



REAFFIRMATION SELF-STUDY
Response to LOI and Site Visit Findings

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Response to Site Visit Findings

Mission

Both our BA and MSW programs are deeply committed to our mission. Please see pages 2-6 in both the MSW and BA Self-Study documents for details regarding our mission. Our dedication to serving underserved urban communities and populations is strong. Our programs, faculty, staff and students are acutely aware of urban issues and our mission to develop ethical, professional social workers is clear.

In fact, our MSW program grew out of a response to social service agencies in the Bronx. When we just had our undergraduate program, the majority of our fieldwork placements were in the Bronx. Social service agencies in the South Bronx and Hunts Point, two severely poverty-stricken, high crime neighborhoods, began to tell us that they had difficulty getting MSW students from the universities in Manhattan to take their fieldwork placements at their agencies because of the reputations of the neighborhoods. Furthermore, when they had staff positions for MSW graduates they had difficulty filling the positions. This became our motivation and driving force to develop our MSW program. Many of our students come from these neighborhoods and after graduation return to them as practitioners, administrators, and advocates.

Diversity

We proudly say that both our BA and MSW programs are among the most diverse social work programs in the nation. Lehman College is a federally designated Hispanic Serving Institution. The majority of our students are Hispanic and African-Americans. Many are first generation Americans, many were born outside of the United States., and many experience English as their second language. Our students and their families come from the Americas, Africa, the Caribbean, Asia, and Europe. Our faculty and staff are also diverse not just in race and ethnicity but in age, sexual orientation, ethnicity, religion, and background.

Our faculty and staff are strong presences on our campus, always showing a commitment and support to diversity. Two faculty members renewed the College's commitment to the LGBTIQ community by starting a student, faculty, and staff support organization; two faculty members are on the board of directors of the College's chapter of the Black Male Initiative. Two faculty members have partnered with two faculty members from an HBC and developed and publish Urban Social Work, the only professional journal in the nation dedicated to the study of urban social work. Faculty in our department developed and administrate the College's Interdisciplinary Minor in Aging. Another faculty member has developed the College's Reentry Committee developing support serves for students who have transitioned from prison to College. Faculty and staff are active supporters of programs such as the Women's Studies Program; and the Africana and Latin Studies Departments and initiatives.

Finally, neither our BA or MSW program have a specific course in diversity. This is because we never want to pigeon-hole such an important subject as diversity. Rather, we infuse every course with content on diversity and the importance for social workers to always practice cultural humility.

Assessment Process (AS 4.0)-BA Program

We agree with the site visitor's findings regarding our assessment process in the baccalaureate social work program. We have course-imbedded assessment assignments that are evaluated by our faculty members for all of the students of the program. As noted in our self-study, the response rates for these assessments approach 100% of the students. Both our full-time and adjunct faculty members understand the importance of this process, and have been extremely cooperative in evaluating these assessments. Furthermore, the field instructors complete detailed evaluations of the students' progress in their field settings, which assess each Behavior of all of the Competencies of the students' work. The faculty has energetically provided input into the interpretation of the results of the assessment tools, and this has resulted in change processes in the curricula and syllabi of the BA program.

Please see highlighted sections of the attached document for our response to both the Letter of Intent and the Site Visit Findings.

PROGRAM MISSION AND GOALS (Section included because there was an edit to the mission)

EDUCATIONAL POLICY 1.0—PROGRAM MISSION AND GOALS

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors.

Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0—Program Mission and Goals

1.0.1: The program submits its mission statement and explains how it is consistent with profession's purpose and values.

The mission of our Undergraduate Program is consistent with the profession's purpose and core values, and derives from the mission and values of the College and the context of the community served:

The mission of the Undergraduate Social Work Program at Lehman College, City University of New York, the only four-year public Social Work program in the Bronx, is to educate students to become ethical and competent entry-level generalist social workers for service in urban agency-based practice. Through the implementation of a generalist curriculum built on a liberal arts foundation, and guided by a global perspective, scientific inquiry, and ethical principles, including respect for human rights and diversity, graduates will promote social and economic justice and advance human and community well-being within the context of the rich diversity of the Bronx and surrounding urban areas.

With this mission, the Undergraduate Program is positioned to directly address the profession's purpose and to prepare our graduates to attain the competencies of the generalist social worker. As one of the two four-year social work programs and the only program at a public university that exists in the borough of the Bronx, NY, where so much of the population has been marginalized from mainstream U.S. society, the values of social justice, human rights, and the dignity and worth of every person, are at the forefront of this program's pedagogical perspective. This occurs both through the design and implementation of the explicit curriculum, and through the implicit curriculum emphasizing respect for student differences and diversity. All of the aforementioned values are at the heart of the field education component of our program, most of which takes place in settings utilized by very disadvantaged and underserved populations in the Bronx and surrounding

communities. In order to accomplish the goal of assisting the underserved populations surrounding this college, the curriculum emphasizes the importance of integrity and competence, and stresses the need for students to become familiar with evidence-based practices.

The program's commitment to the values of service, competence, and scientific inquiry is demonstrated by the fact that since 2012, the Department of Social Work at Lehman College has continuously been the recipient of four federal grants from the U.S. Department of Health and Human Services (HRSA and SAMHSA), each regarding the provision of effective evidence-based practices with high-need, underserved populations. These grants are described below in **AS 1.0.3**.

Our mission statement is displayed on our BA Program website (<http://lehman.edu/academics/health-human-services-nursing/social-work/index.php>) and in the *Undergraduate Social Work Student Handbook and Field Education Manual*: <http://lehman.edu/academics/health-human-services-nursing/social-work/field-education.php>

1.0.2: Program describes how its mission is consistent with the institutional mission and the program's context across program options.

The Mission of Lehman College

Our program embodies both the "Mission Statement" and the "Values Statement" of Lehman College; both of these statements also address this context.

The "Mission Statement" of the College lays the foundation for the mission of our programs:

Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.

(Lehman College Undergraduate Bulletin, 2017-2019)

The "Values Statement" of the College articulates the values underpinning our Social Work programs:

Lehman College is committed to providing the highest quality education in a caring and supportive environment where respect, integrity, inquiry, creativity, and diversity contribute to individual achievement and the transformation of lives and communities.

(Lehman College Undergraduate Bulletin, 20017-2019)

While all students complete the same core curriculum of the Undergraduate Social Work Program, the formal introduction in Fall 2018 of the CASAC-T Option, which assists students in meeting educational qualifications for the "Credential in Alcohol and Substance Abuse Counseling," offered by the New York State Office of Alcohol and Substance Abuse Services (OASAS), prepares students to work with substance misusing clients while also furthering the students professional development in responding to the service needs of people living in this community. (This agreement

with OASAS and curriculum has been in effect since 2012; the creation of the CASAC-T Option will be discussed below in **AS 2.0.2**).

1.0.3: Program identifies its goals and demonstrates how they are derived from the program's mission.

The goals of the Undergraduate Social Work Program derive from the mission of the program. Goals are focused on creating opportunities that will prepare students to respond to and contribute to agency-based practice in the complex urban environment in which we are located. The goals emphasize the importance of utilizing scientific inquiry while developing knowledge, core social work values, and skills that will enable graduates to provide ethical and competent services to the many diverse groups in our urban environment, and to assume leadership roles in the community and in the profession.

Specifically, the goals of the program are to:

- 1) Provide a curriculum for students that builds on a liberal arts and interdisciplinary knowledge base and incorporates and reflects content based on current research;
- 2) Provide students with a generalist curriculum that is grounded in the profession's history, purposes, and philosophy, and is based on a body of knowledge, core values, and skills of the profession;
- 3) Educate students for competent, effective, and ethical entry-level professional practice based on critical thinking and aimed at the promotion of well-being and enhanced functioning of individuals, families, groups, organizations, and communities, with particular attention to client needs and potentials, and the development of resources of organizational systems through policy practice;
- 4) Respond to the needs of our community and utilize research-informed practice and practice-informed research in preparing graduates to provide social work services in urban social service agencies and organizations;
- 5) Educate students for practice with a respect for human rights and diversity as they promote the well-being and enhance the functioning of urban populations, with special attention to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation;
- 6) Utilize a range of current technologies to enhance learning.

The social workers who are educated in our Program are not only prepared to work as competent, effective, and ethical entry-level professionals, but many are able and ready to provide services in agencies serving clients from diverse cultures, many of whom do not speak English. Many of our students speak languages other than English, and can deliver services in those languages. Lehman College is a Federally-Designated Hispanic-Serving Institution. In 2017-2018 Academic Year, Fifty-three percent of students in our Undergraduate Social Work Program identified as Latino and 46 percent of our students reported that they speak at least some Spanish (35% indicated they were fluent in Spanish). The Undergraduate Program graduates about 140 students each year, at least half of whom are knowledgeable about Latino cultures; many speak Spanish and are able to deliver services in Spanish. Thus, our Program has both the opportunity and responsibility to respond to the

context of the Program and address the needs of the Latino community, as well as providing services for other population groups living in the Bronx and the surrounding urban areas.

Our curriculum emphasizes an understanding of cultural diversity and our graduates are prepared to provide culturally competent services to clients from diverse cultures. In addition, students in our Program are prepared to work in agencies providing services to underserved population groups, including agencies providing substance abuse services, services to the homeless, services to victims of domestic violence, services to persons with and affected by HIV/AIDS, and to urban youth, to name but a few. For the most part our students are eager to work with clients in these fields of practice. Most of the students in the Program live in the Bronx and want to remain and work in the borough. Many are eager to “give back” to their communities and work in agencies that often are not able to recruit social workers from other areas of New York City.

In order to make the program accessible to students who are working or have other commitments, such as to family or community, all courses are offered in both day and evening sections. In addition, core courses including Human Behavior I and II, Social Work Practice I and II, and Fieldwork Seminar I and II are offered in weekend classes.

Federal Grant Activity

Continuous efforts have been made by faculty to secure federal grants that would enhance our ability to achieve our goals. The grants we have received accomplish this by providing for the following:

- Programmatic enhancements to teach students evidence-based practices in regard to working with high need, underserved urban populations in a behavioral health capacity;
- Financial assistance to students, particularly graduate students as there are extremely limited scholarship opportunities, and there is no government financial aid available to MSW students other than loans;
- Programmatic enhancements that would support our efforts to better prepare all students to work in this community of such extensive diversity; and
- Enhancements that support our efforts with students by also providing continuing education to field instructors, educational coordinators and other staff in agencies serving as fieldwork agencies. These efforts reach field instructors of all students, including undergraduate and graduate, and through outreach to other agencies, many social workers in the community have benefited from this component of the program.
- Exposure to interdisciplinary work with professions other than social work when working in a behavioral health capacity.

The Social Work Department has received 4 training grants from the U.S. Department of Health and Human Services since 2012; the current grant runs for 4 years, from 2017 – 2021. With a total that will be close to 5 million dollars at the conclusion of the most recent grant, the HRSA grants will have made it possible to provide stipends of \$10,000 or \$12,000 to 233 MSW students. This is especially meaningful as our school is located in the borough with the highest poverty rate in New York City, and many of our students are in need of this assistance in order to remain in school. In addition, all four grants made it possible to develop enhancements to the curriculum impacting all students in the department, as well as the faculty, staff, and our partner agencies in the community. They have funded a broad range of far-reaching educational programs for fieldwork instructors as well as other social workers in agencies and institutions.

Following are the grants awarded to the Department:

- U.S Dept. of Health and Human Services- Human Services, Health Resources and Services Administration (HRSA). Behavioral Health Workforce Education and Training for Professionals (\$480,000), 2012 - 2015, Joy Greenberg, P.I. This grant focused on preparation of social workers to work with high-need, high-demand clients, which characterize all of our field placements.
- U.S Dept. of Health and Human Services- SAMHSA, SBIRT Medical Professional Training Program (\$943,608), 2013-2016, Evan Senreich, P.I. This grant focused on enhancements to prepare all students, both graduate and undergraduate, to implement the evidence-based approach of Screening, Brief Intervention, and Referral to Treatment (SBIRT) in their work, and to utilize motivational interviewing in the process. Using a Train-the-Trainer approach, an extensive program of trainings was implemented to prepare faculty, field instructors, agency supervisors, and social workers in the community for this work. In the time period since the grant concluded these trainings have continued, and all students are required to complete an online training in SBIRT. Motivational interviewing has been built into our ongoing curriculum.
- U.S Dept. of Health and Human Services- Human Services, Health Resources and Services Administration (HRSA). Behavioral Health Workforce Education and Training for Professionals (\$1,385,174), 2014 - 2017, Joy Greenberg, P.I. The grant aimed to increase the workforce of students working with underserved children and youth, from birth to age 25. The majority of our field placements serve this population.
- U.S Dept. of Health and Human Services- Human Services, Health Resources and Services Administration (HRSA). Behavioral Health Workforce Education and Training for Professionals, (\$1,906,410), 2017- 2021, Amanda Sisselman and Jessica Kahn, Co – P.I. This grant is aimed at increasing the workforce for underserved clients across the lifespan. We select students who are in agencies serving a broad spectrum of age groups and needs. (See Department's website: <http://lehman.edu/academics/health-human-services-nursing/social-work/hrsa-training-grant.php>).

Further, as part of the sustainability plan included in the 2014-2017 HRSA grant, the Lehman College Foundation agreed to fund tuition waivers for the last semester of the MSW program for 10 students graduating in Spring 2018 and in Spring 2019, providing \$138,000 in student assistance.

The broad impact of these grants in enabling us to fulfill our goals will be described in various sections of the self-study.

EXPLICIT CURRICULUM

EDUCATIONAL POLICY 2.0—GENERALIST PRACTICE

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Accreditation Standard B2.0—Generalist Practice

B2.0.3: Program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

- The program provides a matrix describing each competency. However, the program is asked to clarify how competencies 6 thru 9 are met in terms of individuals, families, group, organizations, and communities. Additionally, it is unclear that all 4 dimensions are covered in each competency.
- The site visitor is asked to have the program demonstrate that within the curriculum, each of the nine competencies contain all 4 dimensions. The site visitor is also asked to have the program identify where and how in the curriculum each of the 5 system levels is addressed for competencies 6 thru 9.
- **See Tables 2.5, 2.6, and 2.7**

Site Visit Findings/Comments:

The program provides a matrix describing each competency.

However, the program is asked to clarify how competencies 6 thru 9 are met in terms of individuals, families, group, organizations, and communities. Additionally, it is unclear that all four dimensions are covered in each competency.

Have the program demonstrate that within the curriculum, each of the nine competency's contact all four dimensions. Also, ask the program to identify where and how in the curriculum each of the 5 system levels is addressed for competencies 6 thru 9.

Additionally, it is unclear that all 4 dimensions are covered in each competency. Knowledge, values/ skills, and cognitive and effective processes must be demonstrated within each competency.

All four dimensions are represented in curriculum course content for each competency. The faculty made it very clear that all 4 dimensions were covered in each competency. The Site Visitor reviewed each syllabi with and was shown each dimension for each competency. Additionally, the Site Visitor was shown a Table 2.1 Core Competencies and behaviors. they specifically list each goal and the competency that it is associated with.

The site visitor is instructed to asked to have the program demonstrate that within the curriculum, each of the nine competencies contain all 4 dimensions. The site visitor is also asked to have the program identify where and how in the curriculum each of the 5 system levels is addressed for competencies 6 thru 9.

The matrix was done and each dimension is achieved
 New matrix has been created this matrix includes all four dimensions across the curriculum an additional matrix was also included with assignments and the courses and unit of the assessments

Response to this standard consists of three sections:

- **Table 2.2**, “Competencies and Behaviors Integrated in Courses for Option 1 and Option 2,” illustrates graphically where the 9 competencies and 31 behaviors encompassed in the competencies are addressed in the core curriculum. A grid includes the competencies in one column and behaviors in the next column. Each course is labeled in rows, and the cells intersecting the course and behavior indicate where the behaviors are addressed. This is followed by **Table 2.3**, “Competencies and Behaviors Integrated in Courses for Option 2,” which includes only the 2 additional courses required for the CASAC-T Option.
- **Table 2.4**, “Specifying the Behavior” lists the competencies and behaviors for the core curriculum and enhanced curriculum for the Advanced Year. This table lists the core competencies and the behaviors clarifying the competencies.
- The third section consists of a detailed matrix, **Table 2.5, Undergraduate Core Curriculum Matrix for Option 1 And Option 2**, which is an elaboration of the content on the “Competencies and Behaviors Integrated in Courses” listed in **Table 2.2**. The matrix illustrates *how* each competency and practice behavior is implemented throughout the curriculum, including the units where the material is covered. The matrix also identifies where the knowledge, values, skills and cognitive-affective processes for each Behavior is covered in the courses. The content for the matrix draws from the most detailed description of the courses, this is found on the course syllabi and course materials that comprise Volume 2. An Appendix to the Matrix, **Table 2.6**, addresses the additional two courses required for Option 2; these are SWK 251: Substance Abuse and Urban Society, and SWK 351: Theoretical Perspectives of Substance Abuse. Only the behaviors identified for those 2 courses are included in the Matrix Appendix.
- The fourth section consist of a detailed matrix, **Table 2.7**, “Curriculum Matrix for Generalist Practice: Undergraduate Part 2,” which demonstrates the Lehman College Department of Social Work curriculum content for generalist practice, illustrating that Competencies 6–9 are mapped onto the levels of intervention: individuals, families, groups, organizations, and communities.

TABLE 2.2: COMPETENCIES AND BEHAVIORS INTEGRATED IN COURSES FOR OPTION 1 AND 2

COMPE- TENCY	BEHA- VIOR	Social Welfare Insti- tutions SWK 239	HBSE I SWK 305	HBSE II SWK 306	Practice I SWK 311	Practice II SWK 312	Field Seminar I SWK 440	Field Seminar II SWK 441	Social Wel- fare Policy SWK 443	Social Work Re- search SWK 446	Field- work I SWK 470	Field- work II SWK 471
1	1				X		X	X		X	X	X
	2		X		X		X	X			X	X
	3		X		X		X	X			X	X
	4						X	X			X	X
	5						X	X			X	X
2	6			X			X				X	X
	7						X	X			X	X
	8		X	X	X		X	X			X	X
3	9	X		X		X	X	X	X			X
	10								X		X	X
4	11									X		X
	12	X						X		X		X
	13					X				X	X	X
5	14	X							X			X
	15	X					X	X	X		X	X
	16	X							X		X	X

COMPE- TENCY	BEHA- VIOR	Social Welfare Institutions SWK 239	HBSE I SWK 305	HBSE II SWK 306	Practice I SWK 311	Practice II SWK 312	Field Seminar I SWK 440	Field Seminar II SWK 441	Social Wel- fare Policy SWK 443	Social Work Re- search SWK 446	Field- work I SWK 470	Field- work II SWK 471
6	17			X		X		X			X	X
	18		X	X	X		X	X				X
7	19					X	X	X		X	X	X
	20					X		X			X	X
	21				X			X			X	X
	22					X	X	X			X	X
8	23							X			X	X
	24				X	X	X	X				X
	25						X	X			X	X
	26		X		X			X			X	X
	27					X					X	X
9	28						X	X		X		X
	29					X	X	X		X	X	X
	30							X		X	X	X
	31							X		X	X	X

TABLE 2.3: COMPETENCIES AND BEHAVIORS INTEGRATED IN ADDITIONAL COURSES REQUIRED FOR OPTION 2

COMPE- TENCY	BEHAVI OR	Substance Abuse and Urban Society SWK 251	Theoretical Perspectives of Substance Abuse SWK 351
1	1		x
	2		
	3		
	4		x
	5		
2	6		
	7		
	8		
3	9		
	10		
4	11		
	12		
	13		
5	14		x
	15		
	16		
6	17	x	
	18		
7	19	x	
	20	x	x
	21	x	
	22		x
8	23	x	x
	24	x	x

	25		x
	26		
	27		
9	28		
	29		
	30		
	31		

TABLE 2.4: COMPETENCIES AND BEHAVIORS

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Students will be able to demonstrate the knowledge, skills, values, and cognitive-affective processes that inform these behaviors.

TABLE 2.4: SPECIFYING THE BEHAVIOR	
Competencies	Behaviors
1. Demonstrate ethical and professional behavior	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; 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4. Use technology ethically and appropriately to facilitate practice outcomes; and 5. Use supervision and consultation to guide professional judgment and behavior.
2. Engage diversity and difference in practice	6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and 8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
3. Advance human rights and social, economic, and environmental justice	9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and 10. Engage in practices that advance social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice	11. Use practice experience and theory to inform scientific inquiry and research; 12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and 13. Use and translate research evidence to inform and improve practice, policy and service delivery.
5. Engage in policy practice	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; 15. Assess how social welfare and economic policies impact the delivery of and access to social services; and

	16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
6. Engage with individuals, families, groups, organizations, and communities	17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies and; 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
7. Assess individuals, families, groups, organizations, and communities	19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 20. 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; 21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and 22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
8. Intervene with individuals, families, groups, organizations, and communities	23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; 24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; 25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; 26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and 27. Facilitate effective transitions and endings that advance mutually agreed-on goals.
9. Evaluate practice with individuals, families, groups, organizations, and communities	28. Select and use appropriate methods for evaluation of outcomes; 29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; 30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and 31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**TABLE 2.5: UNDERGRADUATE CORE CURRICULUM MATRIX
FOR OPTION 1 AND OPTION 2: PART I**

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR						
Behavior 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.						
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Practice I (SWK 311) <i>Knowledge;</i> <i>Values;</i> <i>Skills</i>	II	Hepworth et al., Ch. 4: Operationalizing the Cardinal Social Work Values	<i>Undergraduate Social Work Program student handbook & field education manual: NASW Code of Ethics; International Federation of Social Workers/International Assoc. of Schools of Social Work, "Ethics in Social Work Statement of Principles."</i>	Role plays; Experiential exercises.	Ethics paper	Midterm exam
Research (SWK 446) <i>Knowledge;</i> <i>Values;</i> <i>Skills</i>	II, III	Rubin & Babbie, Ch. 4: Factors Influencing the Research Process; Ch. 5: Ethical Issues in Social Work Research; Ch. 6: Culturally Competent Research		Small group discussion on informed consent.	Group presentation	Mid-term exam, final exam
Fieldwork Seminar I (SWK 440) <i>Values;</i> <i>Skills;</i> <i>C-A Processes</i>	II, III, VI	Hepworth et al., Ch. 4: Operationalizing the Cardinal Social Work Values.	Agency policy manual and materials; NASW, <i>Code of ethics; Lehman College Undergraduate Social Work Program student handbook & field education manual;</i>	Group discussion	Weekly journal entries; process recordings.	

