human Behavior (pp. 332-355)


Week 11. Gender and Sexuality Influences on Human Behavior

Required Reading

TEXTBOOK: Lundahl & Hall, Chapter 10: Gender and Sexuality Influences on Human Behavior (pp. 188-219)


Weeks 12-14. Developmental Phases Influencing Human Behavior

Week 12. Early and Middle Childhood

Required Reading

TEXTBOOK: Lundahl & Hall, Chapter 11: Major Life Phases Influencing Human Behavior: Childhood (pp. 220-238)


Week 13. Adolescence
Required Reading

TEXTBOOK: Lundahl & Hall, Chapter 12: Major Life Phases Influencing Human Behavior: Adolescence (pp. 239-263)


Week 14. Early, Middle and Later Adulthood

Required Reading

TEXTBOOK: Lundahl & Hall, Chapter 13: Major Life Phases Influencing Human Behavior: Adult (pp. 265-295)


Week 15: Final Group Project
E-Learning Systems

All students are required to have valid York College email account and communicate exclusively via these accounts. Students should be proficient in using Blackboard electronic platform as all course documents, assignments and announcements will be posted there. Also, Blackboard will be utilized for electronic discussion boards, access to the grading center, etc.

Policy on Academic Integrity, Attendance, Participation, and Submission of Assignments

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Division of Student Development
http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development

Tutoring Services
https://www.york.cuny.edu/student/student-corner/student-corner/tutoring

SEEK Program
https://www.york.cuny.edu/student/student-corner/student-development/seek

Student Policies and Procedures

CUNY Policy on Academic Integrity
http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf

Center for Students with Disabilities
https://www.york.cuny.edu/student-development/star

Writing Resource
https://www.york.cuny.edu/student/writing-center
Instructor’s Bibliography


Section AIV: New Courses  
AIV.1

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>Social Work</th>
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<tbody>
<tr>
<td>Career</td>
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<td>Academic Level</td>
<td>X Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
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<td>Subject Area</td>
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<tr>
<td>Course Number</td>
<td>507</td>
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<tr>
<td>Course Title</td>
<td>Generalist Field Placement &amp; Seminar I</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>Social Work 507 is the first of two generalist seminar field courses taken in the first year of the MSW program. Course includes supervised field experience, integration of field and classroom learning in a weekly on-campus seminar and on-site visits by social work faculty. Placements are 2-3 weekdays for a minimum of 225 hours per semester.</td>
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<tr>
<td>Pre-requisite(s)</td>
<td>Official acceptance to the MSW program</td>
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<td>Co-requisite(s)</td>
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<td>Credits</td>
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<td>Contact Hours [total (lecture, lab)]</td>
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<td>Liberal Arts</td>
<td>[] Yes [ ] No</td>
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<tr>
<td>Course Attribute [WI; H-WEB; WEB]</td>
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</tr>
<tr>
<td>General Education Component</td>
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<td>Required</td>
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<td>___ English Composition</td>
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<td>___ Mathematics</td>
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<td>___ Science</td>
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Rationale: SCWK 507 supports the educational focus of students’ agency-based internship and assists students in applying knowledge acquired in the classroom to work in the field. Seminar instructor supports student placements by meeting with students and supervisors at the agency to troubleshoot problems that may arise during the placement.
York College of the City University of New York
Master of Social Work Program
SCWK # 507
Generalist Field Placement and Seminar 1
Course Syllabus

Instructor Information
Professor: Phone:
Email: Office:
Office Hours:

Bulletin Course Description
Social Work 507 Generalist Field Placement and Seminar 1. 5 crs., 5 hrs. (2 hrs. lecture, 3 hrs. field). Prerequisite: Official acceptance to the MSW program. Social Work 507 is the first of two generalist seminar field courses taken in the first year of the MSW program. Course includes supervised field experience, integration of field and classroom learning in a weekly on-campus seminar and on-site visits by social work faculty. Placements are 2-3 weekdays for a minimum of 225 hours per semester.

Course Overview
Social Work 507 is the first of two advanced seminar field courses taken in the first year of the MSW program. The course supports the educational focus of students’ agency-based internship. The course assists students in applying the knowledge acquired through the MSW advanced curriculum and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and assigned readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their internship education beyond their individual placements and gain an understanding of social work practice in diverse settings.

Required Main Text

Additional readings will be available via Blackboard or in class.

Objectives
Upon successful completion of this course, students will be able to:
1. Employ professional social work attitudes, behaviors, and communication skills based on social work values and ethical principles.
2. Integrate foundation coursework with practice in the field.
3. Expand professional knowledge and skills for generalist social work practice.
4. Utilize culturally-competent empowerment-based practice skills to promote understanding, sensitivity and social justice for marginalized and oppressed client systems.
5. Use supervision, consultation, collaboration and continuing education for professional development.

**Core Competencies**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1:</strong> Demonstrate Ethical and Professional Behavior</td>
<td>1.3 Demonstrate professional demeanor in behavior, appearance, oral, written and electronic communication</td>
<td>Final evaluation</td>
</tr>
<tr>
<td></td>
<td>1.5 Use supervision and consultation to guide professional judgment and behavior</td>
<td>Final evaluation</td>
</tr>
<tr>
<td><strong>Competency 2:</strong> Engage Diversity and Difference in Practice</td>
<td>2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
<td>Midterm reflection paper</td>
</tr>
<tr>
<td><strong>Competency 6:</strong> Engage with Individuals, Families, Groups, Organizations and Communities</td>
<td>6.2 Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies</td>
<td>Process recordings</td>
</tr>
<tr>
<td><strong>Competency 7:</strong> Assess Individuals, Families, Groups, Organizations and Communities</td>
<td>7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
<td>Case presentation</td>
</tr>
<tr>
<td><strong>Competency 8:</strong> Intervene with Individuals, Families, Groups, Organizations and Communities</td>
<td>8.4 Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies</td>
<td>Final evaluation</td>
</tr>
</tbody>
</table>
### Assignments/Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>% of the Final Grade</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Field performance</td>
<td>50%</td>
<td>Sessions 7 and 14</td>
</tr>
<tr>
<td>2 Midterm paper – Reflection paper (cultural competence)</td>
<td>10%</td>
<td>Session 6</td>
</tr>
<tr>
<td>3 Final paper – Agency fundamentals paper</td>
<td>10%</td>
<td>Session 13</td>
</tr>
<tr>
<td>4 Process Recordings (10)</td>
<td>10%</td>
<td>Weekly</td>
</tr>
<tr>
<td>5 Case presentation</td>
<td>5%</td>
<td>TBD</td>
</tr>
<tr>
<td>6 Weekly journal</td>
<td>5%</td>
<td>Weekly</td>
</tr>
<tr>
<td>7 Seminar participation (contribution to class discussion, attendance and punctuality)</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

### WEEKLY COURSE OUTLINE

#### Week 1: Introduction - orientation & overview of the course

**Required reading**  
Ward, Chapter 1: Getting Started

**Assignment Due**  
- Weekly journal: What expectations do you have before beginning your placement?  
  What anxieties/concerns do you have about starting your placement?

#### Week 2: Professional relationships & supervision

**Required reading**  
Ward, Chapter 2: Building Professional Relationships  
Ward, Chapter 3: Teamwork: Your Supervisor and You  
Ward, Appendix C: NASW Code of Ethics

**Assignment Due**  
- Weekly journal: What do you hope to get from supervision? How can use supervision in a way that will be helpful to you? What is the best way to prepare for supervision?

#### Week 3: Developing a professional self

**Required reading**  
Ward, Chapter 4: Developing the Professional Self  
Color exercise (posted on Blackboard)

**Assignments Due**  
- Weekly journal: What did you learn about your personality type? Does it feel true? How will this help you in your work? What challenges could this present?  
- Process recording #1

#### Week 4: Personal values and cultural competence in practice

**Required reading**  
Ward, Chapter 5: Expectations and Stereotypes

**Assignments Due**
- Weekly journal: In what ways have you been stereotyped? How did this impact you? In what ways have you stereotyped others? How might stereotypes impact your relationships with clients?
- Process recording #2

**Week 5: Communication**

**Required reading**
Ward, Chapter 6: Communication: Building Bridges, Not Walls

**Assignments Due**
- Weekly journal: Think about a time you met a provider for the first time. What did he/she communicate to you verbally and non-verbally? How did this impact your level of comfort in working with this person?
- Process recording #3

**Week 6: Insight into your client’s perceptions**

**Required reading**
Ward, Ch. 7: Insight into Your Client’s Perceptions

**Assignments Due**
- Weekly journal: How might you approach a client who you believe is making a bad decision?
- Process recording #4
- MIDTERM ASSIGNMENT: CULTURAL REFLECTION PAPER

**Week 7: Theory and evidence-based models**

**Required reading**
Ward, Ch. 9: Pick a Theory, Any Theory

Choose one of the theories described in Chapter 9 and find a scholarly article about this theoretical model: person-centered; behavioral; cognitive-behavioral; psychodynamic; family systems. Be prepared to discuss this article in class.

**Assignments Due**
- Weekly journal: Which theory (described in Chapter 9) interests you the most and why? What did you learn from the article that you read that you might use in your work with clients?
- Process recording #5
- MIDTERM EVALUATION WITH SUPERVISOR SIGNATURE
Week 8: Intervention planning

Required reading
Ward, Ch. 10: Intervention Planning

Assignments Due
- Weekly journal: What are some goals that your clients have identified? How do your goals for them differ? If there is a discrepancy between the client’s goals and your own, how do you approach this? What strengths does the client have that will help him or her in meeting the goals?
- Process recording #6

Week 9: Boundaries

Required reading
Ward, Ch. 12: Boundaries: The Invisible Lines of Trust

Assignments Due
- Weekly journal: Why are professional boundaries important?
- Process recording #6

Week 10: Difficult issues and difficult situations

Required reading
Ward, Ch. 13: Difficult Issues and Difficult Clients

Assignments Due
- Weekly journal: What difficult issue have you encountered in field and why was it difficult? How did you handle it?
- Process recording #7

Week 11: Writing in the field

Required reading
Ward, Ch. 8: Put it in Writing

Assignments Due
- Weekly journal: what are the challenges you face in writing professional notes and reports?
- Process recording #9

Week 12: Termination, transitions and evaluation of client progress

Required reading
Ward, Ch. 15: Termination and Evaluation of Client Progress

Assignments Due
• Weekly journal: what are you aware of as you prepare to say goodbye to some of your clients or take time off for the winter break? How can you use this self-awareness to address this transition with your clients?
• Process recording #10

Week 13: Self care

Required reading

Assignments Due
• Weekly journal: what are the ways in which you have neglected yourself during your internship? What are the ways in which you have taken care of yourself? How can you improve your self-care now and in the coming semester?
• FINAL ASSIGNMENT: AGENCY ANALYSIS PAPER

Week 14: Self-evaluation

Required reading
Ward, Ch. 14: Self-Evaluation

Assignments Due
• Weekly journal: what have you learned about your strengths this semester? What will you do in the second semester to grow in the areas where you feel less confident?
• FINAL EVALUATION WITH SUPERVISOR SIGNATURE AND TIME SHEETS
E-Learning Systems

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SEEK Program
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Writing Resource
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Instructor’s Bibliography and Additional Resources


www.nasw.org National Association of Social Workers
www.ifsw.org International Federation of Social Workers
www.cuny.libraries.edu City University of New York Office of Library Services
www.apa.org American Psychological Association
### Section AIV: New Courses

#### AIV.1

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[] Undergraduate X Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>X Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
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<td>Subject Area</td>
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<tr>
<td>Course Number</td>
<td>511</td>
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<tr>
<td>Course Title</td>
<td>Social Work Practice II- Organizations and Communities</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course is dedicated to preparing students for practice with the wide spectrum of governmental and non-governmental organizations toward community empowerment and wellness. Political aspects of community health are analyzed through the framework of social conflict theories and dialectic social work methods. Participant/action research, planning, and action are examined and exercised through class projects.</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>Department permission required.</td>
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<td>Co-requisite(s)</td>
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<tr>
<th>General Education Component</th>
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</table>

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**Rationale:** Community organizing is the most complex area of social work endeavor. It requires in-depth knowledge of social dynamics, governmental structures, and the entire spectrum of social work skills. Systemic thinking and acting through community organizing are essential social work proficiencies.
York College of the City University of New York  
Master of Social Work Program  
SCWK 511  
Social Work Practice II- Organizations and Communities  
Course Syllabus

Instructor Information

Professor:  
Email:  
Office hours:

Phone:  
Office:

Bulletin Course Description

Social Work 511 Social Work Practice II: 3 hrs. lecture, 3 crs. Prerequisite: Department permission required. This course is dedicated to preparing students for practice with the wide spectrum of governmental and non-governmental organizations toward community empowerment and wellness. Political aspects of community health are analyzed through the framework of social conflict theories and dialectic social work methods. Participant/action research, planning, and action are examined and exercised through class projects.

Course Overview

Working with organizations and communities represents the fundamental social work orientation that dates back to Jane Addams and her work with local and global communities through the Hull House organization. This course prepares social work students for collaborative, systemic, and effective community practice. The course examines the multi-dimensional concept of community wellness through the framework of dialectic social work as the subject of investigation and an object of social work intervention. The praxis aspect of the course is provided through community organizing projects that are conceived, designed, and implemented by students working in groups. Course content includes methodologies of systems analysis, participant/action research, campaign planning, community action directed at systemic change, assessment, and sustainability assurance. The course content is interlinked with SCWK 511 (group work) and SCWK (policy capstone course). Interdisciplinary conceptual framework is consistently utilized and reinforced. Global considerations for capacity building and empowerment of community organizations are examined.

Required Main Text


Additional Readings

http://digital.library.upenn.edu/women/addams/hullhouse/hullhouse.html
http://warrington.ufl.edu/centers/purc/purcdocs/papers/0018_corlett_systems_theory_applied.pdf


http://home.earthlink.net/~mattaini/Ecosystems.html


Truell, R. U. & Jones, D.N. (ND). *The global agenda for social work and social development: Extending the influence of social work*. 
http://cdn.ifsw.org/assets/ifsw_24848-10.pdf

**Course Learning Objectives**

Upon successful completion of this course, students will be able to:

1. Operationalize social work values in application to professional practice with organizations and communities.
2. Articulate the understanding of various theories required for working with organizations and communities.
3. Express the knowledge of historical antecedents in social work community organizing practice.
4. Develop the dialectic/conflict perspective on socio-political dynamics affecting organizations and communities.
5. Utilize the full spectrum of interdisciplinary and social work skills required for working with organizations and communities.
6. Express and demonstrate basic proficiency in organizational and community organizing skills
7. Develop the understanding of the role of commercial and social media in community organizing
8. Develop the systemic understanding of organizations, communities, and their socio-political ecology.
9. Develop insight and self-awareness into the potential as a community organizing practitioner.
10. Demonstrate the understanding of community wellness as an important objective of community work.

Core Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1:</strong> Demonstrate Ethical and Professional Behaviors</td>
<td>1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
<td>Introductory essay and Final paper</td>
</tr>
<tr>
<td><strong>Competency 2:</strong> Engage Diversity and Difference in Practice</td>
<td>2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
<td>Final paper</td>
</tr>
<tr>
<td><strong>Competency 3:</strong> Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</td>
<td>Introductory essay, Midterm paper, and Final exam</td>
</tr>
<tr>
<td><strong>Competency 5:</strong> Engage in Policy Practice</td>
<td>5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
<td>Midterm and Final papers</td>
</tr>
<tr>
<td><strong>Competency 8:</strong> Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td>8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
<td>Participation and Final paper</td>
</tr>
</tbody>
</table>

Assignments/Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>% of the Final Grade</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory essay: in-depth understanding of a core concept</td>
<td>5</td>
<td>Session 3</td>
</tr>
<tr>
<td>Individual midterm paper on wellness of student’s geographic community</td>
<td>25</td>
<td>Session 7</td>
</tr>
<tr>
<td>Individual final paper examining the group project, student’s participation, and professional growth</td>
<td>25</td>
<td>Session 14</td>
</tr>
</tbody>
</table>
WEEKLY COURSE OUTLINE

Week 1: Course introduction
- General introduction
- Mutual expectations
- Purpose, objectives, and structure of the course
- Review of core social work values in application to the course purpose
- Common conceptual core (CCC) introduced and discussed

Week 2: Theoretical overview
- Systems theory
- Hegelian dialectics
- Social conflict theories
- Strength perspective
- Critical social work
- Narrative theory
(Dybiec & Pyles, 2011)
(Corlett, ND)

Week 3: Jane Addams and the Hull House methodology
- Brief biography of Jane Addams
- Spirituality of Jane Addams (the Leo Tolstoy connection)
- Hull House as a community organization: structure and function
- Quest for peace – Addams’s global organizing, social action, and advocacy
- Summary: ethical foundation, group work, and effective institutional structures as essential components of community organizing
(Addams, 1912)

Week 4: Group work as the fundamental community organizing skill
- Review of the basic conceptual glossary pertaining to group work
- Relevance of group work to the course
- Discussion of the class project
- Discussion of group projects
- Groups formed
(Glisson, Dulmus, & Sowers, 2012, Ch. 1 & 2)

Week 5: Understanding community
- Community as a system
• Multi-dimensional community
• Cultural dimension
• Power dimension
• Community wellness
(Glisson, Dulmus, & Sowers, 2012, Ch. 3)

<table>
<thead>
<tr>
<th>Week 6: Understanding organizations and institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Organizations and institutions as systems</td>
</tr>
<tr>
<td>• Organizational/institutional culture</td>
</tr>
<tr>
<td>• Roles and hierarchies</td>
</tr>
<tr>
<td>• Broader political context</td>
</tr>
</tbody>
</table>
(Glisson, Dulmus, & Sowers, 2012, Ch. 5 & 7)

<table>
<thead>
<tr>
<th>Week 7: Ecology of community organizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complexity and social work practice</td>
</tr>
<tr>
<td>• Holistic perspective on community</td>
</tr>
<tr>
<td>• Types of environments: geo-political, socio-economic, cultural, natural, etc.</td>
</tr>
<tr>
<td>• Systemic approach to ecology</td>
</tr>
</tbody>
</table>
(Meyer & Mattaini, 1995)

<table>
<thead>
<tr>
<th>Week 8: Interventions with organizations and institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Organizational/institutional resistance</td>
</tr>
<tr>
<td>• Social worker as systemic change agent</td>
</tr>
<tr>
<td>• Organizational/institutional adaptation</td>
</tr>
<tr>
<td>• Campaigning, negotiating, lobbying, advocacy</td>
</tr>
<tr>
<td>• Assessment, accountability, ethical practice</td>
</tr>
</tbody>
</table>
(Glisson, Dulmus, & Sowers, 2012, Ch. 6 & 8)

<table>
<thead>
<tr>
<th>Week 9: Interventions with communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Capacity building</td>
</tr>
<tr>
<td>• Empowerment</td>
</tr>
<tr>
<td>• Key stakeholders</td>
</tr>
<tr>
<td>• Community cohesion</td>
</tr>
<tr>
<td>• Collective self-awareness</td>
</tr>
<tr>
<td>• Progressive community change</td>
</tr>
<tr>
<td>• Sustainability</td>
</tr>
</tbody>
</table>
(Glisson, Dulmus, & Sowers, 2012, Ch. 4)

<table>
<thead>
<tr>
<th>Week 10: Social work and community wellness</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Six dimensions of community wellness</td>
</tr>
<tr>
<td>• Systemic and interdisciplinary approach to community health</td>
</tr>
<tr>
<td>• Attending to health and ecology</td>
</tr>
<tr>
<td>• Health outcomes</td>
</tr>
<tr>
<td>• Health policies affecting community</td>
</tr>
</tbody>
</table>


77
• Health care delivery systems
• Health practices
• Health education of community
(Rizzo & Seidman, ND)

Week 11: Media and community organizing
• Types of media: commercial, academic, independent, social, etc.
• Role of media in community life
• Media as marketing and educational tool
• Developing community cohesion through social media
• Utilizing media in promoting community wellness projects
(McLuhan, 1994)

Week 12: International social development and social entrepreneurship
• International social work organizations
• Global impact of social work
• International social work projects
• Global social work and wellness agenda
(Truell & Jones, ND)

Week 13: Global community organizing
• Global social work connections
• Scholarship as a global community organizing methodology
• International social work projects
• Current and potential global impact of the social work profession
(Addams, 1912)
(Tattersall, 2015)

Week 14: Summation and closure
• Course assessment, feedback and recommendations
• Presenting projects’ results to the wider College community
• Follow-up and sustainability of the project
• Closure

E-Learning Systems

All students are required to have valid York College email account and communicate exclusively via these accounts. Students should be proficient in using Blackboard electronic platform as all course documents, assignments and announcements will be posted there. Also, Blackboard will be utilized for electronic discussion boards, access to the grading center, etc.

Policy on Academic Integrity, Attendance, Participation, and Submission of Assignments

Violations to academic integrity include cheating, plagiarism, fabrication, purchasing other’s work and submitting it as one’s own, complicity (allowing one’s work to be used by others), multiple submission of work, and misuse of computers. Violations to academic integrity during the course will be addressed in
accordance with The City University of New York policy on academic integrity, as described in the York College Bulletin (see York College Bulletin).

CUNY Policy on Academic Integrity (including plagiarism)
http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf

Student Resources and Policies:

Attendance:

Students are expected to attend all classes and to be on time. In the event of an absence, students are expected to contact the instructor about the reason for the absence.

Course grades will be lowered for more than one absence. Lateness for class will be incorporated into the final grade. Any student arriving more than 30 minutes late will be considered absent.

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Participation will be incorporated into the Attendance & Participation grade. Participation includes preparing for class by completing assigned readings, participating in class discussions in an informed manner, moving the class forward by asking questions or comments, and actively completing in-class exercises.

Division of Student Development
http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development

Tutoring Services
https://www.york.cuny.edu/student/student-corner/student-corner/tutoring

SEEK Program
https://www.york.cuny.edu/student/student-corner/student-development/seek

Student Policies and Procedures

CUNY Policy on Academic Integrity
http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf

Center for Students with Disabilities
https://www.york.cuny.edu/student-development/star

Writing Resource
https://www.york.cuny.edu/student/writing-center
Instructor’s Bibliography & Additional Resources


http://www.acorn.org/  Association of Community Organizations for Reform Now
http://www.acosa.org/joomla  Association for Community Organization and Social Administration
www.cuny.libraries.edu  City University of New York Office of Library Services
www.ifsw.org.  International Federation of Social Workers
www.nasw.org  National Association of Social Workers
**Section AIV: New Courses**

**AIV.3**

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ ] Undergraduate  [x ] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[ x ] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Social Work</td>
</tr>
<tr>
<td>Course Number</td>
<td>513</td>
</tr>
<tr>
<td>Course Title</td>
<td>Methods of Social Work Research</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>Introduction to scientific inquiry, analytic approach to building knowledge and skills, examination of quantitative and qualitative methods of social work research including: problem formulation, research designs, data collection, data processing, statistical analysis, computer skills required for scholarly work.</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>Department permission required.</td>
</tr>
<tr>
<td>Co-requisite(s)</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>2 hrs. lecture; 2 hrs. lab</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes  [ X ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, WAC, etc.)</td>
<td></td>
</tr>
<tr>
<td>General Education Component</td>
<td><em>X</em> Not Applicable</td>
</tr>
<tr>
<td>Required</td>
<td>Flexible</td>
</tr>
<tr>
<td>___ English Composition</td>
<td>___ World Cultures</td>
</tr>
<tr>
<td>___ Mathematics</td>
<td>___ US Experience in its Diversity</td>
</tr>
<tr>
<td>___ Science</td>
<td>___ Creative Expression</td>
</tr>
<tr>
<td></td>
<td>___ Individual and Society</td>
</tr>
<tr>
<td></td>
<td>___ Scientific World</td>
</tr>
</tbody>
</table>

Rationale: Social Work 513 provides the foundation skills for understanding, reading and participating in research. It emphasizes analytic research skills as well as values and ethics necessary for research in social work.
YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

MSW SOCIAL PROGRAM

SCWK # 513

METHODS OF SOCIAL WORK RESEARCH

COURSE SYLLABUS

Instructor Information

Professor:                  Semester: 
E-mail:                    Phone: 718-262-
Classroom:                 Office: 3A11B
Class Time:                Office Hours:

Bulletin Course Description

Methods of Social Work Research. 3hrs. 2 hrs. lecture; 2 hrs. lab; 3 crs; Prerequisite: Department permission required. Introduction to scientific inquiry, analytic approach to building knowledge and skills, examination of quantitative and qualitative methods of social work research including: problem formulation, research designs, data collection, data processing, statistical analysis, computer skills required for scholarly work.

Course Overview

The purpose of the research course is to introduce all students to the basic components of empirical research so that students learn to apply their knowledge to the critical evaluation of their professional readings and develop habits of searching the empirical literature relevant to their profession and critiquing what they read. Students will learn to appreciate a scientific, analytic approaches to knowledge building using both the quantitative and qualitative approaches; understand the concepts and procedures that are employed in the formal development of social work knowledge base, in particular, hypotheses and variables in social work; conceptualization and operationalization of variables; research design; validity, reliability and error in measurement, causal inference; sampling distributions and probability; and ethical issues in the research enterprise. The course focuses on the application of these concepts to the reading of research reports that inform evidence based practice and the use of research findings to guide the development of evidence-based principles of professional practice so as to be able to provide high-quality services, initiate change, and improve practice, policy, and social service delivery; and communicate about empirically based knowledge, including evidence-based interventions.

In light of the missions of the Social Work Department and York College, special attention is given to concepts and procedures that are commonly used in describing, analyzing and understanding oppressed groups, diverse cultures, urban settings and global perspectives. Students are expected to read assigned articles which illustrate diverse research designs and critical research issues.
In considering empirical research as a means of developing the knowledge base of professional social work and, the course stresses issues related to the conduct of research in a practice profession, the relationship between research and practice, the application of principles of critical thinking to both research and practice, and the ethical considerations crucial in research.

**Required Main Texts:**


Additional readings as assigned.

**Course Learning Objectives**

Upon completion of the course, the student should be able to do the following:

1. Understand qualitative and quantitative research
2. Understand the conditions that are required for the valid interpretation of social work research findings - especially regarding findings for evidence based practice
3. Comprehend inferential statistical data in professional journals; particular attention will be paid to data relevant to oppressed groups, diverse cultures, urban settings and global perspectives
4. Understand the issues of measurement, research design and data analysis in the research enterprise
5. Apply the concepts of research in the reading of research reports – especially reports of evidence based practice
6. Use research findings in professional practice, i.e., to use research findings as a basis for evidence based practice (including micro and macro practice, the initiation of change, and the improvement of practice, policy, and social service delivery)
7. Understand the ethical issues in the research enterprise
8. Demonstrate the ability to search the literature for evidence based knowledge
9. Use the technology of electronic databases, including Psychological Abstracts, Sociological Abstracts, Social Work Abstracts, Medline, and ERIC.

**Core Competencies**

Upon successful completion of Methods of Social Work Research students will show overall competence in each of the stated objectives of the course which are based on 2015 EPAS (Council on Social Work Education (CSWE). In written assignments, quizzes, exams and class discussion, students will be expected

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Behaviors</th>
<th>Outcome Measures (Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1</strong>: Demonstrate Ethical and Professional Behavior</td>
<td>1 (1). Make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making,</td>
<td>1. Complete and be prepared to discuss readings in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Quiz 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Mid-Term exam</td>
</tr>
</tbody>
</table>
### Competency 4: Engage In Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th>Competency 4</th>
<th>Activity</th>
<th>Completion Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (1) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
<td>1. Complete and be prepared to discuss readings in class 2. Assignments (1 &amp; 2)</td>
<td></td>
</tr>
<tr>
<td>4 (2) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
<td>1. Complete and be prepared to discuss readings in class 2. Assignments (1 &amp; 2) 3. Quizzes 4. Exams</td>
<td></td>
</tr>
<tr>
<td>4 (3) Use and translate research evidence to inform and improve practice, policy, and service delivery</td>
<td>1. Complete and be prepared to discuss readings in class 2. Assignment 2</td>
<td></td>
</tr>
</tbody>
</table>

### Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Competency 7</th>
<th>Activity</th>
<th>Completion Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 (1) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
<td>1. Assignments (1 &amp; 2)</td>
<td></td>
</tr>
</tbody>
</table>

### Assignments/Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of the total grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Quizzes (5-7)</td>
<td>15%</td>
<td>Sessions 3-14</td>
</tr>
<tr>
<td>2 Assignment I</td>
<td>15%</td>
<td>Session 6</td>
</tr>
<tr>
<td>3 Assignment II (final assignment)</td>
<td>20%</td>
<td>Session 14</td>
</tr>
<tr>
<td>4 Midterm Exam</td>
<td>25%</td>
<td>Session 8</td>
</tr>
<tr>
<td>5 Midterm Exam</td>
<td>25%</td>
<td>Session 15</td>
</tr>
</tbody>
</table>

### WEEKLY COURSE OUTLINE

**Session 1.** Course Overview; Purpose of Social Research; Knowledge vs. Beliefs; Errors in Human Inquiry; Deductive & Inductive Models; Quantitative & Qualitative approaches
**Required Reading:**


**Session 2. Problem Formulation (Variables, Hypothesis); Units of Analysis; Research Design; Using Technology of Electronic Databases to Access Scholarly Journals and Evidenced Based Research**

**Location:** Computer Lab

**Required Reading:**


APA Manual, Chapter 7: Reference Examples, pp. 193-224


**Session 3. Ethics in Research; Measurement (Conceptual & Operational Definitions)**

**Required Reading:**


American Psychological Association (APA), pp. 12-20, 70-76.


**Due: Quiz 1: (introduction to research & variables).**
Session 4. Measurement (Cont.); Scales; Empirical Status of the Knowledge Proposition

Required Reading


Session 5. Validity and Reliability

Required Reading


Due: Quiz 2 (ethics in research, operational & conceptual definitions)

Session 6. Research Design (Sampling); Representative & Non-Representative Sampling

Required Reading


Due: Assignment I
Session 7. Research Design (Sampling) Cont. Experiments, Surveys

Required Reading


Due: Quiz 3 (operational definition, reliability and validity)

Session 8. Mid-Term Exam

Session 9. Qualitative Data Collection Procedures

Required Reading

TEXTBOOK: Babbie, E. (2010). Qualitative Data Analysis


Session 10. Levels of Measurement; Descriptive Statistics: Frequency Distribution & Graphs, Measures of Central Tendency & Variability

Required Reading


TEXTBOOK: Weinbach, R.W., & Grinnell, R.M. (2014). Chapter 1, 2 & 3

Session 11. Inferential Statistics; External Validity; Internal Validity; Experimental & Quasi-
### Experimental Designs

**TEXTBOOK:** Babbie, E. (2010). Chapter 16: Statistical Analysis; **Due:** Quiz

**TEXTBOOK:** Weinbach, R.W., & Grinnell, R.M. (2014). Chapter 4: Normal Distributions; chapter 5: Hypothesis Testing; chapter 6: Sampling Distributions, Rejection Regions, and Statistical Test Selection Analyses

**Due:** Quiz 4 (Sampling)

### Session 12-14. Measures of Association; Statistical Significance; Chance; The Null Hypothesis

### Session 12. Measures of Association

**Required Reading**

**TEXTBOOK:** Babbie, E. (2010). Chapter 16: Statistical Analysis

**Quiz 5 (levels of measurement & descriptive statistics)**

### Session 13. Statistical Significance; Chance; The Null Hypothesis

**TEXTBOOK:** Babbie, E. (2010). Chapter 16: Statistical Analysis

**Due:** Quiz 6 (internal validity; statistical significance)

### Session 14. Writing Social Work Research Proposals and Reports; Review for final exam

Rubin & Babbie, Appendix C: Writing Social Work Research Reports

APA, Grammar and Usage, pp. 77-86
- Chapter 4, The Mechanics of Style, pp. 87-103
- Chapter 5: Displaying Results, pp. 125-127
- Chapter 6: Crediting Sources, pp. 169-192


### Session 15. Due: Final Examination
E-Learning Systems

All students are required to have valid York College email account and communicate exclusively via these accounts. Students should be proficient in using Blackboard electronic platform as all course documents, assignments and announcements will be posted there. Also, Blackboard will be utilized for electronic discussion boards, access to the grading center, etc.

Reference Resources


Journal of Social Work Research and Evaluation: An International Publication

Research on Social Work Practice

Social Work Research

Internet Resources

The following websites may be helpful when gathering information related to the social work profession, journals, writing style, international social work issues, and for additional reading. When citing these and other Internet resources, please refer to and use APA style.

www.nasw.org National Association of Social Workers
www.apa.org American Psychological Association
www.ifsw.org International Federation of Social Workers
www.sc.edu/swan/iaswr/index.html Institute for the Advancement of Social Work Research
www.naswdc.org/code.htm NASW Code of Ethics
www.sswr.org Society for Social Work and Research
www.cuny.libraries.com The City University of New York Office of Library Services
www.cswe.org/Accreditation/EPASRevision.aspx Council on Social Work Education (CSWE) - 2015 EPAS

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Violations to academic integrity include cheating, plagiarism, fabrication, purchasing other’s work and submitting it as one’s own, complicity (allowing one’s work to be used by others), multiple submission of work, and misuse of computers. Violations to academic integrity during the course will be addressed in accordance with The City University of New York policy on academic integrity, as described in the York College Bulletin (see York College Bulletin).

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Participation:
Participation will be incorporated into the Attendance & Participation grade. Participation includes preparing for class by completing assigned readings, participating in class discussions in an informed manner, moving the class forward by asking questions or comments, and actively completing in-class exercises.

Submission of Assignments:
All assignments are due on Blackboard before the start of class on the day due. Late submission is not acceptable and will result in an earned grade of “0”.

Cell Phones/Technology:
Texting and other forms of technological use are prohibited during class. Please put all cell phones on silent before class begins. Should you need to use your phone, please step outside the classroom. Students may not use laptops/tables/phones or e-texts during class (only exception: special accommodation from Office of Student Disability). Disregard of this classroom policy will result in a lower final grade.

Student Resources and Policies:
Division of Student Development
(including Counseling, the STAR Program, Student Support Services, and Student Government):
http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development

Tutoring Services
https://www.york.cuny.edu/student/student-corner/student-corner/tutoring

SEEK Program
https://www.york.cuny.edu/student/student-corner/student-development/seek

Student Policies and Procedures

CUNY Policy on Academic Integrity (including plagiarism)
http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf

Writing Resource
To improve writing skills, students are encouraged to utilize the York College Writing Center, which is located in Room AC-1C1B
Instructor’s Bibliography

Books


Articles


Websites

"4 Researchers: Practical Advice from Working Researchers" website: http://www.4researchers.org/
### Section AIV: New Courses

#### AIV.1

<table>
<thead>
<tr>
<th><strong>Department(s)</strong></th>
<th>Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career</strong></td>
<td>[ ] Undergraduate [X] Graduate</td>
</tr>
<tr>
<td><strong>Academic Level</strong></td>
<td>[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td><strong>Subject Area</strong></td>
<td>SCWK</td>
</tr>
<tr>
<td><strong>Course Number</strong></td>
<td>517</td>
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<tr>
<td><strong>Course Title</strong></td>
<td>Human Behavior and the Social Environment II</td>
</tr>
<tr>
<td><strong>Catalogue Description</strong></td>
<td>Second course in a 2-semester sequence focusing on mezzo and macro-level understanding human development over the life span, conceptual frameworks and theoretical models of human behavior, and major theories used in social work practice with individuals, groups and families.</td>
</tr>
<tr>
<td><strong>Pre-requisite(s)</strong></td>
<td>SCWK 505; Department permission required.</td>
</tr>
<tr>
<td><strong>Co-requisite(s)</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3 hrs. lecture</td>
</tr>
<tr>
<td><strong>Liberal Arts</strong></td>
<td>[ ] Yes [X] No</td>
</tr>
<tr>
<td><strong>Course Attribute</strong></td>
<td>[WI; H-WEB; WEB]</td>
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<tr>
<th><strong>General Education Component</strong></th>
<th>___<em>X</em> Not Applicable</th>
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</thead>
<tbody>
<tr>
<td>____ Required</td>
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<tr>
<td>_____ English Composition</td>
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<tr>
<td>_____ Mathematics</td>
<td></td>
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<tr>
<td>_____ Science</td>
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</tbody>
</table>

| **Flexible**                    |                        |
| _____ World Cultures            |                        |
| _____ US Experience in its Diversity |                    |
| _____ Creative Expression       |                        |
| _____ Individual and Society    |                        |
| _____ Scientific World          |                        |
Rationale: This course is required by The Council on Social Work Education as a generalist course for the MSW degree. The course contains content includes empirically based theories that focus on the reciprocal relationships between human behavior and the social environment at the mezzo and macro levels.
Instructor Information

Professor: 
Phone: 
Email: 
Office: 
Office Hours: 

Bulletin Course Description

Human Behavior and the Social Environment II. 3 hrs., 3 crs., Prerequisites: SCWK 505; Department permission required. Second course in a 2-semester sequence focusing on mezzo and macro-level understanding human development over the life span, conceptual frameworks and theoretical models of human behavior, and major theories used in social work practice with individuals groups and families.

Course Overview

This course will provide a foundation for understanding individual human development and the influences of mezzo and macro-level social systems with a focus on diversity. Major theories and models used in social work intervention, and evidence-based research used in social work practice will be presented and applied.

Required Main Text

**Objectives**

Upon successful completion of this course, students will be able to:

1. Identify various and diverse family structures, family life cycles, and family influences on human behavior.

2. Identify the various forms of trauma, including child abuse, maltreatment and neglect, sexual assault, family violence, disasters, terrorism and war and their effects on human behavior.

3. Define and discuss the definition of U.S. poverty, its measurement, causes, and the influence of poverty on human behavior and access to resources.

4. Identify and discuss the major mental illnesses, prevalence, and current treatment.

5. Identify, describe and apply major theories of intervention used in social work practice.

6. Describe the effects of oppression based on (and including but not limited to), race, ethnicity, gender, sexual orientation, social class, age, religion, and ability on individuals, families, small groups, organizations, and communities. Apply this knowledge to social work practice working with diverse populations.

7. Use critical thinking in applying HBSE knowledge to understanding person, environment, and their ongoing, reciprocal influence on one another.

**Core Competencies Addressed in this Course**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 6:</strong> Engage with Individuals, Families, Groups, Organizations and Communities</td>
<td>6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary frameworks to engage with clients and constituencies.</td>
<td>Group presentation</td>
</tr>
<tr>
<td><strong>Competency 7:</strong> Assess Individuals, Families, Organizations and Communities</td>
<td>7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
<td>Final theoretical application paper</td>
</tr>
<tr>
<td><strong>Competency 7:</strong> Assess Individuals, Families, Organizations and Communities</td>
<td>7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
<td>Evidence-based research paper</td>
</tr>
<tr>
<td><strong>Competency 8:</strong> Intervene with Individuals, Groups, Families, Organizations and Communities</td>
<td>8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions</td>
<td>Group presentation</td>
</tr>
</tbody>
</table>
with clients and constituencies.

**Assignments/Evaluation of Student Performance**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of total grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Final Theoretical Application Paper (in 2 parts)</td>
<td>50% (25% each)</td>
<td>Session 11 and Session 13</td>
</tr>
<tr>
<td>2 Group Presentation</td>
<td>20%</td>
<td>Session 15</td>
</tr>
<tr>
<td>3 Evidence-Based Research Paper</td>
<td>25%</td>
<td>Session 7</td>
</tr>
<tr>
<td>4 Attendance and Participation</td>
<td>5%</td>
<td>TBA</td>
</tr>
</tbody>
</table>
WEEKLY COURSE OUTLINE

Week 1. The Family: Life Cycles, Diversity in Family Structures, Parenting

Required Reading:

TEXTBOOK: Lundahl & Hull, Chapter 14: Family Influences on Human Behavior (pp. 296-330)


Week 2. Global Trends and Immigration

Required Reading:

TEXTBOOK: Lundahl & Hall, Chapter 16: Immigration Influences on Human Behavior (pp. 355-381)


Week 3. Trauma, Family Violence, and Abuse

Required Reading:

TEXTBOOK: Lundahl & Hall, Chapter 17: Trauma and Abuse Influence on Human Behavior (pp. 382-414)

CAPTA: Child Abuse Protection and Treatment Act. CAPTA Reauthorization Act of
2010 (P.L. 111-320, 12/20/10).


### Week 4. Criminal Justice Systems and Social Work

**Required Reading**

**TEXTBOOK:** Lundahl & Hall, Chapter 18: Socially Deviant Behavior (pp. 415–443)


### Week 5. Class

**Required Reading**

**TEXTBOOK:** Lundahl & Hall, Chapter 19: Poverty and Class Influences on Human Behavior (pp. 444-468)


**Week 6. Mental Health**

**Required Reading**

TEXTBOOK: Lundahl & Hall, Chapter 20: Mental health and Mental Illness as Influences on Human Behavior (pp. 469-496)


**Week 7. Oppression and Discrimination**

**Required Reading**

TEXTBOOK: Lundahl & Hall, Chapter 21: Discrimination Influences on Human Behavior (pp. 497-523)


**Weeks 8-14: Theories of Social Work Practice**

**Week 8: Integrative Framework**

**Required Reading**

TEXTBOOK: Pearson Custom Library Reading

**Week 9. Psychoanalytic Theories**
Required Reading
TEXTBOOK: Pearson Custom Library Reading

Week 10. Behavioral Theories

Required Reading
TEXTBOOK: Pearson Custom Library Reading

Week 11. Cognitive-Behavioral Theories

Required Reading
TEXTBOOK: Pearson Custom Library Reading

Week 12. Person-Centered and Motivational Interviewing Techniques

Required Reading
TEXTBOOK: Pearson Custom Library Reading


Required Reading
TEXTBOOK: Pearson Custom Library Reading

Week 14. Multicultural and Feminist Theoretical Approaches

Required Reading
TEXTBOOK: Pearson Custom Library Reading

Week 15. Group Presentations
E-Learning Systems

All students are required to have valid York College email account and communicate exclusively via these accounts. Students should be proficient in using Blackboard electronic platform as all course documents, assignments and announcements will be posted there. Also, Blackboard will be utilized for electronic discussion boards, access to the grading center, etc.

Reference Resources


Policy on Academic Integrity, Attendance, Participation, and Submission of Assignments

Violations to academic integrity include cheating, plagiarism, fabrication, purchasing other’s work and submitting it as one’s own, complicity (allowing one’s work to be used by others), multiple submission of work, and misuse of computers. Violations to academic integrity during the course will be addressed in accordance with The City University of New York policy on academic integrity, as described in the York College Bulletin (see York College Bulletin).

CUNY Policy on Academic Integrity (including plagiarism)
[http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf](http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf)

Student Resources and Policies:
Instructor’s Bibliography


Department(s) | Social Work  
---|---
Career | [ ] Undergraduate [X] Graduate  
Academic Level | [X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial  
Subject Area | SCWK  
Course Number |  
Course Title | Generalist Field Placement and Seminar II  
Catalogue Description | Social Work 519 is the second of two generalist seminar field courses taken in the first year of the MSW program. Course includes supervised field experience, integration of field and classroom learning in a weekly on-campus seminar and on-site visits by social work faculty. Placements are 2-3 weekdays for a minimum of 225 hours per semester.  
Pre-requisite(s) | SCWK 507; Department permission required.  
Co-requisite(s) | None  
Credits | 5  
Contact Hours | 5 hrs. (2 hrs. Lecture, 3 hours field)  
Liberal Arts | [ ] Yes [X] No  
Course Attribute | [WI; H-WEB; WEB]  
General Education Component | ____X_ Not Applicable  
Required |  
Flexible |  
| English Composition | World Cultures |  
| Mathematics | US Experience in its Diversity |  
| Science | Creative Expression |  
| | Individual and Society |  
| | Scientific World |  

Rationale: The objectives emphasize building on the knowledge and skills that were developed in the previous field course, Social Work 507. Additional foci incorporate group, and community, and policy. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and assigned readings.
Semester: 
Day and Time: 
Office Hours and Room: 
Online Office Hours: 

Course Description
Social Work 519: Field Placement and Seminar II. 5 crs., 5 hrs. (2 hrs. lecture; 3 hrs field). Pre-requisite: SCWK 507; Department permission required. Social Work 519 is the second of two generalist seminar field courses taken in the first year of the MSW program. Course includes supervised field experience, integration of field and classroom learning in a weekly on-campus seminar and on-site visits by social work faculty. Placements are 2-3 weekdays for a minimum of 225 hours per semester.

Course Overview
Social Work 519 is the second course in a two-course sequence of foundation field seminar. The objectives emphasize building on the knowledge and skills that were developed in the previous field course, Social Work 507. Additional foci incorporate group, and community, and policy. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and assigned readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their internship education beyond their individual placements and gain an understanding of social work practice in diverse settings.

Required Textbooks:
(3rd ed.). Sage Publications Inc.

(3rd ed.). Oxford University Press

Both textbooks are available as an e-textbook. Visit http://www.coursesmart.com/ to purchase an online version.

A copy of the required texts will be placed on reserve in the York College Library. Other readings will be assigned and will be available via Blackboard or in class.

Course Learning Objectives:
Upon successful completion of this course, students will be able to:

1. Expand professional knowledge of ethics in social work practice.
2. Expand knowledge of Group Work as a Comprehensive Approach
3. Identify specific group dynamics; roles of members
4. Identify four types of group work approach
5. Assess their own personal social work competency (knowledge, skills) in group work
6. Assess community problems using a social work model
7. Identify how culture impacts social problems
8. Identify methods for data gathering from assessments from community events

**Core Competencies**

<table>
<thead>
<tr>
<th>Competency #</th>
<th>Practice Behavior</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1</strong>&lt;br&gt;Demonstrate Ethical and Professional Behavior</td>
<td>1.5 Use supervision and consultation to guide professional judgment and behavior</td>
<td>Final Evaluation</td>
</tr>
<tr>
<td><strong>Competency 6</strong>&lt;br&gt;Engage with Individuals, Families, Groups, Organizations, Communities</td>
<td>6.2 Use empathy, and interpersonal skills to effectively engage diverse clients and constituencies</td>
<td>Final Evaluation</td>
</tr>
<tr>
<td><strong>Competency 7</strong>&lt;br&gt;Assess Individuals, Families, Groups, Organizations, Communities</td>
<td>7.3 Develop mutually agreed on interventions goals and objectives based on critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td>Final Evaluation</td>
</tr>
<tr>
<td><strong>Competency 8</strong>&lt;br&gt;Intervene with Individuals, Families, Groups, Organizations, Communities</td>
<td>8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
<td>Final Evaluation</td>
</tr>
<tr>
<td><strong>Competency 9</strong>&lt;br&gt;Evaluate Practice with Individuals, Families, Groups, Organizations, Communities</td>
<td>9.2 Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation outcomes</td>
<td>Final Evaluation</td>
</tr>
</tbody>
</table>

**Assignments/Evaluation of Student Performance**
The final grade for SCWK 517 will be determined by a combined evaluation in both the field internship and seminar. The seminar instructor is responsible for assigning the final course grade. Consultation from the field supervisor will also be a factor. The evaluation completed by the student’s field supervisor member is an important guideline to the seminar instructor in evaluating student performance. The grade will be determined by the student’s overall professional performance in and relating to the field, completion of course and field related assignments, mastery of learning outcomes, and performance at final evaluation. Unprofessional social work conduct can result in lowering of the final grade.