Fieldwork I (SWK 470) <i>Skills;</i> <i>C-A Processes</i>					Process recordings	Field visit; Fieldwork evaluation
Fieldwork Seminar II (SWK 441) <i>Knowledge;</i> <i>Skills;</i> <i>C-A Processes</i>	I	Royse et al., Ch. 4: the Student Intern: Learning New Roles.	Bressi & Vaden, Reconsidering self-care.	Group discussion	Journal entries, process recordings	
Fieldwork II (SWK 471) <i>Skills;</i> <i>C-A Processes</i>					Process recordings	Field Evaluation

Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
HBSE I (SWK 305) <i>Knowledge;</i> <i>Values</i>	I, II, XI	Hepworth, Ch. 4, Operationalizing the Cardinal Social Work Values; NASW <i>Code of Ethics</i> ; Hutchison, Ch. 1: Human Behavior: A Multi-dimensional Approach; Ch. 2: Theoretical Perspectives on Human Behavior	Runyowa, Microaggressions matter; Saleebey, Ch. 2, The Challenge of Seeing Anew the World We Think We Know: Learning Strengths-Based Practice; Gawande, Letting go: What should medicine do when it can't save your life;; Lee, Impact of Head Start's entry age and enrollment duration on children's health; Gershoff, More harm than good; Arnette, emerging Adulthood: What is it, and what	Small group exercise; Role play	Values and Ethical Dilemma Essay, Theories of Moral Development paper	Final exam

			is it good for; Kolb, Theories of aging and social work practice with sensitivity to diversity: Are there useful theories?			
Practice I (SWK 311) <i>Knowledge;</i> <i>Values;</i>	II	Marsiglia, & Kulis, Ch. 2: Cultural Diversity, Oppression and Action; Saleebey, Ch 2: The Challenges of Seeing Anew the World We Think We Know.	<i>Student Handbook & Field Educ. Manual: NASW Code of Ethics and the Internat'l.Fed. of Social Workers/ Internat'l Assoc. of Schools of Social Work, "Ethics in Social Work Statement of Principles."</i>	Ethnic sharing exercise Role plays and sample cases	Ethics paper, Strengths paper	Midterm exam
Fieldwork Seminar I (SWK 440) <i>Values;</i> <i>Skills;</i> <i>C-A Processes</i>	I, III, VI	Hepworth et al., Ch. 3: Overview of the Helping Process; Royse et al., Ch.1: Field Instruction and the Social Work Curriculum; Ch.3: Getting Started; Ch. 7: Acquiring Needed Skills.	<i>Undergraduate Social Work Program student handbook & field education manual.</i>	Group discussion, role play, small group work	Weekly journal entries, process recordings	
Fieldwork I (SWK470) <i>Skills;</i> <i>C-A Processes</i>					Process recordings	Field visit Fieldwork Evaluation
Fieldwork Seminar II (SWK 441) <i>Knowledge;</i> <i>Skills;</i> <i>C-A Processes</i>	I, VIII	Hepworth, Ch. 19: The FinalPhase: Eval and Termination.	Baum, End-of-year treatment termination responses of Social Work student trainees; Bressi & Vaden, Reconsidering self - care.	Group discussion; case presentations	Process recordings	
Fieldwork II (SWK471) <i>Skills;</i> <i>C-A Processes</i>					Process recordings	Fieldwork Evaluation

Behavior 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.						
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
HBSE I (SWK 305) <i>Knowledge; Values</i>	II, III	Walsh, Ch. 6: Family Emotional Systems Theory	Reamer, The challenge of electronic communication; Battista-Freeze, The high-tech social worker – Myth or reality; Goodman & Smith, A call for a social network-oriented approach to services for survivors of intimate partner violence; Janairo et al., The time is now: The importance of social work participation in politics	Role play; Class discussion	Assign. 1: Values and Ethical Dilemma Essay; Assign 2: The Biological Person: Implications for Social Work Practice; Assign. 3.: Theories of Moral Development	Midterm exam
Practice I (SWK 311) <i>Knowledge; Values; Skills</i>	I	Hepworth et al., Ch.1: The Challenges of Social Work; Ch. 2: Direct Practice: Domain, Philosophy, and Roles.	<i>Undergraduate Social Work Program student handbook & field education manual: NASW Code of Ethics and the International Federation of Social Workers/International Assoc. of Schools of Social Work, “Ethics in Social Work Statement of Principles.”</i>	Field work orientation and presentation; Role Plays; Experiential exercises		Midterm Exam
Fieldwork Seminar I (SWK 440) <i>Knowledge; Skills</i>	II, IV, VII	Royse et al., Ch.1: Field Instruction and the Social Work Curriculum; Ch. 8, Legal and Ethical Concerns	Ames, Writing clearly for clients: What social workers should know.	Role plays.	Journal entries, process recordings, group presentation, final paper.	
Fieldwork I (SWK 470) <i>Skills; C-A Processes</i>					Process recordings	Field visit Fieldwork evaluation

Fieldwork Seminar II (SWK 441) <i>Knowledge;</i> <i>C-A Processes</i>	I, III	Hepworth, Ch. 8: Assessment; Ch.10, Assessing Family Functioning	Edwards. Cultural intelligence for clinical social work practice; Landau, Enhancing resilience families and communities as agents for change.	Role plays	Journals, process recordings	
Fieldwork II(SWK471) <i>Skills;</i> <i>C-A Processes</i>					Process recordings	Fieldwork evaluation

Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Fieldwork Seminar I (SWK440) <i>Knowledge;</i> <i>Skills</i>	II, IV		Reamer, Challenge of Electronic communication; Ames, Writing clearly for clients: What social workers should know.	Group discussion; Role plays	Process recordings	
Fieldwork I (SWK 470) <i>Skills;</i> <i>C-A Processes</i>					Process recordings	Field visit Fieldwork evaluation
Fieldwork Seminar II (SWK441) <i>Knowledge;</i> <i>Values</i>	II		Leathers & Strand, Increasing access to evidence based practices and knowledge and attitudes; Mullen et al., Implementing evidence-based social work practice.		Reflection paper, journals, process recordings.	

Fieldwork II (SWK471) <i>Skills;</i> <i>C-A Processes</i>					Process recordings	Fieldwork evaluation
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Behavior 5: - Use supervision and consultation to guide professional judgment and behavior.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Fieldwork Seminar I (SWK 440) <i>Knowledge;</i> <i>Values</i>	I, II	Royse et al., Ch. 1: Field Instruction and the Social Work Curriculum; Ch. 2: The Partnership with Social Service Agencies; Ch. 4, The Student Intern		Class discussion, role plays	Process recordings	
Fieldwork I (SWK 470) <i>Skills;</i> <i>C-A Processes</i>					Process recordings	Field visit, Fieldwork evaluation
Fieldwork Seminar II (SWK 441) <i>Knowledge;</i> <i>Skills</i>	IV	Hepworth, Ch. 6, Verbal Following, Exploring, and Focusing Skills		Class discussion, role plays	Process recordings	
Fieldwork II (SWK471) <i>Skills;</i> <i>C-A Processes</i>					Journals, Process recordings.	Fieldwork evaluation

COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Behavior 6: - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
HBSE II (SWK 306) <i>Knowledge;</i> <i>Values;</i> <i>C-A Processes</i>	I, II, V	Marsiglia & Kulis, Ch. 1: Culture; Ch. 6: Intersecting social and cultural determinants of health and well-being; Ch. 9: Gender; Ch. 10: Sexual Orientation; Ch.. Hutchison; Ch. 5: The spiritual person.	Hall, Biracial sensitive practice; Kolb, Introduction, in Social work practice with ethnically and racially diverse nursing home residents and their families; West, Nihilism in Black America; Lee et al., Mechanisms of familial influence on reentry of formerly incarcerated Latino men; Butler, GLBT elders; Mallon, Ch. 1: The journey toward parenting, in <i>Gay men choosing parenthood</i> ; Simoni & Walters, Heterosexual identity and heterosexism; Vinjamuri, It's so important to talk and talk: How gay adoptive fathers respond to their children's encounters with heteronormativity; Alam, Where can queer Muslims go to pray? Senreich, An inclusive definition of spirituality in social work education and practice; Taylor et al., Mental health services in faith communities; Whitley, Atheism and mental health; Westerfelt, A qualitative investigation of adherence issues for men who are HIV positive; Corcoran, Ch. 14: Crime victims, in Gitterman; Potocky, The travesty of human trafficking; Simmons, Ethical challenges of military social workers serving in a combat zone; Wansink & Wansink, Are there atheists in foxholes; Graham et al., Cultural considerations for social service agencies working with Muslim clients; Suleiman, Beyond cultural competence.	Class discussions; Role play; Small group work	II: Exploring Your Diversity	Midterm exam; Final exam
Fieldwork Seminar I (SWK 440) <i>Knowledge;</i> <i>Values;</i> <i>Skills</i>	V, VI	Marsiglia & Kulis, Ch. 2: Cultural diversity, oppression & action; Ch. 3: The Intersectionality of race, ethnicity & other factors	Walsh, A family resilience framework: Innovative practice applications; Flesaker & Larsen, To offer hope you must have hope: Accounts of hope for reintegration counselors working with women on parole and probation.	Group discussion, group work, case presentation	Journals, process recordings	

Fieldwork I (SWK 470) <i>Skills;</i> <i>C-A Processes</i>					Process recordings	Field visit, Fieldwork evaluation
Fieldwork II (SWK 471) <i>Skills;</i> <i>C-A Processes</i>					Process recordings	Fieldwork evaluation

Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Fieldwork Seminar I (SWK 440) <i>Knowledge;</i> <i>Values;</i> <i>Skills;</i>	I, II, III, VI	Hepworth, Ch. 3: Overview of the helping process; Ch. 4: Operationalizing the cardinal social work values; Royse et al., Ch. 2: The partnership with social service agencies; Ch. 4: The student intern: Learning new roles.		Experiential exercises	Weekly journals, process recordings	
Fieldwork I (SWK 470) <i>Skills;</i> <i>C-A Processes</i>					Process recordings	Field visit Fieldwork evaluation

Fieldwork Seminar II (SWK 441) <i>Knowledge;</i> <i>Skills;</i> <i>C-A Processes</i>	I, III, VII	Hepworth et al., Ch. 13: Planning and implementing change-oriented strategies Ch. 15: Enhancing family functioning and relationships.	Edwards, Cultural intelligence for clinical social work practice; Landau, Enhancing resilience in families and communities as agents for change; Lebow, Common factors, shared themes, and resilience in families and family therapy.	Role plays	Process recordings	
Fieldwork II (SWK 471) <i>Skills;</i> <i>C-A Processes</i>					Process recordings	Fieldwork evaluation

Behavior 8: - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies						
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignment s	Exams
HBSE I (SWK 305) <i>Knowledge;</i> <i>Values;</i> <i>C-A Processes</i>	IV-IX	Hutchison, Ch. 3: The biological person; Ch. 4: The psychological person; Ch. 11: Conception, pregnancy, childbirth, and infancy.; Ch. 12: Toddlerhood and early childhood; Ch. 13: Middle childhood; Ch. 14: Ch. 15: Young and middle adulthood; Ch. 16: Late adulthood	Butler, Gay, lesbian, bisexual, and transgender (GLBT) elders; Cole & Dale, Traumatic brain injury and the Americans With Disability Act: Implications for the social work profession; McCutcheon, Toward an integration of social and biological research; NASW Standards for Integrating Genetics into Social Work Practice	Class Discussion; Small group exercise	Assign. 1: Values and Ethical Dilemma Essay	Midterm exam; Final exam
(HBSE II (SWK 306) <i>Knowledge;</i> <i>Values</i>	II, V		NASW, Code of Ethics; National Association of Black Social Workers, Code of Ethics; Danso, Cultural competence and cultural humility; NASW, Standards and indicators for cultural competence in social work practice; Simmons, Ethical challenges of military social workers serving in a combat zone; McCormick, Self-determination, the right to die, and culture	Role play	Reading log	Final exam
Practice I (SWK 311) <i>Knowledge;</i> <i>Values</i>	II	Hepworth et al.:Ch. 4: Opeational-izing cardinal social work values; Marsiglia, & Kulis: Ch.2, Cultural Diversity, Oppression, and Action	Reamer, The challenge of electronic Communication	Role plays; Experiential exercises	Ethics paper	Midterm exam
Fieldwork Seminar I (SWK 440) <i>Knowledge;</i> <i>Skills;</i> <i>C-A Processes</i>	I, II, V	Marsiglia and Kulis, Ch.3: The Intersectionality of Race,Ethnicity,&Other\ Factors; Royse et al., Ch. 4: The Student Intern		Group discussion, case presentations	Weekly journals, process recordings	

Fieldwork I (SWK 470) <i>Skills;</i> <i>C-A Processes</i>					Process recordings	Field visit, Field eval.
Fieldwork Seminar II (SWK 441) <i>Knowledge;</i> <i>Skills;</i> <i>C-A Processes</i>			Edwards, Cultural intelligence for clinical social work practice; Garran & Rozas, Cultural competence revisited; Sue et al., Racial micro-aggressions in everyday life	Group discussion, case presentations, role plays	Journal entries, process recordings	
Fieldwork II (SWK 471) <i>Skills;</i> <i>C-A Processes</i>					Process recordings	Fieldwork evaluation

COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE.

Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Social Welfare Institutions (SWK 239) <i>Knowledge;</i> <i>Values</i>	I, VIII	Trattner, Ch. 1: The Background; Ch. 14: From World War to Great Society.	Abramovitz, "Everyone is Still on Welfare"; Reish, "Defining Social Justice in a Socially Unjust World"; Harrington, <i>The Other America</i>	News Reports	Oral Presentation Term Paper	Midterm exam; Final exam

<p>HBSE II (SWK 306)</p> <p><i>Knowledge; Values</i></p>	<p>II, III, V</p>	<p>Hutchison, Ch. 6: Culture and the physical environment, Ch. 9: Social structure, social institutions, and communities</p>	<p>Hepworth, Ch. 4: Operationalizing the cardinal social work values; Sue, et al., Racial microaggressions in everyday life; Palley, Civil rights for people with disabilities: Obstacles related to the least restrictive environment mandate; West, Nihilism in Black America: A danger that corrodes from within; Castex, Social workers' final act of service: Respectful burial arrangements for indigent, unclaimed, and unidentified people; Gans, The uses of poverty: The poor pay all; West & Friedline, Coming of age on a shoestring budget: Financial capability and financial behaviors of lower-income millennials.</p>	<p>Group presentations</p>		<p>Midterm exam, Final exam</p>
<p>Practice II (SWK 312)</p> <p><i>Knowledge; Skills; C-A Processes</i></p>	<p>II, III</p>	<p>Hepworth et al. Ch. 8: Assessment: Exploring and Understanding Problems & Strengths; Ch. 9: Assessment: Intrapersonal, Interpersonal & Environmental Factors; Anderson, Ch.10: Assessing Strengths: Identifying Acts of Resilience to Violence and Oppression. In Saleebey.</p>	<p>Class Handout: Practice Skills and Intervention. Marsilia & Kulis, Ch. 12: Culturally Grounded Methods of Social Work Practice.</p>	<p>Role Play; Case Scenarios with Diverse Populations; Class Discussion</p>		<p>Midterm exam Final exam</p>
<p>Social Welfare Policy (SWK 443)</p> <p><i>Knowledge; Values</i></p>	<p>I, II, VII</p>	<p>NASW <i>Code of ethics</i>. Ethical Standard 6: Social Workers' Ethical Responsibilities to Broader Society, 6.04 Social and Political Action</p>	<p>Pollack, Social justice and the global economy: New challenges for social work in the 21st century; Statement of Principles" of the International Federation of Social Workers/ International Association of Schools of Social Work; Universal Declaration of Human Rights</p>	<p>Class and small group discussions</p>	<p>Opening class assignment; Formal written assignment 1</p>	<p>Midterm exam; Final exam</p>
<p>Fieldwork Seminar I (SWK440)</p> <p><i>Knowledge; Values;</i></p>	<p>II, IV</p>	<p>Hepworth et al., Ch. 4: Operationalizing the Cardinal Social Work Values; Royse et al., Ch. 8: Legal and Ethical Concerns</p>	<p>NASW, Code of Ethics</p>	<p>Group discussion</p>	<p>Weekly journals, process recordings</p>	

C-A Processes						
Fieldwork Seminar II (SWK 441) <i>Values;</i> <i>Skills;</i> C-A Processes	I, V	Marsiglia & Kulis, Ch. 2: Cultural Diversity, Oppression and Action: A Culturally Grounded Paradigm; Ch. 3: The Intersectionality of Race and Ethnicity with Other Factors.	NASW, Code of Ethics; Edwards, Cultural intelligence for clinical social work practice; Sue et al., Racial microaggressions in everyday life: Implications for clinical practice.		Process recordings	
Fieldwork II (SWK 471) <i>Skills;</i> C-A Processes					Process recordings	Fieldwork evaluation

Behavior 10: Engage in practices that advance social, economic, and environmental justice.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Social Welfare Policy (SWK 443) <i>Knowledge;</i> <i>Values;</i> C-A Processes	III	Warde, Ch. 3, Social Inequality.	Lane & Pritzker, Political social work. <i>Encyclopedia of Social Work</i> ; Long, The importance of social work and politics: A social worker's call to arms. <i>Social Work Helper</i> ; Mickelson, Political process. <i>Encyclopedia of Social Work</i> .	Class and small group discussions.	Opening class assignment; Formal written assignment 1; Debate assignment	Midterm exam; Final exam
Fieldwork I (SWK 470) <i>Skills;</i>					Process recordings	Field visit, Fieldwork evaluation

<i>C-A Processes</i>						
Fieldwork II (471) <i>Skills;</i> <i>C-A Processes</i>					Process recordings	Fieldwork evaluation

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Behavior 11: Use practice experience and theory to inform scientific inquiry and research.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Research (SWK 446) <i>Knowledge; Skills</i>	I, III, IV, V	Rubin & Babbie: Ch. 1, Why Study Research; Ch. 2, Evidence-Based Practice; Ch. 3, Quantitative, Qualitative and Mixed Methods of Inquiry; Ch. 4, Factors Influencing the Research Process; Ch. 7, Problem Formulation; Ch. 13, Single Case Evaluation Designs		Class discussions; Exercise: Formulating problems and creating research questions	Written Assignment, Steps 1, 2 & 3	Mid-term exam, Final exam
Fieldwork II (SWK 471) <i>Skills; C-A Processes</i>					Process recordings	Fieldwork evaluation

Behavior 12: - Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Social Welfare Institutions (SWK 239) <i>Knowledge; Values</i>	IV, V, VI	Trattner, Ch. 4: The Trend Towards Indoor Relief; Ch. 6: Child Welfare; Ch. 8: The Settlement House Movement	Carlton-LaNey, African-American Social Work Pioneers' Response to Need; Riis: How the Other Half Lives; Sinclair, The Jungle; Spargo, Bitter Cry of the Children Addams: Twenty Years at Hull House	Discussion of Dorothea Dix's and Jane Addams' use of Research as a Strategy of Reform	Term Paper Oral report	Midterm exam, Final exam

Research (SWK 446) <i>Knowledge; Skills; C-A Processes</i>	I, IV, VI	Rubin & Babbie: Ch. 2: Evidence-Based Practice; Ch. 3: Quantitative, Qualitative and Mixed Methods of Inquiry; Ch. 8: Measurement in Quantitative and Qualitative Inquiry; Ch. 15: Additional Methods in Qualitative Inquiry; Ch. 16: Analyzing Available records: Quantitative and Qualitative Methods.	Padgett, Ch. 1: Qualitative Methods in Context	Class discussions; Exercise: Dissecting qualitative and quantitative articles	Written Assignment, Steps 1, 2 & 3; Group Presentation	Mid-term exam, Final exam
Fieldwork Seminar II (SWK 441) <i>Knowledge; Skills; C-A Processes</i>		Hepworth, Ch. 1: The Challenges and Opportunities of Social Work; Screening, Brief Intervention and Referral to Treatment (SBIRT) online.	SBIRT Training Materials; Leathers & Strand, Increasing access to Evidence based practices and knowledge and attitudes: A pilot study.	Class discussion of SBIRT	Online SBIRT training, Reflection paper, journals, process recordings	
Fieldwork II (SWK 471) <i>Skills; C-A Processes</i>					Process recordings	Fieldwork evaluation

Behavior 13: Use and translate research evidence to inform and improve practice, policy and service delivery.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Practice II (SWK 312) <i>Knowledge; Values</i>	II, VIII	Walsh, Ch. 11: Motivational Interviewing; Saleebey, The strengths perspective in the present context of scientific research, empirically supported treatment, and evidence-based practice.	Adams et al.: Limitations of evidence-based practice for social work education: Unpacking the complexity; Thyer, What is evidence-based practice?			Midterm exam

Research (SWK 446) <i>Knowledge; Skills</i>	I, VII	Rubin & Babbie, Ch. 1, Why Study Research; Ch. 2, Evidence-Based Practice; Ch. 17, Quantitative Data Analysis; Ch. 18, Qualitative Data Analysis	Padgett: Ch. 6, Data Analysis	class discussions and activities	Written Assignment, Steps 1, 2 & 3	Mid-term exam, Final exam
Fieldwork I (SWK 470) <i>Skills; C-A Processes</i>					Process recordings	Field visit, Fieldwork evaluation
Fieldwork II (SWK 471) <i>Skills; C-A Processes</i>					Process recordings	Fieldwork evaluation

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Social Welfare Institutions (SWK 239) <i>Knowledge</i>	IV, VIII, X	Trattner, Ch. 5, Civil War and After; Ch. 14: From World War to Great Society; Ch.15:A Transitional Era; Ch. 16: War on the Welfare State; Ch. 17: Looking Forward-Or Backward?	Olds, The Freedmen's Bureau: A 19 th Century Federal Welfare Agency; Rabinowitz: From Exclusion to Segregation; Harrington, <i>The other America</i> ; Piven and Cloward: <i>Regulating the Poor</i> (Intro); Ryan: <i>Blaming the Victim</i> ; Lens: TANF. What Went Wrong and What to do Next; Selections from: Alexander; Desmond; Mazza; Phillips; Ward.	News Reports	Term Paper; Oral Presentation	Midterm exam; Final exam

Social Welfare Policy (SWK443) <i>Knowledge;</i> <i>Values;</i> <i>C-A Processes</i>	V, VI	Warde, Ch. 3: Social Inequality; Ch. 4: Theoretical Frameworks; Ch. 5: Immigration; Ch. 6: Social Welfare Benefits Programs and Social Control; Ch. 7: Residential and Housing Segregation; Ch. 8: Labor Market Inequality; Ch. 9: Health and Health Care Inequality; Ch. 11: Educational Inequality ; Ch. 12: Child Welfare Inequality	Constance-Huggins, A review of the racial biases of social welfare policies; Rice. Poverty, welfare, and patriarchy: How macro changes in policy can help low-income women; Stanley, Floyd & Hill, TANF cash benefits have fallen by more than 20 percent in most states and continue to erode. Washington, DC: Center on Budget and Policy Priorities; Geneen, & Powers, Are we ignoring youths with disabilities in foster care? An examination of their school performance.	Class and small group discussions	Opening class assignment; Formal written assignment 1; Debate assignment	Midterm exam; Final exam
Fieldwork II (SWK 471) <i>Skills;</i> <i>C-A Processes</i>					Process recordings	Fieldwork evaluation