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>% of the Final Grade</th>
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<tbody>
<tr>
<td>1 Field performance – complete 225 hours</td>
<td>50%</td>
<td>Week 14</td>
</tr>
<tr>
<td>2 Midterm paper – Group Work</td>
<td>10%</td>
<td>Week 7</td>
</tr>
<tr>
<td>3 Final paper – Community Practice</td>
<td>15%</td>
<td>Week 13</td>
</tr>
<tr>
<td></td>
<td>Weekly Course Outline</td>
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</tr>
<tr>
<td><strong>Week 1:</strong> Course Overview, CWSE Core Competencies,</td>
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<tr>
<td>Required Readings:</td>
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<tr>
<td>Course Syllabus</td>
<td></td>
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<tr>
<td>Council on Social Work Education Accreditation Standards (EPAS 2015):</td>
<td></td>
<td></td>
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<tr>
<td><a href="http://www.cswe.org/Accreditation.aspx">http://www.cswe.org/Accreditation.aspx</a></td>
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<td><strong>Week 2:</strong> Social Work Ethics: Process Recordings</td>
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<td>Required Readings:</td>
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<tr>
<td>NASW Code of Ethics</td>
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<tr>
<td>TEXTBOOK: Conyne, R. (2014), Preface (page xxiii) and Section 1(xxviii)</td>
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<td><strong>Week 3 – 7: Elements of Group Work</strong></td>
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<td><strong>Week 3: Introduction to Group Work</strong></td>
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<td>Required Reading:</td>
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<td></td>
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<tr>
<td>TEXTBOOK: Conyne, R. (2014), Chapter 1: Introduction to Group Work</td>
<td></td>
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<tr>
<td>Student Learning Plan</td>
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<tr>
<td>Process Recording # 1</td>
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<td>Weekly Log # 1</td>
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<tr>
<td><strong>Week 4: Foundations of Group Work</strong></td>
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<td>Required Readings:</td>
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<td>Process Recording # 2</td>
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<td>Weekly Log # 2</td>
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<tr>
<td><strong>Week 5: Group Dynamics and Group Process</strong></td>
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<tr>
<td>Required Readings:</td>
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<td></td>
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<tr>
<td>TEXTBOOK: Conyne, R. (2014), Chapter 3: Group Dynamics and Group Process</td>
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</tbody>
</table>
Process Recording # 3
Weekly Log

**Week 6: Group Development: The Beginning, Working, and Ending Stages**

**Required Readings:**
TEXTBOOK: Conyne, R. (2014), Chapter 4: Group Development: The Beginning, Working, and Ending Stages

**Process Recording # 4**
Weekly Log # 4

**Week 7: Reflection in and on Group Work Practice**

**Required Readings:**
TEXTBOOK: Conyne, R.(2014), Chapter 9: Reflection in and on Group Work Practice


Mid Semester Evaluation is Due

**************************************************MIDTERM DUE**************************************************

***Weeks 8 – 13 Macro Practice (Community and Organizational Practice)***

**Week 8: Community Practice An Introduction**

**Required Readings:**


**Process Recording # 5**
Weekly Log # 5

**Weeks 9: Theory-Based, Model-based Community Practice**

**Required Readings:**


**Process Recording # 6**
Weekly Log # 6

**Week 10: Social and Community Problems**

**Required Readings:**

Weeks 11: Case Study of a Community
Required Readings:


Week 12: Assessment in Community Practice
Required Readings:


Week 13: Work Groups in Community Practice
Required Readings:


Session 14: Course Review
Field Documents are due: Timesheet; student logs; Final Evaluation

Session 15: Preparation for Advance Field Placement
Social Work in Health Care
Student Resources and Policies:

**E-Learning Systems**
All students are required to have valid York College email account and communicate exclusively via these accounts. Students should be proficient in using Blackboard electronic platform as all course documents, assignments and announcements will be posted there. Also, Blackboard will be utilized for electronic discussion boards, access to the grading center, etc.

**Reference Resources**

**Social Work Organizations**
- www.nasw.org: National Association of Social Workers
- www.ifsw.org: International Federation of Social Workers
- www.statepolicy.org: Social Work National Committee for Educating Students to Influence State Policy and Legislation—they have a yearly contest to recognize exemplary BSW and MSW projects!
- www.cswe.org: Council on Social Work Education

**Library/Writing Style Sites**
- www.cuny.libraries.com: City University of New York Office of Library Services
- www.apa.org: American Psychological Association

**Advocacy Organizations**
- www.aphsa.org: American Public Human Service Association
- www.childrensdefense.org: Children’s Defense Fund: Links to many child and family advocacy sites
- www.cwla.org: Child Welfare League of America
- www.childadvo.org: National Association of Child Advocates
- www.greenpeace.org: Greenpeace: Links to environmental sites
- www.now.org: National Organization for Women: Links to resources that support gender equity
- www.vote-smart.org: Project Vote Smart: Links candidate, campaign and issue information sites, ratings by advocacy groups, and campaign financial reports
- www.ncoa.org: National Council on Aging
- www.mentalhealth.org: National Mental Health Association

**Information and Statistics**
- www.census.gov: U.S. Census Bureau

**Policy on Academic Integrity, Attendance, Participation, and Submission of Assignments**

- Violations to academic integrity include cheating, plagiarism, fabrication, purchasing other’s work and submitting it as one’s own, complicity (allowing one’s work to be used by others), multiple submission of work, and misuse of computers. Violations to academic integrity during the course will be addressed in accordance with The City University of New York policy on academic integrity, as described in the York College Bulletin (see York College Bulletin).
• Students are expected to attend all classes and to be on time. You are expected to contact your instructor to inform him or her of the reason for your absence. You are also responsible for learning about any material you missed.
• Course grades will be lowered for more than two absences. Lateness for class will be incorporated into the final grade. Any student arriving more than 30 minutes late will be considered absent.
• Written and oral assignments must be submitted at the beginning of class on the due date. Late submission will result in a lowered grade.
• Participation includes preparing for class by completing assigned readings, participating in class discussions in an informed manner, moving the class forward by asking questions or comments, and actively completing in-class exercises.

Division of Student Development
(including Counseling, the STAR Program, Student Support Services, and Student Government):
http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development
Tutoring Services
https://www.york.cuny.edu/student/student-corner/student-corner/tutoring
SEEK Program
https://www.york.cuny.edu/student/student-corner/student-development/seek
Student Policies and Procedures
CUNY Policy on Academic Integrity (including plagiarism)
http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf
Instructor’s Bibliography


### Section AIV: New Courses

#### AIV.1

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>Social Work</th>
</tr>
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<tbody>
<tr>
<td>Career</td>
<td>[ ] Undergraduate [x] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Social Work</td>
</tr>
<tr>
<td>Course Number</td>
<td>SCWK 601</td>
</tr>
<tr>
<td>Course Title</td>
<td>Urban Health Disparities and Global Health</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td><em>Urban Health Disparities and Global Health Care</em> is a course in the advanced year sequence which examines culturally appropriate policy, priorities, action plans, and agendas to understand and eliminate health disparities particularly impacting urban populations. The course articulates social work national and international ethics and values as they relate to health disparities, global health, health status, and access.</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>SCWK 501; Department permission required.</td>
</tr>
<tr>
<td>Co-requisite(s)</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3 hrs. Lecture</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [x] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, WAC, etc)</td>
<td></td>
</tr>
<tr>
<td>General Education Component</td>
<td>X Not Applicable</td>
</tr>
<tr>
<td>Required</td>
<td>Flexible</td>
</tr>
<tr>
<td>___ English Composition</td>
<td>___ World Cultures</td>
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<tr>
<td>___ Mathematics</td>
<td>___ US Experience in its Diversity</td>
</tr>
<tr>
<td>___ Science</td>
<td>___ Creative Expression</td>
</tr>
<tr>
<td>___ Individual and Society</td>
<td>___ Scientific World</td>
</tr>
</tbody>
</table>

**Rationale:** SCWK 601 is particularly vital to equip student scholars with the set of knowledge and skills essential to forward health priorities of the social work profession and international goals—*The Health Equity and Accountability Act of 2009 (H.R. 3090), Health People 2020 and Post-2015 Global Agenda*—which seek to eliminate health disparities nationally and worldwide. Utilizing models of cultural competency and social policy, this course empowers student scholars to advocate for access to urban health and promote global health.
Instructor Information
Professor:  
Phone:  
Email:  
Office:  
Office Hours:

Bulletin Course Description
Urban Health Disparities and Global Health Care 3 hrs, 3 crs.; Prerequisite: SCWK 501; Department permission required. Urban Health Disparities and Global Health Care is a course in the advanced year sequence which examines culturally appropriate policy, priorities, action plans, and agendas to understand and eliminate health disparities particularly impacting urban populations. The course articulates social work national and international ethics and values as they relate to health disparities, global health, health status, and access.

Course Overview
Toward achieving equity in health, SCWK 601: Urban Health Disparities and Global Health Care forwards the highest priorities rooted in the York’s mission statement and National Association of Social Worker’s Health Initiative launch to expand policy work and public education activities which advance efforts to eliminate health disparities.

With the diverse make up of Queens and the multi-ethnic student body who come from diverse communities and countries to attend York College, this course is designed to prepare them for culturally appropriate health responses to conceptual frameworks and multifaceted dimensions—race, ethnicity, gender, sexual orientation, age, socioeconomic status—of health disparities particularly impacting vulnerable populations that include and transcend national regions. Within the scope of Council on Social Work Education (CSWE) Commission on Global Education, student scholars also learn about global health disparities and responses.

Required Main Text


Additional readings as assigned.

Course Learning Objectives
This course addresses competencies as outlined in the Council on Social Work Education (2015) Commission on Educational Policy Accreditation Standards (EPAS). Upon completion of this course, student scholars will:
3. Analyze language and conceptual frameworks used to describe health disparities across health care settings, socioeconomic status, ethnicity, race, age, and gender.

4. Understand the similarities and differences of health disparities and global health in the United States and internationally.

5. Examine policy, priorities, action plans, and agendas which seek to eliminate health disparities—Healthy People 2020, The Minority Health and Health Disparities Research and Education Act of 2000 (PL-106-525), United Nation Sustainable Goals, the 2011 Department of Health and Human Services (HHS) Disparities Action Plan and the Affordable Care Act (ACA) advance efforts to reduce health disparities.

6. Integrate understanding of social work tenets, technology and human rights with special populations.

7. Articulate social work national and international ethics and values as they relate to health disparities, health status, and access.

8. Assess examples of health disparities in U.S. and global societies.

9. Identify transdisciplinary approaches between academic, community and other stakeholders to improve partnerships and outcomes of health care inequalities among disenfranchised populations worldwide.

Core Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Outcome Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
<td>2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
<td>1. Chapter/Reading Quizzes 2. U.S. Country Health Disparity Assessment Paper 3. Global Country Health Disparity Assessment Paper</td>
</tr>
</tbody>
</table>
### Instructional Methods

This class may be taught in a face-to-face. For face-to-face sections, follow the weekly course outline. Students will meet weekly, in the classroom, and are responsible to complete all readings and assignments listed.

### Assignments/Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>% of total grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Discussion, Participation, Attendance</td>
<td>5%</td>
<td>Sessions 1-14</td>
</tr>
<tr>
<td>2. Chapter/Reading Quizzes</td>
<td>20%</td>
<td>Sessions 3-12</td>
</tr>
<tr>
<td>3. U.S. Country Health Disparity Assessment Paper</td>
<td>20%</td>
<td>Session 4</td>
</tr>
<tr>
<td>4. Global Country Health Disparity Assessment Paper</td>
<td>20%</td>
<td>Session 7</td>
</tr>
<tr>
<td>5. Urban or Global Event Group Oral Presentation</td>
<td>15%</td>
<td>Sessions 13 &amp; 14</td>
</tr>
<tr>
<td>6. Final Examination</td>
<td>20%</td>
<td>Session 15</td>
</tr>
</tbody>
</table>

### Session 1. Course Overview, Health Disparities, Healthy People 2020

**Required Reading:**

**TEXTBOOK:** Barr, D. A. (2014), Chapter 1: Introducing the Social Roots of Health Disparities (pp. 1-14).


117
Session 2. Race and Ethnicity: Defining Health and Health Disparities

Required Reading:


Session 3. Understanding the Intersection Between Cultural Competency, Race, Ethnicity and Health Disparities

Required Reading:


Due: Chapter/Reading Quiz

Session 4-6. Health Disparities in the United States

Session 4. Understanding the Relationship between Socioeconomic Status and Health Disparities

Required Reading

TEXTBOOK: Barr, D. A. (2014), Chapter 3: The Relationship between Socioeconomic Status and Health, or, “They Call It ‘Poor Health’ for a Reason (pp. 36-56).

Barr, D. A. (2014), Chapter 4: Understanding How Low Social Status Leads to Poor Health (pp. 58-86).


Due: U.S. Country Health Disparity Assessment Paper

Due: Chapter/Reading Quiz

Session 5. Health Disparities Examples Across the Life Span

Required Reading


Due: Chapter/Reading Quiz

Session 6. Gender and Sexual Health

Required Reading

TEXTBOOK: Wallace, B. (2008), Chapter 7: Closing Gaps in Health for Special


Due: Chapter/Reading Quiz


| Session 7. | International Social Work Sustainable Goals |

Required Reading


Due: Global Country Health Disparity Assessment Paper

Due: Chapter/Reading Quiz

| Session 8. | Stand Up For Women Rights Worldwide: Breast Feeding, Human Trafficking, Female Circumcision |

Required Reading


Due: Chapter/Reading Quiz

**Session 9. Globalization and Its Impact on Global Health and Disparities**

**Required Reading**


Due: Chapter/Reading Quiz

**Session 10-12. Social Media and Collective Work: Approaches to Reducing Health Disparities**

**Session 10. Social Media: A Response to Health Disparities**

**Required Reading**


Due: Chapter/Reading Quiz
Session 11. Eliminating Health Disparities and Fostering Health Equality

Required Reading


Due: Chapter/Reading Quiz


Required Reading


Due: Chapter/Reading Quiz

Session 13-15. Advancing Efforts to Eliminate Health Disparities
Session 13. Due: Urban or Global Event Group Oral Presentation

Session 14. Due: Urban or Global Event Group Oral Presentation

Session 15. Due: Final Examination

E-Learning Systems

All students are required to have valid York College email account and communicate exclusively via these accounts. Students should be proficient in using Blackboard electronic platform as all course documents, assignments and announcements will be posted there. Also, Blackboard will be utilized for electronic discussion boards, access to the grading center, etc.

Internet Resources

The following websites may be helpful when gathering information related to the social work profession, journals, writing style, international social work issues, and for additional reading. When citing these and other Internet resources, please refer to and use APA style.

www.nasw.org National Association of Social Workers
www.apa.org American Psychological Association
http://closingthehealthgap.org/ Closing the Health Gap
http://www.socialserviceworkforce.org/ Global Social Service Workforce Alliance
http://minorityhealth.hhs.gov/ U.S. Department of Health and Human Services (HHS) Office of Minority Health Research Center
www.ifsw.org International Federation of Social Workers
www.cuny.libraries.com City University of New York Office of Library Services
http://www.cdc.gov/minorityhealth/omhhe.html Center for Disease Control and Prevention: Office of Minority Health & Health Equity (OMHHE)

Policy on Academic Integrity, Attendance, Participation, and Submission of Assignments

Violations to academic integrity include cheating, plagiarism, fabrication, purchasing others’ work and submitting it as one’s own, complicity (allowing one’s work to be used by others), multiple submission of work, and misuse of computers. Violations to academic integrity during the course will be addressed in accordance with The City University of New York policy on academic integrity, as described in the York College Bulletin (see York College Bulletin).

CUNY Policy on Academic Integrity (including plagiarism)
http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf

Student Resources and Policies:

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Students are expected to attend all classes and to be on time. In the event of an absence, students are expected to contact the instructor about the reason for the absence.

Course grades will be lowered for more than one absence. Lateness for class will be incorporated into the final grade. Any student arriving more than 30 minutes late will be considered absent.

Participation:

Participation will be incorporated into the Attendance & Participation grade. Participation includes preparing for class by completing assigned readings, participating in class discussions in an informed manner, moving the class forward by asking questions or comments, and actively completing in-class exercises.

Division of Student Development
http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development

Tutoring Services
https://www.york.cuny.edu/student/student-corner/student-corner/tutoring

SEEK Program
https://www.york.cuny.edu/student/student-corner/student-development/seek

Student Policies and Procedures

CUNY Policy on Academic Integrity
http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf

Center for Students with Disabilities
https://www.york.cuny.edu/student-development/star

Writing Resource
https://www.york.cuny.edu/student/writing-center


Journal of Health Disparities Research and Practice.

Jungari, S. B. (2016). Female genital mutilation is a violation of reproductive rights of


*Social Work in Health Care*. Taylor & Francis.


### Section AIV: New Courses

#### AIV.1

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ ] Undergraduate [x] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Social Work</td>
</tr>
<tr>
<td>Course Number</td>
<td>603</td>
</tr>
<tr>
<td>Course Title</td>
<td>Research Evaluation</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course enables students to apply the methods of social work research to the evaluation of social work and health programs and understand the role it plays in program management and decision-making</td>
</tr>
<tr>
<td>Pre- Requisites</td>
<td>SCWK 513; Department permission required.</td>
</tr>
<tr>
<td>Co- Requisite(s)</td>
<td>SCWK 609</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3 hrs. lecture</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [x] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, WAC, etc.)</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>General Education Component</td>
<td>Flexible</td>
</tr>
<tr>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>English Composition</td>
<td>___ World Cultures</td>
</tr>
<tr>
<td>Mathematics</td>
<td>___ US Experience in its Diversity</td>
</tr>
<tr>
<td>Science</td>
<td>___ Creative Expression</td>
</tr>
<tr>
<td></td>
<td>___ Individual and Society</td>
</tr>
<tr>
<td></td>
<td>___ Scientific World</td>
</tr>
</tbody>
</table>

**Rationale:** Social Work 603 provides an in-depth preparation for evaluating practice and programs which are necessary skills for practicing in health and social services agencies and organizations.
Instructor Information

Professor: 
Phone: 

Email: 
Office: 

Office Hours: 

Bulletin Course Description

Research Evaluation; 3 crs., 3 hrs. Prerequisites: SCWK 513; Department permission required. Co-requisite: SCWK 609. This course enables students to apply the methods of social work research to the evaluation of social work and health programs and understand the role it plays in program management and decision making.

Course Overview:

Research Evaluation introduces students to the methods of social service and health care practice evaluation through needs assessment and program evaluation. The course builds on the foundations provided in Introduction to Social Work Research, extending them into advanced conceptual, methodological, and administrative aspects of evaluation research. The rationale for this course is the strong need for service effectiveness and accountability in social and health care services. Consideration is given to concepts and approaches for evaluating social interventions, including social work practice, health care programs, and policies. Students will apply their knowledge in assessing the needs of their clients and the agency, in monitoring the programs offered at their agencies, in analyzing the outcome of services, and in determining the costs and benefits of services offered by the agency. This course continues to foster an appreciation for diversity, an awareness and sensitivity for social work practice in health care settings, and for attending to the needs of urban population-at-risk. Prerequisite: SCWK 513 or equivalent.

Required Main Texts:

Programs. Jones & Bartlett Publishers


Objectives

Upon completion of the course, students are expected to:

1. Apply knowledge of social work ethics and values to the design of practice intervention and demonstrate sensitivity to and knowledge of diversity issues within the different levels of client systems.
2. Understand the social problem in the context of current service delivery, and critically determine the required evaluation in relation to client need, the process of service delivery, or service outcomes.

3. Design an appropriate evaluation, including identifying a sample, determining a suitable study approach; and selecting appropriate, reliable, and valid measures.

4. Plan, conduct, and synthesize appropriate qualitative or quantitative analyses.

5. Understand evaluation results as well as the implications of results for practice and policy.

6. Demonstrate ability to present evaluation plans and program improvement plans to appropriate audiences and to summarize them in an effective written document.

7. Become regular and critical consumers of evaluation reports and other social work research applicable to health and social settings.

**Core Competencies**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1:</strong> Demonstrate Ethical and Professional Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1.1</strong> Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</td>
<td>CUNY training for conducting research with human participants as well as the Responsible Conduct of Research training</td>
</tr>
<tr>
<td></td>
<td><strong>1.3</strong> Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
<td>Evaluation Proposal: Methodology &amp; Data Analysis, Oral Presentation &amp; Final Research Report</td>
</tr>
<tr>
<td><strong>Competency 4:</strong> Engage In Practice-informed Research and Research-informed Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>4.1</strong> Use practice experience and theory to inform scientific inquiry and research</td>
<td>Evaluation Proposal: Methodology &amp; Data Analysis and Final Research Report</td>
</tr>
<tr>
<td></td>
<td><strong>4.2</strong> Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td>Evaluation Proposal: Methodology &amp; Data Analysis and Final Research Report</td>
</tr>
<tr>
<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td>4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery</td>
<td>Evaluation Proposal: Methodology &amp; Data Analysis, Oral Presentation &amp; Final Research Report</td>
</tr>
<tr>
<td>Compentency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td>9.1 Select and use appropriate methods for evaluation of outcomes</td>
<td>Evaluation Proposal: Methodology &amp; Data Analysis</td>
</tr>
<tr>
<td></td>
<td>9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td>Final Research Report</td>
</tr>
<tr>
<td></td>
<td>9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
<td>Final Research Report</td>
</tr>
<tr>
<td></td>
<td>9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</td>
<td>Final Research Report</td>
</tr>
</tbody>
</table>

**Assignments/Evaluation of Student Performance**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of the total grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 CUNY training for conducting research with human participants and the Responsible Conduct of Research.</td>
<td>10%</td>
<td>Week 3</td>
</tr>
<tr>
<td>2 Develop a timeline for the research project and bring to class</td>
<td>5%</td>
<td>Week 5</td>
</tr>
<tr>
<td>Methodology and Data Analysis Assignment</td>
<td>30%</td>
<td>Week 11</td>
</tr>
<tr>
<td>3 Oral Presentation</td>
<td>15%</td>
<td>Weeks 13-15</td>
</tr>
<tr>
<td>4 Final Research Report</td>
<td>40%</td>
<td>Week 14</td>
</tr>
</tbody>
</table>

**WEEKLY COURSE OUTLINE**
**Week 1. Purpose of Evaluation in Public Health**

**Required Reading:**
TEXTBOOK: Perrin, Chap 1 Purpose

TEXTBOOK: Royse, Thyer & Padgett, Chap 1 Introduction

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**Week 2. Ethics & IRB Application**

TEXTBOOK: Perrin, Perrin, Chap 2 Ethics

TEXTBOOK: Royse, Thyer & Padgett, Royse, Thyer & Padgett, Chap 2 Ethical Issues in Program Evaluation

---

**Week 3. Needs Assessment**

**Required Reading:**
TEXTBOOK: Perrin, Chap 1 Purpose

TEXTBOOK: Royse, Thyer & Padgett, Chap 3 Needs Assessment

---

**Week 4. The Role of Determinants of Health in Evaluation Theories & Models**

TEXTBOOK: Perrin, Chaps 3 & 4

---

**Week 5. Data Collection: Quantitative & Qualitative Methods & Instruments**

TEXTBOOK: Perrin, Chap 6 Qualitative Data; Chap 8 Surveys;

TEXTBOOK: Royse, Thyer & Padgett, Chap 4 Qualitative and Mixed Methods in Evaluation

---

**Week 6. Reliability & Validity Evaluation Instruments**

TEXTBOOK: Perrin, Chap 5 Reliability; Chap 9 Data Tools

TEXTBOOK: Royse, Thyer & Padgett, Chap 11 Measurement Tools and strategies

---

**Week 7. Elements of Evaluation**

TEXTBOOK: Perrin, Chap 7 Elements of research

TEXTBOOK: Royse, Thyer & Padgett, Chap 9 Group Research Design

---

**Week 8. Populations & Samples**

---
TEXTBOOK: Perrin, Chap 10 Populations and Samples

TEXTBOOK: Royse, Thyer & Padgett, Chap 8 Sampling

**Weeks 9-10  Inferential Statistics**

TEXTBOOK: Perrin, Chap 11 Inferential Statistics

TEXTBOOK: Royse, Thyer & Padgett, Chap 14 Data Analysis

**Week 11.  Budgets & Cost Analyses**

TEXTBOOK: Perrin, Chap 12 Budgets & Cost Analyses

TEXTBOOK: Royse, Thyer & Padgett, Chap 10 Cost-Effectiveness and Cost Analysis

**Week 12.  Evaluation Reports & Presentations**

TEXTBOOK: Perrin, Chap 13 & 14 Reports and Presentations

TEXTBOOK: Royse, Thyer & Padgett, Chap 15 Writing Evaluation Proposals, Reports, and Journal Articles