Behavior 15: - Assess how social welfare and economic policies impact the delivery of and access to social services.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Social Welfare Institutions (SWK 239) <i>Knowledge</i>	II, III, VII, IX, X	Trattner, Ch. 4: The Trend Toward Indoor Relief; Ch. 14: From World War to Great Society; Ch.15:A Transitional Era; Ch. 16: War on the Welfare State; Ch. 17: Looking Forward-Or Backward?	Lens: TANF. What Went Wrong and What to do Next; Selections from: Alexander; Desmond; Mazza; Phillips; Ward	Films:Sicko+discussion; Orphan Trains + discussion; Grapes of Wrath+discussion; News reports	Term paper Oral Reports	Midterm exam; Final exam

<p>Social Welfare Policy (SWK 443)</p> <p><i>Knowledge;</i> <i>Values;</i> <i>C-A Processes</i></p>	I, III, VII	Warde, Ch. 1, Social Policy.	Colby, Social work education: Social welfare policy. <i>Encyclopedia of Social Work</i> ; Popple & Leighninger, Ch. 3: Social Welfare Policy Analysis, 25-27; Nakray, Rethinking gender and social policies: In the changing context of development across the world, <i>Women's Studies International Forum</i> ; The Human Development Index.	Class and small group discussions	Opening class assignment; Formal written assignment 1; Debate assignment	Midterm exam; Final exam
<p>Fieldwork Seminar I (SWK 440)</p> <p><i>Knowledge;</i> <i>Values;</i> <i>Skills</i></p>	IV, VII	Royse et al., Ch. 1, Field Instruction and the Social Work Curriculum; Ch. 8: Legal and Ethical Concerns		Oral group presentations, group work	Process recordings	
<p>Fieldwork I (SWK 470)</p> <p><i>Skills;</i> <i>C-A Processes</i></p>					Process recordings	Field visit, Fieldwork evaluation
<p>Fieldwork Seminar II (SWK 441)</p> <p><i>Skills;</i> <i>C-A Processes</i></p>	VII	Hepworth, Ch. 14: Developing Resources, Advocacy, and Organizing as Intervention Strategies.	Sherraden et al., Solving current social challenges: Engaging undergraduates in policy practice.	Small group work, class discussion	Process recordings	
<p>Fieldwork II (SWK471)</p> <p><i>Skills;</i> <i>C-A Processes</i></p>					Process recordings	Fieldwork evaluation

Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Social Welfare Institutions (SWK 239) <i>Knowledge;</i> <i>Values</i>	III, IV V,X	Trattner, Ch.4: The Trend Toward Indoor Relief, Ch.4: The Civil War and After-Scientific Charity	Sinclair: The Jungle; Spargo: Bitter Cry of the Children; Selections from: Alexander; Desmond; Mazza; Phillips; Ward	Students' immigration and migration stories; Film: Orphan Trains+ class discussion; Film: Triangle Shirtwaist Fire+class discussion	Term paper. Oral reports	Midterm exam, Final exam.
Social Welfare Policy (SWK 443) <i>Values;</i> <i>Skills</i> <i>C-A Processes</i>	V, VI, VII	Warde , Ch. 4: Theoretical Frameworks.	Palley: Civil rights for people with disabilities: Obstacles related to the least restrictive environment mandate; Lee: Impact of Head Start's entry age and enrollment duration on children's health. Chandler: Working hard, living poor: Social work and the movement for livable wages.	Class and small group discussions.	Opening class assignment; Formal written assignment 1; Debate assignment	Midterm exam; Final exam
Fieldwork I (SWK 470) <i>Skills;</i> <i>C-A Processes</i>					Process recordings	Field visit Fieldwork evaluation
Fieldwork II (SWK 471) <i>Skills;</i> <i>C-A Processes</i>					Process recordings	Fieldwork evaluation

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Behavior 17: - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
HBSE II (SWK 306) Knowledge	II, III, IV, V, VI	Marsiglia & Kullis, Ch. 7: Social work perspectives: Social context, consciousness, and resiliency; Ch. 11: Cultural norms and social work practice; Ch 12: Culturally grounded methods of social work practice.	Danso, Cultural competence and cultural humility; Nebbitt et al., Descriptive analysis of individual and community factors among African American youths in urban public housing; U.S. Bureau of the Census, QuickFacts; Yasso, Whose culture has capital? A critical race theory discussion of community cultural wealth; Cappiccle et al., Using critical race theory to analyze how Disney constructs diversity: A construct for the baccalaureate human behavior in the social environment curriculum; Kolb, Introduction, in <i>Social work practice with ethnically and racially diverse nursing home residents and their families</i> ; Leung et al., Factors contributing to depressive symptoms among Mexican Americans and Latinos; Anyon et al., Help-seeking in the school context: Understanding Chinese-American adolescents underutilization of school health services; Zayas & Bradlee, Exiling children, creating orphans; West & Friedline, Coming of age on a shoestring budget; Gustavvson & MacEachron, Poverty and child welfare, 101 years later; Hamilton-Mason & Halloran, Urban children living in poverty, in Phillips & Straussner.	Class discussion	Reading log	Midterm exam, Final exam
Social Work Practice II (SWK 312) Knowledge Skills C-A Processes	II, - VII	Hepworth, et al., Ch. 8: Assessment; Ch. 9: Assessment: Intrapersonal, Interpersonal & Environmental Factors; Ch. 10: Assessing families; Ch. 11: Forming and assessing social work groups; Ch. 14: Developing resources,	APA, (2013). DSM 5 th Ed. (select chapters); Mallet, School to prison pipeline; Lee et al.; Trauma & residency in Grandparent-headed multigenerational families; Narendorf et al., Parents & homeless: Profiles of young adult mothers & fathers in unstable housing situations; Williams-Gray, A framework for culturally responsive practice, in Webb; Coholic & Eys, Benefits of arts-based mindfulness group	Role Play Case Scenarios with Diverse Populations. & Class Discussion	Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment	Midterm exam; Final exam

		organizing, planning & advocacy as intervention strategies.	intervention for vulnerable children; Lietz. Strengths-based group practice. Marsiglia & Kulis, Ch 13: Culturally-grounded methods of community based helping			
Fieldwork I (SWK 470) <i>Skills</i> <i>C-A Processes</i>					Process recordings	Field visit, Fieldwork evaluation
Fieldwork Seminar II (SWK 441) <i>Skills</i> <i>Values</i> <i>C-A Processes</i>	V, VIII	Marsiglia & Kulis, Ch. 2: Cultural Diversity, Oppression and Action; Ch. 3: The Intersectionality of Race and Ethnicity with Other Factors.	Baum, End-of-year treatment termination responses of Social Work student trainees; Edwards, Cultural intelligence for clinical social work practice; Garran & Rozas, Cultural competence revisited; Sue et al., Racial microaggressions in everyday life: Implications for clinical practice.	Class discussion, case presentation	Process recordings, journal entries, oral presentation	
Fieldwork II (SWK 471) <i>Skills</i> <i>C-A Processes</i>					Process recordings	Fieldwork evaluation

Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
<p>HBSE I (SWK 305)</p> <p><i>Knowledge</i> <i>Values</i></p>	V, IX, XI	Walsh, Ch. 1: Thinking About Theory; Ch. 4: Ego Psychology; Ch. 7: Behavior Theory.	The challenges and resilience of this marginalized group; Price, Women and reproductive loss: Client and worker dialogues designed to break the silence; Atkins-Burnett & Allen-Meares, Infants and toddlers with disabilities: Relationship-based approaches; Geneed & Powers, Are we ignoring youths with disabilities in foster care? Hack et al., Learning from dying patients during their final days: Life reflections gleaned from Dignity therapy; Rutledge, Neuroscience and social work; Gonzalez-Prendes & Brisebois, Cognitive-Behavior therapy and social work values: A critical analysis; McGovern, Capturing the significance of place in the lived experience of dementia.			

<p>HBSE II (SWK 306)</p> <p><i>Knowledge</i> <i>Values</i></p>	I, II, IV, V	Marsiglia & Kulis, Ch. 13: Culturally grounded community-based helping	Gitterman & Sideriadis, Ch. 1: Social work practice with vulnerable and resilient populations, in Gitterman; Sue et al., Racial microaggressions in everyday life: Implications for clinical practice; Berzoff, Why we need a biopsychosocial perspective with vulnerable, oppressed, and at-risk clients;politics; Cleveland, “We are not criminals”: Social work advocacy and unauthorized migrants; Ross-Sheriff, Microaggression, women, and social work; Tsui, Male victims of intimate partner abuse; Mazza, Young dads: The effects of a parenting program on parenting program on urban African-American adolescent fathers; Malpas, Between pink and blue: A multidimensional family approach to gender nonconforming children and their families; Castex, Providing services to Hispanic/Latino populations: Profiles in diversity; Hall, Biracial sensitive practice; Schmidt, Addressing PTSD in low-income victims of intimate partner violence; Castex, Helping people retraumatized by mass violence, in Straussner and Phillips; Desselle & Proctor, Advocating for the elderly hard-of-hearing population; Sherr et al., Innovative service or proselytizing: Exploring when services delivery becomes a platform for unwanted religious persuasion; Levine, Working with victims of persecution: Lessons from Holocaust survivors; Mallett, Disparate juvenile youth court outcomes for disabled delinquent youth.	Small group work	Reading log	Final exam
<p>Social Work Practice I (SWK 311)</p> <p><i>Skills</i></p>	IV	Walsh. Ch. 2, A Social Work Perspective on Clinical Theory and Practice;	González-Prendes & Brisebois, Cognitive-behavioral therapy and social work values: A critical analysis; NASW <i>Code of Ethics</i>	Role plays; Experiential exercises	Theory papers	Final exam

<i>Values</i>						
Fieldwork Seminar I (SWK 440) <i>Skills</i> <i>C-A Processes</i>	III, VI	Hepworth, Ch. 10: Assessing Family Functioning in Diverse Family and Cultural Contexts; Ch. 11: Forming and Assessing Social Work Groups; Royse et al., Ch. 7, Acquiring Needed Skills.	Walsh, A family resilience framework: Innovative practice applications.	Role plays; Experiential exercises	Process recordings, weekly journals	
Fieldwork Seminar II (SWK 441) <i>Skills</i> <i>C-A Processes</i>	III, IV, VIII	Hepworth et al., Ch: 8, Assessment, Exploring, and Understanding Problems and Strengths; Ch.18, Managing Barriers to Change; Ch. 19, The Final Phase, Evaluation and Termination.	Lebow, Common factors, shared themes, and resilience in families and family therapy; Baum, End-of-year treatment termination responses of Social Work student trainees.	Group discussion; Role plays.	Journal entries, Process recordings	Fieldwork evaluation
Fieldwork II (SWK 471) <i>Skills</i> <i>C-A Processes</i>					Process recordings	Fieldwork evaluation

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Social Work Practice II (SWK 312) <i>Knowledge</i>	II, VIII	Walsh, Ch. 11: Motivational interviewing; Saleebey, The strengths perspective in the present context of scientific research, empirically supported treatment, and evidence-based practice.	Adams et al., Limitations of evidence-based practice for social work education: Unpacking the complexity; Thyer, What is evidence-based practice?			
Social Work Research (SWK 446) <i>Knowledge</i>	V, VI	Rubin & Babbie, Ch. 9: Quantitative and qualitative measurement instruments; Ch. 10: Surveys; Ch. 11: Sampling: Quantitative and qualitative approaches; Ch. 16: Analyzing available records: Quantitative and qualitative methods.	Padgett, Ch. 5: Data collection: Observation, interviewing and use of documents	class discussions and activities	Written Assignment, Steps 1, 2 & 3	mid-term exam, final exam
Fieldwork Seminar I (SWK 440) <i>Skills</i> <i>C-A Processes</i>	III, VII	Hepworth, Ch. 8: Assessment: Exploring and understanding problems and strengths; Royse et al., Ch. 6: Client systems: The recipients of service.		Group presentations	Weekly journals, process recordings	
Fieldwork I (SWK 470) <i>Skills</i> <i>C-A Processes</i>					Process recordings	Field visit, Field evaluation
Fieldwork Seminar II (SWK 441) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	III, IV, VIII	Hepworth et al., Ch.6: Verbal following, exploring, and focusing skills; Ch. 19: The final phase, evaluation and termination; Royse et al., Ch. 1: Getting started.	Baum, End-of-year treatment termination responses of student trainees.	Class discussion	Process recordings, Journal entries, process, BPS assessment paper	

Fieldwork II (SWK 471)					Process recordings	Fieldwork evaluation
Skills C-A Processes						

Behavior 20: 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.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Social Work Practice II (SWK 312) Knowledge Values Skills	II-VII	Hepworth, et al., Ch. 8: Assessment: exploring and understanding problems & strengths; Ch. 9: Assessment: Intra-personal, interpersonal & environmental factors; Ch. 10: Assessing families; Ch. 11: Forming and assessing social work groups; Ch.12, Developing goals & formulating a contract; Ch. 13: Planning & implementing change-oriented strategies; Ch. 14: Developing resources, organizing, planning & advocacy as intervention strategies; Ch. 15: Enhancing family relationships; Ch. 16, Intervening in social work groups; Walsh, Ch. 5: Family systems; Ch. 9: Structural family theory; Bernard & Trubridge, Ch 11: A shift in thinking: Influencing social workers' beliefs about individual & family resilience in an effort to enhance well-being, in Saleebey.	DSM 5 th ed. (select chapters); Mallet, School to prison pipeline; Lee et al.; Trauma & residency in grandparent-headed multigenerational families; Narendorf et al., Parents & homeless: Profiles of young adult mothers & fathers in unstable housing situations; Williams-Gray, A framework for culturally responsive practice, in Webb; Coholic & Eys, Benefits of arts-based mindfulness group intervention for vulnerable children; Lietz. Strengths-based group practice. Marsiglia & Kulis, Ch 13: Culturally-grounded methods of community based helping	Role play; Case scenarios with diverse populations; Class discussion	Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment	Midterm exam; Final exam

Fieldwork Seminar II (SWK 441) <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	V	Marsiglia & Kulis, Ch. 2: Cultural Diversity, Oppression and Action; Ch. 3: The Intersectionality of Race and Ethnicity with other Factors.	Edwards, Cultural intelligence for clinical social work practice; Garran & Rozas, Cultural competence revisited; Sue et al., Racial microaggressions in everyday life.	Group discussion	Reflection paper, oral presentation, Process recordings	
Fieldwork I (SWK 470) <i>Skills</i> <i>C-A Processes</i>					Process recordings	Field visit Fieldwork evaluation
Fieldwork II (SWK 471) <i>Skills</i> <i>C-A Processes</i>					Process recordings	Fieldwork evaluation

Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Social Work Practice (SWK 311) <i>Knowledge</i>	IV	Walsh. Ch. 3: Psychodynamic theories 1: Ego psychology; Ch. 4: Psychodynamic theories II: Object relations theory; Ch. 6: Behavior theory; Ch. ? Cognitive theory. Ch.13: Crisis theory and intervention.		Role plays; Experiential exercises	Theory papers	Final exam

Fieldwork I (SWK 470) <i>Skills</i> <i>C-A Processes</i>					Process recordings	Field visit Fieldwork evaluation
Fieldwork Seminar II (SWK 441) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	III, IV, VIII	Hepworth, Ch. 8: Assessment, exploring, and understanding problems and strengths; Ch. 10: Assessing family functioning in diverse family and cultural contexts. Ch. 13, Planning and implementing change-oriented strategies; Ch. 18, Managing barriers to change; Ch. 15, Enhancing family functioning and relationships; Ch. 19, The final phase, Evaluation and termination		Class discussion, Role plays	Process recordings	
Fieldwork II (SWK 471) <i>Skills</i> <i>C-A Processes</i>					Process recordings	Fieldwork evaluation

Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Course and Dimension (s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
<p>Social Work Practice II (SWK 312)</p> <p>Knowledge Values Skills</p>	II-VII	<p>Hepworth, et al., Ch. 5: Blocks to Communication: Communicating with Empathy & Authenticity; Ch. 6: Verbal Following, Exploring & Focusing Skills; Ch. 7: Eliminating Counterproductive Communication Patterns; Pransky & McMillan, Ch. 13: Exploring the true nature of resilience, in Saleebey.</p>	<p>APA, (2013). DSM 5th Ed. (select chapters); Mallet, School to prison pipeline; Lee et al.; Trauma & residency in Grandparent-headed multigenerational families; Narendorf et al., Parents & homeless: Profiles of young adult mothers & fathers in unstable housing situations; Coholic & Eys, Benefits of arts-based mindfulness group intervention for vulnerable children; Lietz. Strengths- based group practice. Marsiglia & Kulis, Ch 13: Culturally-grounded methods of community based helping</p>	<p>Role play; Case scenarios with diverse populations; Class discussion</p>	<p>Bio-Psychosocial paper; Facilitative Conditions paper</p>	<p>Midterm exam; Final exam</p>

Fieldwork Seminar I (SWK 440) <i>Knowledge Skills</i>	III, VI	Hepworth, Ch. 8: Assessment: Exploring and Understanding Problems and Strengths. Ch.10: Assessing Family Functioning in Diverse Family and Cultural Contexts; Ch.11, Forming and Assessing Social Work Groups; Royse et al., Ch. 6: Client Systems: The Recipients of Service; Ch. 7: Acquiring Needed Skills.	Walsh, A family resilience framework: Innovative practice applications.	Group discussion, role plays, small group work	Weekly journals, process recordings	
Fieldwork I (SWK 470) <i>Skills C-A Processes</i>					Process recordings	Field visit, Fieldwork Evaluation
Fieldwork Seminar II (SWK 441) <i>Values Skills C-A Processes</i>	III, IV VIII	Hepworth, Ch. 6: Verbal Following, Exploring, and Focusing Skills; Ch.13: Planning and Implementing Change-Oriented Strategies; Ch.18: Managing Barriers to Change.	Sherraden et al., Solving current social challenges: Engaging undergraduates in policy practice.	Group discussion, Role plays	Process recordings	
Fieldwork II (SWK 471)					Process recordings	Fieldwork evaluation

<i>Skills</i> <i>C-A</i> <i>Processes</i>						
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COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Fieldwork I (SWK 470) <i>Skills</i> <i>C-A Processes</i>					Process recordings	Field visit Fieldwork evaluation
Fieldwork Seminar II (SWK 441) <i>Knowledge</i> <i>Values</i> <i>Skills</i>	IV, VII	Hepworth, Ch. 14, Developing resources, advocacy, and organizing as intervention strategies; Ch.13: Planning and implementing change-oriented strategies; Ch. 18, Managing barriers to change.	Sherraden et al., Solving current social challenges: Engaging undergraduates in policy practice.	Class discussion, case presentations	Process recordings, Journal entries, , Bio-Psycho-Social assessment paper	
Fieldwork II (SWK 471) <i>Skills</i> <i>C-A Processes</i>					Process recordings	Fieldwork evaluation

Behavior 24: - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.						
Course and Dimension (s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Practice I (SWK 311) <i>Knowledge</i> <i>Values</i> <i>Skills</i>	IV	Walsh; Ch. 3, Psychodynamic Theories 1: Ego Psychology; Ch. 4, Psychodynamic Theories II: Object Relations Theory; Ch. 6. Behavior Theory; Ch. ? Cognitive Theory. Ch.13, Crisis Theory and Intervention	González-Prendes & Brisebois: Cognitive-behavioral therapy and social work values: A critical analysis.	Role plays; Experiential exercises	Theory papers	Final exam

<p>Practice II (SWK 312)</p> <p><i>Knowledge</i> <i>Skills</i> <i>C-A</i> <i>Processes</i></p>	II-VII	<p>Hepworth, et al., Ch. 8: Assessment: Exploring and Understanding Problems & Strengths; Ch. 9: Assessment: Intrapersonal, Interpersonal & Environmental Factors; Ch. 10: Assessing families; Ch. 11: Forming and assessing social work groups; Ch. 14: Developing resources, organizing, planning & advocacy as intervention strategies; Ch. 15: Enhancing Family Relationships; Ch. 16, Intervening in Social Work Groups;</p>	<p>DSM 5th Ed. (select chapters); Mallet, School to prison pipeline; Lee et al.; Trauma & residency in grandparent-headed multigenerational families; Narendorf et al., Parents & homeless: Profiles of young adult mothers & fathers in unstable housing situations; Williams-Gray, A framework for culturally responsive practice, in Webb.</p>	<p>Role Play; Case scenarios with diverse populations; Class discussion</p>	<p>Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment</p>	<p>Midterm exam; Final exam</p>
<p>Fieldwork Seminar I (SWK 440)</p> <p><i>Skills</i> <i>C-A</i> <i>Processes</i></p>	III, VI	<p>Hepworth, Ch.8: Assessment: exploring and understanding problems and strengths; Ch. 10: Assessing family functioning in diverse family and cultural contexts; Ch. 11: Forming and assessing social work groups; Royse et al., Ch. 6, Client systems: The recipients of service</p>		<p>Group discussion, case presentations</p>	<p>Process recordings</p>	
<p>Fieldwork Seminar II (SWK 441)</p> <p><i>Values</i></p>		<p>Royse, et al., Ch. 6: Client systems</p>	<p>Sherraden et al., Solving current social challenges: Engaging undergraduates in policy practice.</p>	<p>Group discussion</p>	<p>Process recordings</p>	<p>Field visit, Fieldwork evaluation</p>

<i>Skills C-A Processes</i>						
Fieldwork II (SWK 471) <i>Skills C-A Processes</i>					Process recordings	Fieldwork evaluation

Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Fieldwork Seminar I (SWK 440) <i>Knowledge Values Skills</i>	I, II	Royse et al., Ch. 1: Field instruction and the social work curriculum; Ch.2, The partnership with social service agencies; Ch. 4, The student intern: Learning new roles.	NASW, Code of Ethics	Group discussion, role plays	Process recordings	
Fieldwork I (SWK 470) <i>Skills C-A Processes</i>					Process recordings	Field visit, Fieldwork evaluation

Fieldwork Seminar II (SWK441) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	I	Royse et al., Ch. 2: The partnership with social service agencies	Bressi & Vaden, Reconsidering self-care.	Group discussion, role plays	Journal entries, process recordings	
Fieldwork II (SWK 471) <i>Skills</i> <i>C-A Processes</i>					Process recordings	Fieldwork evaluation

Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
HBSE I (SWK 305) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	VI, VIII-XI	The challenges and resilience of this marginalized group; Price, Women and reproductive loss: Client and worker dialogues designed to break the silence; Atkins-Burnett & Allen-Meares, Infants and toddlers with disabilities: Relationship-based approaches; Geneed & Powers, Are we ignoring youths with disabilities in foster care? Hack et al., Learning from dying patients during their final days; Rutledge, Neuroscience and social work; Gonzalez-Prendes & Brisebois, Cognitive-Behavior therapy and social work values: McGovern,	Bent-Goodley & Hopps, Social justice and civil rights; Cunningham & Zayas, Reducing depression in pregnancy: Designing multi-modal interventions; Cohn, The two-year window; Center for Disease Control and Prevention, Adverse Childhood Experiences (ACE) Study; Greenberg, Significance of after-school programming for immigrant children during middle childhood: McCarter, The school-to-prison pipeline: A primer for social workers; Skiba et al., Adolescent substance abuse: Reviewing the effectiveness of prevention strategies; Felitti et al., Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults; Slesnick et al., Homeless youths' caretakers; Snyder et	Class discussion, Small group exercise	Assign. 1: Values and Ethical Dilemma Essay	Midterm exam, Final exam

		Capturing the significance of place in the lived experience of dementia.	al., Older adulthood			
Practice I (SWK 311) <i>Values</i> <i>Skills</i>	IV	Hepworth, Ch. 3, Overview of the helping process.	González-Prendes & Brisebois: Cognitive-behavioral therapy and social work values: A critical analysis.	Role plays, Experiential exercises	Theory papers	Final exam
Fieldwork I (SWK 470) <i>Skills</i> <i>C-A Processes</i>					Process recordings	Field visit, Fieldwork eval
Fieldwork Seminar II (SWK441) <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	IV, VII	Hepworth, Ch. 13: Planning And Implementing Change-Oriented Strategies; Ch.14: Developing Resources, Advocacy, and Organizing as Intervention Strategies; Ch. 18: Managing Barriers to Change;	Sherraden et al. Solving current social challenges: Engaging undergraduates in policy practice.	Class discussion, case presentations	Process recordings	

Fieldwork II (SWK 471)					Process recordings	Fieldwork evaluation
<i>Skills</i> <i>C-A Processes</i>						

Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals.						
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Practice II (SWK 312)	II, IV	Walsh, Ch.11: Motivational interviewing; Hepworth, et al., Ch. 19: The final phase: Evaluation & termination	Undergraduate Social Work Program student handbook & field education manual: Code of Ethics of NASW.		BPS, Process Recording	Final exam
<i>Knowledge</i> <i>Values</i> <i>Skills</i>						
Fieldwork I (SWK 470)					Process recordings	Field visit, Fieldwork eval
<i>Skills</i> <i>C-A</i> <i>Processes</i>						
Fieldwork II (SWK 471)					Process recordings	Fieldwork evaluation
<i>Skills</i> <i>C-A</i> <i>Processes</i>						

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Behavior 28: Select and use appropriate methods for evaluation of outcomes.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Social Work Research (SWK 446) <i>Knowledge Skills</i>	I, III, IV, V	Rubin & Babbie, Ch. 3: Quantitative, qualitative and mixed methods of inquiry; Ch. 4: Factors influencing the research process; Ch. 12: Experiments and quasi-experiments; Ch. 13: Single case evaluation designs; Ch. 15: Additional methods in qualitative inquiry	Padgett, Ch. 5: Data collection: Observation, interviewing and use of documents	class discussions and activities	Written Assignment, Steps 1, 2 & 3	mid-term exam, final exam
Fieldwork Seminar I (SWK440) <i>Knowledge Skills C-A Processes</i>	III, VI	Hepworth, Ch. 8: Assessment: Exploring and understanding problems and strengths; Ch. 10: Assessing family functioning in diverse family and cultural contexts; Ch. 11: Forming and assessing social work groups.		Case presentations, small group work	Journals, process recordings	
Fieldwork Seminar II (SWK 441) <i>Values Skills C-A Processes</i>	IV	Hepworth, Ch. 19: The final phase: Evaluation and termination	Lebow, Common factors, shared themes, and resilience in families and family therapy.	Class discussion, case presentations	Journals, Process recordings	
Fieldwork II (SWK 471)					Process recordings	Fieldwork evaluation

<i>Skills</i> <i>C-A</i> <i>Processes</i>						
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Behavior 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Practice II (SWK 312) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	II-VII	Hepworth, et al., Ch. 8: Assessment: Exploring and understanding problems & strengths; Ch. 9: assessment: Intrapersonal, interpersonal & environmental factors; Ch. 10: Assessing families; Ch. 11: Forming and assessing social work groups; Ch.12, Developing goals & formulating a contract; Ch. 13: Planning & implementing change-oriented strategies; Ch. 14: Developing resources, organizing, planning & advocacy as intervention strategies; Walsh, Ch. 5: Family systems; Ch. 9: Structural family theory.	APA, (2013). DSM 5 th Ed. (select chapters); Mallet, School to prison pipeline; Lee et al.; Trauma & residency in grandparent-headed multigenerational families; Narendorf et al., Parents & homeless: Profiles of young adult mothers & fathers in unstable housing situations; Williams-Gray, A framework for culturally responsive practice, in Webb; Coholic & Eys, Benefits of arts-based mindfulness group intervention for vulnerable children.	Role Play Case Scenarios with Diverse Populations.& Class Discussion	Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment	Midterm exam; Final exam
Research (SWK 446) <i>Knowledge</i> <i>Values</i>	II, III	Rubin & Babbie, Ch. 4, Factors influencing the research process; Ch. 6, Culturally competent research	Padgett: Ch. 1, Qualitative methods in context	class discussions and activities	Written Assignment, Steps 1, 2, 3	mid-term exam, final exam

Fieldwork Seminar I (SWK 440) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	III, VI	Hepworth, Ch. 8: Assessment: Exploring and Understanding Problems and Strengths; Ch.10, Assessing Family Functioning in Diverse Family and Cultural Contexts; Ch. 11, Forming and Assessing Social Work Groups; Royse et al., Ch. 6, Client Systems: The Recipients of Service		Group discussion, small group work	Process recordings, paper	
Fieldwork I (SWK470) <i>Skills</i> <i>C-A Processes</i>					Process recordings	Field visit, Field eval
Fieldwork Seminar II (SWK 441) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A Processes</i>	IV	Hepworth, Ch. 6: Verbal following, exploring, and focusing skills; Ch.13: Planning and implementing change-oriented strategies; Ch.18: Managing barriers to change; Chapter 19: The final phase, evaluation and termination	Lebow, Common factors, shared themes, and resilience in families and family therapy.	Class discussion, case presentations	Journal, process recordings	
Fieldwork II (SWK 471) <i>Skills</i> <i>C-A Processes</i>					Process recordings	Fieldwork evaluation

Behavior 30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.						
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Research (SWK 446) <i>Knowledge Values</i>	I, II, IV	Rubin & Babbie: Ch. 1: Why study research; Ch. 2, Evidence-based practice; Ch. 6: Culturally competent research; Ch. 7: Problem formulation		class discussions and activities	Written Assignment, Steps 1, 2 & 3	mid-term exam, final exam
Fieldwork I (SWK 470) <i>Skills C-A Processes</i>					Process recordings	Field visit Fieldwork eval
Fieldwork Seminar II (SWK 441) <i>Knowledge Values Skills C-A Processes</i>		Hepworth et al., Ch. 13: Planning and implementing change-oriented strategies; Ch. 18: Managing barriers to change; Ch. 19: The final phase, evaluation and termination.	Lebow, Common factors, shared themes, and resilience in families and family therapy.	Class discussion	Process recordings, journals	
Fieldwork II (SWK 471) <i>Skills C-A Processes</i>					Process recordings	Fieldwork evaluation

Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.						
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Research (SWK 446) <i>Knowledge</i>	I, II, VII	Rubin & Babbie, Ch. 1: Why study research; Ch. 2: Evidence-based practice; Ch. 17: Quantitative data analysis; Ch. 18: Qualitative data analysis	Padgett, Ch. 6: Data analysis	Class discussions and activities	Written Assignment, Steps 1, 2 & 3	mid-term exam, final exam
Fieldwork I (SWK470) <i>Skills</i> <i>C-A</i> <i>Processes</i>					Process recordings	Field visit, Fieldwork eval
Fieldwork Seminar II (SWK 441) <i>Knowledge</i> <i>Values</i> <i>Skills</i> <i>C-A</i> <i>Processes</i>	VII	Hepworth, Ch.14: Developing resources, advocacy, and organizing as intervention strategies	Sherraden et al., Solving current social challenges: Engaging undergraduates in policy practice.	Group work	Process recordings. journals	
Fieldwork II (SWK 471) <i>Skills</i> <i>C-A</i> <i>Processes</i>					Process recordings	Fieldwork evaluation

TABLE 2.6: APPENDIX TO MATRIX FOR THE 2 ADDITIONAL COURSES REQUIRED FOR OPTION 2, THE CASAC-T OPTION

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR						
Behavior 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.						
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Theoretical Perspectives of Substance Abuse (SWK 351) <i>Knowledge Values</i>	XI		NASW Code of Ethics; NYS-OASAS, CASAC Canon of Ethical Principles	Case examples; class discussion		Mid-term exam

Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Theoretical Perspectives of Substance Abuse (SWK 351) <i>Knowledge Skills</i>	VI, IX	McNeece & DiNitto, Ch. 5	Doweiko, Toxicology Testing, Ch. 33, pp. 504-511; Kipnis, Serdinsky & Davidoff, Alcohol and Drug Screens (NYS-OASAS)	Class discussion		

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Theoretical Perspectives of Substance Abuse (SWK 351) <i>Knowledge Values C-A Processes</i>	I, X	McNeece & DiNitto, Ch. 1,7, 8 Thombs & Osborn, Ch. 1, 3		Class debate; case examples		Mid-term exam

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Behavior 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Substance Abuse and Urban Society (SWK 251) <i>Knowledge Skills</i>	IV, VIII	Doweiko, Ch. 22, 23, 25, 30, 31, 33	Yalisove, The Origins and Evolution of the Disease Concept of Treatment SBIRT Booklet, Lehman College Social Work Dep't.	Case examples; role playing, video demonstration	Term paper	Mid-term exam; Final exam

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Substance Abuse and Urban Society (SWK 251) <i>Knowledge Skills C-A Processes</i>	II	Doweiko, Ch. 27	DSM-5, Substance Related and Addictive Disorders, pp. 481-589; Bliss & Pecukonis, Screening an Brief Intervention Practice Model for Social Workers in Non-Substance Abuse Practice Settings	Group exercises; case examples	Term paper	Mid-term exam Final exam

Behavior 20: 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.						
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Substance Abuse and Urban Society (SWK 251) <i>Knowledge Skills</i>	Unit IV, V, VII, VIII, IX	Doweiko, Ch, 22, 23, 25, 2630-34,	Yalisove, The Origins and Evolution of the Disease Concept of Treatment; SBIRT Booklet, Lehman College Social Work Dep't.	Case examples; role playing	Term paper	Mid-term exam Final exam
Theoretical Perspectives of Substance Abuse (SWK 351) <i>Knowledge Values C-A Processes</i>	IV, V	McNeece & DiNitto, Ch. 2, 5; Thombs & Osborn, Ch. 2, 5-9	DSM-5, pp. 481-589; Brower, Blow & Beresford, Treatment implication of chemical dependency models: An integrative approach	Class discussion, group exercises	Term paper	Mid-term exam Final exam

Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.						
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Substance Abuse and Urban Society (SWK 251) <i>Knowledge</i> <i>Values</i> <i>Skills</i>	II, VI, VII, VIII, IX, X	Doweiko, Ch, 16, 20, 22-24, 27, 29, 31, 32, 33, 34	DSM-V, Substance Related and Addictive Disorders, pp. 481-589; Bliss & Pecukonis, Screening an Brief Intervention Practice Model for Social Workers in Non-Substance Abuse Practice Settings; Barker, A Choice for Recovering Addicts: Relapse or Homelessness; SBIRT Booklet, Lehman College Social Work Dep't.; Gibbons & Mann, Varemiline, Smoking-Cessation, and Neuro-Psychiatric Adverse Events	Group exercises; role plays		Mid-term exam Final exam

Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.						
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Theoretical Perspectives of Substance Abuse (SWK 351) <i>Knowledge</i> <i>Skills</i> <i>C-A Processes</i>	IV, VII, VIII	McNeece & DiNitto, Ch. 5, 6, 9 Thombs & Osborn, Ch. 11, 12	D DSM-5, pp. 481-589; SBIRT booklet, L Lehman College Department of Social Work; Steenrod, The interface between community-based and specialty substance abuse treatment sectors	Class discussion, case studies	Term paper	Final paper

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Substance Abuse and Urban Society (SWK 251) <i>Knowledge</i> <i>Values</i> <i>Skills</i>	VI - X	Doweiko, Ch. 16, 22-24, 29-34	Barker, Aa choice for recovering addicts: Relapse or homelessness; SBIRT booklet from Lehman College Social Work Dept.; Gibbons & Mann, Varenicline, smoking cessation, and neuro-psychiatric adverse events; New York State Addiction Medicine Free Education Series at http://www.oasas.ny.gov/admed/edseries.cfm <i>Knowledge Workbook III-Nicotine Dependence and Smoking Cessation</i> <i>Tobacco-Chemical Dependence Connection</i> <i>Tobacco Myths and Myth-Understandings</i> ; NYC Quits (2016): https://www1.nyc.gov/site/doh/health/health-topics/smoking-nyc-quits.page	Role plays; class discussions		Mid-term exam Final exam
Theoretical Perspectives of Substance Abuse (SWK 351) <i>Knowledge</i> <i>Skills</i>	VII, VIII	McNeece & DiNitto, Ch. 6,9 Thombs & Osborn, Ch. 11, 12	SBIRT booklet from Lehman College Social Work Dept.; Steenrod, The interface between community-based and specialty substance abuse treatment sectors	Case examples; video demonstration		Final exam

Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.						
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Substance Abuse and Urban Society (SWK 251) <i>Knowledge Skills</i>	IV, V, VII, VIII, IX	Doweiko, Ch. 22, 23, 25, 34, 30, 31, 33	Yalislove, The origins and evolution of the disease concept of treatment; SBIRT booklet from Lehman College Social Work Dept.	Case examples; Class discussion		Mid-term exam Final exam
Theoretical Perspectives of Substance Abuse (SWK 351) <i>Knowledge Values</i>	V	McNeece & DiNitto, Ch. 2 Thombs & Osborn, Ch. 2, 5-9	Br Bower, Blow & Beresford, Treatment implication of chemical dependency models: An integrative approach	Case examples; small group discussion	Term paper	Mid-term exam Final exam

Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.						
Course and Dimension(s)	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Theoretical Perspectives of Substance Abuse (SWK 351) <i>Knowledge Values</i>	VII, VIII, X	McNeece & DiNitto, Ch. 6, 7 Thombs & Osborn, Ch. 3, 11,12	Steenrod, The interface between community-based and specialty substance abuse treatment sectors	Class discussion; role plays; case examples		

**TABLE 2.7:
CURRICULUM
MATRIX FOR
UNDERGRADUATE
CORE CURRICULUM:
FOR OPTION 1 AND
OPTION 2: PART 2**

The following chart demonstrates the Lehman College Department of Social Work curriculum content for generalist practice, illustrating that Competencies 6–9 are mapped onto the levels of intervention: individuals, families, groups, organizations, and communities.

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course Unit(s)	Course content
COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES			
Individuals	SWK 251 <i>Substance Abuse and Urban Society</i>	Units VIII	Readings, Class Discussions, Case Examples; Role Plays; Video Demonstrations; Term Paper, Mid-term and Final Exams
	SWK 305 <i>Human Behavior and the Social Environment I</i>	Units III-XI	Readings, Class Discussions, Assignment 2: The Biological Person: Implications for Social Work Practice; Mid-Term and Final Exams
	SWK 306 <i>Human Behavior and the Social Environment II</i>	Units II-VI	Readings, Class Discussions, Readings Log
	SWK 311 <i>Social Work Practice I</i>	Unit IV	Readings, Class Discussions, Role Plays, Experiential Exercises, Theory Papers, Final Exam
	SWK 312 <i>Social Work Practice II</i>	Units II, III	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment
	SWK 351 <i>Theoretical Perspectives of Substance</i>	Units IV, V	Readings, Class Discussions, Case Examples; Class Debate; Group Exercises; Small Group Discussions; Role Plays; Video Demonstrations; Term Paper; Mid-term Exam

	<i>Abuse</i>		
	SWK 440 <i>Fieldwork Seminar I</i>	Unit III, VI	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 470 <i>Fieldwork I</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
	SWK 441 <i>Fieldwork Seminar II</i>	Units II, III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
Families	SWK 251 <i>Substance Abuse and Urban Society</i>	Units VIII, IX	Readings, Class Discussions, Case Examples; Role Plays; Video Demonstrations
	SWK 351 <i>Theoretical Perspectives of Substance Abuse</i>	Unit V	Readings, Class Discussions, Case Examples; Class Debate; Group Exercises; Small Group Discussions; Role Plays; Video Demonstrations; Term Paper
	SWK 305 <i>Human Behavior and the Social Environment I</i>	Units V, VII, VIII, IX, X, XI	Readings, Class Discussions, Mid-Term and Final Exams
	SWK 306 <i>Human Behavior and the Social Environment II</i>	Unit III, V	Readings, Class Discussions, Readings Log
	SWK 311 <i>Social Work Practice I</i>	Unit IV	Readings, Class Discussions, Role Plays, Experiential Exercises, Theory Papers, Final Exam
	SWK 312 <i>Social Work Practice II</i>	Units V	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment
	SWK 440 <i>Fieldwork Seminar I</i>	Unit III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 470 <i>Fieldwork I</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation

	SWK 441 <i>Fieldwork Seminar II</i>	Unit III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
Groups	SWK 305 <i>Human Behavior and the Social Environment I</i>	Units IV, V, IX	Readings, Class Discussion, Mid-Term and Final Exams
	SWK 306 <i>Human Behavior in the Social Environment II</i>	Units II-V	Readings, Class Discussions, Small group work, Readings Log, Final exam
	SWK 312 <i>Social Work Practice II</i>	Units VI	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment
	SWK 440 <i>Fieldwork Seminar I</i>	Unit III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 441 <i>Fieldwork Seminar II</i>	Unit III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation, and Group Discussions
	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
Communities	SWK 305 <i>Human Behavior and the Social Environment I</i>	Units IV, V	Readings, Class Discussion, Mid-Term and Final Exams
	SWK 306 <i>Human Behavior in the Social Environment II</i>	Units II-VI	Readings, Class Discussion, Small group work, Readings Log, Final Exam
	SWK 312 <i>Social Work Practice II</i>	Unit VII	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment; Case Scenarios with Diverse Populations
	SWK 440 <i>Fieldwork Seminar I</i>	Unit III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation

	SWK 441 <i>Fieldwork Seminar II</i>	Unit III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
Organizations	SWK 306 <i>Human Behavior in the Social Environment II</i>	Units II-VI	Readings, Class Discussion, Small group work, Readings Log, Final Exam
	SWK 312 <i>Social Work Practice II</i>	Unit VII	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment; Case Scenarios with Diverse Populations
	SWK 440 <i>Fieldwork Seminar I</i>	Unit III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 441 <i>Fieldwork Seminar II</i>	Unit III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.			
Individuals	SWK 305 <i>Human Behavior and the Social Environment I</i>	Units III-XI	Readings, Class Discussions, Assignment 2: The Biological Person: Implications for Social Work Practice; Mid-Term and Final Exams
	SWK 311 <i>Social Work Practice I</i>	Unit IV	Readings, Class Discussions, Role Plays, Experiential Exercises, Theory Papers, Final Exam
	SWK 312 <i>Social Work Practice II</i>	Unit III	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment; Case Scenarios with Diverse Populations
	SWK 440 <i>Fieldwork Seminar I</i>	Unit III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation; Agency Term Paper
	SWK 470 <i>Fieldwork I</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation

	SWK 441 <i>Fieldwork Seminar II</i>	Units II, III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
Families	SWK 311 <i>Social Work Practice I</i>	Unit IV	Readings, Class Discussions, Role Plays, Experiential Exercises, Theory Papers, Final Exam
	SWK 305 <i>Human Behavior and the Social Environment I</i>	Units V, VII, VIII, IX, X, XI	Readings, Class Discussions, Mid-Term and Final Exams
	SWK 312 <i>Social Work Practice II</i>	Units V	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment; Case Scenarios with Diverse Populations
	SWK 440 <i>Fieldwork Seminar I</i>	Unit III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation; Agency Term Paper
	SWK 470 <i>Fieldwork I</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
	SWK 441 <i>Fieldwork Seminar II</i>	Unit III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
Groups	SWK 251 <i>Substance Abuse and Urban Society</i>	Units II, IV, V, VI, VII, VIII, IX, X	Readings, Class Discussions, Case Examples; Role Plays; Video Demonstrations; Group Exercises; Term Paper, Mid-term and Final Exams
	SWK 305 <i>Human Behavior and the Social Environment I</i>	Units IV, V, IX	Readings, Class Discussion, Mid-Term and Final Exams
	SWK 312 <i>Social Work Practice II</i>	Units VI	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment; Case Scenarios with Diverse Populations
	SWK 440 <i>Fieldwork Seminar I</i>	Unit III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 441 <i>Fieldwork Seminar II</i>	Unit III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation

	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
Communities	SWK 312 <i>Social Work Practice II</i>	Unit VII	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment; Case Scenarios with Diverse Populations
	SWK 305 <i>Human Behavior and the Social Environment I</i>	Units IV, V	Readings, Class Discussion, Mid-Term and Final Exams
	SWK 440 <i>Fieldwork Seminar I</i>	Unit III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 441 <i>Fieldwork Seminar II</i>	Unit III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
Organizations	SWK 312 <i>Social Work Practice II</i>	Unit VII	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment; Case Scenarios with Diverse Populations
	SWK 440 <i>Fieldwork Seminar I</i>	Unit III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation; Agency Term Paper
	SWK 470 <i>Fieldwork I</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
	SWK 441 <i>Fieldwork Seminar II</i>	Unit III	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES			
Individuals	SWK 305 <i>Human Behavior and the Social Environment I</i>	Units IV-XI	Readings, Class Discussions; small group exercises; Assignment 1: Values and Ethical Dilemma Essay; Assignment 2: The Biological Person: Implications for Social Work Practice; Mid-term and Final Exams
	SWK 311 <i>Social Work Practice I</i>	Unit IV	Readings, Class Discussions, Role Plays, Experiential Exercises, Theory Papers, Final Exam
	SWK 312 <i>Social Work</i>	Units III, IV	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions;