**Weeks 13-15.  In-class Presentations: Research Project Presentations**

**E-Learning Systems**

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**Student Resources and Policies:**

**Attendance:**

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**Division of Student Development**
http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development

**Tutoring Services**
https://www.york.cuny.edu/student/student-corner/student-corner/tutoring

**SEEK Program**
https://www.york.cuny.edu/student/student-corner/student-development/seek

**Student Policies and Procedures**

**CUNY Policy on Academic Integrity**
http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf

**Center for Students with Disabilities**
https://www.york.cuny.edu/student-development/star

**Writing Resource**
https://www.york.cuny.edu/student/writing-center
Instructor’s Bibliography


Other Reference Resources

**Websites:**
National Association of Social Workers [http://www.socialworkers.org](http://www.socialworkers.org)
American Psychological Association [http://www.apa.org]
The City University of New York Office of Library Services [www.cuny.libraries.com]

**American Public Health Association (APHA):** [www.apha.org]
**Society of Public Health Education (SOPHE):** [www.sophe.org]
**Healthy People 2020:** [www.healthypeople.gov]
**National Institutes of Health (NIH):** [www.nih.gov]
**National Commission on Health Education Credentialing, Inc. (NCHEC):** [www.nchec.org]
**Centers for Disease Control and Prevention (CDC):** [www.cdc.gov]
**New York City Department of Health and Mental Hygiene:** [www.health.nyc.gov]
**American Evaluation Association (AEA):** [www.eval.org]
**CDC Evaluation Working Group:** [www.cdc.gov/eval]
**Heckathorn’s Respondent-Driven Sampling (RDS) Resources:** [www.respondentdrivensampling.org]
**American Statistical Association:** [www.amstat.org]
**CUNY’s approved Human Research Protection Program Training (CITI):** [www.cititraning.org]
**HHS Office for Human Research Protections (OHRP):** [www.hhs.gov/ohrp]
## Section AIV: New Courses
### AIV.1

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[] Undergraduate X Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>X Regular [ ] Compensatory [] Developmental [] Remedial</td>
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<td>Subject Area</td>
<td>SCWK</td>
</tr>
<tr>
<td>Course Number</td>
<td>605</td>
</tr>
<tr>
<td>Course Title</td>
<td>Understanding Mental Disorders</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course gives a broad overview of mental dysfunction as a social problem and medical condition. The current DSM-5 diagnostic criteria and various therapeutic approaches are examined. Mental dysfunction is also presented as a social construct that varies greatly according to the time in human history, culture, technology, and socio-political imperative.</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>SCWK 503; Department permission required.</td>
</tr>
<tr>
<td>Co-requisite(s)</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3 hr. lecture</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[] Yes X No</td>
</tr>
<tr>
<td>Course Attribute</td>
<td>[WI; H-WEB; WEB]</td>
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</table>

### General Education Component

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
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</thead>
<tbody>
<tr>
<td>___ English Composition</td>
<td>___ World Cultures</td>
</tr>
<tr>
<td>___ Mathematics</td>
<td>___ US Experience in its Diversity</td>
</tr>
<tr>
<td>___ Science</td>
<td>___ Creative Expression</td>
</tr>
<tr>
<td>___ Not Applicable</td>
<td>___ Individual and Society</td>
</tr>
<tr>
<td>___ Scientific World</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale:** Mental health is the largest social work practice area. The majority of professionals working in this field are social workers. The knowledge of psychiatric diagnostics and treatments in their social, historical and cultural context are necessary for a competent social work practitioner.
York College of the City University of New York
Master of Social Work Program
SCWK # 605
Understanding Mental Disorders
Course Syllabus

Instructor Information
Professor: 
Email: 
Office hours: 

Bulletin Course Description
Social Work 605 Understanding Mental Disorders: 3 hrs. lecture, 3 crs. Prerequisite: SCWK 503; Department permission required. This course gives a broad overview of mental dysfunction as a social problem and medical condition. The current DSM-5 diagnostic criteria and various therapeutic approaches are examined. Mental dysfunction is also presented as a social construct that varies greatly according to the time in human history, culture, technology, and socio-political imperative.

Course Overview
Mental health is the most common area of professional social work endeavor. Conversely, social work is the most widely represented profession in the mental health field. Social workers perform in a wide variety of agency settings – from psychiatric hospitals to advocacy organizations, in the positions ranging from line staff to agency directors. Social work practice in the mental health field is challenging due to persistent complexities, ambiguities, and dilemmas. Working in this field is associated with high levels of stress and burnout. On the one hand, a social work practitioner must possess a thorough knowledge of psychiatric approaches to understanding and treatment of persons with mental disorders, and on the one hand, a broader perspective on the impact of labeling, marginalizing, stigmatizing, and mistreatment of this vulnerable population, on the other. This course offers a historical and ideological contextualization of mental dysfunction as a social phenomenon that will enable students to become critically-reflective and competent mental health practitioners.

Required Main Text

Additional Readings


Carey, B. (2016, August 8). An alternative form of mental care gains a foothold. The New


**Course Learning Objectives**

Upon successful completion of this course, students will be able to:

1. Understand mental health through the framework of social work values
2. Apply social work values to mental health practice
3. Understand the evolving semantics of psychiatric diagnosis in historical, clinical and social contexts.
4. Navigate the DSM-5 with basic proficiency.
5. Communicate with other mental health professionals through the taxonomies and concepts of the DSM-5.
6. Demonstrate the knowledge of basic categories of psychotropic drugs in terms of indications, expected therapeutic impact, and side effects.
7. Demonstrate the basic knowledge of non-pharmaceutical modes of psychiatric treatment.
8. Demonstrate understanding of the impact of culture, technology, and power on attitudes toward and treatment of persons with mental disorders.
9. Demonstrate the understanding of empowerment of and advocacy for the persons with mental disorders on the local and global level.
10. Demonstrate the understanding of stressors, counter-transferences, and burnout affecting social work practice in mental health and methodologies of coping.

**Core Competencies**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1:</strong> Demonstrate Ethical and Professional Behaviors</td>
<td>1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td>Introductory essay and Final paper</td>
</tr>
<tr>
<td><strong>Competency 2:</strong> Engage Diversity and Difference in Practice</td>
<td>2.1 Apply and communicate understanding of the importance of</td>
<td>Midterm and Final papers, and Final</td>
</tr>
</tbody>
</table>
diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | 3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | Introductory essay and Midterm paper |
| Competency 4: Engage in Practice-Informed Research and Research-Informed Practice | 4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | Participation and Final paper |
| Competency 5: Engage in Policy Practice | 5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | Midterm and Final papers |

Assignments/Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>% of the Final Grade</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introductory essay: in-depth understanding of three core concepts</td>
<td>5</td>
<td>Session 3</td>
</tr>
<tr>
<td>2. Individual midterm paper on various interpretations of human behavior with a special emphasis on the DSM-5</td>
<td>25</td>
<td>Session 7</td>
</tr>
<tr>
<td>3. Individual final paper examining student’s own behavior patterns through various paradigms, including the DSM-5</td>
<td>25</td>
<td>Session 14</td>
</tr>
<tr>
<td>4. Participation in class discussions, work in groups, and end-of-semester presentation</td>
<td>20</td>
<td>Session 14</td>
</tr>
<tr>
<td>5. Class attendance, punctuality, and timely submission of papers</td>
<td>10</td>
<td>Session 14</td>
</tr>
<tr>
<td>6. Final multiple-choice exam</td>
<td>15</td>
<td>Session 15</td>
</tr>
</tbody>
</table>

WEEKLY COURSE OUTLINE

**Week 1: Course introduction**

- Social work paradigm
- Mutual expectations
- Purpose, objectives, and structure of the course
- Review of core social work values in application to the course purpose
- Common conceptual core (CCC) introduced and discussed

**Week 2: Theoretical overview**

- Learning through critical thinking
- Psychological perspective on human behavior
- Conflict theory
• Labeling theory
• Systems theory

(Bessa, 2012)

(Dybcic & Pyles, 2011)

Week 3: Understanding mental health and mental distress
• Medical model
• Psychodynamic theory
• Cognitive-behavioral theory
• Psychosocial theory
• Strength perspective
(Coppock & Dunn, 2009)
(Xie, 2013)

Week 4: Thinking the present historically: The making of the present mental health system
• “Discovery” of mental illness
• Indoor relief and asylum era
• Institutionalization
• Deinstitutionalization
• Stigma
Foucault (1988)
Rothman (1971)

Week 5: Psychiatric diagnosis: Diagnostic Statistical Manual 5 – Mood disorders and psychoses
• Socio-political context of the DSM
• Evolution of the DSM
• Affective/Mood Disorders
• Depression
• Anxiety Disorder
• Bi-Polar Disorder
• Schizophrenia
• Critique of the DSM
(APA, 2013)
(Austrian 2005)
(Greenberg, 2013)
(Nissbaum, 2013)
(WHO, 2016)

Week 6: Psychiatric diagnosis: Diagnostic Statistical Manual 5: Substance-related, dementia, and other disorders
• Substance abuse and substance-related disorders
• Eating disorders
• Somatoform and factitious disorders
• Delirium and dementia
  (APA, 2013)
  (Austrian, 2005)
  (Nissbaum, 2013)
  (WHO, 2016)

<table>
<thead>
<tr>
<th>Week 7: Psychiatric diagnosis: Diagnostic Statistical Manual 5: Personality disorders; psychotropic medication</th>
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<tbody>
<tr>
<td>• Personality disorders</td>
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<tr>
<td>• Allopathic and non-allopathic medication</td>
</tr>
<tr>
<td>• Classification of psychotropic medications</td>
</tr>
<tr>
<td>• Anti-psychotic drugs, major tranquilizers</td>
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<tr>
<td>• Anti-anxiety medication</td>
</tr>
<tr>
<td>• Selective serotonin reuptake inhibitors</td>
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<tr>
<td>• Non-allopathic psychotropic remedies</td>
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</table>
  (APA, 2012)
  (APA, 2013)
  (Austrian, 2005)
  (WHO, 2016)

<table>
<thead>
<tr>
<th>Week 8: Mental health care in the community</th>
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<tbody>
<tr>
<td>• Community mental health</td>
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<tr>
<td>• Community Mental Health Centers Acts of 1963 and 1968</td>
</tr>
<tr>
<td>• Community reinvestment acts</td>
</tr>
<tr>
<td>• Crisis intervention</td>
</tr>
<tr>
<td>• Assertive community treatment</td>
</tr>
<tr>
<td>• Outpatient psychiatric treatment</td>
</tr>
<tr>
<td>• Self-help and alternative systems of mental health care</td>
</tr>
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</table>
  (Carey, 2016)
  (Coppock & Dunn, 2009)

<table>
<thead>
<tr>
<th>Week 9: Evolving attitudes toward the persons with mental disorders</th>
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<tbody>
<tr>
<td>• History of treatment of the persons with mental disorders</td>
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<tr>
<td>• Stigmatization, marginalization, and exclusion</td>
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<tr>
<td>• Critique of the medical model</td>
</tr>
<tr>
<td>• Anti-psychiatry movement</td>
</tr>
<tr>
<td>• Alternative perceptions on mental disorders</td>
</tr>
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</table>
  (Foucault, 1988)
  (Hickey, 2015a)
  (Hickey, 2015b)
  (Luhrman, 2015)

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Treatment effectiveness</td>
</tr>
<tr>
<td>• Evidence-based standards of care</td>
</tr>
<tr>
<td>• Practice models</td>
</tr>
</tbody>
</table>

143
- Comparative studies
- Ethical issues in research with human subjects

(Coppock & Dunn, 2009)
(Surface, 2009)

**Week 11: Challenging inequality and respecting diversity**

- Attending to culture: paradigms, values, norms, attitudes
- Variability of culture-bound attitudes toward persons with mental disorders
- Practice dilemmas involving culture
- Practicing psychiatric social work across cultural boundaries
- Human rights in mental health
- Advocacy
- National Association on Mental Illness

(Coppock & Dunn, 2009)
(Rissmiller & Rissmiller, 2006)

**Week 12: Inter-professional collaboration in mental health**

- Interdisciplinary integration
- Identification of roles
- Common goals
- Seeking opportunities for inter-professional crossings
- Common language of professional discourse in the mental health field
- Paradigmatic challenges to collaboration between professions

(Farinde, & Kelly, 2014)

**Week 13: Global mental health agenda and social work**

- Common global features of psychiatric care
- Global health and mental health organizations
- Global mental health agenda
- International social work collaboration

(IFSW, 2012)

**Week 14: Summation and closure**

- Course assessment, feedback and recommendations
- Presenting projects’ results to the wider College community
- Follow-up and sustainability of the project
- Closure

**E-Learning Systems**

All students are required to have valid York College email account and communicate exclusively via these accounts. Students should be proficient in using Blackboard electronic platform as all course documents, assignments and announcements will be posted there. Also, Blackboard will be utilized for electronic discussion boards, access to the grading center, etc.
Policy on Academic Integrity, Attendance, Participation, and Submission of Assignments

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CUNY Policy on Academic Integrity (including plagiarism)
http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf

Student Resources and Policies:

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Division of Student Development
http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development

Tutoring Services
https://www.york.cuny.edu/student/student-corner/student-corner/tutoring

SEEK Program
https://www.york.cuny.edu/student/student-corner/student-development/seek

Student Policies and Procedures

CUNY Policy on Academic Integrity
http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf

Center for Students with Disabilities
https://www.york.cuny.edu/student-development/star

Writing Resource
https://www.york.cuny.edu/student-development/writing-center
Instructor's Bibliography & Additional Resources


www.apa.org American Psychological Association
www.cuny.libraries.edu City University of New York Office of Library Services
www.ifsw.org International Federation of Social Workers
www.nami.org National Alliance of Mental Illness
www.nasw.org National Association of Social Workers
### Section AIV: New Courses

#### AIV.1

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>Social Work</th>
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<tr>
<td>Career</td>
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<td>Academic Level</td>
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<td>SCWK</td>
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<tr>
<td>Course Number</td>
<td>607</td>
</tr>
<tr>
<td>Course Title</td>
<td>Social Work Practice in Health Care Settings</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>Social Work 607 provides knowledge and skills necessary for social work practice in health care settings. Topics include evidence-based practice models and methods of intervention such as health promotion, disease prevention, psycho-social assessment, counseling, case management, interdisciplinary collaboration, advocacy and discharge planning.</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>SCWK 511; Department permission required.</td>
</tr>
<tr>
<td>Co-requisite(s)</td>
<td>None</td>
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<tr>
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<td>Contact Hours [total (lecture, lab)]</td>
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<tr>
<td>Liberal Arts</td>
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<tr>
<td>Course Attribute [WI; H-WEB; WEB]</td>
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<th>Required</th>
<th>Flexible</th>
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<td>English Composition</td>
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<td>World Cultures</td>
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<td>Mathematics</td>
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<td>US Experience in its Diversity</td>
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<td>Science</td>
<td></td>
<td>Creative Expression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual and Society</td>
</tr>
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<td></td>
<td></td>
<td>Scientific World</td>
</tr>
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</table>
Rationale: Social Work 607 will provide students with the knowledge and skills necessary for social work practice in health care settings. Health care social work is the main focus of the advanced year in the York College MSW program.
York College of the City University of New York  
Master of Social Work Program  
SCWK # 607  
Social Work Practice in Health Care Settings  
Course Syllabus

Instructor Information

Professor:  
Phone:  
Email:  
Office:  
Office Hours:  

Bulletin Course Description
Social Work 607 Social Work Practice in Health Care Settings: 3 hrs. lecture, 3 crs. Prerequisite: SCWK 511; Department permission required. Social Work 607 provides knowledge and skills necessary for social work practice in health care settings. Topics include evidence-based practice models and methods of intervention such as health promotion, disease prevention, psycho-social assessment, counseling, case management, interdisciplinary collaboration, advocacy and discharge planning.

Course Overview
This course focuses on social work practice in health care settings across the continuum (hospital, home healthcare, nursing or residential care, and hospice) as well as at three levels of intervention (prevention, remediation and coping with chronic or terminal health issues). Physical and mental health issues will be addressed from an ecosystems, strengths-based and diversity perspective. Students will learn skills that will prepare them for a variety of social work roles including supportive counselor, interdisciplinary team member, case manager and advocate. Knowledge and skills relevant to vulnerable populations such as the elderly, GLBT, homeless, veterans and people with chronic physical and mental illness will be addressed.

Required Main Text

All additional readings will be available via Blackboard

Objectives
Upon completion of the course, students will be able to:

1. Engage in evidence-based practice as a professional social worker in health care organizations and programs.
2. Articulate the nature of illness, its multidimensional aspects and the interrelationship between biological, psychological and social/environmental factors in cause, course and outcome.
3. Implement bio-psycho-social assessments of risks and strengths with individuals and families in health care settings.
4. Demonstrate understanding of the impact of illness on individual and family functioning in relation to developmental stages, roles and needs across the lifespan.
5. Participate in interdisciplinary teams; engage in advocacy, case conferencing and
coordination of care.

Core Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
<td>2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels</td>
<td>Midterm paper</td>
</tr>
<tr>
<td>Competency 4: Engage in Practice-informed Research and Research-informed Practice</td>
<td>4.3 Use and translate research evidence to inform and improve practice, policy and service delivery</td>
<td>Final paper</td>
</tr>
<tr>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations and Communities</td>
<td>7.2 Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
<td>Midterm paper</td>
</tr>
<tr>
<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities</td>
<td>8.2 Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
<td>Final paper</td>
</tr>
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</table>

Assignments/Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>% of the Final Grade</th>
<th>Date Due</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Midterm assignment: bio-psycho-social assessment in the health care setting</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>Final Paper: Interventions for working with a specific population</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>Weekly reading logs</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>Class presentation on a health care topic</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>
# WEEKLY COURSE OUTLINE

## Week 1: The framework for social work practice in the health care setting

**Required reading**
Kerson, et al. (2016). Ch. 1: Practice in context: The framework

## Week 2: Theories of health behavior change

**Required reading**


## Week 3: Ethics and cultural competency in the health care context

**Required reading**


## Week 4: Practice skills: Assessment & treatment planning

**Required reading**


### Week 5: Practice skills: Evidence-based practice – intervention & follow-up

**Required reading**


### Week 6: Practice in acute care settings

**Required reading**


### Week 7: Practice in long-term care settings

**Required reading**


Week 8: Home health care, case management and care coordination

Required reading


Week 9: Mental illness

Required reading


Week 10: Hospice & palliative care

Required reading


**Week 11: Chronic Illness**

**Required reading**


**Week 12: Vulnerable populations: older adults, veterans, homeless**

**Required reading**

Barker, A. (2016). Kerson, Ch. 29: Following her lead: a measured approach to working with homeless adults.


Maus, S. & Kerson (2016). Kerson, Ch. 20: Geriatric social work in a community hospital: high-touch, low-tech work in a high-tech, low-touch environment.


**Week 13: Vulnerable populations: GLBT, undocumented immigrants**

**Required reading**


Healy, R. (2016). Kerson, Ch. 12: The role of the social worker in transgender health care.


**Required reading**


Xenakis, N. (2016). Kerson, Ch. 11: The young women’s program: A health and wellness model to empower adolescents with physical disabilities in a hospital-based setting.
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SEEK Program
https://www.york.cuny.edu/student/student-corner/student-development/seek

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Center for Students with Disabilities
https://www.york.cuny.edu/student-development/star
Writing Resource
https://www.york.cuny.edu/student/writing-center
Instructor’s Bibliography & Additional Resources


www.apa.org American Psychological Association
www.apha.org American Public Health Association
http://www.cdc.gov Centers for Disease Control & Prevention
www.cuny.libraries.edu City University of New York Office of Library Services
https://tghn.org The Global Health Network
www.hhs.gov U.S. Department of Health & Human Services
www.ifsw.org International Federation of Social Workers
www.nami.org National Alliance of Mental Illness
www.nasw.org National Association of Social Workers
www.surgeongeneral.gov U.S. Surgeon General
<table>
<thead>
<tr>
<th><strong>Department(s)</strong></th>
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<tr>
<td><strong>Course Number</strong></td>
<td>609</td>
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<td><strong>Course Title</strong></td>
<td>Advanced Field Placement and Seminar III</td>
</tr>
<tr>
<td><strong>Catalogue Description</strong></td>
<td>Social Work 609 is the first of two advanced seminar field courses. Placements are 2-3 weekdays for a minimum of 225 hours per semester.</td>
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<tr>
<td><strong>Pre-requisite(s)</strong></td>
<td>SCWK 519; Department permission required.</td>
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<td><strong>Co-requisite(s)</strong></td>
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<td><strong>Credits</strong></td>
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<td><strong>Contact Hours</strong></td>
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<td>[ ] Yes [X] No</td>
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<td><strong>Course Attribute</strong></td>
<td>[W; H-WEB; WEB]</td>
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<tr>
<td></td>
<td>___ English Composition</td>
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<td></td>
<td>___ Mathematics</td>
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<td>___ Science</td>
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<tr>
<td>___ World Cultures</td>
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<tr>
<td>___ US Experience in its Diversity</td>
</tr>
<tr>
<td>___ Creative Expression</td>
</tr>
<tr>
<td>___ Individual and Society</td>
</tr>
<tr>
<td>___ Scientific World</td>
</tr>
</tbody>
</table>

**Rationale:**
The objectives emphasize building on the knowledge and skills that were developed in the previous field course, Social Work 517. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their internship education beyond their individual placements and gain an understanding of social work practice in health care settings.
York College of the City University of New York
Social Work Program
SCWK 609
Advanced Field Placement and Seminar III
COURSE SYLLABUS

Semester: Instructor:
Day and Time: Phone:
Office Hours and Room: Email:
Online Office Hours:

Bulletin Course Description
Social Work 609: Advanced Field Placement and Seminar III. 5 crs., 5 hrs. (2 hrs. lecture, 3 hours field).
Prerequisites: Social Work 519; Department permission required. Social Work 609 is the first of two-advanced seminar field courses. Placements are 2-3 weekdays for a minimum of 225 hours per semester.

Course Overview
Social Work 609 is the first of two-advanced seminar field courses; or the first field seminar in the advanced standing program. The objectives emphasize building on the knowledge and skills that were developed in the previous field course, Social Work 507 & 517. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and assigned readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their internship education beyond their individual placements and gain an understanding of social work practice in health care settings.

The integrative macro-level capstone experience occurs in the context of learning to conduct analyses and advocacy directed toward social justice-oriented policy reform through the intersection of field education, health care and presentation components. The social work master-level capstone project is an integrative project implemented over two semesters through SCWK 609 (Advanced Field Placement & Seminar III) and SCWK 613 (Social Policy Advocacy in Health Care). The multifaceted project is developed for student scholars to demonstrate mastery in knowledge and competencies while simultaneously contributing to the agency practicum. Student scholars collaborate with field instructor and health policy faculty members to develop a Capstone Project cumulative of written portfolio and poster presentation that will be shared with social work faculty, practicum staff, and their peers.

Required Textbooks:


The textbook is available as an e-textbook. Visit http://www.coursesmart.com/ to purchase an online version.
A copy of the required texts will be placed on reserve in the York College Library. Other readings will be assigned and will be available via Blackboard or in class.

Course Learning Objectives:
Upon successful completion of this course, students will be able to:

1. Define 3 major acute care settings and the role of the social worker in the settings (medical, mental health and nephrology).
2. Identify the roles of social workers in long term health care facilities.
3. Expand knowledge of social work responsibilities in home care and community based case management.
4. Expand professional knowledge of clinical terms in health settings.
5. Learn how to conduct a biopsychosocial assessment and design a treatment plan.
6. Expand knowledge of preventive and wellness counseling.
7. Identify various forms of alternative medicine.