	<i>Practice II</i>		Biopsychosocial, Process recording Assignment; Case Scenarios with Diverse Populations
	SWK 440 <i>Fieldwork Seminar I</i>	Unit VI	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation; Agency Term Paper
	SWK 470 <i>Fieldwork I</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
	SWK 441 <i>Fieldwork Seminar II</i>	Unit II, IV	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
Families	SWK 305 <i>Human Behavior and the Social Environment I</i>	Units IV-XI	Readings, Class Discussions; small group exercises; Assignment 1: Values and Ethical Dilemma Essay; Assignment 2: The Biological Person: Implications for Social Work Practice; Mid-term and Final Exams
	SWK 311 <i>Social Work Practice I</i>	Unit IV	Readings, Class Discussions, Role Plays, Experiential Exercises, Theory Papers, Final Exam
	SWK 312 <i>Social Work Practice II</i>	Units V	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment; Case Scenarios with Diverse Populations
	SWK 440 <i>Fieldwork Seminar I</i>	Unit VI	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation; Agency Term Paper
	SWK 470 <i>Fieldwork I</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
	SWK 441 <i>Fieldwork Seminar II</i>	Unit IV	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
Groups	SWK 312 <i>Social Work Practice II</i>	Unit VI	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment; Case Scenarios with Diverse Populations
	SWK 440 <i>Fieldwork Seminar I</i>	Unit VI	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 441 <i>Fieldwork Seminar II</i>	Unit IV	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation

	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
Communities	SWK 312 <i>Social Work Practice II</i>	Unit VII	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment; Case Scenarios with Diverse Populations
	SWK 440 <i>Fieldwork Seminar I</i>	Unit VI	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 441 <i>Fieldwork Seminar II</i>	Unit IV	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
Organizations	SWK 312 <i>Social Work Practice II</i>	Unit VII	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment; Case Scenarios with Diverse Populations
	SWK 440 <i>Fieldwork Seminar I</i>	Unit IV	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation; Agency Term Paper
	SWK 470 <i>Fieldwork I</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
	SWK 441 <i>Fieldwork Seminar II</i>	Unit IV	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES			
Individuals	SWK 311 <i>Social Work Practice I</i>	Unit IV	Readings, Class Discussions, Role Plays, Experiential Exercises, Theory Papers, Final Exam
	SWK 312 <i>Social Work Practice II</i>	Unit VIII	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment; Case Scenarios with Diverse Populations
	SWK 446 <i>Social Work Research</i>	Units I-VII	Readings, Class Discussions and Activities, Written Assignment, Steps 1, 2 & 3, group presentations, mid-term and final exams
	SWK 470 <i>Fieldwork I</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
	SWK 441 <i>Fieldwork Seminar II</i>	Unit IV	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation

	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
Families	SWK 311 <i>Social Work Practice I</i>	Unit IV	Readings, Class Discussions, Role Plays, Experiential Exercises, Theory Papers, Final Exam
	SWK 312 <i>Social Work Practice II</i>	Unit VIII	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment; Case Scenarios with Diverse Populations
	SWK 446 <i>Social Work Research</i>	Units I-VII	Readings, Class Discussions and Activities, Written Assignment, Steps 1, 2 & 3, group presentations, mid-term and final exams
	SWK 470 <i>Fieldwork I</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
	SWK 441 <i>Fieldwork Seminar II</i>	Unit IV	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
Groups	SWK 312 <i>Social Work Practice II</i>	Unit VIII	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment; Case Scenarios with Diverse Populations
	SWK 446 <i>Social Work Research</i>	Units I-VII	Readings, Class Discussions and Activities, Written Assignment, Steps 1, 2 & 3, group presentations, mid-term and final exams
	SWK 441 <i>Fieldwork Seminar II</i>	Unit IV	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
Communities	SWK 312 <i>Social Work Practice II</i>	Unit VIII	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment; Case Scenarios with Diverse Populations
	SWK 441 <i>Fieldwork Seminar II</i>	Unit IV	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 446 <i>Social Work Research</i>	Units I-VII	Readings, Class Discussions and Activities, Written Assignment, Steps 1, 2 & 3, group presentations, mid-term and final exams
	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
Organizations	SWK 312 <i>Social Work Practice II</i>	Unit VIII	Readings, Class Discussions, Role Plays; Assignment: Facilitative Conditions;

			Biopsychosocial, Process recording Assignment; Case Scenarios with Diverse Populations
	SWK 441 <i>Fieldwork Seminar II</i>	Unit IV	Readings, Class Discussions, Case Presentations, Process Recordings, Journal entries, Oral Presentation
	SWK 446 <i>Social Work Research</i>	Units I-VII	Readings, Class Discussions and Activities, Written Assignment, Steps 1, 2 & 3, group presentations, mid-term and final exams
	SWK 470 <i>Fieldwork I</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation
	SWK 471 <i>Fieldwork II</i>		Readings, Class Discussions, Process Recordings, Field Visit, Fieldwork Evaluation

EDUCATIONAL POLICY 2.2—SIGNATURE PEDAGOGY: FIELD EDUCATION (AS B2.2.2)

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

B2.2.2: Program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

- The narrative discusses how the field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities. It does not adequately illustrate how the program ensures that all field placements provide opportunities to experience and demonstrate competencies at each of the 5 system levels
- The site visitor is asked to have the program illustrate how it ensures that all field placements provide opportunities to experience and demonstrate the competencies at each of the 5 system levels.
- See Figure 2.2.2(a), 2.2.2 (b), 2.2.2(c), and 2.2.2(d)

Site Visit Findings/Comments:

Accreditation Standard B2.2.2: FIELD DIRECTORS/INSTRUCTORS

The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

The narrative discusses how the field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities. It does not adequately illustrate how the program ensures that all field placements provide opportunities to experience and demonstrate competencies at each of the 5 system levels.

The site visitor is asked to have the program illustrate how it ensures that all field placements provide opportunities to experience and demonstrate the competencies at each of the 5 system levels.

All sites are visited prior to placement of all students by the assistant Field Director and the Field Director.

The Site Visitor discussed with the Director of Field the above issue. The response was in order to ensure that all field placements provide opportunities to experience and demonstrate the competencies at each of the 5 system levels, the Field Director speaks to the Educational Coordinator and the Field Supervisors regarding the expectations of the students enter the program. They are told that all levels are to be taught during the semester and that each syllabi should contain an assignment that speaks to all levels. Each semester, field supervisors receive a letter from The Director of the Field Program asking for the interest in students for the upcoming year. The email reiterates the expectations discussing the five levels. The directors discussed the five levels in each meeting with each Field Supervisor during the course of the academic year. The Director also shared that page 79 (binder) discussed the undergraduate educational plan, this plan is done every year by every field Supervisor. Each student in field seminar concurrently while the students are in field. The educational plan is to be collected during the first week of class and the Field Supervisor ensures that all five system levels are discussed during this time. Pg 84 states the 5 levels more specifically and each syllabus The seminar instructor has immediate feedback to discuss how the plan addresses all five levels. It is then addressed a second time during the mid-semester evaluation which is on page 81 of the document where the supervisors are asked to evaluation in the middle of October

If there are still issues that needs to be addressed, each Supervisor meets with the Director to discuss issues or concerns. Additionally, every student is visited during the academic year at each placement.

All levels are also discussed in the Field seminar course. There 600 graduate hours and 450 undergraduate hours.

Verified:

Undergraduate syllabi contain all five levels in each syllabus.

Educational plan , mid semester evaluation , syllabus and end of the semester evaluation . ,

....

Every student has a way to demonstrate their competency on

Each syllabi has been corrected and highlighted to show the changes that has been added to the syllabus .

Field education is an integral component of the Undergraduate Social Work Program and supports its mission and goals. Settings are selected that reinforce students' learning of the knowledge, values, and skills of the profession, as well as, helping them develop the cognitive-affective processes needed for work with client systems. The field practicum provides students with generalist practice opportunities to demonstrate the nine core competencies.

The practice of social work in their field placement agencies requires students to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. In choosing and evaluating intervention strategies, students must utilize cognitive-affective processes as they apply critical thinking to inform and communicate professional judgments and engage in research-informed practice and practice-informed research. This practice-informed research often leads students to engage in policy practice to advance the delivery of effective social work services. In their work with clients and other professionals, students are expected to

demonstrate ethical and professional behavior. The complex environment of agency-based practice requires students to apply social work ethical principles to guide professional practice and to respond to the contexts that shape practice. To better understand their clients and the context of their work, students apply knowledge of human behavior and the social environment. All students do field placement in the Bronx and surrounding communities, which are home to diverse populations. The opportunity and necessity for all students to engage diversity and difference in their fieldwork practice is extraordinary. Along with the racial, ethnic, religious and socio-economic diversity in the Bronx come multiple urban social problems such as poverty, discrimination and oppression, homelessness, and housing insecurity. The social service agencies in which students are placed wrestle with all these issues. **Students in their field placements need to work to advance human rights and social and economic justice not only in their work with individuals, families, groups, communities, and organizations (the five system levels of practice), but also while engaging in policy practice to advance social and economic well-being. The weekly Fieldwork Seminar, which is taken concurrently with Fieldwork, integrates the theoretical and conceptual learning of the classroom with the practice setting, including the five system levels of practice, and fosters the implementation of generalist evidence-informed practice. The same faculty member who teaches a student in Fieldwork Seminar serves as the Field Faculty Advisor for that student. In order to ensure that the five system levels of practice are addressed in the field, the educational plan has been updated as of Fall 2019 to include these in the discussion between the student and the field instructor (See Figure 2.2.2(a)) and the foundation year (1st year) Mid-Semester field evaluation includes a table with the 5 systems levels. See Figure 2.2.2(b). Additionally, as of the fall 2019 semester, the syllabi for the foundation year fieldwork courses have been updated--SWK 440 (Fieldwork Seminar I) and SWK 672 (Fieldwork Seminar II). See Figures 2.2.2 (c)-(d).**

Figure 2.2.2(a): Undergraduate Fieldwork Educational Plan

LEHMAN
COLLEGE

DEPARTMENT OF SOCIAL WORK

Carman Hall, Room B-18
250 Bedford Park Blvd West
Bronx, NY 10468

Phone: 718-960-8192
Fax: 718-960-7402
www.lehman.edu

Field Work Educational Plan Undergraduate Placement

An educational plan serves several purposes for the school, student, and field instructor. It should help the student discover the agency's mission, services, and functions, as well as aid the field instructor in formulating the student's learning objectives and goals. It should outline both the student's and field instructor's expectations, however, should also be considered a fluid document. This means while the plan itself should be initially constructed collaboratively from the first meeting between student and agency, it can and should be discussed throughout the first and subsequent supervision sessions. Please refer to the Field Education Manual for additional assistance.

The educational plan should be completed the first week of field work. Copies of this document will be provided to the student, field instructor, and field advisor.

Student Name:

Agency:

Date of Plan:

Length of Plan (Eg, Fall 2009):

Field Instructor:

Field Advisor:

I. Assignments:

- Include assignments on all levels of practice (individuals, families, groups, organizations and communities)

II. Professional and Interdisciplinary Relationships

- Eg, John's field instructor is Ms. Smith. However, on Mondays, Mr. Jones will be his task supervisor.

III. Meetings

- Eg, John will attend staff meetings on Wednesday mornings at 9 a.m.

IV. Supervision (Undergraduate students receive a minimum of 1 hour of individual supervision per week.)

- Eg, John will have individual supervision with his field instructor every Friday at 10 a.m. He will also have group supervision every other Wednesday at 3 p.m.

Figure 2.2.2(b): Undergraduate-Fall Semester Mid-Term Fieldwork Evaluation

**Lehman College/CUNY
SOCIAL WORK PROGRAM**

Undergraduate Mid-Term Fieldwork Evaluation – Fall Semester

STUDENT'S NAME _____

FIELD INSTRUCTOR'S NAME _____

FIELD INSTRUCTOR'S Phone # _____

FIELD INSTRUCTOR'S Email Address _____

AGENCY _____

UNIT/DEPARTMENT _____

ADDRESS OF AGENCY _____

DIRECTIONS: Please indicate the students performance in the following areas using the following scale: Above Satisfactory (“AS”), Satisfactory (“S”), Problematic (“P”) or Not Yet Determined (“NYD”)

I. Direct Services to Clients

Beginning Skills In:	Individuals	Families	Groups	Organizations	Communities
Engagement					
Assessment					
Contracting					
Interviewing					

Comments: _____

II. Agency as Service Delivery System

A. Beginning to understand agency function. _____

B. Beginning to use Community resources. _____

C. Beginning to fulfill administrative responsibilities in a timely manner. _____

D. Beginning to show/develop capacity to collaborate with agency staff. _____

III. Supervisory Process

A. Regular attendance at scheduled weekly supervisory meetings. _____

B. Preparation of agenda. _____

C. Identifying learning needs/problems. _____

D. Developing self-awareness. _____

E. Accepting constructive criticism. _____

F. Use of Process recordings:

a. Does the student submit process recordings in time for use in the weekly supervisory conference? Yes _____ No _____

b. Is the student beginning to reflect upon his/her interventions and role in the process recordings? Yes _____ No _____

IV. Professional Issues

A. Responsiveness to agency policies and regulations. _____

B. Use of time, punctuality, and attendance. _____

C. Maintaining current records, compiling statistical data, performing other routine tasks. _____

D. Adherence to professional values and ethics (NASW Code of Ethics); for example: confidentiality, client self-determination, non-judgmental approach. (Note: Breaches of professional values and ethics should be brought to the attention of the faculty advisor when they happen) _____

Comments: _____

V. A. Please indicate any other significant strengths:

B. Please indicate any other significant areas of concern:

Field Instructor's Signature _____ **Date** _____

Student's Signature _____ **Date** _____

(Note: Student's signature indicates that the student has read this evaluation. It does not indicate the student's agreement with the evaluation. The student may write and attach an addendum to this evaluation.)

Figure 2.2.2(c): SWK 440: Fieldwork Seminar I Syllabus

**LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
UNDERGRADUATE SOCIAL WORK PROGRAM**

SWK 440**FIELDWORK SEMINAR I****Fall 2019****PREREQUISITE:****SWK 306 Completed with a minimum grade of C.****SWK 311 Completed with a minimum grade of C.**

NOTE: To register for SWK 440 and SWK 470, all students must have completed the New York State mandated 2-hour “Training in Child Abuse Identification and Reporting” online at <http://www.nysmandatedreporter.org/> which is provided at no cost. A copy of the Certification of Completion from this training must be submitted together with the application for Fieldwork I (SWK 470). Students who have taken this training previously are not required to repeat it if they can provide the Department of Social Work with a copy of the Certificate of Completion for this training.

CO-REQUISITE:**SWK: 470 (Fieldwork I)****SWK 443 (Social Welfare Policy) is a co-requisite with either SWK 440/470 or SWK 441/471****COURSE DESCRIPTION**

Field Seminar I (SWK 440), which is concurrent with Fieldwork I (SWK 470), is intended to provide a framework for students to better understand and integrate classroom content with their agency practice. Students integrate social work knowledge, values, and skills, and cognitive and affective processes as they provide services in fieldwork to diverse urban populations at the five system levels of social work practice: individuals, families, groups, organizations, and communities.

CORE COMPETENCIES AND BEHAVIORS

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, values, and cognitive and affective processes (dimensions underlying behavior) that inform these behaviors, identified below in bold type.

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical

	<p>decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</p> <p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</p> <p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p> <p>4. Use technology ethically and appropriately to facilitate practice outcomes; and</p> <p>5. Use supervision and consultation to guide professional judgment and behavior.</p>
2. Engage diversity and difference in practice	<p>6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <p>7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</p> <p>8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>
3. Advance human rights and social, economic, and environmental justice	<p>9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</p> <p>10. Engage in practices that advance social, economic, and environmental justice.</p>
4. Engage in practice-informed research and research-informed practice	<p>11. Use practice experience and theory to inform scientific inquiry and research;</p> <p>12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</p> <p>13. Use and translate research evidence to inform and improve practice, policy and service delivery.</p>
5. Engage in policy practice	<p>14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</p> <p>15. Assess how social welfare and economic policies impact the delivery of and access to social services; and</p> <p>16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>
6. Engage with individuals, families, groups, organizations, and communities	<p>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</p> <p>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>
7. Assess individuals, families, groups, organizations, and communities	<p>19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; and</p> <p>20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical</p>

	<p>frameworks in the analysis of assessment data from clients and constituencies.</p> <p>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</p> <p>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>
8. Intervene with individuals, families, groups, organizations, and communities	<p>23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p> <p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>
9. Evaluate practice with individuals, families, groups, organizations, and communities	<p>28. Select and use appropriate methods for evaluation of outcomes;</p> <p>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>

COURSE REQUIREMENTS

The student must assume responsibility for participating in the educational experience provided by the Seminar and Fieldwork placement. Attendance and punctuality in Fieldwork and in Seminar are required. This requires receptivity to the learning process and openness to suggestions and directions. Students are expected to inform their Faculty Advisor/Seminar instructor of any problems they may be experiencing in the Fieldwork placement. All students are required to:

1. Act in accordance with the Code of Ethics of the National Association of Social Workers (NASW), included in the Appendix to the *Undergraduate Social Work Program Student Handbook & Field Education Manual* provided by the Lehman College Department of Social Work. All social work program students are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so

supersedes any grade earned in a social work course and supersedes a student's standing in the Undergraduate Social Work Program. Failure to comply with the Code of Ethics may result in dismissal from any of the social work programs.

2. Complete a minimum of 450 hours of Fieldwork over the course of the academic year, according to the Fieldwork schedule provided for SWK 470. Students are required to complete 15 hours of Fieldwork per week throughout the academic year, including the month of January. Fieldwork hours during the month of January count toward the Spring semester requirement.
3. Complete 15 hours of fieldwork per week, of which at least one full day (7 hours) is to be completed Monday through Friday between 8:00 a.m. and 8:00 p.m. *Fieldwork placements that include evening and/or weekend hours are limited and subject to availability.*
4. Write a minimum of ten different process recordings during the semester and submit each recording to the Fieldwork Instructor for review. However, Fieldwork Instructors may request more than ten process recordings during the semester. The Program expects that students will be given time to write all of their process recordings during their scheduled hours at the fieldwork agency. Grading of process recordings will be based on content, timeliness (submission on time), and writing clarity and proficiency.
5. The student must meet with the Fieldwork Instructor at a regularly scheduled time each week for at least one hour of supervision and is responsible for raising issues.
6. The student must complete the Fieldwork Attendance Form weekly; the form is to be initialed by the Fieldwork Instructor each week. The form is given to the student's Seminar instructor/Faculty Advisor at the end of the semester.
7. The student is responsible for complying with all policies and customary practices (including dress code) of the fieldwork agency, and discussing any issues of concern with the Fieldwork Instructor and, if necessary, with the Seminar instructor/Faculty Advisor.
8. Students may be required to make home visits as part of their fieldwork. The Fieldwork Instructor and the student need to consider and make provisions for the student's safety on home visits, including, but not limited to, appropriate time of day for home visits, dress, selection of transportation, routing on the safest streets if walking, traveling with official agency identification, making certain that the agency is aware of the date, time, location, and purpose of visit, and having access to an emergency phone contact. Students should be reimbursed for transportation expenses while making a home visit. It is recommended that, at a minimum, the student be accompanied by an agency staff member on the first home visit so that the student is familiarized with the process and assisted in mastering the requisite skills. The need for, and use of escorts at other times needs to be assessed by the Fieldwork Instructor and student.

9. Grading of written assignments in addition to content will include an evaluation of writing proficiency--clarity, grammar, punctuation, spelling, and use of references and citations in APA 6th ed., 2nd printing style.
10. All work--including written work, group assignments, oral presentations, and tests--must be completed by the student in accordance with the Lehman College Statement on Academic Integrity (see *Lehman College Undergraduate Bulletin*).

STUDENT SERVICES (Available at no charge)

1. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.
2. The Counseling Center is available to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.
3. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A., Career Advisor, at 718-960-8366.
4. The Center for Academic Excellence (ACE) is available to all students for writing and other academic support. The ACE is located in the Old Gym Building, Room 205, 718-960-8175.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	15%
Timely submission of 4 acceptable Process Recordings different from the 6 submitted for SWK 470	20%
Timely submission of 10 acceptable Journals	20%
Group Oral Presentation	10%
Term Paper	25%

A final evaluation is completed in December by the Fieldwork Instructor using the evaluation guide provided in the *Undergraduate Social Work Program Student Handbook & Field Education Manual*. An additional mid-semester evaluation is completed during the Fall semester only. The mid-semester evaluation provides a snapshot of the student's beginning performance at the field agency, helps to clarify expectations of future performance, and allows for quick and concrete identification of student's strengths and concerns.

All evaluations must be signed by the Field Instructor and the student. The student's signature indicates that it has been read by the student, although not necessarily agreed to by the student. A student who disagrees with the final written evaluation may write an addendum.

REQUIRED TEXTS

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, (10th ed.). Boston, MA: Cengage Learning.

Lehman College Department of Social Work. (2017). *Undergraduate Social Work Program student handbook & field education manual*. Bronx, NY: Author. (Available on the Department website).

Marsiglia, F., & Kulis, S. (2015). *Diversity, oppression and change*, (2nd ed.). Chicago, IL: Lyceum Books.

National Association of Social Workers (NASW). (2015). *Standards and indicators for cultural competence in social work practice*. Washington, DC: Author.
<https://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>

Royse, D., Dhooper, S., & Rompf, E. (2016). *Field instruction: A guide for social work students*, (Updated 6th ed.). Boston, MA: Pearson.

NOTE: Before beginning this course, SWK-440, all students must complete the 2-hour New York State Department of Education approved “Child Abuse and Maltreatment-Mandated Reported Training.” To access this course. Go to:

<http://www.nysmandatedreporter.org/TrainingCourses.aspx>

For those students who wish to receive a CASAC-T 350-Hour Certificate of Completion after completing your classroom requirements for the CASAC-T training hours, you must bring an original Certificate of Completion to the Department of Social Work when requesting your certificate.

COURSE OUTLINE

UNIT I: Orientation to Fieldwork and Seminar (Weeks 1-2)

This unit focuses on increasing student familiarity with the expectations and responsibilities of their roles as students and student interns in the Field Seminar and in their Field Placements in the context of urban social work practice. Class discussion will focus on clarifying class and fieldwork expectations, including the roles of faculty advisor and fieldwork instructors, task supervisors, and others. This discussion will include the requirements for fieldwork and seminar, including attendance, punctuality, meaningful participation and professional demeanor; process recordings; journals, final paper, and oral presentation. Class discussion on reading will expand on introductory concepts, such as using supervision and collaboration, and partnering with social service agencies, to assess and intervene on behalf of clients and communities. Role play will enhance student learning and confidence when engaging with clients.

- Students will be supported in utilizing themselves as learners and engaging those with whom they work, including field instructors, task supervisors, colleagues, other student interns, and field faculty advisors.
- Student preparation for fieldwork.
- Discuss the significance of self-awareness and self-regulation in managing preconceptions and biases in social work practice in an urban environments with diverse clients.
- Discussion of beginning engagement with supervision and consultation.

Required Readings:

Lehman College Social Work Department. (2017). *Undergraduate Social Work Program student handbook & field education manual*.

Royse, D., Dhooper, S., & Rompf, E. Chapter 1, Field Instruction and the Social Work Curriculum; Chapter 2, The Partnership with Social Service Agencies; Chapter 3, Getting Started.

UNIT II: Increasing Students' Professional Behavior (Weeks 3-4)

This unit focuses on helping the student understand and explore professional behavior as outlined in the Code of Ethics of the NASW and in guidelines and policies of their fieldwork agency. Through class discussion about readings, the unit also reviews core concepts of direct practice, including social work values and ethics, domains of practice, and the strengths perspective. Issues of confidentiality will be reviewed in detail. Class exercises will provide students the opportunity to practice management of ethical issues, ethical decision making, and self-awareness in the context of direct practice in the urban context. Class discussion will include review of process recordings and journals. Students will have the opportunity to present briefly on cases or agency issues to promote self-awareness and to apply knowledge about practice theories, human developmental, and environmental factors affecting clients' experiences.

- Discuss the roles of supervision and consultation as an ethical obligation throughout the career of a social worker
- The ability to accept, elicit, and use both constructive criticism and positive feedback from colleagues and supervisors.
- Explore professional behavior in accordance with the NASW Code of Ethics and agency policies with emphasis on confidentiality, documentation, reporting, time management and task follow through, home visits, dress codes and other issues may be discussed.
- Discuss the identification of red flag issues and seeking instruction to address high-risk situations.
- Discussing the importance of time management and the ability to implement an organizational skill set.
- An in-depth discussion of the ethical concerns and need for client-counselor boundaries related to the use of technology including text messaging, e-mails, and social media.
- Social workers being able to explain the rationale pertaining to decisions regarding confidentiality will be explored.
- Confidentiality best practices and administrative rules, including jurisdictional-specific rules and regulations regarding best practices for handling confidential information

Required Readings:

Agency policy manual and other agency materials

Hepworth, Chapter 4, Operationalizing the Cardinal Social Work Values.

National Association of Social Workers (NASW). (2008). *Code of ethics of the National Association of Social Workers*. Washington, DC: Author.

Royse, D., Dhooper, S., & Rompf, E. Chapter 4, The Student Intern: Learning New Roles.

Recommended Readings:

Tensley, P. (2002). The value of supervision. *The Clinical Supervisor*, 21(1), 97-109.

Young, R. (2004). Cross-cultural supervision. *Clinical Social Work Journal*, 32(1), 39-49.

**UNIT III: Engagement and Assessment with Clients at the Five System Levels:
Individuals, Families, Groups, Organizations, and Communities (Weeks 5-6)**

This unit focuses on the application of knowledge, values, skills, and cognitive and affective processes learned in pre- and co-requisite courses to introductory urban generalist practice with individuals, families, groups, organizations, and communities. Class discussion based on reading will review theory and practice with clients in the urban environments. Class exercises will provide opportunities for students to engage with assessment approaches and learn to apply empathy and interpersonal skills in work with diverse clients. Students will practice selecting intervention strategies based on case examples provided by the instructor, or presented by students. The impact of trauma on client systems will be emphasized.

- Preparing to meet with new clients.
- Orienting clients for group counseling and establishing trust within groups
- Engaging family members
- Appropriate utilization of social work skills for engagement and assessment in individual, group, and family work
- Maintaining a non-judgmental attitude
- Assessment approaches will be reviewed.
- Assessment of the impact of trauma on individuals, families, and communities on substance abuse, mental health, and physical health problems.
- Emotional, cognitive, and behavioral aspects of mental health functioning and substance abuse based on histories of trauma
- Utilization of supervision and consultation to guide engagement and assessment.
- Mid-term Fieldwork Evaluation will be reviewed.

Required Reading:

Hepworth, D. Chapter 8, Assessment: Exploring and Understanding Problems and Strengths.

Royse, D., Dhooper, S., & Rompf, E., Chapter 6, Client Systems: The Recipients of Service

Unit IV: Social Work Fields of Practice in Agency Settings (Weeks 7-8)

This unit focuses on the agency context of students' internships. Class discussion on reading will focus on social work practice in a variety of settings and the obstacles to and facilitation of effective service provision and utilization. The impacts on day-to-day practice of social environments and economic and social welfare policies will be explored with examples from the students' fieldwork practice.

- Student discussion of social work fields of practice at the five system levels: individuals, families, groups, organizations, and communities
- The term paper assignment will be discussed. The assignment asks students to describe the organizational history and current functioning and funding of the fieldwork agency, placed in the context of the opportunities and challenges posed by the communities in which they are located and its interaction with the larger urban environment.
- Discussion of professional and ethical behaviors in oral, written, and electronic communications.
- Consideration of agency policies and expectations in relation to professional boundaries, home visits, and implications for documentation and client confidentiality.
- Student use of technology appropriate to facilitation of service delivery in their settings, including for documentation, client follow up, researching resources and referrals and more.

Required Readings:

Agency policy manual and other relevant agency materials.

Ames, N. (2016). Writing clearly for clients: What social workers should know. *Social Work*, 61(2), 167-169.

Royse, D., Dhooper, S., & Rompf, E., Chapter 1, Field Instruction and the Social Work Curriculum. Chapter 8, Legal and Ethical Concerns.

Selected readings from course outline by fields of practice.

UNIT V: Social Work, Human Diversity, and Cultural Competence (Week 9-10)

This unit explores human diversity and intersectionality in and among client populations. An understanding of the complexity of human intersectionality and identities will support students as they engage with the profession's values and self-consciously manage personal values to guide practice.

- Potential ethical and legal issues will be discussed along with the incorporation into practice of the NASW Standards and Indicators for Cultural Competence in Social Work Practice.
- As a social work intern and social worker, managing issues of systemic discrimination and personal bias of other staff members at own's own agency or institutional setting
- The use of the Cultural Formulation Outline in the DSM-5.
http://www.multiculturalmentalhealth.ca/wp-content/uploads/2013/10/2013_DSM5_CFI.pdf

Required Readings:

American Psychiatric Association (2013). DSM-5: Cultural Formulation Interview. Washington DC: Author.

http://www.multiculturalmentalhealth.ca/wp-content/uploads/2013/10/2013_DSM5_CFI.pdf

- Flesaker, K., and Larsen, D. (2010). To offer hope you must have hope: Accounts of hope for reintegration counselors working with women on parole and probation. *Qualitative Social Work, 11*(1), 61-79.
- Marsiglia and Kulis, Chapter 2, Cultural Diversity, Oppression, and Action: A Culturally Grounded Paradigm; Chapter 3, The Intersectionality of Race, Ethnicity, and Other Factors.
- National Association of Social Workers (NASW). (2015). *Standards and indicators for cultural competence in social work practice*. Washington, DC: Author.
<https://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>
- Royse, D., Dhooper, S., & Rompf, E. Chapter 6, Client Systems: The Recipients of Service.

UNIT VI: Social Work Interventions and Practice Skills at the Five System Levels: Individuals, Families, Groups, Organizations, and Communities (Weeks 11-12)

This unit focuses on the integration of knowledge, values, skills and cognitive and affective processes learned in pre- and co-requisite courses into social work practice with diverse individuals, families, groups, communities and populations. Issues of trauma will be emphasized, particularly in relation to substance abuse, mental health problems, and physical health problems from an integrative health care perspective. How trauma affects emotional, cognitive, and behavioral functioning will be explored. Role plays based on students' cases will provide a foundation for students to explore processes and further develop their skills. Students will be grouped in terms of field of practice to prepare group oral presentations. Presentations will take place during weeks 13 and 14.

Required Reading:

- Hepworth, Chapter 3, Overview of the Helping Process; Chapter 10, Assessing Family Functioning in Diverse Family and Cultural Contexts; Chapter 11, Forming and Assessing Social Work Groups.
- Royse, D., Dhooper, S., & Rompf, E., Chapter 7, Acquiring Needed Skills.
- Walsh, F. (2002). A family resilience framework: Innovative practice applications. *Family Relations, 51*(2), 130-137.

UNIT VII: Group Oral Presentations of Fields of Practice: (Weeks 13-14)

This unit focuses on the group oral presentation organized by fields of practice and informed by use of research and consultation. Group presentations will demonstrate students' understanding of their agencies, fields of practice, the impact of the socio-political-environmental context on clients' lives and communities. Class discussion based on presentations will focus on the role of advocacy and policy practice in affecting change. Instructors will provide a wrap-up and review of the semester's content, focusing on ethics, practice skills, and professional behavior. The instructor will articulate expectations for the next semester.

- Group oral presentations and discussions.
- Discussion of Final Fieldwork Evaluation, Time Sheets, and expectations for next semester.

SOCIAL WORK FIELDS OF PRACTICE RESOURCES

Social Work with Children and Adolescents

- Augsberger A., & McGowan, B. G. (2014). Children in foster care. In A. Gitterman, (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 289-300). New York, NY: Columbia University Press.
- Baker, A. C., Brown, L. M., & Ragonese, M. (2015). Confronting barriers to critical discussions about sexualization with adolescent girls. *Social Work, 61*(1), 79-81.
- Children's Defense Fund. (2010). *The state of America's children*. Washington, DC: Children's Defense Fund. Retrieved from <http://www.childrensdefense.org/child-research-data-publications/data/state-of-americas-children-child-poverty-2010.html>
- Coholic, D. A., & Eys, M. (2016). Benefits of arts-based mindfulness group intervention for vulnerable children. *Child and Adolescent Social Work Journal, 33*(1), 1-13.
- DiCroce, M., Preyde, M., & Flaherty, S. (2016). Therapeutic engagement of adolescents with emotional and behavioral disorders. *Child and Adolescent Social Work Journal, 33*(3), 259-271.
- Jani, J. S. (2017). Reunification is not enough: Assessing the needs of unaccompanied migrant youth. *Families in Society, 98*(2), 127-136.
- Mazza, C., & Perry, (2017). A. R (Eds.). (2017). *Fatherhood in America: Social Work Perspectives on a Changing Society*. Springfield, IL: C. Charles Thomas.
- Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (308-334). Springfield, IL: Charles C Thomas.
- Mishna, F., & Van Wert, M. (2014). Bullying. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 227-247). New York, NY: Columbia University Press.
- Phillips, N. K., & Straussner, S. L. A. (Eds.). (2017). *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.). Springfield, IL: C. Charles Thomas.
- Phillips, N. K., (2017). Growing up in the urban environment: Opportunities and obstacles for children. In Phillips, N. K., & Straussner, S. L. A. (Eds.) (pp. 5-28). *Children in the urban environment* (3rd ed.). Springfield, IL: Charles C. Thomas.
- Scannapieco, M., & Smith, M. (2016). Transition from foster care to independent living: Ecological predictors associated with outcomes. *Families in Society, 33*(4), 293-302.

Videka, L., Gopalan, G., & Bauta, B. H. (2014). Child abuse and neglect. In Gitterman, A. (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 248-268). New York, NY: Columbia University Press.

West, S., & Friedline, T. (2016). Coming of age on a shoestring budget: Financial capability and financial behaviors of lower-income millennials. *Social Work, 61*(4), 305-312.

Social Work in Schools

Cawood, N. D. (2010). Barriers to the use of evidence-supported programs to address school violence. *Children and Schools, 32*(3), 143-149.

Greenberg, J. P. (2014). Significance of after-school programming for immigrant children during middle childhood: Opportunities for school social work. *Social Work, 59*(3), 243-252.

Garret, K. J. (2004). Use of groups in school social work: Group work and group processes. *Social Work with Groups, 27*(2/3) 455-465.

Joseph, A. L. (2010). School social workers and a renewed call to advocacy. *School Social Work Journal, 35*(1), 1-20.

Kelly, M. S., Frey, A., Thompson, A., Klemp, H., Alvarez, M., & Cosner-Berzin, S. (2016). Assessing the National School Social Work Practice Model: Findings from the Second National School Survey. *Social Work, 61*(1), 17-28.

Langley, A. K., Nadeem, E., Kataoka, S. H., Stein, B. D., & Jaycox, L. H. (2010). Evidence-based mental health programs in schools: Barriers and facilitators of successful implementation. *School Mental Health, 2*(3), 105-113.

Lee, K. (2016). Impact of Head Start's entry age and enrollment duration on children's health. *Social Work, 61*(2), 137-146.

Mallett, C. A. (2016). Truancy: It's not about skipping school. *Child and Adolescent Social Work Journal, 33*(4), 337-347.

Olweus, D., & Limber, S. P. (2010). Bullying in school: Evaluation and dissemination of the Bullying Prevention Act. *American Journal of Orthopsychiatry, 80*(1), 124-134.

Sabatino, C. A., Kelly, E. C., Moriarity, J., Lean, E. (2013). Response to intervention: A guide to scientifically based research for school social work services. *Children and Schools, 35*(4), 213-223.

Teasley, M., Gourdine, R., & Canfield, J. (2010). Identifying barriers and facilitators to culturally competent practice for school social workers. *School Social Work Journal, 34*(2), 90-104.

Social Work with Families

- Costin, L. (1992). Cruelty to children: A dormant issue and its rediscovery, 1920-1960. *Social Service Review*, 66(2), 177-198.
- Flesaker, K., and Larsen, D. (2010). To offer hope you must have hope: Accounts of hope for reintegration counselors working with women on parole and probation. *Qualitative Social Work*, 11(1), 61-79.
- Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, (10th ed.). Boston, MA: Cengage Learning. (Chapter 10: Assessing family functioning in diverse family and cultural contexts, 251-278.)
- Lee, Y., Blitz, L. V., & Smka, M. (2015). Trauma and resilience in grandparent-headed multigenerational families. *Families and Society*, 96(2), 116-124.
- Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.
- Taibbi, R. (2016). *The art of the first session*. New York, NY: W.W. Morton. (Chapter 5, First sessions with couples; and Chapter 6, The first session with families.)
- Watson, J., Lawrence S., and Stepteau-Watson, D. (2017). Engaging fathers in culturally competent services. In C. Mazza & A. R Perry (Eds.), *Fatherhood in America: Social work perspectives on a changing society* (pp.155-168). Springfield, IL: Charles C Thomas.

Social Work with Older Adults

- Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emlert, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *Journal of Gerontological Social Work*, 57, 80-107.
- Gendron, T. L., Welleford, E. A., Inker, J., & White, J. T. (2016). The language of ageism: Why we need to use words carefully. *The Gerontologist*, 56(6), 998-1006.
- Kolb, P. (2014). *Understanding aging and diversity: Theories and concepts*. New York, NY: Routledge/Taylor and Francis.
- McGovern, J. (2016). Capturing the significance of place in the lived experience of dementia. *Qualitative Social Work*. doi: 10.1177/14733250166384242. www.sagepub.com.
- Schonfeld, L. Hazlett, R., Hedgecock, D., Duchene, D., Burns, V., & Gum, A. (2015).

Screening, brief intervention, and referral to treatment for older adults with substance misuse. *American Journal of Public Health*, 105(1): 205-211.

Snyder, C., van Wormer, K., Chadha, J., & Jagers, J. W. (2009). Older adult inmates: The challenge for social work. *Social Work*, 54(2), 117-124.

Teater, B. & Chonody, J. (2017). Promoting actively aging: Advancing a framework for social work practice with older adults. *Family and Society*, 98(2), 137-145.

Washington, O. G. M., & Moxley, D. P. (2009). Development of a multimodal assessment framework for helping older African American women transition out of homelessness. *Smith College Studies in Social Work*, 79(2), 103-124.

Social Work with Groups

Clemans, S. E. (2005). A feminist group for women rape survivors. *Social Work with Groups*, 28(2), 59-75.

Eaton, M. (2017). Come as you are!: Creating community with groups. *Social Work with Groups*, 40(1-2), 85-92.

Gitterman, A., & Knight, C. (2016). Empowering clients to have an impact on their environment: Social work practice with groups. *Families in Society*, 97(4), 278-286.

Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, (10th ed.). Boston, MA: Cengage Learning. (Chapter 11, Forming and assessing social work groups, 279-311)

Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work*, 51(1), 20-30.

Lietz, C. A. (2007). Strengths-based group practice: Three case studies. *Social Work with Groups*, 30(2), 73-85.

Lo, T. W. (2005). Task-centered groupwork: Reflections on practice. *International Social Work*, 48(4), 455-465.

Myers, K. (2017). Creating space for LGBTQ youths to guide the group. *Social Work with Groups*, 40(1-2). 55-61.

Salmon, R., & Steinberg, D. M. (2007). Staying in the mess: Teaching students and practitioners to work effectively in the swamp of important problems. *Social Work with Groups*, 30, 79-94.

Turner, H. (2010). Concepts for effective facilitation of open groups. *Social Work with Groups*, 34(3-4), 246-256.

Yuli, L., Yuyung, T., & Hayashino, D. (2007). Group counseling with Asian American women: Reflections and effective practices. *Women and Therapy*, 30, 193-208.

Social Work with Lesbian/Gay/Bisexual/Transgender Clients

Dragowski, E., Halkitis, P., Grossman, A., and D'Augelli, A. (2011). Sexual orientation victimization and post-traumatic stress symptoms among lesbian, gay, and bisexual youth. *Journal of Gay and Lesbian Studies*, 23:226-249.

Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emler, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *Journal of Gerontological Social Work*, 57, 80-107.

Gwadz, M. V., Cleland, C. M., Leonard, N. R., Bolas, J., Ritchie, A. S., Tabac, L., ... Powlovich, J. (2017). Understanding organizations for runaway and homeless youth: A multi-setting quantitative study of their characteristics and effects. *Children & Youth Services Review*, 73, 398-410.

Marsiglia, F. F., & Kulis, S. (2015). *Diversity, oppression and change*, (2nd ed.). Chicago, IL: Lyceum Books. (Chapter 10, Sexual orientation, 224-249.)

McCormick, A., Schmidt, K., & Clifton, E. (2015). Gay-straight alliances: Understanding their impact on the academic and social experiences of lesbian, gay, bisexual, transgender, and questioning high school students. *Children & Schools*, 37(2), 71-77.

McGovern, J., Brown, D., & Gasparro, V. (2016). Lessons learned from an LGBTQ senior center: A Bronx tale. *Journal of Gerontological Social Work*, 59:7-8.

McGovern, J., & Vinjamuri, M. (2016). Intergenerational practice with different LGBTQ cohorts: A strengths-based, affirmative approach to increasing well-being. *International Journal of Diverse Identities*, 16(3), 11-20.

Ream, G. L., Barnhart, K. F., & Lotz, K. V. (2012). Decision processes about condom use among shelter-homeless LGBT youth in Manhattan. *AIDS Research and Treatment*, 2012, 1-9.

Senreich, E. (2011). The substance abuse treatment experiences of a small sample of transgender clients. *Journal of Social Work Practice in the Addictions*, 11, 295-299.

Singh, A. A., Hays, D. G., & Watson, L. S. (2011). Strength in the face of adversity: Resilience strategies of transgender individuals. *Journal of Counseling & Development*, 89, 20-27.

Smith, L. A., & Owens, S. A. (2017). Urban lesbian, gay, bisexual, and transgender children and youth. In N. K. Phillips & S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 109-135). Springfield, IL: Charles C. Thomas.

Wagaman, M. A. (2016). Promoting empowerment among LGBTQ Youth: A social justice youth development approach. *Child and Adolescent Social Work Journal*, 33(5), 395-405.

Social Work with Military Personnel and Veterans

Alford, B., & Lee, S. J. (2016). Toward complete inclusion: Lesbian, gay, bisexual, and transgender military service members after repeal of Don't ask, Don't Tell. *Social Work*, 61(3), 257-265.

Basham, K. (2014). Returning servicewomen and veterans. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 441-461). New York, NY: Columbia University Press.

Cornish, M. A., & Wade, M. G. (2015). A therapeutic model of self-forgiveness with intervention strategies for counselors. *Journal of Counseling and Development*, 93, 96-104.

Cusack, M., Montgomery, E. A., Blonigen, D., Gabrielian, S., & Marsh, L. (2016). Veteran returns to homelessness following exits from permanent supportive housing: Health and supportive services use proximal to exit. *Family and Society*, 97(3), 221-229.

Nazarov, A., Jetley, R., McNeely, H., Kiang, M., Lanius, R., & McKinnon, M. C. (2015). Role of morality in the experiences of guilt and shame within the armed forces. *Acta Psychiatrica Scandinavica*, 123, 4-19.

Norman, S. B., Wilkins, K. C., Meyers, U. S., & Allard, C. B. (2014). Trauma informed guilt reduction therapy with combat veterans. *Cognitive and Behavioral Practice*, 21, 78-88.

Williams-Gray, B. (2016). Teaching students effective practice with returning military personnel: A strength-based resiliency framework. *Journal of Baccalaureate Social Work*, 21, 1-11.

Social Work and Homelessness

Gerson, J. (2006). *Hope springs maternal: Homeless mothers talk about making sense of adversity*. New York, NY: Richard Altschuler & Associates.

Hamilton-Mason, J., & Halloran, J. (2017). Urban children living in poverty. In N. K. Phillips & S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 39-51). Springfield, IL: Charles C. Thomas.