Core Competencies

<table>
<thead>
<tr>
<th>Competency #</th>
<th>Practice Behavior</th>
<th>Outcome Measures</th>
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</thead>
<tbody>
<tr>
<td>Competency 1</td>
<td>1.5 Use supervision and consultation to guide professional judgment and behavior</td>
<td>Final Evaluation</td>
</tr>
<tr>
<td>Competency 2</td>
<td>2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels</td>
<td>Midterm Paper Final Paper</td>
</tr>
<tr>
<td>Competency 6</td>
<td>6.2 Use empathy, and interpersonal skills to effectively engage diverse clients and constituencies</td>
<td>Final Evaluation</td>
</tr>
<tr>
<td>Competency 7</td>
<td>7.3 Develop mutually agreed on interventions goals and objectives based on critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td>Final Evaluation</td>
</tr>
<tr>
<td>Competency 8</td>
<td>8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
<td>Final Evaluation</td>
</tr>
<tr>
<td>Competency 9</td>
<td>9.2 Apply knowledge of human behavior and the social</td>
<td>Final Evaluation</td>
</tr>
</tbody>
</table>
Assignments/Evaluation of Student Performance
The final grade for SCWK 609 will be determined by a combined evaluation in both the field internship and seminar. The seminar instructor is responsible for assigning the final course grade. Consultation from the field supervisor will also be a factor. The evaluation completed by the student’s field supervisor member is an important guideline to the seminar instructor in evaluating student performance. The grade will be determined by the student’s overall professional performance in and relating to the field, completion of course and field related assignments, mastery of learning outcomes, and performance at final evaluation. Unprofessional social work conduct can result in lowering of the final grade.

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>% of the Final Grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Field performance – complete 225 hours</td>
<td>50%</td>
<td>Week 14</td>
</tr>
<tr>
<td>2 Midterm paper – Group Work</td>
<td>10%</td>
<td>Week 7</td>
</tr>
<tr>
<td>3 Capstone Project – Community Practice</td>
<td>15%</td>
<td>Week 13</td>
</tr>
<tr>
<td>4 Process Recordings (10)</td>
<td>10%</td>
<td>Start Week 3</td>
</tr>
<tr>
<td>5 Weekly logs</td>
<td>10%</td>
<td>Start Week 3</td>
</tr>
<tr>
<td>6 Seminar participation (contribution to class discussion, attendance and punctuality)</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>

WEEKLY COURSE OUTLINE

Week 1: Course Overview, CWSE Core Competencies,
Required Readings:
Course Syllabus
Council on Social Work Education Accreditation Standards (EPAS 2015):
http://www.cswe.org/Accreditation.aspx

Week 2: Key Concepts in Health Care Setting
Required Reading:

**Week 3 – 7 Fields of Clinical Social Work Practice in Health Care Settings**

**Week 3: Acute Health Care Settings**

*Required Reading:*


*Student Learning Plan*

Process Recording #1

*Weekly Journal*

**Week 4: Long Term & Home Health Care**

*Required Readings:*

TEXTBOOK: Dziegielewski, S.(2013), Chapter 10: Restorative Health Care: Long-Term and Home Care (pages 255 - 286)


*Process Recording #2*

*Weekly Journal*

**Week 5: Hospice Care**

*Required Readings:*

TEXTBOOK: Dziegielewski, S. (2013), Chapter 11: Roles and services provided by hospice social workers (pages 289 – 310)


*Process Recording #3*

*Weekly Journal*

**Week 6: Case Management and Discharge Planning**

*Required Readings:*


*Process Recording #4*

*Weekly Journal*

**Week 7: Preventive, Wellness and Alternative Medicine**

*Required Readings:*

165

and CAM (pages 331 - 358)


**********************MIDTERM DUE – 7th Session**********************

**Week 8: Public Health**

**Required Readings:**


**Process recording #5**

**Weekly Journal**

### Week 9 – 14 Psychosocial issues and Medical Conditions

**9: HIV/AIDS**

**Required Readings:**


**Process Recording #6**

**Weekly Journal**

### Week 10: Developmental Disabilities

**Required Readings:**


**Process Recording #7**

**Weekly Journal**

### Week 11: Pediatric Oncology
Required Readings:


Process recording #8
Weekly Journal

**Week 12: Diabetes & Nephrology**

Required Readings:


Process Recording #9
Weekly Journal

**Week 13: Obesity**

Required Readings:

**********************************************************************************CAPSTONE PROJECT DUE**********************************************************************************

**Week 14: Chronic Illness**

Required Reading:


Process recording #10
Weekly Journal

**Week 15: Course Review and Prepare for Field Seminar IV**
**Student Resources and Policies:**

**E-Learning Systems**
All students are required to have valid York College email account and communicate exclusively via these accounts. Students should be proficient in using Blackboard electronic platform as all course documents, assignments and announcements will be posted there. Also, Blackboard will be utilized for electronic discussion boards, access to the grading center, etc.

**Reference Resources**
**Social Work Organizations**
- [www.nasw.org](http://www.nasw.org) National Association of Social Workers
- [www.ifsw.org](http://www.ifsw.org) International Federation of Social Workers
- [www.statepolicy.org](http://www.statepolicy.org) Social Work National Committee for Educating Students to Influence State Policy and Legislation—they have a yearly contest to recognize exemplary BSW and MSW projects!
- [www.cswe.org](http://www.cswe.org) Council on Social Work Education *Educational policy and accreditation standards*

**Library/Writing Style Sites**
- [www.cuny.libraries.com](http://www.cuny.libraries.com) City University of New York Office of Library Services
- [www.apa.org](http://www.apa.org) American Psychological Association

**Advocacy Organizations**
- [www.aphsa.org](http://www.aphsa.org) American Public Human Service Association
- [www.childrensdefense.org](http://www.childrensdefense.org) Children’s Defense Fund: Links to many child and family advocacy sites
- [www.cwla.org](http://www.cwla.org) Child Welfare League of America
- [www.childadvocacy.org](http://www.childadvocacy.org) National Association of Child Advocates
- [www.greenpeace.org](http://www.greenpeace.org) Greenpeace: Links to environmental sites
- [www.now.org](http://www.now.org) National Organization for Women: Links to resources that support gender equity
- [www.vote-smart.org](http://www.vote-smart.org) Project Vote Smart: Links candidate, campaign and issue information sites, ratings by advocacy groups, and campaign financial reports
- [www.financeprojectinfo.org](http://www.financeprojectinfo.org) Welfare information
- [www.ncoa.org](http://www.ncoa.org) National Council on Aging
- [www.mentalhealth.org](http://www.mentalhealth.org) National Mental Health Association

**Information and Statistics**
- [www.census.gov](http://www.census.gov) U.S. Census Bureau

**Policy on Academic Integrity, Attendance, Participation, and Submission of Assignments**
- Violations to academic integrity include cheating, plagiarism, fabrication, purchasing other’s work and submitting it as one’s own, complicity (allowing one’s work to be used by others), multiple submission of work, and misuse of computers. Violations to academic integrity during the course will be addressed in accordance with The City University of New York policy on academic integrity, as described in the York College Bulletin (see York College Bulletin).
• Students are expected to attend all classes and to be on time. You are expected to contact your instructor to inform him or her of the reason for your absence. You are also responsible for learning about any material you missed.

• Course grades will be lowered for more than two absences. Lateness for class will be incorporated into the final grade. Any student arriving more than 30 minutes late will be considered absent.

• Written and oral assignments must be submitted at the beginning of class on the due date. Late submission will result in a lowered grade.

• Participation includes preparing for class by completing assigned readings, participating in class discussions in an informed manner, moving the class forward by asking questions or comments, and actively completing in-class exercises.

Division of Student Development
(including Counseling, the STAR Program, Student Support Services, and Student Government):
http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development

Tutoring Services
https://www.york.cuny.edu/student/student-corner/student-corner/tutoring

SEEK Program
https://www.york.cuny.edu/student/student-corner/student-development/seek

Student Policies and Procedures

CUNY Policy on Academic Integrity (including plagiarism)
http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf
Instructor’s Bibliography:


Section AIV: New Courses

AIV.1

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>Undergraduate [x] Graduate</td>
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<td>Academic Level</td>
<td>[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
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<td>Social Work</td>
</tr>
<tr>
<td>Course Number</td>
<td>SCWK 613</td>
</tr>
<tr>
<td>Course Title</td>
<td>Social Policy Advocacy in Health Care</td>
</tr>
</tbody>
</table>

**Catalogue Description**
Building on the generalist policy course—SCWK 613 is an advanced class in a two-course policy sequence on social policy structures, practice and service delivery, with emphasis on health care in urban populations. The course critically analyzes current policies and reform, which intersect past practice trends, social determinants, and the integrative macro-level capstone experience.

**Pre-requisite(s)**
SCWK 603; SCWK 609; Department permission required.

**Co-requisite(s)**
SCWK 621

**Credits**
3

**Contact Hours**
3 hrs. lecture

**Liberal Arts**
[ ] Yes [X] No

**Course Attribute (e.g. Writing Intensive, WAC, etc)**

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<th>Flexible</th>
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<td>_____ World Cultures</td>
</tr>
<tr>
<td></td>
<td>_____ Mathematics</td>
<td>_____ US Experience in its Diversity</td>
</tr>
<tr>
<td></td>
<td>_____ Science</td>
<td>_____ Creative Expression</td>
</tr>
<tr>
<td></td>
<td>_____</td>
<td>_____ Individual and Society</td>
</tr>
<tr>
<td></td>
<td>_____</td>
<td>_____ Scientific World</td>
</tr>
</tbody>
</table>

**Rationale:** SCWK 613 adjoins student scholars’ advocacy voice with social policy which specifically strive to improve health care in urban and vulnerable populations. The summative emphasis is the integrative Capstone Project for student scholars to champion solutions and advocacy agendas fundamental to health care.
York College of the City University of New York
MSW Social Work Program
COURSE # 613
Social Policy Advocacy in Health Care

COURSE SYLLABUS

Instructor Information
Professor: ! Phone:
Email: ! ! Office:
Office Hours:

Bulletin Course Description
Advanced Social Policy and Health 3 hrs, 3 crs.; Prerequisites; SCWK 603; SCWK 609; Department permission required. Corequisite: SCWK 621. Building on the generalist policy course—SCWK 613 is an advanced class in a two-course policy sequence on social policy structures, practice and service delivery, with emphasis on health care in urban populations. The course critically analyzes current policies and reform which intersect past practice trends, social determinants, and the integrative macro-level capstone experience.

Course Overview
Aligned with the York College, program missions and the President’s vision for, a transformative Urban Institution and Cultural Hub, critical analysis is given to current health care disparities, policies and reform which intersect past practice trends and social determinants impacting the standard of wellness and health care in urban populations.

As emerging social work change agents, student scholars explore contemporary social policies at local, state, federal, which intersect health care disparities, human rights violations, social justice, and marginalization of urban populations. In addition to understanding U.S. Health Care policies and its intrinsic challenges, and benefits student scholars also critically analyze social action policy that shows health care in a multitude of ways.

The integrative macro-level capstone experience occurs in the context of learning to conduct analyses and advocacy directed toward social justice-oriented policy reform through the intersection of field education, health care and presentation components. The social work master-level capstone project is an integrative project implemented over two semesters through SCWK 609 (Advanced Field Placement & Seminar III) and SCWK 613 (Social Policy Advocacy in Health Care). The multifaceted project is developed for student scholars to demonstrate mastery in knowledge and competencies while simultaneously contributing to the agency practicum. Student scholars collaborate with field instructor and health policy faculty members to develop a Capstone Project cumulative of written portfolio and poster presentation that will be shared with social work faculty, practicum staff, and their peers.

Required Main Text


Additional readings as assigned.

Course Learning Objectives
This course addresses competencies as outlined in the Council on Social Work Education (2015) Commission on Educational Policy Accreditation Standards (EPAS). Upon completion of this course, student scholars will:

1. Understand Social Work’s health care national policy priorities with particular emphasis on Affordable Care Act integration, Health Insurance Portability and Accountability Act of 1996 (HIPPA), The Mental Health Parity Act (1996), and CSM-1500 Health Insurance Claim Form.
2. Understand conceptual frameworks in the context of social work, consumers, stakeholders, and policy sectors in the United States.
3. Articulate how informal and formal stratifications and social determinants at micro, mezzo and macro levels foster disparities and invisibility, and barriers to mental health and other health services.
4. Integrate understanding of social work competencies, health care structures and policy advocacy strategies.
5. Ascribe to cultural competency set forth by National Association of Social Workers (NASW) in the advocacy-based health care policy practice.
6. Critically describe the important role of health care advocacy and social action for Capstone Project focused on an identified urban, marginalized group. Understand the role of political social work in a for-profit health care era.

Core Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Outcome Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
<td>2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
<td>1. Reflection Health Care Policy Logs 2. Capstone Project: NASW Action Project</td>
</tr>
<tr>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>3.1 Apply their understanding of social, economic, and environmental justice to individual and system levels.</td>
<td>1. Reflection Health Care Policy Logs 2. Capstone Health Care Advocacy Plan</td>
</tr>
<tr>
<td></td>
<td>3.2 Engage in practices that advance social, economic, and environmental justice.</td>
<td>1. Capstone: NASW Health Care Policy Priorities Social Action Project</td>
</tr>
<tr>
<td>Competency 5: Engage in Policy Practice</td>
<td>5.1 Identify social policy at the local, state, and federal level that impacts well-being, service deliver, and access to social</td>
<td>1. Capstone: NASW Health Care Policy Priorities</td>
</tr>
</tbody>
</table>
Instructional Methods

This class may be taught in a face-to-face. Students will meet weekly, in the classroom, and are responsible to complete all readings and assignments listed.

Assignments/Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>% of total grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Class Discussion, Participation, Attendance</td>
<td>5%</td>
<td>Sessions 1-14</td>
</tr>
<tr>
<td>2 Reflection Health Care Policy Logs</td>
<td>20%</td>
<td>Sessions 3-12</td>
</tr>
<tr>
<td>3 Capstone NASW Health Care Policy Priorities Social Action Plan (Draft)</td>
<td>15%</td>
<td>Session 4</td>
</tr>
<tr>
<td>4 Capstone NASW Health Care Policy Priorities Social Action Plan (Final)</td>
<td>25%</td>
<td>Session 7</td>
</tr>
<tr>
<td>5 Capstone Oral Presentations - NASW Health Care Policy Priorities Social Action Individual Plan</td>
<td>15%</td>
<td>Sessions 13 &amp; 14</td>
</tr>
<tr>
<td>6 Final Examination</td>
<td>20%</td>
<td>Session 15</td>
</tr>
</tbody>
</table>

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services

2. Reflection Health Care Policy Logs
3. Capstone Health Care Advocacy Plan
4. Final examination

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

1. Reflection Health Care Policy Logs
2. Capstone Health Care Advocacy Plan
3. Capstone Oral Presentation of Health Care Policy
4. Final examination

Session 1. Course Overview, CSWE 2015 Core Competencies, NASW Policy Priorities

Required Reading:


Kaiser Commission on Medicaid and the Uninsured. Policy Brief (April 2013). How is the Affordable Care Act leading to changes in Medicaid long-term services and supports (LTSS) today? State adoption of six LTSS options. The Henry Kaiser Foundation.


Due: Assign Capstone Groups

**Session 2. Identify The Role of Social Policy and Consumer Voices in Community Health**

**Required Reading:**


Barr, D. A. (2011), Chapter 3: Health Care as a Reflection of Underlying Cultural Values and Institutions (pp. 35-69).


**Session 3. NASW Standards for Social Work Practice in Health Care Settings**

**Required Reading:**


Due: Reflection Health Care Policy Log

**Session 4-6. The Role of Social Work in Mental Health, Managed Care, Medicare Reimbursement & For-Profit Health Care**
Session 4. Mental Health and Social Work

Required Reading


Due: Capstone: NASW Health Care Policy Priorities Social Action Plan (Draft)

Due: Reflection Health Care Policy Log

Session 5. The Ethics of Managed Care and Social Work

Required Reading

TEXTBOOK: Barr, D. A. (2011), Chapter 5: Health Insurance, HMO’s and the Managed Care Revolution (pp. 97-130).


Due: Reflection Health Care Policy Log

Session 6. Politics of For-Profit Health Care and Political Social Work

Required Reading

TEXTBOOK: Barr, D. A. (2011), Chapter 8: The Increasing Role of For-Profit Health Care (pp. 253-272).


Due: Reflection Health Care Policy Log
Session 7. Social Determinants and Health Equity in Health Care

Required Reading


Due: Capstone NASW Health Care Policy Priorities Social Action Individual Plan (Final)

Due: Reflection Health Care Policy Log

Session 8. Health Disparities Through the Lens of Forced Sterilization, Reproductive Health & Eugenics

Required Reading


[National Association of Black Social Workers code of ethics](http://nabsw.org/?page=CodeofEthics). Retrieved from:


Due: Reflection Health Care Policy Log

Required Reading


Kaiser Commission on Medicaid and the Uninsured. Policy Brief (April 2013). How is the Affordable Care Act leading to changes in Medicaid long-term services and supports (LTSS) today? State adoption of six LTSS options. The Henry Kaiser Foundation.


Due: Reflection Health Care Policy Log

Session 10-12. Health Care: The Rise of Social Movements and Social Reforms

Session 10. The Inadequacies of the U.S. Health Care System

Required Reading


Due: Reflection Health Care Policy Log

<table>
<thead>
<tr>
<th>Session 11.</th>
<th>The Politics of Health Literacy and Health Promotion in Health Care</th>
</tr>
</thead>
</table>

**Required Reading**

**TEXTBOOK:** Barr, Chapter 13: Key Policy for Deciding the Direction of Healthcare Reform (pp. 294-312).


Due: Reflection Health Care Policy Log

<table>
<thead>
<tr>
<th>Session 12.</th>
<th>Health Care: Reform &amp; Social Work Call to Action</th>
</tr>
</thead>
</table>

**Required Reading**

**TEXTBOOK:** Jansson, B. S. (2016), Chapter 7: Becoming Policy Advocates in the Healthcare Sector (pp. 163-201).


Due: Reflection Health Care Policy Log

<table>
<thead>
<tr>
<th>Session 13-15.</th>
<th>Change Agents: The Intersection of Practice and Social Policy</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Session 13.</th>
<th>Due: Capstone Oral Presentations</th>
</tr>
</thead>
</table>
Session 14. Due: Capstone Oral Presentations

Session 15. Due: Final Examination

E-Learning Systems
All students are required to have valid York College email account and communicate exclusively via these accounts. Students should be proficient in using Blackboard electronic platform as all course documents, assignments and announcements will be posted there. Also, Blackboard will be utilized for electronic discussion boards, access to the grading center, etc.

Internet Resources

The following websites may be helpful when gathering information related to the social work profession, journals, writing style, international social work issues, and for additional reading. When citing these and other Internet resources, please refer to and use APA style.

www.nasw.org National Association of Social Workers
www.apa.org American Psychological Association
www.ifsw.org International Federation of Social Workers
www.socialworkpolicy.org Social Work Policy Institute (SWPI)
www.cuny.libraries.com City University of New York Office of Library Services

Policy on Academic Integrity, Attendance, Participation, and Submission of Assignments

Violations to academic integrity include cheating, plagiarism, fabrication, purchasing other’s work and submitting it as one’s own, complicity (allowing one’s work to be used by others), multiple submission of work, and misuse of computers. Violations to academic integrity during the course will be addressed in accordance with The City University of New York policy on academic integrity, as described in the York College Bulletin (see York College Bulletin).

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http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf

Student Resources and Policies:

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Participation will be incorporated into the Attendance & Participation grade. Participation includes
preparing for class by completing assigned readings, participating in class discussions in an informed manner, moving the class forward by asking questions or comments, and actively completing in-class exercises.

Division of Student Development
http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development

Tutoring Services
https://www.york.cuny.edu/student/student-corner/student-corner/tutoring

SEEK Program
https://www.york.cuny.edu/student/student-corner/student-development/seek

Student Policies and Procedures

CUNY Policy on Academic Integrity
http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf

Center for Students with Disabilities
https://www.york.cuny.edu/student-development/star

Writing Resource
https://www.york.cuny.edu/student/writing-center


Kaiser Commission on Medicaid and the Uninsured. Policy Brief (April 2013). How is the Affordable Care Act leading to changes in Medicaid long-term services and supports (LTSS) today? State adoption of six LTSS options. The Henry Kaiser Foundation.


*Social Work in Health Care*. Taylor & Francis.


### AIV.1

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>Social Work</th>
</tr>
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<tbody>
<tr>
<td>Career</td>
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<td>Academic Level</td>
<td>[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
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<td>Subject Area</td>
<td>SCWK</td>
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<tr>
<td>Course Number</td>
<td>615</td>
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<tr>
<td>Course Title</td>
<td>Social and Behavioral Determinants of Health</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>An introduction to the relationship between human behavior and major health issues, social and behavioral theoretical approaches and their use in public health interventions, health care settings and health promotion programs.</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>SCWK 517; Department permission required.</td>
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<tr>
<td>Co-requisite(s)</td>
<td>None</td>
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<td>____ Science</td>
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<td><strong>Flexible</strong></td>
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<td>____ World Cultures</td>
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<td>____ US Experience in its Diversity</td>
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<td></td>
<td>____ Creative Expression</td>
</tr>
<tr>
<td></td>
<td>____ Individual and Society</td>
</tr>
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<td></td>
<td>____ Scientific World</td>
</tr>
</tbody>
</table>
Rationale: This course will provide students with an understanding of the social, psychological, cultural and environmental influences on health behavior, current US and global health problems, health disparities, and social and theoretical theories and models used in health promotion programs.
York College of the City University of New York  
MSW Social Work Program  
SCWK # 615  
Social and Behavioral Determinants of Health  

COURSE SYLLABUS

Instructor Information

Professor:  
Email:  
Office Hours:  

Phone:  
Office:  

Bulletin Course Description

Social and Behavioral Determinants of Health. 3 hrs., 3 crs., Prerequisites: SCWK 517; Department permission required. An introduction to the relationship between human behavior and major health issues, social and behavioral theoretical approaches and their use in public health interventions, health care settings and health promotion programs.

Course Overview

Human behavior is multidimensional and health behavior is influenced by social and behavioral influences. Since health promotion, education and prevention programs focus on changing health behavior it is necessary to understand the social, psychological, cultural and environmental influences on health behavior. This course will provide a background in current major US and international health problems, health disparities, social and theoretical theories and models used in health promotion programs, and evaluation of health promotion efforts.

Required Main Text

Objectives

Upon successful completion of this course, students will be able to:

1. Understand the multiple influences on health behavior.
2. Describe major US and international public health problems and health-related behaviors.
3. Describe and critique key individually focused behavioral theories.
4. Identify and discuss the social, cultural and environmental theories of behavior and their relationship to health behaviors.
5. Describe components of program planning processes.
6. Define population-based health promotion and community interventions.
7. Understand key issues with health promotion programs in school and workplace settings in the US and in global settings.
8. Demonstrate understanding of the various types of health promotion program evaluation
9. Define and describe health disparities and their relationship to diverse populations.

Core Competencies Addressed in this Course

<table>
<thead>
<tr>
<th>Competency 2: Engage Diversity and Difference in Practice</th>
<th>Practice Behavior</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Apply and communicate the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels.</td>
<td>Health Behavior Theory Paper</td>
<td></td>
</tr>
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</table>

<table>
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<tr>
<th>Competency 4: Engage in Practice-informed Research and Research-Informed Practice</th>
<th>Practice Behavior</th>
<th>Outcome Measures</th>
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<tbody>
<tr>
<td>4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
<td>Social &amp; Behavioral Determinants Paper</td>
<td></td>
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<table>
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<tr>
<th>Competency 7: Assess Individuals, Families, Organizations and Communities</th>
<th>Practice Behavior</th>
<th>Outcome Measures</th>
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<tbody>
<tr>
<td>7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
<td>Program Planning Project</td>
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<table>
<thead>
<tr>
<th>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</th>
<th>Practice Behavior</th>
<th>Outcome Measures</th>
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<tr>
<td>9.1 Select and use appropriate methods for evaluation of outcomes.</td>
<td>Program Planning Project</td>
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Assignments/Evaluation of Student Performance

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<tr>
<th>Assignment</th>
<th>% of total grade</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy People 2020 Assignment</td>
<td>15%</td>
<td>Session 3</td>
</tr>
</tbody>
</table>
WEEKLY COURSE OUTLINE

**Sessions 1-3. Methods for Understanding the Human Condition**

**Week 1. Course Overview, CSWE Core Competencies, Health and Behavior**

**Required Reading:**

TEXTBOOK: Edberg, Chapter 1: The Links Between Health and Behavior


**Week 2. Health and Human Behavior**

**Required Reading:**

TEXTBOOK: Edberg, Chapter 2: Health Issues and Behavior


**Week 3. Theories of Health Behavior Used in Social Work**

**Required Reading:**

TEXTBOOK: Edberg, Chapter 3: Social/Behavioral Theory and its Roots


Week 4. Individual Theories and Models of Health Behavior

Required Reading

TEXTBOOK: Edberg, Chapter 4: Individual Health Behavior Theories


Weeks 5 and 6. Social, Cultural and Environmental Theories/Influences on Health Behavior

Required Reading

TEXTBOOK: Edberg, Chapters 5 & 6: Social, Cultural and Environmental Theories (Parts I and II)


**Week 7. Assessment and Program Planning**

**Required Reading**

**TEXTBOOK:** Edberg, Chapter 7: Doing Something About it: The Ecological perspective and the Move from Theory to Practice


**Week 8. The Community: Populations and Interventions for Health Promotion**

**Required Reading**

**TEXTBOOK:** Edberg, Chapter 8: Communities and Populations as Focus for Health Promotion Programs


**Week 9. Health Promotion in School Settings**

**Required Reading**

**TEXTBOOK:** Edberg, Chapter 9: Application of Theory: Schools and Worksites


**Week 10. Health Promotion and Communication**

**Required Reading**

TEXTBOOK: Edberg, Chapter 10: Application of Theory: Communications


**Week 11. Health Promotion and Global Health**

**Required Reading**

TEXTBOOK: Edberg, Chapter 11: Application of Theory: Global Health


**Week 12. Health Promotion and High-Risk/Special Populations**

**Required Reading**

TEXTBOOK: Edberg, Chapter 12: Application of Theory: High-Risk and Special Populations


Week 13. Health Promotion Program Evaluation Models

Required Reading

TEXTBOOK: Edberg, Chapter 13: Evaluation: What is it? Why is it Needed? How Does it Relate to Theory?


Week 14. Health Disparities and Diverse Populations

Required Reading

TEXTBOOK: Edberg, Chapter 14: Culture, Diversity, and Health Disparities: Are Current Theories Relevant?


Week 15: Final Exam/Project
E-Learning Systems

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SEEK Program
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Instructor’s Bibliography


### Section AIV: New Courses

#### AIV.1

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ ] Undergraduate  [x ] Graduate</td>
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<td>Academic Level</td>
<td>[ x ] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
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<td>Subject Area</td>
<td>Social Work</td>
</tr>
<tr>
<td>Course Number</td>
<td>618</td>
</tr>
<tr>
<td>Course Title</td>
<td>Clinical Social Work Practice in Relation to Death, Grief and Bereavement</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course provides a theoretical base for understanding the psychosocial aspects of loss, death, grief, and bereavement across the life cycle. Emphasis includes skilled interventions with bereaved individuals, families and groups taking to consideration the cultural, spiritual, and religious views that impact on terminal illness, traumatic death, and grief.</td>
</tr>
<tr>
<td>Pre/ Co Requisites</td>
<td>Department permission required.</td>
</tr>
<tr>
<td>Credits</td>
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<tr>
<td>Contact Hours</td>
<td>3 hrs. lecture</td>
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<tr>
<td>Liberal Arts</td>
<td>[ ] Yes  [ X ] No</td>
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| General Education Component | _X__ Not Applicable  
|----------------------------|_______________________|
|                             | ___ Required  
|                             | ___ English Composition  
|                             | ___ Mathematics  
|                             | ___ Science  
|                             | ___ World Cultures  
|                             | ___ US Experience in its Diversity  
|                             | ___ Creative Expression  
|                             | ___ Individual and Society  
|                             | ___ Scientific World |

**Rationale:** Social Work 618 provides students with the knowledge and skills necessary for working with bereaved individuals, families and groups in social work and health care settings.
York College of the City University of New York
MSW Social Work Program
COURSE # 618
Clinical Social Work Practice in Relation to Death, Grief and Bereavement
COURSE SYLLABUS

Instructor Information

Professor: 
Phone: 
Email: 
Office: 
Office Hours:

Bulletin Course Description

Clinical Social Work Practice in Relation to Death, Grief and Bereavement. 3 hrs. 3 crs., Pre-requisite: Department permission required. This course provides a theoretical base for understanding the psychosocial aspects of loss, death, grief, and bereavement across the life cycle. Emphasis includes skilled interventions with bereaved individuals, families and groups taking to consideration the cultural, spiritual, and religious views that impact on terminal illness, traumatic death, and grief.

Course Overview

Social workers in health care setting not uncommonly confront aspects of loss experienced by their clients, the clients’ families and others who are involved in many ways with the client. The way people cope with grief and loss across the lifespan can change and determine how they will form, maintain, and let go of relationships. Social workers who confront clients and others’ loss require an extensive knowledge of the psychosocial, cultural and spiritual aspects of loss, death and bereavement that influence the human condition experienced by those impacted by loss. Given our societal tendency to avoid the subject of loss, social workers play an important role in providing clients with the opportunity to deal effectively with painful losses in the clinical encounter. This course will address the role of the social worker and the effective ways to use oneself with clients and their families in health care settings as well as other environments. The course will also focus on strategies, techniques, and skill when intervening with clients, families, and groups dealing with death and loss. The role of inter-professional collaboration will also be included as an additional resource for this kind of clinical work. Attention will also be given to special practice challenges, ethical dilemmas and to self-help strategies for social workers that are confronted with death and loss in their practice.

Required Main Text


Course Learning Objectives
Upon successful completion of this course, students will be able to:

1. Identify and define the theoretical constructs of loss, grief and bereavement.

2. Develop greater understanding of the intersection of psychosocial, cultural and spiritual aspects of loss, death and bereavement.

3. Apply theoretical knowledge to clinical practice and examine individual, family, and group intervention.

4. Plan appropriate and effective interventions to bereaved individual, family, and group.

5. Determine ways to effectively use one’s self with clients and families.

6. Analyze ethical dilemmas that may occur when dealing with clients’ bereavement and grief experiences.

Assignments/Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of the total grade</th>
<th>Due</th>
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<td>Readings summaries</td>
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<td>Sessions 2-14</td>
</tr>
<tr>
<td>Midterm Assignment</td>
<td>40%</td>
<td>Session 6</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>40%</td>
<td>Session 13</td>
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</table>
### Session 1. Course Overview, Grief and loss in our Society, Trajectory of Illness

**Required Reading:**


### Session 2. Theoretical Aspects of Loss, Death, Grief, and Mourning

**Required Reading:**


### Session 3. Life Cycle/Gender/Ethnic-Cultural/Spiritual-Religious Considerations in Bereavement

**Required Reading:**


**Session 4. Children/Adolescents and Death**

**Required Reading**


**Session 5. Family Considerations in Bereavement**

**Required Reading**


Session 6. Terminal Illness/Hospice

Required Reading


Session 7. Traumatic Death

Required Reading


Session 8. Suicide and Euthanasia

Required Reading


Session 9. Death and Old Age: End of Life Issues and Decisions

Required Reading


Session 10. Interventions with Individuals

Required Reading


Session 11. Interventions with Families

Required Reading


Session 12. Interventions with Groups

Required Reading


Session 13. Self-Care of the Care Providers (Social Workers) and Ethical Dilemmas

Required Reading


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**Session 14. Rituals**

**Required Reading**


**Session 15: Wrap-Up**

**E-Learning Systems**

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Division of Student Development
http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development

Tutoring Services
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SEEK Program
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Instructor’s bibliography


Section AIV: New Courses

AIV.1

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<td>Career</td>
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<tr>
<td>Course Number</td>
<td>SCWK 619</td>
</tr>
<tr>
<td>Course Title</td>
<td>Contemporary Issues: Violence as Structural Oppression</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>SCWK 619 will acquaint student scholars with knowledge and skills about contemporary issues sustained through violence and structural oppression. This course anchors their experiences in cultural competent awareness and social justice. Student scholars are provided a safe space to examine a variety of social work literature and themes central to services delivery impacting marginalized and vulnerable populations.</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>Department permission required.</td>
</tr>
<tr>
<td>Co-requisite(s)</td>
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<td>Credits</td>
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<td>3 hrs. lecture</td>
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<td>Liberal Arts</td>
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<tr>
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<table>
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<tr>
<th>General Education Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>X  Not Applicable</td>
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Rationale: The national surge of alarming and pervasive acts of violence and sustained structural oppression against marginalized and vulnerable groups are a priority for social workers. As asserted by the profession’s mission, social workers have an obligation to assist student scholars explore self-awareness while simultaneously helping them to develop skills of culturally-competency and social justice to advocate within micro-mezzo-macro level practice.
York College of the City University of New York
MSW Social Work Program
COURSE # 619
Contemporary Issues: Violence as Structural Oppression

COURSE SYLLABUS

Instructor Information
Professor:                      Phone: 
Email:                          Office: 
Office Hours:                  

Bulletin Course Description
Contemporary Issues: Violence as Structural Oppression. 3 hrs, 3 crs.; Prerequisite: Department permission required. SCWK 619 will acquaint student scholars with knowledge and skills about contemporary issues sustained through violence and structural oppression. This course anchors their experiences in cultural competent awareness and social justice. Student scholars are provided a safe space to examine a variety of social work literature and themes central to services delivery impacting marginalized and vulnerable populations.

Course Overview
This course offers a critical analysis of contemporary issues of violence and structural oppression of marginalized and vulnerable populations. The social work profession has a mission rooted in, social justice, dignity and worth of the person, and competence. These set of course values provide opportunities for student scholars to authentically examine personal and professional values concerning constructs of race, gender, and class, which encapsulate sustained human suffering, oppression, and violence. The course assists student scholars in understanding and developing useful anti-oppression and anti-violence knowledge and skills to sustain the social work profession and humanity.

Required Main Text
There is no formal textbook for this course. Required readings are available at:

NASW Encyclopedia of Social Work (accessible via York College Library system).


Additional readings as assigned.

Course Learning Objectives
This course addresses competencies as outlined in the Council on Social Work Education (2015) Commission on Educational Policy Accreditation Standards (EPAS). Upon completion of this course, student scholars will:

1. Understand contemporary issues in the context of oppression and violence.
2. Describe examples of personal and institutionalized systems which have fostered structural oppression and violence in urban communities.
3. Articulate how examples of contemporary forms of oppression and violence intersect and are sustained at practice levels—micro, mezzo and macro—and reinforce human rights violations.
4. Integrate concepts and theories to assess oppression and violence in marginalized and vulnerable groups.
5. Demonstrate an understanding of social justice and empowerment knowledge and skills.
6. Ascribe to cultural competency set forth by National Association of Social Workers to critically analyze marginalized groups.
7. Engage diversity and difference in critical learning through awareness and evaluation of personal and professional values.

Core Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Outcome Measurement</th>
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</thead>
<tbody>
<tr>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
<td>1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
<td>1. Reading Reflection Logs 2. Violence as Structural Oppression Analysis Paper 3. Self-Discovery Presentations</td>
</tr>
<tr>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
<td>2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. 2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td>1. Reading Reflection Logs 2. Violence as Structural Oppression Analysis Paper 3. Self-Discovery Presentations</td>
</tr>
<tr>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>3.1 Apply their understanding of social, economic, and environmental justice to individual and system levels.</td>
<td>1. Reading Reflection Logs 2. Violence as Structural Oppression Analysis Paper 3. Self-Discovery Presentations</td>
</tr>
</tbody>
</table>

Instructional Methods
This class may be taught in a face-to-face format. Student scholars will meet weekly, in the classroom, and are responsible to complete all readings and assignments listed.

Assignments/Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>% of total grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Class Discussion, Participation, Attendance</td>
<td>5%</td>
<td>Sessions 1-14</td>
</tr>
<tr>
<td>2 Weekly Reading Reflection Logs</td>
<td>30%</td>
<td>Sessions 3-12</td>
</tr>
<tr>
<td>3 Violence as Structural Oppression Analysis Paper</td>
<td>40%</td>
<td>Sessions 7</td>
</tr>
<tr>
<td>4 Self-Discovery Oral Presentations</td>
<td>25%</td>
<td>Sessions 13 &amp; 14</td>
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</table>

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WEEKLY COURSE OUTLINE

**Sessions 1-3. Establish an Understanding for Oppression and Structural Violence**

**Session 1. Course Overview, CSWE 2015 Core Competencies, NASW Standards for Cultural Competence**

**Required Reading:**

DOI: 10.1093/acrefore/9780199975839.013.95

DOI: 10.1093/acrefore/9780199975839.013.888


*Social Work, 54*(3), 220-231. DOI: 10.1093/sw/54.3.220


Due: Assign Self-Discovery Oral Presentations

**Session 2. Understanding and Confronting Oppression: A Human Rights Issue**

**Required Reading:**

DOI: 10.1093/acrefore/9780199975839.013.271


**Session 3. Violence: A Public Health Issue**

**Required Reading:**

DOI: 10.1093/acrefore/9780199975839.013.409


Due: Reading Reflection Log

Session 4-6. Framing Oppression and Violence

Session 4. From Intersectionality to Empowerment

Required Reading


Due: Reading Reflection Log

Session 5. Deconstructing Power Structures, Social Control, and State Violence

Required Reading


Due: Reading Reflection Log


Required Reading


Due: Reading Reflection Log

Session 7-9. Social Constructs of Oppression, Gun Violence, and ‘isms’

Session 7. Race and Microaggressions

Required Reading


Due: Reading Reflection Log

Due: Violence as Structural Oppression Analysis Paper

Session 8. Gender and Sexual Orientation Violence and Oppression

Required Reading


Overview. DOI: 10.1093/acrefore/9780199975839.013.945


Due: Reading Reflection Log

Session 9. Income Inequality, Oppression and Voter Suppression

Required Reading


Due: Reading Reflection Log

Session 10-12. Transforming Oppression and Violence

Session 10. Faith-Based Agencies: The Other Side of Oppression and Violence

Required Reading


Due: Reading Reflection Log

Session 11. School Violence and Differently-Abled Persons and Oppression

Required Reading


Due: Reading Reflection Log

**Session 12. A Call for Social Justice and Social Movements**

**Required Reading**

DOI: 10.1093/acrefore/9780199975839.013.364

DOI: 10.1093/acrefore/9780199975839.013.366


Due: Reading Reflection Log

**Session 13-15. Advocates for Anti-Oppression and Violence Prevention**

**Session 13. Due: Self-Discovery Oral Presentations**

**Session 14. Due: Self-Discovery Oral Presentations**

**Session 15. Due: Practice Behavior Assessment and Course Evaluation**
E-Learning Systems
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Internet Resources

The following websites may be helpful when gathering information related to the social work profession, journals, writing style, international social work issues, and for additional reading. When citing these and other Internet resources, please refer to and use APA style.

www.nasw.org National Association of Social Workers
www.apa.org American Psychological Association
www.cuny.libraries.com City University of New York Office of Library Services

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Writing Resource
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Instructor’s Bibliography


Ethnic & Cultural Diversity in Social Work


*Multicultural Social Work*


Section AIV: New Courses

AIV.1

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<tr>
<td>Course Number</td>
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<tr>
<td>Course Title</td>
<td>Beyond the Medical Model: Wellness Paradigms for the Social Work Profession</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>Complementary and Alternative Medicine (CAM) has become acceptable, accessible and popular. There is a growing evidence of effectiveness of CAM in diagnosing and treating a wide variety of medical conditions. This course will familiarize students with various CAM approaches to understanding human physiology, health, disease, and treatment for social work practice and self-care.</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>Department permission required.</td>
</tr>
<tr>
<td>Co-requisite(s)</td>
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<tr>
<td>Credits</td>
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<tr>
<td>Contact Hours</td>
<td>3 hr. lecture</td>
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<tr>
<td>Liberal Arts</td>
<td>Yes X No</td>
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<td>Course Attribute</td>
<td>WI; H-WEB; WEB</td>
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<tr>
<td>World Cultures</td>
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<tr>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td>Creative Expression</td>
</tr>
<tr>
<td>Individual and Society</td>
</tr>
<tr>
<td>Scientific World</td>
</tr>
</tbody>
</table>
Rationale: A competent social work practitioner in the health field should be able to understand and critique both, the prevailing and alternative modes of understanding human health. With the growing popularity and manifold evidence of effectiveness of CAM, it is increasingly important for social work students to become aware of therapeutic options outside of those indicated by the dominant medical model paradigm.
York College of the City University of New York  
Master of Social Work Program  
SCWK # 620  
Beyond the Medical Model:  
Wellness Paradigms for the Social Work Profession  
Course Syllabus

Instructor Information

Professor:  
Email:  
Office:  
Office hours:  

Phone:  

Bulletin Course Description  
Beyond the Medical Model. Wellness Paradigms for the Social Work Profession. 3 crs., 3 hrs. lecture.  
Prerequisite: Department permission required. Complementary and Alternative Medicine (CAM) has become acceptable, accessible and popular. There is a growing evidence of effectiveness of CAM in diagnosing and treating a wide variety of medical conditions. This course will familiarize students with various CAM approaches to understanding human physiology, health, disease, and treatment for social work practice and self-care.

Course Overview  
Competent social workers in the health field are challenged by the complexities of the highly technical paradigm that is infused with practice and ethical dilemmas. The social work paradigm, consisting of values, knowledge, and skills allows practitioners to work collaboratively with all professions that attend to human health and possess the understanding of wellness that includes the perspectives that lay outside of the CM model, i.e. Complementary and Alternative Medicine (CAM). This course will familiarize social work students with various alternative medical treatment models in application to client systems and students’ own systems. Various systemic, global, and contextual aspects of CAM will be examined. At the end of the course, students will greatly broaden their knowledge of the medical field and alternative healing options.

Required Main Text  


Additional Readings  


Course Learning Objectives
Upon successful completion of this course, students will be able to:

1. Understand the CM and CAM paradigms in terms of their respective values, knowledge base, and practice.
2. Understand CM and CAM in terms of basic assumptions about human physiology, health, disease; diagnostics, and treatment approaches.
3. Critically analyze the evidence of effectiveness of CM and CAM.
4. Demonstrate the knowledge of dialectic historical processes that contextualized the evolution of medicine in the United States.
5. Demonstrate basic understanding of the most widely practiced CAM approaches.
6. Understand the CM and CAM from the perspective of the social work paradigm and attendant practice and ethical dilemmas.
7. Demonstrate the ability to apply evidence-based CAM to client’s and student’s own systems.
9. Demonstrate the ability to work in groups.
10. Demonstrate the ability to educate others about CAM.

Core Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1:</strong> Demonstrate Ethical and Professional Behaviors</td>
<td>1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
<td>Introductory essay and Final paper</td>
</tr>
<tr>
<td><strong>Competency 2:</strong> Engage Diversity and Difference in Practice</td>
<td>2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
<td>Final paper</td>
</tr>
</tbody>
</table>
**Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice

3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Introductory essay, Midterm paper, and Final exam

**Competency 5:** Engage in Policy Practice

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Midterm and Final papers

**Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities

8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

Participation and Final paper

### Assignments/Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>% of the Final Grade</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introductory essay: in-depth understanding of the core course concepts</td>
<td>5</td>
<td>Session 3</td>
</tr>
<tr>
<td>2. Individual midterm paper on basic understanding of main CAM approaches to human health</td>
<td>25</td>
<td>Session 7</td>
</tr>
<tr>
<td>3. Individual final paper examining the CAM model in terms of effectiveness and practice challenges for social workers in medical settings</td>
<td>25</td>
<td>Session 14</td>
</tr>
<tr>
<td>4. Participation in class discussions, community organizing project, and college-wide presentation</td>
<td>20</td>
<td>Session 14</td>
</tr>
<tr>
<td>5. Class attendance, punctuality, and timely submission of papers</td>
<td>10</td>
<td>Session 14</td>
</tr>
<tr>
<td>6. Final multiple-choice exam</td>
<td>15</td>
<td>Session 15</td>
</tr>
</tbody>
</table>

### WEEKLY COURSE OUTLINE

**Week 1: Course introduction**

- General introduction
- Mutual expectations
- Purpose, objectives, and structure of the course
- Review of core social work values in application to the course purpose
- Common conceptual core (CCC) introduced and discussed
  - Human health
- Wellness and disease
- Toxicity
- Holism
• Medical (allopathic) model – conventional medicine
• Introduction to CAM - Complementary and Alternative Medicine
(Adams, 2009, Ch. II)
(Null, 2005)

**Week 2: Social work practice in the medical field**

• Ethical and value basis for practice
• Working with clients
• Personal awareness
• Critical thinking for professional development
• Working in teams
• Working with other disciplines
• Researching practice
(Adams, 2009, Ch. I, III, & IV)

**Week 3: Theoretical overview**

• Systems theory
• Social conflict theories
• Strength perspective
• Critical social work
(Adams, 2012, Ch. V)
(Bernard, 2006)
(Corlett, ND)
(Dybcz & Pyles, 2011)

**Week 4: Context for practice**

• Approaches to diagnosis, treatment, and health promotion
• Community health
• Geo-political dimension
• Economic dimension
• Policy and legal basis for CAM
• Food and diet
• Environmental dimension
• Culture dimension: Roots of traditional, complementary, and alternative medicine
(Adams, 2009, Ch. II & V)
(USDHH, ND)
(USDHH, 2010)

**Week 5: Human Physiology**

• Basic functional anatomy
• Cardiovascular, respiratory, and urinary systems
• Reproductive, endocrine, and nervous system
• Immune, digestive, musculoskeletal, and integumentary systems.
- Differential diagnosis
- Energy
  (Adams, 2009, Ch. V)
  (Silverton, ND)

**Week 6: CAM approaches to understanding health and healing disease I**
- Healing
- Homeopathy
- Nutritional therapy
- Life, spirituality, and Chinese medicine
- Traditional Chinese medicine: Acupuncture, Herbalism, and Massage
- Qui Gong
- Ayurvedic medicine
  (Adams, 2012, Ch. VI)
  (Null, 2005)

**Week 7: CAM approaches to understanding health and healing disease II**
- Meditation and mindfulness
- Herbal medicine
- Aromatherapy
- Chiro-practice
- Osteopathy
- Reflexology
  (Adams, 2012, Ch. VI)
  (Null, 2005)

**Week 8: CAM approaches to understanding and healing disease III**
- Alexander Technique
- Reiki
- Dance movement therapy
- Art therapy
- Drama therapy
- Music therapy
- Play therapy
  (Adams, 2012, Ch. VI)
  (Null, 2005)

**Week 9: Evidence-based medical practice and CAM**
- Inquiry
- Scientific method
- Scientific research
- Medical research
- Social work research
- Ethical issues in research
- Research models
- Efficacy and safety

(EC, 2010)
(Null, 2016)
(The Scientist, 2012)

<table>
<thead>
<tr>
<th>Week 10: The history of medicine in the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Diagnosis</td>
</tr>
<tr>
<td>• Hippocrates, Galen, and Isaac Judaeus</td>
</tr>
<tr>
<td>• Evolutionary perspective vs. construction of healing paradigms</td>
</tr>
<tr>
<td>• The dialectics of the medical field</td>
</tr>
<tr>
<td>• Clinical lab</td>
</tr>
<tr>
<td>• Experimental techniques</td>
</tr>
<tr>
<td>• Medical education</td>
</tr>
<tr>
<td>• Abraham Flexner</td>
</tr>
<tr>
<td>• “Quackery”</td>
</tr>
<tr>
<td>• Technological impact</td>
</tr>
</tbody>
</table>

(Berger, 1999)
(Flexner, 1910)
(Numbers, 1982)