- Hopper, E. K., Bassuk, E. L., & Olivet, J. (2010). Shelter from the storm: Trauma-informed care in homelessness services settings. *The Open Health Services and Policy Journal*, 3, 80-100.
- Kilmer, R. P., Cook, J. R., Crusto, C., Strater, K. P., & Haber, M. G. (2012). Understanding the ecology and development of children and families experiencing homelessness: Implications for practice, supportive services, and policy. *American Journal of Orthopsychiatry*, 82(3), 389-401.
- Livingston, K. R., & Herman, D. B. (2017). Moving on from permanent supportive housing: Facilitating factors and barriers among people with histories of homelessness. *Families in Society*, 98(2), 103-112.
- Padgett, D., & Henwood, B. (2012). Qualitative research for and in practice: Findings from studies with homeless adults who have serious mental health illness and co-occurring substance abuse. *Clinical Social Work Journal*, 40(2), 187-193.
- Patterson, D. A., West, S., Harrison, T. M., & Higginbotham, L. (2016). No easy way out: One community's efforts to house families experiencing homelessness. *Families in Society*, 37(3), 212-220.
- Schneider, M., Brisson, D., & Burnes, D. (2016). Do we really know how many are homeless?: An analysis of the point-in-time homelessness count. *Families in Society*, 97(4), 321-328.
- Slesnick, N., Zhang, J., & Brakenhoff, B. (2016). Homeless youths' caretakers: The mediating role of childhood abuse on street victimization and housing instability. *Social Work*, 61(2), 147-154.
- Torino, G. & Sisselman-Borgia, A. (2016). Homelessness microaggressions: Implications for education, research, and practice. *Journal of Ethnic and Cultural Diversity in Social Work*, 1-13. Published online: <http://dx.doi.org/10.1080/15313204.2016.1263814>

Social Work and Physical and Mental Health

- American Psychiatric Association (2012). *DSM-5: Diagnostic and statistical manual of mental disorders*. Arlington, VA: Author.
- Bryant-Davis, T., Ullman, S. E., Tsong, Y., Tillman, S., & Smith, K. (2010). Struggling to survive: Sexual assault, poverty, and mental health outcomes of African American women. *American Journal of Orthopsychiatry*, 80(1), 61-70.
- Cole, P. L., & Cecka, D. M. (2014). Traumatic brain injury and the Americans with Disabilities Act: Implications for the Social Work Profession. *Social Work*, 59(3), 261-269.
- Geneen, S., & Powers, L. E. (2006). Are we ignoring youths with disabilities in foster care? An examination of their school performance. *Social Work*, 51(3), 233-241.

- Gonzalez, M. J., & Colarossi, L. G. (2014). Depression. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 117-140). New York, NY: Columbia University Press.
- Hovmand, P.S., & Gillespie, D.F. (2010). Implementation of evidence-based practice and organizational performance. *The Journal of Behavioral Health Services & Research*, 37(1), 79-94.
- Kayama, M. (2010). Parental experiences of children's disabilities and special education in the United States and Japan: Implications for social work. *Social Work*, 55(2), 117-125.
- Kirmayer, L. J. (2012). Cultural competence and evidence-based practice in mental health: Epistemic communities and the politics of pluralism. *Social Science and Medicine*, 75(2), 249-256.
- Levenson, J. (2017). Trauma-informed social work practice. *Social Work*, 62(2), 105-113.
- Marsiglia, F. F. & Kulis, S. (2015). *Diversity, oppression and change*, (2nd ed.). Chicago, IL: Lyceum Books. (Chapter 6: Intersecting social and cultural determinants of health and well-being, pp. 110-137.)
- Mirabito, D. M., & Lloyd, C. M. (2017). Health issues affecting urban children. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 190-222). Springfield, IL: Charles C Thomas.
- Palley, E. (2009). Civil rights for people with disabilities: Obstacles related to the least restrictive environment mandate. *Journal of Social Work in Disability and Rehabilitation*, 8, 37-55.
- Putnam, M. (2007). *Aging and disability: Crossing network lines*. New York, NY: Springer.
- Ream, G. L, Barnhart, K. F., & Lotz, K. V. (2012). Decision processes about condom use among shelter-homeless LGBT youth in Manhattan. *AIDS Research and Treatment*, 9 pages Article ID 659853. doi.org/10.1155/2012/659853.

Social Work and Substance Misuse

- Amodeo, M., Lundgren, L., Beltrame, C. F., Chassler, D., Cohen, A., & D'Ippolito, M. (2013). Facilitating factors in implementing four evidence-based practices: Reports from addiction treatment staff. *Substance Use and Misuse*, 48, 600-611.
- Bliss, D. L., & Pecukonis, E. (2009). Screening and brief intervention practice model for social workers in non-substance abuse practice settings. *Journal of Social Work Practice in the Addictions*, 9, 21-40.

- Guerrero, E. G., He, A., Kim, A., & Aarons, G. A. (2014). Organizational implementation of evidence-based substance abuse treatment in racial and ethnic minority communities. *Administration and Policy in Mental Health, 41*, 737-749.
- Killeen, T. K., Back, S. E., & Brady, K. T. (2015). Implementation of integrated therapies for comorbid post-traumatic stress disorder and substance use disorders in community substance abuse treatment programs. *Drug and Alcohol Review, 34*, 234-241.
- Murphy, B. S., Branson, C. E., Francis, J., Vaughn, G. C., Greene, A., Kingwood, K., & Adjei, G. A. (2014). Integrating adolescent substance abuse treatment with HIV services: Evidence-based models and baseline descriptions. *Journal of Evidence-Based Social Work, 11*, 445-459.
- Ogden, L. P., Vinjamuri, M., & Kahn, J. M. (2016). A model for implementing an evidence-based practice in student fieldwork placements: Barriers and facilitators to the use of "SBIRT." *Journal of Social Service Research, 42*(4), 425-441.
- Rose, S. J., Brondino, M. J., & Barncak, J. L. (2009). Screening for problem substance use in community-based agencies. *Journal of Social Work Practice in the Addictions, 9*, 41-54.
- Senreich, E., & Olusesi, O. A. (2016). Attitudes of West African immigrants in the United States toward substance misuse: Exploring culturally informed prevention and treatment strategies. *Social Work in Public Health, 31*(3), 153-167.
- Smith, B. D. (2013). Substance abuse treatment counselors' attitudes toward evidence-based practice: The importance of organizational context. *Substance Use and Misuse, 48*, 379-390.
- Straussner, S. L. A., & Nadel, M. (2017). Children in substance abusing families, In N. K. Phillips & S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 278-307). Springfield, IL: Charles C. Thomas.
- Straussner, S. L. A. (Ed.). (2014). *Clinical work with substance abusing-clients* (3rd ed.). New York, N.Y.: Guilford Press.
- Wells, E. A., Kristman-Valente, A. N., Peavy, K. M., & Jackson, T. R. (2013). Social workers and delivery of evidence-based psychosocial treatments for substance use disorders. *Social Work in Public Health, 28*, 279-301.

Social Work with Refugees and Immigrants

- Ayón, C. (2013). Service needs among Latino immigrant families: Implications for social work practice. *Social Work, 59*(1), 13-22.

- Castex, G. M. (2017). Immigrant Children in the United States. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 52-77). Springfield, IL: Charles C Thomas.
- Cleveland, C. (2010). "We are not criminals": Social work advocacy and unauthorized migrants. *Social Work, 55*(1), 74-81.
- Drachman, D. (2014). Immigrants and refugees. In A. Gitterman, (Ed.), *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 366-391). New York, NY: Columbia University Press.
- Greenberg, J. P. (2014). Significance of after-school programming for immigrant children during middle childhood: Opportunities for school social work. *Social Work, 59*(3), 243-252.
- Marrs Fuchsel, C. L. (2015). Spanish-English bilingual social workers: Meeting the linguistic needs of Latino/a clients. *Journal of Ethnic and Cultural Diversity In Social Work, 24* (3), 251-255.
- New York Lawyers for the Public Interest [NYPLI]. (N.D). Language access legal 'Cheat Sheet.' New York, NY: Author. www.nypl.org
- Potocky, M. (2016). Motivational interviewing: A promising practice for refugee resettlement. *Journal of Ethnic and Cultural Diversity In Social Work, 25*(3), 247-252.
- Suleiman, L. P. (2003). Beyond cultural competence: Language access and Latino civil rights. *Child Welfare, 82*(2), 185-202.
- Warren, S. (2016). The U Visa for immigrant victims of violent crimes: What social workers need to know. *Journal of Ethnic and Cultural Diversity, 25*(4), 320-324.

Figure 2.2.2(d): SWK 441: Fieldwork Seminar II Syllabus

LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
UNDERGRADUATE SOCIAL WORK PROGRAM

SWK 441

Fieldwork Seminar II

Spring 2019

PREREQUISITE:

SWK 440 (Fieldwork Seminar I) Completed with a minimum grade of C.

SWK 470 (Fieldwork I) Completed with a minimum grade of C.

CO-REQUISITE:

SWK 471 (Fieldwork II)

SWK 443 (Social Welfare Policy) is a co-requisite with *either* SWK 440/470 *or* SWK 441/471**COURSE DESCRIPTION**

Fieldwork Seminar II (SWK 441), taken concurrently with Fieldwork II (SWK 471), is a continuation of Fieldwork Seminar I, providing a framework for students to better understand and integrate classroom content, social work knowledge, values, skills and cognitive and affective processes with their agency practice. This course supports student engagement in self-exploration and incorporation of professional values as they provide services in fieldwork in diverse urban settings at the five system levels of social work practice: individuals, families, groups, organizations, and communities.

CORE COMPETENCIES AND BEHAVIORS

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, values, and cognitive and affective processes (dimensions underlying behavior) that inform these behaviors, identified below in bold type.

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	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; 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4. Use technology ethically and appropriately to facilitate practice outcomes; and

	5. Use supervision and consultation to guide professional judgment and behavior.
2. Engage diversity and difference in practice	6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and 8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
3. Advance human rights and social, economic, and environmental justice	9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and 10. Engage in practices that advance social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice	11. Use practice experience and theory to inform scientific inquiry and research; 12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and 13. Use and translate research evidence to inform and improve practice, policy and service delivery.
5. Engage in policy practice	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; 15. Assess how social welfare and economic policies impact the delivery of and access to social services; and 16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental.
6. Engage with individuals, families, groups, organizations, and communities	17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
7. Assess individuals, families, groups, organizations, and communities	19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 20. 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; 21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and 22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

8. Intervene with individuals, families, groups, organizations, and communities	23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; 24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; 25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; 26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and 27. Facilitate effective transitions and endings that advance mutually agreed-on goals.
9. Evaluate practice with individuals, families, groups, organizations, and communities	28. Select and use appropriate methods for evaluation of outcomes; 29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; 30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and 31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

COURSE REQUIREMENTS

The student must assume responsibility for participating in the educational experience provided by the Seminar and Fieldwork placement. Attendance and punctuality in Fieldwork and in Seminar are required. This requires receptivity to the learning process and openness to suggestions and directions. Students are expected to inform their Faculty Advisor/Seminar instructor of any problems they may be experiencing in the Fieldwork placement. All students are required to:

1. Act in accordance with the Code of Ethics of the National Association of Social Workers (NASW), included in the Appendix to the *Undergraduate Social Work Program Student Handbook & Field Education Manual* provided by the Lehman College Department of Social Work. All Department of Social Work students are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a social work course and supersedes a student's standing in the Social Work Program. Failure to comply with the Code of Ethics may result in dismissal from the Department of Social Work.
2. Complete a minimum of 450 hours of Fieldwork over the course of the academic year, according to the Fieldwork schedule provided for SWK 470. Students are required to complete 15 hours of Fieldwork per week throughout the academic year, including the month of January. Fieldwork hours during the month of January count toward the Spring semester requirement.

3. Complete 15 hours of fieldwork per week, of which at least one full day (7 hours) is to be completed Monday through Friday between 8:00 a.m. and 8:00 p.m. *Fieldwork placements that include evening and/or weekend hours are limited and subject to availability.*
4. Write a minimum of ten different process recordings during the semester and submit each recording to the Fieldwork Instructor for review. However, Fieldwork Instructors may request more than ten process recordings during the semester. The Program expects that students will be given time to write all of their process recordings during their scheduled hours at the fieldwork agency. Grading of process recordings will be based on content, timeliness (submission on time), and writing clarity and proficiency.
5. The student must meet with the Fieldwork Instructor at a regularly scheduled time each week for at least one hour of supervision and is responsible for raising issues.
6. The student must complete the Fieldwork Attendance Form weekly; the form is to be initialed by the Fieldwork Instructor each week. The form is given to the student's Seminar instructor/Faculty Advisor at the end of the semester.
7. The student is responsible for complying with all policies and customary practices (including dress code) of the fieldwork agency, and discussing any issues of concern with the Fieldwork Instructor and, if necessary, with the Seminar Instructor/Faculty Advisor.
8. Students may be required to make home visits as part of their fieldwork. The Fieldwork Instructor and the student need to consider and make provisions for the student's safety on home visits, including, but not limited to, appropriate time of day for home visits, dress, selection of transportation, routing on the safest streets if walking, traveling with official agency identification, making certain that the agency is aware of the date, time, location, and purpose of visit, and having access to an emergency phone contact. Students should be reimbursed for transportation expenses while making a home visit. It is recommended that, at a minimum, the student be accompanied by an agency staff member on the first home visit so that the student is familiarized with the process and assisted in mastering the requisite skills. The need for and use of escorts at other times needs to be assessed by the Fieldwork Instructor and student.
9. Grading of written assignments in addition to content will include an evaluation of writing proficiency--clarity, grammar, punctuation, spelling, and use of references and citations in *APA 6th ed. 2nd printing style.*
10. All work--including written work, group assignments, oral presentations, and tests--must be completed by the student in accordance with the Lehman College Statement on Academic Integrity (see *Lehman College Undergraduate Bulletin*).

STUDENT SERVICES (Available at no charge)

5. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.
6. The Counseling Center is available to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.
7. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A., Career Advisor, at 718-960-8366.
8. The Center for Academic Excellence (ACE) is available to all students for writing and other academic support. The ACE is located in the Old Gym Building, Room 205, 718-960-8175.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	15%
SBIRT online training reflection paper and Certificate	15%
Mid-term Paper: Bio-psycho-social Assessment	30%
Individual Presentation: The Social Work Journey	20%
5 Journal Entries (2 points each)	10%

EVALUATION OF STUDENT PERFORMANCE IN FIELDWORK

A final evaluation is to be completed by the Fieldwork Instructor at the end of the semester using the evaluation guide provided in the *Undergraduate Social Work Program Student Handbook and Field Education Manual*. All evaluations must be signed by the field instructor and the student. The student's signature indicates that it has been read by the student, although not necessarily agreed to by the student. A student who disagrees with the final written evaluation may also write an addendum.

REQUIRED TEXTS

Hepworth, D. H., Rooney, R., Rooney, G. D., & Strom-Gottfried, K., (2017). *Direct social work practice: Theory and skills*, (10th ed.). Boston, MA: Cengage Learning.

Lehman College Department of Social Work. (2017). *Undergraduate Social Work Program student handbook and field education manual*. Bronx, NY: Author.

Marsiglia, F. F., & Kulis, S. (2015). *Diversity, oppression and change* (2nd ed.). Chicago, IL: Lyceum Books.

Royse, D., Dhooper, S., & Rompf, E. (2016). *Field instruction: A guide for social work students*, (Updated 6th ed.). Boston, MA: Pearson.

Unit I: Professional Development and Self Care

This first class focuses on articulating expectations for the semester, reviewing assignments, and reconnecting students and faculty after the winter break. Self-care processes and management is addressed.

- Introduction and orientation to Seminar II and Fieldwork II
- Review fieldwork issues, challenges and experiences.
- Discuss presenting oneself as a learner and engaging clients and constituencies as experts of their own experiences.
- The ability to identify and address personal/professional and organizational strengths and limitations; and the development of professional goals and objectives.
- Emphasizing the importance of continuing education to foster knowledge as a social work professional.
- The exploration and understanding of practices and significance of self-care.
- Discussion of the importance of continually striving for self-awareness, reflection and self-regulation as a core element of professional practice.
- The importance of maintaining ethical standards of practice will be further discussed (confidentiality, documentation, and more) according to the *NASW Code of Ethics.*, with examples from practice.
- Discuss the identification of red-flag issues and seeking instruction to address high-risk situations.

Required Reading:

Bressi, S. and Vaden, E. (2017). Reconsidering self care. *Clinical Social Work Journal*, 45(1), 33-38.

Lehman College Department of Social Work. (2017). *Undergraduate Social Work Program student handbook and field education manual*. Bronx, NY: Author.

Hepworth, D. H., Chapter 4, Operationalizing the Cardinal Social Work Values.

Unit II: Evidence-Based Practice Week 2-3

Case study: Screening, Brief Intervention and Referral to Treatment (SBIRT)

This unit focuses on the relationship between practice-informed research and research-informed practice.

- Review the meaning and significance of evidence-based practice and research in a practice context.
- The SBIRT training will provide an opportunity to increase the use scientific research to inform practice decisions.
- Students will make use of technology-based learning in the online training in SBIRT.
- Students will then explore the opportunities in Fieldwork to utilize SBIRT with clients,
- Continue to explore interventions that lead to mutually-agree goals and objectives based on strengths, needs, resources, and challenges of clients and constituencies.
- Practicing Motivational Interviewing and Motivational Enhancement Therapy as part of SBIRT.

- SBIRT as a protocol for enhancing an integrative health care approach.
- Assessing co-occurring mental health disorders through SBIRT with appropriate referrals made.
- Using Prochaska and Diclemente's Stages of Change to formulate the brief intervention of SBIRT.

Required Reading:

Hepworth, D. H., Chapter 1, The Challenges and Opportunities of Social Work.

Screening, Brief Intervention and Referral to Treatment (SBIRT) online.

Leathers, S. J., & Strand, T. C. (2013). Increasing access to evidence-based practices and knowledge and attitudes: A pilot study. Research on Social Work Practice, 23(6), 669-679.

Mullen, E. J., Bledsoe, S. E., & Bellamy, J. L. (2008). Implementing evidence-based social work practice. Research on Social Work Practice, 18(4), 325-338.

Unit III: Bio-psycho-social Assessment and Treatment Planning, Weeks 4-6

This unit focuses on development of and reflection on the integration of knowledge, skills, values, and understanding of cognitive processes in the assessment for practice with individuals, families, groups, organizations, and communities.

- Discussion of Bio-psycho-social assessments
- Utilization of critical thinking, empathy, research, and professional values in assessments and intervention choices.
- Creating a treatment plan, record keeping, and formulating a discharge plan
- Setting goals and creating measurable objectives
- Assessing substance misuse issues in individuals and how it affects the family system.
- How to address confidentiality and documentation concerns.

Required Reading:

Hepworth, D. H., Chapter 8, Assessment, Exploring, and Understanding Problems and Strengths; Chapter 10, Assessing Family Functioning in Diverse Family and Cultural Contexts

Edwards, J. B. (2015). Cultural intelligence for clinical social work practice. *Clinical Social Work Journal, 44*, 211-220.

Landau, J. (2007). Enhancing resilience families and communities as agents for change. *Family Process, 46(3)*, 351-365.

Unit IV- Intervention and Evaluation at the Five System Levels of Social Work Practice: Individuals, Families Groups, Organizations, and Communities, Weeks 7-8

This unit seeks to deepen students' understanding of how to effectively intervene with client systems. Review of intervention approaches directed to the specific issues of the client, and their implementation to assist client in promoting solutions. Developing cohesiveness and identity among group members will be reviewed. The significance of evaluating practice will be discussed.

Required Readings:

Hepworth, Chapter 13, Planning and Implementing Change-oriented Strategies; Chapter 18, Managing Barriers to Change; Chapter 15, Enhancing Family Functioning and Relationships; Chapter 6, Verbal Following, Exploring, and Focusing Skills; Chapter 19, The Final Phase, Evaluation and Termination.

Lebow, J. L. (2012). Common factors, shared themes, and resilience in families and family therapy. *Family Process, 51*(2), 159-162.

Unit V- Understanding Diversity, Week 9-10

This unit focuses on promoting student engagement with human, environmental, social, and economic diversity and difference in generalist practice in the urban environment.

- Discussions of the significance of diversity and the differences among life experiences with case examples from fieldwork and theoretical material.
- Discuss with examples from Fieldwork how understanding issues of privilege, oppression, adversity, and advantage impact clients and their life possibilities.
- Discussion of self-awareness regarding cultural bias and the need for cultural competency when working with clients
- Discussion of cultural bias present in one's own agency or institution of employment, and how to counter such bias in a productive way
- Discussion of ways to respond to the biases of clients towards other groups (including one's own group) when a social worker experiences these from their clients

Required Reading:

Marsiglia, F. F., & Kulis, S. Chapter 2, Cultural Diversity, Oppression and Action: A culturally Grounded Paradigm; Chapter 3, The Intersectionality of Race and Ethnicity with Other Factors

Edwards, J. B. (2015). Cultural intelligence for clinical social work practice. *Clinical Social Work Journal, 44*, 211-220.

Garran, A. & Rozas, L. (2013). Cultural competence revisited. *Journal of Ethnic and Cultural Diversity in Social Work, 22*(2), 1-10.

Sue, D., Capodilupo, C., Torina, G., Bucceri, J., Holder, A., Nadal, K., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist, 62*(4): 271-286.

Unit VI- Policy Practice, Week 11-12

This unit focuses on developing skills in policy practice, community organization practice, and social action strategies.

- Discuss with students how to support clients in utilizing and enhancing support systems.
- Supplementing existing resources through negotiating with existing systems or collaborating for collective action.

- Educating, communicating, and protecting client rights through the application of advocacy and grievance processes.
- Discuss community organization and indications of social action undertaken by the various Fieldwork agencies.

Required Reading:

Hepworth, D. H., Chapter 14, Developing Resources, Advocacy, and Organizing as Intervention Strategies, 423-454.

Sherraden, M., Guo, B. & Umbertino, C. (2015). Solving current social challenges: Engaging undergraduates in policy practice. *Journal of Policy Practice*, 14(3), 308-332.

Unit VII- Termination, Week 13-14

This unit focuses on preparing students to terminate with clients, and to complete their placement and their college education. Also, students will present individually on their journey through the social work program at Lehman.

- Discuss facilitation of transitions and terminations with clients and Fieldwork agency.
- Demonstrate empathy in their practice.
- Discuss Final Evaluation and other end-of-year activities.
- Students will present “My social work journey” according to schedule provided.

Required Reading:

Hepworth, D. H., Chapter 19, The Final Phase: Evaluation and Termination.

Baum, N. (2006). End-of-year treatment termination responses of Social Work student trainees. *British Journal of Social Work*, 36, 639-656.

SOCIAL WORK FIELDS OF PRACTICE RESOURCES

Social Work with Children and Adolescents

Augsberger A., & McGowan, B. G. (2014). Children in foster care. In A. Gitterman, (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 289-300). New York, NY: Columbia University Press.

Baker, A. C., Brown, L. M., & Ragonese, M. (2015). Confronting barriers to critical discussions about sexualization with adolescent girls. *Social Work*, 61(1), 79-81.

Children’s Defense Fund. (2010). *The state of America’s children*. Washington, DC: Children’s Defense Fund. Retrieved from <http://www.childrensdefense.org/child-research-data-publications/data/state-of-americas-children-child-poverty-2010.html>

Coholic, D. A., & Eys, M. (2016). Benefits of arts-based mindfulness group intervention for vulnerable children. *Child and Adolescent Social Work Journal*, 33(1), 1-13.