<table>
<thead>
<tr>
<th>Week 11: Social justice issues in the medical field</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Public health</td>
</tr>
<tr>
<td>• Social equity</td>
</tr>
<tr>
<td>• Access to treatment</td>
</tr>
<tr>
<td>• Affordability</td>
</tr>
<tr>
<td>• Education and information dissemination</td>
</tr>
<tr>
<td>• Insurance coverage parity in mental health</td>
</tr>
<tr>
<td>• Advocacy in the health field</td>
</tr>
</tbody>
</table>

(Gostin & Powers, ND)

<table>
<thead>
<tr>
<th>Week 12: The cultural and global dimensions of CAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The cultural diversity of healing</td>
</tr>
<tr>
<td>• Cross-cultural healing</td>
</tr>
<tr>
<td>• Threats to global health</td>
</tr>
<tr>
<td>• International health relations and laws</td>
</tr>
<tr>
<td>• Global health equity</td>
</tr>
</tbody>
</table>

(Pesek, Helton, & Nair, 2006)
(Ruger, 2008)

<table>
<thead>
<tr>
<th>Week 13: Attending to social worker’s needs through CAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-care</td>
</tr>
<tr>
<td>• Social work as a high stress occupation</td>
</tr>
<tr>
<td>• Paradigmatic conflict</td>
</tr>
<tr>
<td>• Burnout</td>
</tr>
</tbody>
</table>

228
• Utilization of alternative healing approaches toward worker’s mental and physical health
• Integrity and holism
(Jackson, 2014)

<table>
<thead>
<tr>
<th>Week 14: Summation and closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course assessment, feedback and recommendations</td>
</tr>
<tr>
<td>• Presenting projects to the wider College community</td>
</tr>
<tr>
<td>• Follow-up and sustainability of the project</td>
</tr>
<tr>
<td>• Closure</td>
</tr>
</tbody>
</table>

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Division of Student Development
http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development

Tutoring Services
https://www.york.cuny.edu/student/student-corner/student-corner/tutoring

SEEK Program
https://www.york.cuny.edu/student/student-corner/student-development/seek

Student Policies and Procedures

CUNY Policy on Academic Integrity
http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf

Center for Students with Disabilities
https://www.york.cuny.edu/student-development/star

Writing Resource
https://www.york.cuny.edu/student/writing-center
Instructor’s Bibliography & Additional Recourses


http://www.joinaama.com/ American Alternative Medical Association
www.cuny.libraries.edu City University of New York Office of Library Services
www.ifsw.org International Federation of Social Workers
www.nasw.org National Association of Social Workers
http://www.coopdirectory.org/ Natural Food Coop Directory
### Section AIV: New Courses

<table>
<thead>
<tr>
<th>AIV.1</th>
<th></th>
</tr>
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<table>
<thead>
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<th>Department(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[] Undergraduate X Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>X Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>SCWK</td>
</tr>
<tr>
<td>Course Number</td>
<td>621</td>
</tr>
<tr>
<td>Course Title</td>
<td>Advanced Field Placement &amp; Seminar IV</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>Social Work 621 is the second of two-advanced seminar field courses. Placements are 2-3 weekdays for a minimum of 225 hours per semester.</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>SCWK 609; Department permission required.</td>
</tr>
<tr>
<td>Co-requisite(s)</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>5</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>5 hrs. (2 hrs. Lecture, 3 hours field)</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes X No</td>
</tr>
<tr>
<td>Course Attribute</td>
<td>[WI; H-WEB; WEB]</td>
</tr>
</tbody>
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<table>
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<tr>
<th>General Education Component</th>
<th><em>X</em> Not Applicable</th>
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<tbody>
<tr>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>_____ English Composition</td>
<td></td>
</tr>
<tr>
<td>_____ Mathematics</td>
<td></td>
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<tr>
<td>_____ Science</td>
<td></td>
</tr>
<tr>
<td>Flexible</td>
<td></td>
</tr>
<tr>
<td>_____ World Cultures</td>
<td></td>
</tr>
<tr>
<td>_____ US Experience in its Diversity</td>
<td></td>
</tr>
<tr>
<td>_____ Creative Expression</td>
<td></td>
</tr>
<tr>
<td>_____ Individual and Society</td>
<td></td>
</tr>
<tr>
<td>_____ Scientific World</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale:** SCWK 621 supports the educational focus of students’ agency-based internship and assists students in applying knowledge acquired in the classroom to work in the field. Seminar instructor supports student placements by meeting with students and supervisors at the agency to troubleshoot problems that may arise during the placement.
York College of the City University of New York
Master of Social Work Program
SCWK # 621
Advanced Field Placement & Seminar IV
Course Syllabus

Instructor Information
Professor: 
Phone: 
Email: 
Office: 
Office Hours: 

Bulletin Course Description
Advanced Field Placement & Seminar IV. 5 crs., 5 hrs. (2 hrs. lecture; 3 hrs. field). Prerequisites: SCWK 609; Department permission required. Social Work 621 is the second of two-advanced seminar field courses. Placements are 2-3 weekdays for a minimum of 225 hours per semester.

Course Overview
Social Work 621 is the second of two advanced seminar field courses in the second year of the master’s program. The course supports the educational focus of students’ agency-based internship. The course assists students in applying the knowledge acquired through the MSW advanced curriculum and in acquiring new knowledge to inform their practice. With a focus on social work practice in health care settings, special attention will be paid in this seminar to issues of mental health. Topics such as mental health assessment, mental health promotion, the role of psycho-education and psychopharmacology, coping and resilience, substance abuse and trauma will be discussed. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and assigned readings. Students discuss practice concerns and examine issues of professional development.

Required Main Text

Additional readings will be available via Blackboard.

Objectives
Upon successful completion of the course, students will be able to:

1. Employ professional social work attitudes, behaviors, and communication skills based on social work values and ethical principles.
2. Integrate coursework on mental health practice with work in the field.
3. Expand professional knowledge and skills for generalist social work practice with an emphasis on working in health and mental health settings.
4. Utilize culturally-competent empowerment-based practice skills to promote understanding, sensitivity and social justice for marginalized and oppressed client systems.
5. Use supervision, consultation, collaboration and continuing education for professional development.

**Core Competencies**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practice Behaviors</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 4:</strong> Engage in Practice-informed Research and Research-informed Practice</td>
<td>4.3 Use and translate research evidence to inform and improve practice, policy and service delivery</td>
<td>Midterm paper: Single Subject Design Part I</td>
</tr>
<tr>
<td><strong>Competency 6:</strong> Engage with Individuals, Families, Groups, Organizations and Communities</td>
<td>6.1 Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
<td>Process recordings</td>
</tr>
<tr>
<td><strong>Competency 7:</strong> Assess Individuals, Families, Groups, Organizations and Communities</td>
<td>7.2 Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
<td>Midterm paper: Single Subject Design Part I</td>
</tr>
<tr>
<td><strong>Competency 8:</strong> Intervene with Individuals, Families, Groups, Organizations and Communities 8.1</td>
<td>8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td>Final paper: Single Subject Design Part II</td>
</tr>
<tr>
<td><strong>Competency 9:</strong> Evaluate practice with Individuals, Families, Groups, Organizations and Communities</td>
<td>9.1 Select and use appropriate methods of evaluation of outcomes</td>
<td>Final paper: Single Subject Design Part II</td>
</tr>
</tbody>
</table>

**Assignments/Evaluation of Student Performance**

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>% of the Final Grade</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Field performance</td>
<td>50%</td>
<td>Sessions 7 and 14</td>
</tr>
<tr>
<td></td>
<td>Assignment Description</td>
<td>Weight</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>2</td>
<td>Midterm paper – Single subject design part 1</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>Final paper – Single subject design part 2</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>Process Recordings (10)</td>
<td>10%</td>
</tr>
<tr>
<td>5</td>
<td>Case presentation (single subject design)</td>
<td>5%</td>
</tr>
<tr>
<td>6</td>
<td>Weekly journal</td>
<td>5%</td>
</tr>
<tr>
<td>7</td>
<td>Seminar participation (contribution to class</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>discussion, attendance and punctuality)</td>
<td></td>
</tr>
</tbody>
</table>
## WEEKLY COURSE OUTLINE

### Week 1: Introduction: orientation & overview of the course; review of course packet

**Required reading**  

**Assignment Due**  
- Weekly journal

### Week 2: Assessment

**Required reading**  

**Assignment Due**  
- Weekly journal

### Week 3: Mental health promotion

**Required reading**  
Schott & Weiss, Ch. 26: Mental health promotion among African Americans

**Assignments Due**  
- Weekly journal  
- Process recording #1

### Week 4: Major Depression

**Required reading**  
Schott & Weiss, Ch. 5: Psychopharmacology and Psycho-education for the Treatment of Major Depressive Disorder

**Assignments Due**  
- Weekly journal  
- Process recording #2

### Week 5: Substance Abuse

**Required reading**  
Engstrom et al. in *Handbook of Health and Social Work,* Ch. 17: Substance Use Problems in Health Social Work Practice (Blackboard)

Schott & Weiss, Ch. 7: Substance Abuse: A Harm Reduction Approach

**Assignments Due**  
- Weekly journal
• Process recording #3

**Week 6: Intimate Partner Violence**

**Required reading**
Schott & Weiss, Ch. 19: Intimate Partner Violence

**Assignments Due**
- Weekly journal
- Process recording #4
- MIDTERM ASSIGNMENT: Single Subject Design Part I

**Week 7: Autism**

**Required reading**
Schott & Weiss, Ch. 18: Autism Spectrum Disorder

**Assignments Due**
- Process recording #5
- MIDTERM EVALUATION WITH SUPERVISOR SIGNATURE

**Week 8: Gang Violence**

**Required reading**
Schott & Weiss, Ch. 20: Working with Gang-Involved/Affiliated Youth

**Assignments Due**
- Weekly journal
- Process recording #6

**Week 9: Exposure to disaster**

**Required reading**
Schott & Weiss, Ch. 16: Coping and Resilience in Youth After Exposure to Disaster

**Assignments Due**
- Weekly journal
- Process recording #6

**Week 10: Sexual Assault**

**Required reading**
Schott & Weiss, Ch. 22: Crisis intervention with Adolescent Victims of Sexual Assault

**Assignments Due**
- Weekly journal
• Process recording #7

**Week 11: Chronic mental illness**

**Required reading**


**Assignments Due**
• Weekly journal
• Process recording #9

**Week 12: Sexual minorities**

**Required reading**
Schott & Weiss, Ch. 27: Sexual Minorities

**Assignments Due**
• Weekly journal
• Process recording #10

**Week 13: Suicide**

**Required reading**
Schott & Weiss, Ch. 29: The Suicidal Military Client

**Assignment Due**
• FINAL ASSIGNMENT: AGENCY ANALYSIS PAPER

**Week 14: Mindfulness**

**Required reading**
Schott & Weiss, Ch. 6: Mindfulness in Mental Health Care Settings

**Assignments Due**
• Weekly journal
• FINAL EVALUATION WITH SUPERVISOR SIGNATURE AND TIME SHEETS

**E-Learning Systems**

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Center for Students with Disabilities
https://www.york.cuny.edu/student-development/star

Writing Resource
https://www.york.cuny.edu/student/writing-center


www.nasw.org National Association of Social Workers
www.ifsw.org International Federation of Social Workers
www.cuny.libraries.edu City University of New York Office of Library Services
www.apa.org American Psychological Association
APPENDIX B

TABLE 1b: GRADUATE PROGRAM SCHEDULE (SED Form)
- Indicate **academic calendar** type: _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>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 501 Social Welfare Policy, Advocacy and Services</td>
<td>3</td>
<td>X</td>
<td>Official acceptance to the MSW program</td>
<td></td>
</tr>
<tr>
<td>SCWK 503 Social Work Practice I (Individuals, Families &amp; Groups)</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK 505 Human Behavior &amp; The Social Environment I</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK 507 Generalist Field Placement &amp; Seminar I</td>
<td>5</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Term credit total: | 14 |

<table>
<thead>
<tr>
<th>Term: Spring 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 511 Social Work Practice II (Organizations &amp; Communities)</td>
<td>3</td>
<td>X</td>
<td>SCWK 503</td>
<td></td>
</tr>
<tr>
<td>SCWK 513 Methods of Social Work Research</td>
<td>3</td>
<td>X</td>
<td>Official acceptance to the MSW program</td>
<td></td>
</tr>
<tr>
<td>SCWK 517 Human Behavior &amp; The Social Environment</td>
<td>5</td>
<td>X</td>
<td>SCWK 505</td>
<td></td>
</tr>
<tr>
<td>SCWK 519 Generalist Field Placement &amp; Seminar II</td>
<td>5</td>
<td>X</td>
<td>SCWK 507</td>
<td></td>
</tr>
</tbody>
</table>

| Term credit total: | 14 |

<table>
<thead>
<tr>
<th>Term: Fall 2</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 601 Urban Health</td>
<td>3</td>
<td>X</td>
<td>SCWK 501</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Term credit total: | 50 |</p>
<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credit s</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 603 Evaluation Research</td>
<td>3</td>
<td>x</td>
<td>SCWK 513</td>
</tr>
<tr>
<td>SCWK 605 Understanding Mental Disorders</td>
<td>3</td>
<td>x</td>
<td>SCWK 503</td>
</tr>
<tr>
<td>SCWK 607 Social Work Practice in Health Care Settings</td>
<td>3</td>
<td>x</td>
<td>SCWK 511</td>
</tr>
<tr>
<td>SCWK 609 Advanced Field Placement &amp; Seminar III</td>
<td>5</td>
<td>x</td>
<td>SCWK 517</td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td>17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Term: Spring 2**

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credit s</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 613 Social Policy and Advocacy in Health Care</td>
<td>3</td>
<td>x</td>
<td>SCWK 603; SCWK 609</td>
</tr>
<tr>
<td>SCWK 615 Social &amp; Behavioral Determinants of Health</td>
<td>3</td>
<td>x</td>
<td>SCWK 519</td>
</tr>
<tr>
<td>SCWK 621 Advanced Field Placement &amp; Seminar IV</td>
<td>5</td>
<td>x</td>
<td>SCWK 609</td>
</tr>
<tr>
<td>SCWK 618 Elective</td>
<td>3</td>
<td>x</td>
<td>Official acceptance to the MSW program</td>
</tr>
<tr>
<td>SCWK 619 Elective</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td>17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Program Totals:**

- Credits: 62 (2 yrs. program)
- 34 (Advanced Standing program)

Capstone project in SCWK 609 and SCWK 613: Integrative macro-level capstone experience

**New:** indicate if new course  
**Prerequisite(s):** list prerequisite(s) for the noted courses
APPENDIX C

TABLE 2: FULL-TIME FACULTY TEACHING ASSIGNMENTS (SED
Table 2: Full-Time Faculty Teaching Assignments

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the College 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>Gila Acker</td>
<td>Methods of Social Work Research</td>
<td>50</td>
<td>Master of Social Work &amp; DSW in social work Fordham University &amp; Adelphi University</td>
<td>Licensed Clinical Social Worker; Research NIH funded grant (2002-2004); Several research grants and peer-reviewed publications</td>
</tr>
<tr>
<td></td>
<td>Evaluation Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical SW Practice in Relation to Death, Grief and Bereavement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Work Practice in Health Care Settings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kim Glickman</td>
<td>Social Welfare Policy, Advocacy and Services</td>
<td>50</td>
<td>Master of Social Work New York University &amp; PhD in Social Work from Columbia University</td>
<td>Licensed Clinical Social Worker; Training and research in Complicated Grief Treatment and cognitive-behavioral treatment</td>
</tr>
<tr>
<td></td>
<td>Social work practice I (individuals, families &amp; groups)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods of Social Work Research; Generalist &amp; Advanced field education seminars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Work Practice in Health Care Settings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan Letteney</td>
<td>Social work practice II (organizations &amp; communities)</td>
<td>50</td>
<td>Master of Social Work Hunter College and DSW from Yeshiva University</td>
<td>Licensed Clinical Social Worker; Co-Founder and Co-Director York College Urban Health Lab; Research in HIV/AIDS and WHO Policy Guidelines</td>
</tr>
<tr>
<td></td>
<td>Human behavior &amp; the social environment I &amp; II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Work Practice in Health Care Settings</td>
<td></td>
<td></td>
<td></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 College 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>Vadim Moldovan</td>
<td>Social &amp; Behavioral Determinants of Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social work practice II (organizations &amp; communities)</td>
<td>50</td>
<td>Master of Social Work and PhD in Social Work from Yeshiva University</td>
<td>Licensed Clinical Social Worker; Project Casa Mare, Director; Fulbright Scholar 2014-2015</td>
</tr>
<tr>
<td></td>
<td>Beyond the Medical Model: Wellness Paradigms for the Social Work Profession SCWK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Policy and Advocacy in Health Care Understanding Mental Disorders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selena Rodgers</td>
<td>Methods of Social Work Research</td>
<td>50</td>
<td>Master Degree in Social Work from Syracuse University &amp; Ph.D. from Adelphi University</td>
<td>Licensed Clinical Social Worker; U.S. Fulbright Scholar, Specialist Program; Research includes posttraumatic growth and socio-cultural factors in multi-cultural and multi-ethnic groups, Black women discourse on issues of leadership, mentoring and trauma- and stressor exposures.</td>
</tr>
<tr>
<td></td>
<td>Contemporary Issues: Violence as Structural Oppression Social Welfare Policy, Advocacy and Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Policy and Advocacy in Health Care Urban Health Disparities and Global Health</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D

TABLE 3: PART – TIME FACULTY (SED Form)
### 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>
| Eli Shapiro, Ed.D, LCSW      | SCWK 609 Advanced Field Placement & Seminar III | Doctor of education – Yeshiva University  
SCWK 621 Advanced Field Placement & Seminar IV  
MSW – Yeshiva University  
BA Psychology – Touro College | Social work intern supervision training- Adelphi University, 2003  
School Social Worker, Nassau County, BOCES, 2003-Present  
Creator/Director the digital citizenship project 2014-present |
| Pat Riley                    | SCWK 507 Generalist Field Placement & Seminar I; SCWK 517 Generalist Field Placement & Seminar II | LMSW, NYS Education Department, Licensed 1990  
SIFI, New York University, NY, NY, 1993  
MSW, Hunter College, NY, NY, 1990  
BA, Adelphi University, L.I., NY, 1984 | Field Instructor – Hunter College School of Social Work 2008-Present  
Field Instructor- Adelphi University School of Social Work 2008-Present  
Certified Field Instructor-New York University, NY, NY 1993-Present  
Adjunct Professor – York College Office of Academic Affairs 2008-2009  
Adjunct Professor-Kingsborough Community College 2009-2009  
Faculty-National Development & Research Institute (NDRI) 1994-2001 |
| TBA                          | SCWK 507 Generalist Field Placement & Seminar I; SCWK 517 Generalist Field Placement & Seminar II | | |
APPENDIX E

TABLE 4: FACULTY TO BE HIRED (SED Form)
If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Associate Professor</td>
<td>1</td>
<td>DSW/Ph.D. or equivalent, and MSW</td>
<td>F/T</td>
<td>100%</td>
<td>SCWK 501, SCWK 503, SCWK 505, SCWK 511, SCWK 513</td>
<td>YR1 2018-2019</td>
</tr>
<tr>
<td>Full-time Assistant/ Clinical Professor</td>
<td>1</td>
<td>DSW/Ph.D. or equivalent, and MSW</td>
<td>F/T</td>
<td>100%</td>
<td>SCWK 517, SCWK 519, SCWK 601, SCWK 605, SCWK 609</td>
<td>YR2 2019-2020</td>
</tr>
<tr>
<td>Part-time Assistant/ Associate Professors</td>
<td>3-6</td>
<td>DSW/Ph.D. or equivalent, and MSW</td>
<td>P/T</td>
<td>100%</td>
<td>SCWK 615, SCWK 621, SCWK 618, SCWK 619</td>
<td>YR2 2019-2020</td>
</tr>
</tbody>
</table>
APPENDIX F

TABLE 5: NEW RESOURCES TABLE (SED Form)
Table 5: New Resources

Year 1 Fall 2018

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year 1 Academic Year 1</th>
<th>Year 2 Academic Year 1</th>
<th>Year 3 Academic Year 1</th>
<th>Year 4 Academic Year 1</th>
<th>Year 5 Academic Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty (with Full Benefits)</td>
<td>$128,888.00</td>
<td>$240,829.00</td>
<td>$240,829.00</td>
<td>$240,829.00</td>
<td>$240,829.00</td>
</tr>
<tr>
<td>Part Time Faculty (with Full Benefits)</td>
<td>0</td>
<td>$52,764.00</td>
<td>$52,764.00</td>
<td>$52,764.00</td>
<td>$52,764.00</td>
</tr>
<tr>
<td>Full Time Staff</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Part Time Staff</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library (Includes Staffing Resources)</td>
<td>$3,000.00</td>
<td>$3,000.00</td>
<td>$3,000.00</td>
<td>$3,000.00</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Equipment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Laboratories</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Supplies &amp; Expenses</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>$2,000.00</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 (Consultant Year 1 only; Advertise/ Promotion Year 1-5)</td>
<td>$6,000.00</td>
<td>$3,000.00</td>
<td>$3,000.00</td>
<td>$3,000.00</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Total all</td>
<td>$139,888.00</td>
<td>$301,593.00</td>
<td>$301,593.00</td>
<td>$301,593.00</td>
<td>$301,593.00</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 resource cost.
[5] Specify what is included in "other" category, (e.g. Student financial aid).
APPENDIX G

PROJECTED REVENUE RELATED TO PROPOSED PROGRAM
### Projected Revenue Related to the Proposed Program

<table>
<thead>
<tr>
<th>Revenues[1]</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><strong>Tuition Revenue[3]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Sources[4]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>02. From New Sources[5]</td>
<td>$503,528</td>
<td>$725,143</td>
<td>$725,143</td>
<td>$758,477</td>
<td>$930,621</td>
</tr>
<tr>
<td><strong>03. Total</strong></td>
<td>$503,528</td>
<td>$725,143</td>
<td>$725,143</td>
<td>$758,477</td>
<td>$930,621</td>
</tr>
<tr>
<td><strong>Other Revenue[7]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07. From Existing Sources§</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</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><strong>09. Total</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Grand Total[8]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. From Existing Sources§</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>11. From New Sources**</td>
<td>$503,528</td>
<td>$725,143</td>
<td>$725,143</td>
<td>$758,477</td>
<td>$930,621</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$503,528</td>
<td>$725,143</td>
<td>$725,143</td>
<td>$758,477</td>
<td>$930,621</td>
</tr>
</tbody>
</table>
APPENDIX H

SUPPORTING MATERIALS: EXPENDITURES
<table>
<thead>
<tr>
<th>DIRECT OPERATING EXPENSES</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>Include additional expenses incurred by other programs when satisfying needs of new program. Faculty need should be commensurate with &quot;net section needs&quot; based on enrollment (see &quot;Enroll &amp; Seat Need Projections&quot; tab)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Full Time Faculty Base Salary (list separately)</td>
<td>$85,356.00</td>
<td>$159,489.00</td>
<td>$159,489.00</td>
<td>$159,483.00</td>
<td>$159,483.00</td>
</tr>
<tr>
<td>New Faculty Re-assigned Time (list separately)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full Time Employee Fringe Benefits (51%)</td>
<td>43,532</td>
<td>81,340</td>
<td>81,340</td>
<td>81,340</td>
<td>81,340</td>
</tr>
<tr>
<td>Total (Links to Full-Time Faculty on Program Exp Worksheet)</td>
<td>$128,888.00</td>
<td>$240,829.00</td>
<td>$240,829.00</td>
<td>$240,823.00</td>
<td>$240,823.00</td>
</tr>
<tr>
<td>Part Time Faculty Actual Salaries</td>
<td>0</td>
<td>$46,694.00</td>
<td>$46,694.00</td>
<td>$46,694.00</td>
<td>$46,694.00</td>
</tr>
<tr>
<td>Part Time Faculty Actual Fringe Benefits (13%)</td>
<td>0</td>
<td>6,070</td>
<td>6,070</td>
<td>6,070</td>
<td>6,070</td>
</tr>
<tr>
<td>Total (Links to Part-Time Faculty Program Exp Worksheet)</td>
<td>$ -</td>
<td>$52,764.00</td>
<td>$52,764.00</td>
<td>$52,764.00</td>
<td>$52,764.00</td>
</tr>
<tr>
<td>Full Time Staff Base Salary (list separately)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (41.6%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total (Links to Full-Time Staff on Program Exp Worksheet)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>PART-TIME STAFF (do not include library staff in this section)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Staff Base Salary (list separately)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</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>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Part Time Employee Fringe Benefits (13.1%)</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Total (Links to Part-Time Staff on Program Exp Worksheet)</td>
<td>$ -</td>
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<tr>
<td><strong>LIBRARY</strong></td>
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<td>Full Time Staff Fringe Benefits (41.6%)</td>
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<td>Library Staff Part Time (List Separately)</td>
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<tr>
<td>Part Time Employee Fringe Benefits (24.3%)</td>
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<tr>
<td>Other (list separately)</td>
<td>0</td>
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<tr>
<td>TOTAL (Links to Laboratories on Program Exp Worksheet)</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td><strong>SUPPLIES AND EXPENSES (OTPS)</strong></td>
<td></td>
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<tr>
<td>Consultants and Honoraria</td>
<td>$3,000.00</td>
<td>$0</td>
<td>$0</td>
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<td>Office Supplies</td>
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<tr>
<td>Instructional Supplies</td>
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<td>$3,000.00</td>
<td>$3,000.00</td>
<td>$3,000.00</td>
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<tr>
<td>Travel and Conferences</td>
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<td>Membership Fees</td>
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<td>Advertising and Promotion</td>
<td>$3,000.00</td>
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<td>Accreditation</td>
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<td>Computer Software</td>
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<tr>
<td>Computer License Fees</td>
<td></td>
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<tr>
<td>Computer Repair and Maintenance</td>
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<tr>
<td>Equipment Repair and Maintenance</td>
<td></td>
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</tr>
<tr>
<td><strong>New Total Supplies and OTPS Expenses</strong> (Links to Supplies on Program Exp Worksheet)</td>
<td>$10,000</td>
<td>$7,000</td>
<td>$7,000</td>
<td>$7,000</td>
<td>$7,000</td>
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</tbody>
</table>

**CAPITAL EXPENDITURES**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Facility Renovations</td>
<td></td>
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<tr>
<td>Classroom Equipment</td>
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<tr>
<td>Other (list separately)</td>
<td></td>
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<tr>
<td><strong>TOTAL (Links to Capital Expenditures on Program Exp Worksheet)</strong></td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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</table>

**Other (list separately)**

<table>
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<tr>
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<td></td>
</tr>
<tr>
<td><strong>TOTAL (Links to Other on Program Exp Worksheet)</strong></td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>

**TOTAL NEW REVENUE**

|                                | $138,888 | $300,593 | $300,593 | $300,587 | $301,587 |
APPENDIX I

THE FIVE YEAR FINANCIAL PROJECTION PROGRAM
## The Five-Year Revenue Projections for Program

**SENIOR COLLEGE (GRADUATE) WORKSHEET**

**Year 1 = Fall 2018**

### EXISTING 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 EXISTING FULL-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>0</td>
<td>13</td>
<td>12</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Tuition Income</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</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><strong>Total In-State Tuition &amp; Fees</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 & Fees:

| # of EXISTING FULL-TIME, Out-of-State Students (linked from "Enroll & Seat Need Projections") | 0 | 1 | 2 | 1 | 2 |
| Annual Avg # of Credits per FT student (24-30) | | | | | |
| Tuition Income (Specify Rate per credit.) | $0 | $0 | $0 | $0 | $0 |
| Total Tuition | $0 | $0 | $0 | $0 | $0 |
| Student Fees (enter ANNUAL program fees other than standard CUNY fees) | | | | | |
| Total Fees | 0 | 0 | 0 | 0 | 0 |
| **Total Out-of-State Tuition & Fees** | **$0** | **$0** | **$0** | **$0** | **$0** |

### TOTAL EXISTING FULL-TIME TUITION REVENUE

<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>Total</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>
### NEW FULL-TIME 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>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW FULL-TIME, In-State Students</td>
<td>30</td>
<td>43</td>
<td>43</td>
<td>41</td>
<td>57</td>
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<td>Tuition Income</td>
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<td>$13,370</td>
<td>$13,370</td>
<td>$13,370</td>
<td>$13,370</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$401,100</td>
<td>$574,910</td>
<td>$574,910</td>
<td>$548,170</td>
<td>$762,090</td>
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<td>$1,307</td>
<td>$1,307</td>
<td>$1,307</td>
<td>$1,307</td>
<td>$1,307</td>
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<tr>
<td>Total Fees</td>
<td>$39,740</td>
<td>$56,201</td>
<td>$56,201</td>
<td>$53,587</td>
<td>$74,499</td>
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<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$440,840</td>
<td>$631,111</td>
<td>$631,111</td>
<td>$601,757</td>
<td>$836,589</td>
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### Tuition & Fees:

<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># of NEW FULL-TIME, Out-of-State Students</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Annual Avg # of Credits per FT student (34 credits)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015: $910 per credit)</td>
<td>$28,210</td>
<td>$28,210</td>
<td>$28,210</td>
<td>$28,210</td>
<td>$28,210</td>
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<tr>
<td>Total Tuition</td>
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<td>$84,630</td>
<td>$84,630</td>
<td>$141,050</td>
<td>$84,630</td>
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<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
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<td>$3,134</td>
<td>$3,134</td>
<td>$3,134</td>
<td>$3,134</td>
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<tr>
<td>Total Fees</td>
<td>6,268</td>
<td>9,402</td>
<td>9,402</td>
<td>15,670</td>
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<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
<td>$62,688</td>
<td>$94,032</td>
<td>$94,032</td>
<td>$156,720</td>
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TOTAL NEW FULL-TIME TUITION REVENUE $503,528 $725,143 $725,143 $758,477 $930,621

### NEW PART-TIME STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
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TOTAL NEW PART-TIME REVENUE
<table>
<thead>
<tr>
<th>Tuition &amp; Fees:</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
</tr>
</thead>
<tbody>
<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></td>
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<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)</td>
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<tr>
<td>Total Tuition</td>
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<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
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<tr>
<td>Total Fees</td>
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<tr>
<td>Total In-State Tuition &amp; Fees</td>
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<tr>
<td>Tuition &amp; Fees:</td>
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<td></td>
</tr>
<tr>
<td># of NEW PART-TIME, Out-of-State Students</td>
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<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>
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<tr>
<td>Tuition Income (Specify Rate per credit) calculates 2% increase per year</td>
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<tr>
<td>Total Tuition</td>
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<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
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<tr>
<td>Total Fees</td>
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<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
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<tr>
<td>TOTAL NEW PART-TIME REVENUE</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)</td>
<td>$503,528</td>
<td>$725,143</td>
<td>$725,143</td>
<td>$758,477</td>
<td>$930,621</td>
</tr>
<tr>
<td>OTHER REVENUE</td>
<td>Year One</td>
<td>Year Two</td>
<td>Year Three</td>
<td>Year Four</td>
<td>Year Five</td>
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<tr>
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<tr>
<td>Other Revenue From Existing Sources <em>(specify and explain)</em>-LINKS TO REVENUE SPREADSHEET ROW 13</td>
<td></td>
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<tr>
<td>Other Revenue New <em>(specify and explain)</em> (LINKS TO REVENUE SPREADSHEET ROW 15)</td>
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APPENDIX J

EVALUATION REPORT FORM FOR PROGRAM PROPOSAL
I. Program

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

This program will train M.S. students to enter the pharmaceutical and biotechnology industries as well as provide growth opportunities for persons with an undergraduate degree who are already working in this sector. Considering York’s diverse student population, this program will increase the diversity of the pharma/biotech workforce. The M.S. program is a natural expansion of the B.S. Pharmaceutical Sciences program, which collaborates with the Northeast Regional Laboratory of the FDA. The program will be administered by the Department of Chemistry. The existing Advisory Board will marshal community and industry support.

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

In addition to core courses, students will be able to take elective courses in the area of their interest, such as, pharmaceutical discovery and development, regulation of pharmaceuticals, and pharmaceutical management. This will prepare students for different positions in industry and allow them to tailor the program to their individual needs. For example, the pharmaceutical regulatory electives will prepare students to work as regulatory affairs specialists.

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

During the first five years, the Department of Chemistry, Office of Academic Affairs, and Office of Institutional Research will monitor program educational objectives and student outcomes. By surveying constituents (specifically employers and graduate programs), they will determine the effectiveness of the curriculum. By monitoring the ability of students to reach student outcomes (as determined from student portfolios), feedback for curriculum changes will be provided.

4. Assess available support from related programs.
The Departments of Biology, Chemistry, and Business and Economics employ six college laboratory technicians, three full-time office administrative assistants, and several part-time administrative assistants. They will provide support, as needed, for the new M.S. program. One of the part-time administrative assistants supporting York-FDA will be converted to a full-time position.

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

N/A

II. Faculty

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

Three full-time and two part-time faculty members collectively have 40 years of Pharmaceutical industry and/or government (FDA) experience. Director Deb Chakravarti, Ph.D. was a founding Curriculum Committee member of Keck Graduate Institute, which implemented a similar program (called a Masters in BioScience). Many faculty members have PSC-CUNY grants. Potential adjunct faculty with specific expertise will be recruited from the Northeast Regional Laboratory of the FDA.

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

Based on the list of courses, there are five full-time faculty members who will be teaching science courses. Some have Pharmaceutical industry and/or government (FDA) experience. All are qualified to teach the courses.

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

Two adjunct faculty members will be teaching pharmaceutical courses, which they are qualified to teach. One adjunct faculty member for the clinical trial course has not yet been named. One business and economics professor will be teaching management courses that he is qualified to teach.

III. Resources

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

The library can certainly support this program. Other resources and facilities have not been sufficiently described, with respect to use by this program.
2. (Only for programs requiring master plan amendment.) What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

N/A

IV. Summary Comments and Additional Observations

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

Based on the progressively increasing enrollments in the B.S. Pharmaceutical Science program since 2009, there appears to be a need for advanced level Pharmaceutical Science programs at York College. The M.S. Pharmaceutical Science and Business program, in particular, will train students for various positions in the pharmaceutical and biotechnology industries.

As indicated in the proposal, the institution will recruit 2 full time qualified faculty, as well as part time faculty to meet the instructional needs. Other resources will be available through other units, such as the library holdings and other support areas.
APPENDIX K

ARTICULATION AGREEMENT (NONE AT THIS TIME)
APPENDIX L

COMMUNITY AGENCY QUESTIONNAIRE
APPNDIX L: COMMUNITY AGENCY QUESTIONNAIRE

Dear agency colleague,

As you may know York College department of social Work is planning to start a master degree in social work in the near future. We are asking you to help us to determine the need for our proposed MSW program specializing in public health care (however, during the first year of internship students will practice in a variety of agencies providing generalist social work services). We value the input of our community partners and would like to ask you a couple of questions.

Agency Name (optional) ________________________________

Person interviewed (optional) ________________________________

Do you think there is a need for a public MSW program in Queens?   Yes    No

If no, please explain ____________________________________________

If yes, will your agency be interested in supervising MSW-level student from your agency?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
</table>

If yes, any particular need in areas such as?
- Medical social work  Yes  No  Not sure
- Geriatric  Yes  No  Not sure
- Mental illness  Yes  No  Not sure
- Outpatient health clinics  Yes  No  Not sure
- Disabilities  Yes  No  Not sure
- Rehabilitation  Yes  No  Not sure
- Substance abuse  Yes  No  Not sure
- Child abuse  Yes  No  Not sure
- Trauma  Yes  No  Not sure
- Domestic violence  Yes  No  Not sure
- Hospice  Yes  No  Not sure
- AIDS/HIV  Yes  No  Not sure
- Other ________________________________________________

If yes, any particular method?
- Clinical
- Case management
- Community work
- Administration
- Policy and advocacy
- Other ________________________________________________

Thank you very much for your input
APPENDIX M

SOCIAL WORK STUDENTS INTEREST IN GRADUATE EDUCATION
APPENDIX M: SOCIAL WORK STUDENTS INTEREST IN GRADUATE EDUCATION

School of Health Sciences and Professional Programs
Social Work Department

Alumni and Potential Students
Needs Assessment Survey for Proposed MSW (Master in Social Work)

**Purpose Statement:** The York College Social Work Department would like to establish an MSW projected for Fall 2018. We would appreciate your assistance in assessing the focus of the MSW. This survey should take approximately 10 minutes to complete and all information will be kept confidential. Only aggregate responses will be used. Thank you for your time and cooperation.

**Master's Program Interest**

1. Are you interested in attending a MSW Program at York College- CUNY
   - Yes
   - No

   If you answered “YES”, please continue. If you answered “NO” please do not continue after answering question 1a.

1a. If you plan not to attend York, which Master’s program would you most likely attend? Please rank order your top three choices from 1 to 3 with 1 being the one you would most likely attend.
   - [ ] College of Staten Island
   - [ ] Hunter College
   - [ ] Lehman College
   - [ ] New York University
   - [ ] Fordham University
   - [ ] Yeshiva University
   - [ ] Long Island University
   - [ ] Adelphi University
   - [ ] Columbia University
   - [ ] Rutgers University
   - [ ] Other

2. What time would you be interested in taking classes?
   - [ ] Day (8am-2pm)
   - [ ] Mid-Day (2pm-6pm)
   - [ ] Evening (6pm-10pm)
   - [ ] Weekend
   - [ ] Winter Session (condensed)
   - [ ] Summer Session (condensed)

3. How many days a week would you like to attend classes?
   - [ ] One day a week
   - [ ] Twice a week
   - [ ] Weekends only

4. What days of the week would you prefer to take classes?
   - [ ] Monday
   - [ ] Tuesday
   - [ ] Wednesday
   - [ ] Thursday
   - [ ] Friday
   - [ ] Saturday
   - [ ] Sunday

5. Full-time enrollment consists of approximately 60 to 64 credits spread over 2 years. Will you be able to be a full-time student?
   - [ ] Yes
   - [ ] No

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Definitely</th>
<th>Somewhat</th>
<th>Unsure</th>
<th>Definitely not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Availability of evening classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Availability of weekend classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Topic</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>----------------------------------------</td>
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<tr>
<td>Cost of program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Availability of Financial Aid</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Admissions requirement GPA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Availability of transportation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Availability of online courses</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Accreditation of program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Size of classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Qualifications of professors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Online or Distance Learning**

7. Are you interested in an Online MSW Program?  Yes ☐ No ☐

8. What type of delivery would you prefer?  Completely Online ☐ Hybrid (Online and Classroom) ☐ Completely Classroom (face to face) ☐

9. If you selected Hybrid, how many times a week would you like to physically meet face to face per course? 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

**Program Type**

10. Which specialization are you most interested in? Please rank your top five choices (#1) greatest interest to (#5) least interest

☐ Families and children
☐ Gerontology
☐ Health
☐ Mental health
☐ Substance abuse
☐ Community Action & Social Policy
☐ Sustainable development and global practice
☐ Other (please specify____________________)

**Financial Support**

11. How will you fund your education?

☐ Private Funds/Personal Savings
☐ Grants
☐ Scholarships
☐ Employer Tuition Reimbursement
☐ Other (please specify____________________)

**Demographic Data**

15. Gender: Male ☐ Female ☐ Other (Transgender)☐

16. Year in Social Work Program
   - Junior
   - Senior
   - Other ________________
17. Your age:
   18-24 years old
   25-34 years old
   35-44 years old
   45-54 years old
   55-64 years old

18. Ethnicity (check all that apply)
   African American
   Latino/Latina
   Asian
   Native American
   Caucasian

   Other ______________________

19. Are you currently employed  Full-time □  Part-time □

20. Are you:
   1) An alumnus of York College? Yes □ No □ If yes, please provide graduation date: ____________
   2) currently enrolled student? Yes □ No □ If no, please provide academic status ____________

   Other □

21. What borough/town do you reside?
   Brooklyn
   Bronx
   Manhattan
   Queens
   Staten Island
   Long Island
   Other: _____

22. Please provide your contact information if you would like us to contact you for further information

________________________________________________________________________________________

Thank you
I. Program

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

The proposed York College MSW program’s mission of educating social workers to serve the health care needs of diverse, urban populations in gaining access to, and making optimal use of, health care services and agencies is fully consistent with social work’s core values. The program’s documents demonstrate a compelling need for such services; making plain the program’s service contribution to the New York City metropolitan area. The geographic location of the program also makes it accessible to a very diverse, urban population – a fine fit to the purposes of the program.

The structure of the program – initially a full time, two year MSW program and a one year advanced standing MSW program for persons who hold a BSW degree (allowing them to seek advanced standing under Council of Social Work Education (CSWE) accreditation standards) is typical of established social work programs.

The proposed course of study, credits structure and syllabi appear to conform to CSWE accreditation standards for the MSW degree.

The proposed administrative structure is typical of U.S. MSW programs and appears to conform to CSWE standards in staffing, budget and resources.

Monitoring of social work programs is planned through the required CSWE accreditation process – an initial three year application for candidacy leading
to an initial four year accreditation must be completed. The CSWE accreditation process obligates program monitoring of mission, goals, syllabi, respect for diversity, hiring, budget, resources - including ongoing (annual) assessment of how well students meet required social work competencies in nine (9) areas. Additional internal program monitoring of its course of study is also planned.

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

The program proposes to offer a specialty in urban health care. The need for this type of services is well documented by the program and will be of benefit to persons in the New York metropolitan area and state. It is fully consistent with social work’s professional purposes and values.

This specialization is rare in social work but one of great merit. The program may well be able to become a national leader in conceptualizing, educating for, providing and researching the effectiveness of such services. This will be a benefit to the area, nation and profession.

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

The program proposes to start in 2018 with 32 students, growing to 60 by 2022. This modest size fits with available program resources and for continuing program development and refinement.

As noted, the required CSWE candidacy accreditation process will obligate York College to further develop and refine its MSW program. The CSWE accreditation process requires ongoing program assessment and review, including assessment of graduate’s competencies in nine areas.

In addition, the program faculty states that while they plan to begin with a 5 year period of full-time programs only, it will explore the development of part-time programs at a later point in time. Other methods of program delivery, including hybrid and online components may also be examined to maximize access to the program. This will require ongoing review and assessment by the program.

An assessment plan for measuring graduate’s competence must be developed over the candidacy (3 year) process leading to initial CSWE accreditation.
This process requires at a minimum measurement of nine competency areas using at least two measures, one of which must be grounded in actual or closely simulated social work practice. This assessment process is also linked to review and revision of syllabi and other program features where any competency area does not fully meet program benchmarks for graduates.

The program proposes an essentially flat budget for four years – which may not be fully realistic. However, additional costs – such as salary increments – should be relatively low cost.

4. Assess available support from related programs.

In most respects the proposed MSW program will be unique and self-sustaining. The program will be closely linked to York’s BSW social work degree program – and will very likely both support it intellectually and with shared faculty. Support from CUNY in terms of budget, physical plant, support staff and library and technological resources is inherent in the proposed MSW program plan – and very typical for combined BSW/MSW social work programs located in university settings.

Graduates of York College and other New York BSW programs will be a likely source of applicants to the proposed MSW program.

Over time, the MSW program may be able to develop linkages/mutual supports with professionals in nursing, psychology and sociology.

CSWE’s accreditation process will require that faculty assignments to the BSW and MSW program be clearly distinguished (though faculty from either program may occasionally teach in the other.)

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

II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field
The current group of five MSW program faculty appear to meet CSWE accreditation standards for MSW level social work education. All 5 current faculty also hold the PhD degree, which exceeds CSWE requirements for the majority of faculty holding a PhD degree.

The education, practice experience, scholarship records of the proposed initial five faculty are strong and fit well with the proposed program, based on their summary curriculum vitae as detailed by the program. Most are established and recognized social work educators.

Continuing development of faculty expertise and scholarship on urban health will be an asset to the community and the profession.

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

CSWE accreditation standards require that MSW faculty have principal assignments to an MSW program. (Faculty may from time to time teach in either BSW or MSW level courses in programs with both level degree options. However, a minimum of six faculty must have principal assignments to a developing MSW program by the third candidacy year. Three faculty members with full time assignments to the MSW programs are required during the first year of CSWE accreditation candidacy, five by the second year, and six by the third and final year of candidacy. At least six full time faculty are required for an ongoing MSW program after candidacy is completed.)

The five currently listed faculty appear to meet CSWE’s second year accreditation candidacy requirements. Hiring of a sixth faculty member is planned and scheduled in the program documents.

Clear delineation of major assignments to the MSW and BSW programs will be required for CSWE initial accreditation.

For the MSW alone, the program enrollment projections through 2022 (60 students) appear to be fully met by the current faculty and one additional planned hire. Future program expansion after 2022 may require additional hires of full or part-time faculty to maintain at least a 1:12 (FTE) faculty to student ratio.
8. Evaluate credentials and involvement of adjunct and support faculty.

At present no new adjunct and/or support faculty are proposed (or needed to meet CSWE accreditation standards). The program will combine services with existing BSW programs staff already in place.

Initial (proposed) numbers for student enrollment should be manageable without additional support for the field practica – though expansion of the program may require future additional support staff or faculty for any expanded field practice.

CSWE requires that all adjunct faculty teaching social work practice courses hold an MSW degree (PhD preferred) with at least two years of post-MSW practice experience. Any future adjunct hires will have to meet this standard. An MSW and/or a PhD is expected for adjuncts teaching policy, human behavior or research courses.

CSWE also requires the program continuously meet a 1:12 faculty to student ratio. At this time the program’s growth plan will be met by their current 5 faculty members – and in the future by the planned hire of a sixth faculty member. Further expansion of the student body after 2022 may require additional future hires who meet CSWE qualifications.

III. Resources

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

The available resources, support staff, library and facilities described by the program appear to meet CSWE standards. They are typical of other U.S. MSW programs. Many draw on existing resources now in place for the BSW program.

Monetary support for professional development is proposed a zero cost – which may be unrealistic if the faculty is to promote the program and scholarship in the area of their mission.

Social work internships must provide adequate supervision, clientele,
training and facilities to be used by the program – and to meet CSWE accreditation standards. There are many institutions in the greater New York area that will be appropriate practicum sites for the proposed program and its unique specialization.

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

IV. Summary Comments and Additional Observations

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

The program’s implementation plan is thorough and reasonable. There is no apparent reason at this point to expect it cannot be fully realized.

The program’s proposed mission and focus should be an asset to the region, nation and the social work profession. Enhancing access to and effective use of health care service by increasingly diverse urban populations should increase their well being and reduce potential public health challenges.

No comparable programs are currently available in the New York area.

Strengths

The program’s proposed specialization is innovative and will clearly address a large and growing need in the New York metropolitan area, state and the nation. The urban health mission offers potential for national leadership and for improving the lives of many people.

CUNY administration shows solid support for the development of this MSW program.
The program draws on experienced faculty with considerable experience in social work education.

The York BSW program has identified a need for, and graduate interest in, the proposed course of study – which is not currently available in the greater New York City area.

The proposed course syllabi will build on York College’s BSW curriculum.

The proposed 600 hour second year practica/internship will allow persons with BSW degrees and only 400 hours of practicum experience to meet CSWE’s MSW graduation requirement of 900 hours. (Some MSQW programs offer only 450 hours of specialization practicum experience – which combined with a 400 hour BSW experience does not meet the CSWE accreditation requirement of at least 900 practicum hours.)

Weaknesses

(No serious weaknesses are apparent - but some tasks will need completion in the next few years for CSWE accreditation)

The program will need to hire an additional faculty member during its three year CSWE candidacy status to fully meet CSWE faculty requirements (which is understood and planned for).

Faculty assignments will need to be clarified across BSW and MSW programs to fully meet CSWE requirements (which is typically done during candidacy status).

The program will also need to detail their assessment plan for evaluation of how well students meet the nine CSWE competencies – which is expected during the second and third years of the three year CSWE candidacy period).

Minor amendments to the budget to include salary increments in the next four years and costs for professional development should be considered. These will be relatively minor costs.