- DiCroce, M., Preyde, M., & Flaherty, S. (2016). Therapeutic engagement of adolescents with emotional and behavioral disorders. *Child and Adolescent Social Work Journal*, 33(3), 259-271.
- Jani, J. S. (2017). Reunification is not enough: Assessing the needs of unaccompanied migrant youth. *Families in Society*, 98(2), 127-136.
- Mazza, C., & Perry, A. R. (Eds.). (2017). *Fatherhood in America: Social work perspectives on a changing society*. Springfield, IL: Charles C. Thomas.
- Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.
- Mishna, F., & Van Wert, M. (2014). Bullying. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 227-247). New York, NY: Columbia University Press.
- Phillips, N. K., & Straussner, S. L. A. (Eds.). (2017). *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.). Springfield, IL: C. Charles Thomas.
- Phillips, N. K., (2017). Growing up in the urban environment: Opportunities and obstacles for children. In Phillips, N. K., & Straussner, S. L. A. (Eds.) (pp. 5-28). *Children in the urban environment* (3rd ed.). Springfield, IL: Charles C. Thomas.
- Scannapieco, M., & Smith, M. (2016). Transition from foster care to independent living: Ecological predictors associated with outcomes. *Families in Society*, 33(4), 293-302.
- Videka, L., Gopalan, G., & Bauta, B. H. (2014). Child abuse and neglect. In A. Gitterman, (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 248-268). New York, NY: Columbia University Press.
- West, S., & Friedline, T. (2016). Coming of age on a shoestring budget: Financial capability and financial behaviors of lower-income millennials. *Social Work*, 61(4), 305-312.

Social Work in Schools

- Cawood, N. D. (2010). Barriers to the use of evidence-supported programs to address school violence. *Children and Schools*, 32(3), 143-149.
- Greenberg, J. P. (2014). Significance of after-school programming for immigrant children during middle childhood: Opportunities for school social work. *Social Work*, 59(3), 243-252.
- Garret, K. J. (2004). Use of groups in school social work: Group work and group processes. *Social Work with Groups*, 27(2/3) 455-465.

- Joseph, A. L. (2010). School social workers and a renewed call to advocacy. *School Social Work Journal*, 35(1), 1-20.
- Kelly, M. S., Frey, A., Thompson, A., Klemp, H., Alvarez, M., & Cosner-Berzin, S. (2016). Assessing the National School Social Work Practice Model: Findings from the Second National School Survey. *Social Work*, 61(1), 17-28.
- Langley, A. K., Nadeem, E., Kataoka, S. H., Stein, B. D., & Jaycox, L. H. (2010). Evidence-based mental health programs in schools: Barriers and facilitators of successful implementation. *School Mental Health*, 2(3), 105-113.
- Lee, K. (2016). Impact of Head Start's entry age and enrollment duration on children's health. *Social Work*, 61(2), 137-146.
- Mallett, C. A. (2016). Truancy: It's not about skipping school. *Child and Adolescent Social Work Journal*, 33(4), 337-347.
- Olweus, D., & Limber, S. P. (2010). Bullying in school: Evaluation and dissemination of the Bullying Prevention Act. *American Journal of Orthopsychiatry*, 80(1), 124-134.
- Sabatino, C. A., Kelly, E. C., Moriarity, J., Lean, E. (2013). Response to intervention: A guide to scientifically based research for school social work services. *Children and Schools*, 35(4), 213-223.
- Teasley, M., Gourdine, R., & Canfield, J. (2010). Identifying barriers and facilitators to culturally competent practice for school social workers. *School Social Work Journal*, 34(2), 90-104.

Social Work with Families

- Costin, L. (1992). Cruelty to children: A dormant issue and its rediscovery, 1920-1960. *Social Service Review*, 66(2), 177-198.
- Flesaker, K., and Larsen, D. (2010). To offer hope you must have hope: Accounts of hope for reintegration counselors working with women on parole and probation. *Qualitative Social Work*, 11(1), 61-79.
- Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, (10th ed.). Boston, MA: Cengage Learning. (Chapter 10: Assessing family functioning in diverse family and cultural contexts, 251-278.)
- Lee, Y., Blitz, L. V., & Smka, M. (2015). Trauma and resilience in grandparent-headed multigenerational families. *Families and Society*, 96(2), 116-124.
- Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A.

Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.

Taibbi, R. (2016). *The art of the first session*. New York, NY: W.W. Morton. (Chapter 5, First sessions with couples; and Chapter 6, The first session with families.)

Watson, J., Lawrence S., and Stepteau-Watson, D. (2017). Engaging fathers in culturally competent services. In C. Mazza & A. R Perry (Eds.), *Fatherhood in America: Social work perspectives on a changing society* (pp.155-168). Springfield, IL: Charles C Thomas.

Social Work with Older Adults

Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emlet, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *Journal of Gerontological Social Work*, 57, 80-107.

Gendron, T. L., Welleford, E. A., Inker, J., & White, J. T. (2016). The language of ageism: Why we need to use words carefully. *The Gerontologist*, 56(6), 998-1006.

Kolb, P. (2014). *Understanding aging and diversity: Theories and concepts*. New York, NY: Routledge/Taylor and Francis.

McGovern, J. (2016). Capturing the significance of place in the lived experience of dementia. *Qualitative Social Work*. doi: 10.1177/14733250166384242. www.sagepub.com.

Schonfeld, L. Hazlett, R., Hedgecock, D., Duchene, D., Burns, V., & Gum, A. (2015). Screening, brief intervention, and referral to treatment for older adults with substance misuse. *American Journal of Public Health*, 105(1): 205-211.

Snyder, C., van Wormer, K., Chadha, J., & Jagers, J. W. (2009). Older adult inmates: The challenge for social work. *Social Work*, 54(2), 117-124.

Teater, B. & Chonody, J. (2017). Promoting actively aging: Advancing a framework for social work practice with older adults. *Family and Society*, 98(2), 137-145.

Washington, O. G. M., & Moxley, D. P. (2009). Development of a multimodal assessment framework for helping older African American women transition out of homelessness. *Smith College Studies in Social Work*, 79(2), 103-124.

Social Work with Groups

Clemans, S. E. (2005). A feminist group for women rape survivors. *Social Work with Groups*, 28(2), 59-75.

- Eaton, M. (2017). Come as you are!: Creating community with groups. *Social Work with Groups*, 40(1-2), 85-92.
- Gitterman, A., & Knight, C. (2016). Empowering clients to have an impact on their environment: Social work practice with groups. *Families in Society*, 97(4), 278-286.
- Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, (10th ed.). Boston, MA: Cengage Learning. (Chapter 11, Forming and assessing social work groups, 279-311)
- Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work*, 51(1), 20-30.
- Lietz, C. A. (2007). Strengths-based group practice: Three case studies. *Social Work with Groups*, 30(2), 73-85.
- Lo, T. W. (2005). Task-centered groupwork: Reflections on practice. *International Social Work*, 48(4), 455-465.
- Myers, K. (2017). Creating space for LGBTQ youths to guide the group. *Social Work with Groups*, 40(1-2). 55-61.
- Salmon, R., & Steinberg, D. M. (2007). Staying in the mess: Teaching students and practitioners to work effectively in the swamp of important problems. *Social Work with Groups*, 30, 79-94.
- Turner, H. (2010). Concepts for effective facilitation of open groups. *Social Work with Groups*, 34(3-4), 246-256.
- Yuli, L., Yuyung, T., & Hayashino, D. (2007). Group counseling with Asian American women: Reflections and effective practices. *Women and Therapy*, 30, 193-208.

Social Work with Lesbian/Gay/Bisexual/Transgender Clients

- Dragowski, E., Halkitis, P., Grossman, A., and D'Augelli, A. (2011). Sexual orientation victimization and post-traumatic stress symptoms among lesbian, gay, and bisexual youth. *Journal of Gay and Lesbian Studies*, 23:226-249.
- Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emlet, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *Journal of Gerontological Social Work*, 57, 80-107.
- Gwadz, M. V., Cleland, C. M, Leonard, N. R., Bolas, J., Ritchie, A. S., Tabac, L., ... Powlovich, J. (2017). Understanding organizations for runaway and homeless youth: A multi-setting

- quantitative study of their characteristics and effects. *Children & Youth Services Review*, 73, 398-410.
- Marsiglia, F. F., & Kulis, S. (2015). *Diversity, oppression and change*, (2nd ed.). Chicago, IL: Lyceum Books. (Chapter 10, Sexual orientation, 224-249.)
- McCormick, A., Schmidt, K., & Clifton, E. (2015). Gay–straight alliances: Understanding their impact on the academic and social experiences of lesbian, gay, bisexual, transgender, and questioning high school students. *Children & Schools*, 37(2), 71-77.
- McGovern, J., Brown, D., & Gasparro, V. (2016). Lessons learned from an LGBTQ senior center: A Bronx tale. *Journal of Gerontological Social Work*, 59, 7-8.
- McGovern, J., & Vinjamuri, M. (2016). Intergenerational practice with different LGBTQ cohorts: A strengths-based, affirmative approach to increasing well-being. *International Journal of Diverse Identities*, 16(3), 11-20.
- Ream, G. L, Barnhart, K. F., & Lotz, K. V. (2012). Decision processes about condom use among shelter-homeless LGBT youth in Manhattan. *AIDS Research and Treatment*, 2012, 1-9.
- Senreich, E. (2011). The substance abuse treatment experiences of a small sample of transgender clients. *Journal of Social Work Practice in the Addictions*, 11, 295-299.
- Singh, A. A., Hays, D. G., & Watson, L. S. (2011). Strength in the face of adversity: Resilience strategies of transgender individuals. *Journal of Counseling & Development*, 89, 20-27.
- Smith, L. A., & Owens, S. A. (2017). Urban lesbian, gay, bisexual, and transgender children and youth. In N. K. Phillips & S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 109-135). Springfield, IL: Charles C. Thomas.
- Vinjamuri, M. K. (2016). “It’s so important to talk and talk”: How gay adoptive fathers respond to their children’s encounters with heteronormativity. *Fathering: A Journal of Research, Theory, and Practice about Men as Fathers*, 13(3), 245-270.
- Wagaman, M. A. (2016). Promoting empowerment among LGBTQ Youth: A social justice youth development approach. *Child and Adolescent Social Work Journal*, 33(5), 395-405.

Social Work with Military Personnel and Veterans

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EDUCATIONAL POLICY 3.1—STUDENT DEVELOPMENT (AS 3.1.7)

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

3.1.7: The program submits its policies and procedures for evaluating students' academic and professional performance, including grievance policies and procedures. Program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

- The program provides a description of the appeals process for grade appeals. However, the program did not describe its policies and procedures for evaluating student's academic performance. Additionally, the program did not discuss its policies and procedures for evaluating student's professional performance.
- The site visitor is asked to have the program clarify the appeals and grievance processes for non- grade issues. The site visitor is also asked to have the program clarify the policies and procedures for evaluating student's professional performance.
- **See Figure 3.1.7**

Site Visit Findings/Comments:

Accreditation Standard 3.1.7 : The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

The program provides a description of the appeals process for grade appeals. However, the program did not describe its policies and procedures for evaluating student's academic performance.

Initially, each student receives a contract as a first year student. Long with this contract is an Undergraduate Social Work Student Handbook. The Field manual includes the policy regarding grievances, the handbook includes policies for filing grievances and the contract states where a student can find the policies regarding the grieving process. There are three Field evaluations , mid semester evaluation, time requirements and process recordings. Students are evaluated for their academic performance through assignments and the above.

There is a twice a (first and third Wednesday of the month) undergraduate meeting throughout the year for who identified students who may be struggling or having a difficult adjusting to the coursework.

The students must have a C or better in theory and practice courses HBSE and Field Work 3.0 to

graduate – college requirement
2.7 to be admitted into the program

Same for transfer students

Students are not able to transfer practice or HBSE

If a student is doing poorly- they can't continue in the program – they must retake the courses that they have been unsuccessful in, if they receive a C.

All courses must be taken in sequence and by prerequisites

Additionally, the program did not discuss its policies and procedures for evaluating student's professional performance.

The faculty shared that students must demonstrate professional behavior consistent with the Code of Ethics. Additionally, a Compliance Plan agreement (if the student has a campus or university behavior issue) and a Fieldwork Plan and Agreement (if the behavioral issue is related to field) must be signed and executed by identified students.

If these policies do not work, students will be recommended for possible termination.

The site visitor is asked to have the program clarify the appeals and grievance processes for non-grade issues.

The Site Visitor spoke to the chair and the faculty.

The students would go to the faculty member first with an issue, then the academic advisor, then Brenda, then we come to a resolution. What if the student is still not happy. The Site Visitor verified the policy page 123/124 of the BSW Handbook. ...

Yes there is a non-grade appeal process...if they are not happy with the outcome it goes to the Chair, then the Dean, and the Office of Student Affairs.

Ex. The students are able to come to the Chair

Then the students with the Dean then the Office of Student Affairs

Page 124 ...

The site visitor is also asked to have the program clarify the policies and procedures for evaluating student's professional performance.

We have a pre plan before there are issues / orientation process // in the syllabi there are implications regarding unprofessional behavior // in the manual on the syllabus and occurs in orientations

College bulletin / website

We have undergraduate manual we encourage students to speak to the professor / undergraduate advisor. A meeting will be set up and include Carl (the Chair of the program) –going to the practice professor or the Field seminar professor in the senior year.

In the bi monthly meeting the students name is addressed ...an action plan is developed ...the students is advised to be cancelled out of the program.. there is not a policy in place however there is an informal policy in which the program advises students to move to another department. ...

If a student is counseled out – the department looks at the amount of credits that the students has to try to counsel them into a program that would accept almost all of their credits.

There is currently no policy in place to discuss counseling a student out of the program ...

All syllabi for Social Work courses include a section on “Evaluation of Students’ Performance,” which includes all course requirements and a grading rubric for the course.

In addition, for Fieldwork and Fieldwork Seminar I and II (SWK 440/470 and SWK 441/471), the Undergraduate Social Work Program Student Handbook and Field Education Manual includes all expectations of students in the field, including time requirements and the number of process recordings required. There are three Field Evaluations, including a mid-semester evaluation during the Fall semester, which is designed to identify problems noted in the field early, and end of semester evaluations during the Fall and Spring semesters while address the Competencies and Practice Behaviors. The final Field Evaluation addresses all 41 Practice Behaviors, including an evaluation score and space for a narrative for each Practice Behavior. The Fieldwork Instructor discusses the evaluation with the student, and both the Fieldwork Instructor and the student sign it. The signature of the student indicates only that it has been read, the student may also write a rebuttal to the evaluation.

Students may appeal any course grade and if a student feels the grade is not fair the faculty member and the Chair encourage an appeal. The grade appeal process is spelled out in the Lehman College Undergraduate Bulletin and in the *Undergraduate Social Work Student Handbook and Field Education Manual* (See Volume III and the Department’s webpage: <http://lehman.edu/academics/health-human-services-nursing/social-work/field-education.php>).

The CUNY Policy on Academic Integrity is included in the Undergraduate College Bulletin, the College Website, and the *Undergraduate Social Work Student Handbook and Field Education* (See Volume III and the Department’s webpage: <http://lehman.edu/academics/health-human-services-nursing/social-work/field-education.php>).

During the Spring 2020 orientation, the Undergraduate Social Work Director and the Undergraduate Social Work Program Coordinator will distribute a contact form to students that acknowledges receipt/access to the undergraduate student handbook. The Student Handbook contains the academic and professional behavioral policies and procedures of the Social Work Program and CUNY. See Figure 3.1.7.

The Undergraduate Social Work Program describes its retention and review policies in the Undergraduate Handbook on pages 10-11 on our website. They are reprinted here. See Figure 3.1.7

Review and Retention Committee

Purpose of the Review and Retention Committee

The Review and Retention Committee reviews situations addressed in both the Compliance Plan and Agreement and the Fieldwork Education Plan and Agreement that remain unresolved. These are violations of professional or ethical conduct, rather than of an academic nature.

Composition of the Review and Retention Committee

The full Review and Retention Committee is comprised of six full-time faculty members with principal assignment to the undergraduate Social Work Program. The Chair of the Social Work Department will not serve on the Committee. For any given situation, the Chair of the Social Work Department will appoint three of the members of the Review and Retention Committee to serve on a review panel, and will designate one of the three members to serve as Chair.

The full Committee will also meet once per academic year to review the policies and procedures of their charge and to ensure that the Committee remains sensitive to the needs of the students and the College. The Social Work Club is asked to designate a student representative for this annual review.

Procedure for Review

1. If the *Compliance Plan and Agreement* or the *Field Education Plan and Agreement* is not adequate to resolve the situation, the classroom instructor will make a written request to the Department Chair for a review by the Review and Retention Committee. The Department Chair appoints three members of the Review and Retention Committee to serve on the review panel and designates one of the three members to serve as Committee Chair. The Department Chair will inform the student of the Committee composition, and will also provide the student with this written procedure for the review and for an appeal.
2. The Chair of the Committee will contact the student and may request that the student provide supporting documents.
3. The documents will be distributed to the three-member Committee. The Committee reviews the documents and decides upon a meeting time with the student. The Committee members will also invite the following individuals to attend the review meeting, although these invited individuals will not have deliberation responsibilities or voting rights after the meeting:
 - The student's current faculty advisor
 - An advocate of the student's choosing
 - The Assistant Director of Field Education
4. Upon completion of the Committee's review and deliberation, the Chair of the Committee will submit, in writing, the determination of the Committee to the student, to the classroom instructor or Field Faculty Advisor involved, to the Undergraduate Program Director, and to the Department Chair. In order to ensure timeliness of action, the Committee will not exceed a deliberation period of 14 school days. The Committee Chair places supporting documents and a copy of the determination in the secure Retention File.

Appeals Procedure

Students have the right to appeal the decision of the Review and Retention Committee. The student has five school days in which to submit a written appeal to the Chair of the Social Work Department. If the student requests an appeal, the Department Chair requests all supporting documentation from the Committee Chair. The Department Chair convenes the Appeals Committee, comprised of the:

- Department Chair
- Vice-President for Student Affairs at the College or his/her designee

The Appeals Committee reviews the documentation from the Review and Retention Committee and all communications from the student. Within five school days after receipt of the appeal, the Department

Chair communicates the determination of the appeal to the student, the classroom instructor, the student's faculty advisor, and the Undergraduate Program Director.

If the Department Chair is also the classroom instructor involved, or is also the student's advisor, the Department Chair will appoint another tenured faculty member in the Social Work Department to the Appeals Committee; this faculty member will not have served on the three-member Review and Retention Committee.

If the student's appeal is not upheld, the Committee can recommend the review of a student's situation to the Lehman College Vice-President for Student Affairs.

Note: If the situation relates to conduct or activity encompassed by the CUNY Rules and Regulations on Campus Conduct, the classroom instructor will refer the situation to the Vice-President of Student Affairs at the College, where the matter will be handled in accordance with the CUNY Rules and Regulations on Campus Conduct, Student Disciplinary Procedures, pursuant to Article 15 of the Board of Trustees Bylaws, which can be found in the online Lehman College Undergraduate Bulletin.

All procedures concerning student grievances are provided to the student in *The Undergraduate Student Handbook and Fieldwork Manual* (See Volume III and the Department's webpage: <http://lehman.edu/academics/health-human-services-nursing/social-work/field-education.php>).

Figure 3.1.7: Orientation Letter: Acknowledgement of Receipt/Access to Student Handbook



Lehman College

**Acknowledgment of Receipt/Access to
 Student Handbook**

Fall 20__

Student success and student safety are high priorities in Lehman College's Department of Social Work. By signing the following document, you are acknowledging that you have access to or have received the [Lehman College Undergraduate Social Work Program Student Handbook and Field Education Manual](#), which includes the [CUNY Board of Trustees Rules and Regulations on Campus Conduct](#), the [Undergraduate Social Work Program Procedures for Review for Violation of Professional Behavior](#), [The Compliance Plan and Agreement](#), the [Field Education Plan and Agreement](#), details about the [Review and Retention Committee](#), and all other information printed in the student handbook. In addition to the above listed information you also have access to or have received the *NASW Code of Ethics*.

Please check the method by which you have access to or have received the student handbook.

I will access by home computer or other computer at <http://lehman.edu/academics/health-human-services-nursing/social-work/documents/undergradmanualFALL2017FINALsept122019.pdf>

I will access by school campus computer.

I have received the student handbook in person; or a USB drive containing the student handbook, provided by the department.

Acknowledgment

As a student in the Lehman College Undergraduate Social Work Program and as the student listed below, I confirm that I have access to or have been given a copy of the Lehman College Undergraduate Social Work Program Student Handbook and Field Manual, the CUNY Board of Trustees Rules and Regulations on Campus Conduct, and all other information listed above.

- I understand the responsibilities expected of student in the Lehman College Undergraduate Social Work Program. All students in the Social Work Program are required to demonstrate **Professional behavior consistent with the Code of Ethics and CUNY Rules and Regulations on Campus Conduct; this applies to behavior in the classroom, in fieldwork, in college related activities and on the Lehman College Campus.**



- I understand that all students will be held accountable for their behavior; **behavior that compromises the safety of other students and the academic community is deemed unacceptable and professional behavior is an expectation in the field.** Students will be subject to the disciplinary consequences outlined in the Campus Code of Conduct.
- **I understand the policies, procedures, rules, regulations, and practices as stated in this document.**

Print name of student: _____ **Empl. ID #** _____

Signature of student: _____ Date: _____

|

EDUCATIONAL POLICY 3.2 —FACULTY (AS 3.2.3)

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

3.2.3: The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; advising; and the faculty's teaching, scholarly and service responsibilities.

- The program describes its faculty-to-student ratio. However, the program's faculty-to-student ratio is 1 to 27.5 and appears to exceed the mandated maximum of 1 to 25.
- The site visitor is instructed to have the program explain how its full-time equivalent faculty-to-student ratio is not greater than 1:25.

Site Visit Findings/Comments:
Accreditation Standard 3.2.3:

The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

The program describes its faculty-to-student ratio. However, the program's faculty-to-student ratio is 1 to 27.5 and appears to exceed the mandated maximum of 1 to 25.

The site visitor is asked to have the program explain how its full-time equivalent faculty-to-student ratio is not greater than 1:25.

We accept 150 new students each year/ there are 25 students' for each practice class and human behavior class- there are at least 6 sections ...each year there are students who are unable to matriculate they return during the year when the classes are full or reached capacity

Our goal has always been to integrate teaching in the undergraduate and graduate programs as much as possible so that faculty have the opportunity to teach in both programs. We strive to maintain fluidity between the two programs, so that while each faculty member has primary assignment to either the undergraduate or the M.S.W. program during any given academic year, this assignment may change from year to year, and during the year faculty may teach in both programs. This serves several functions:

- It offers students a greater exposure to faculty members;
- It assists in implementing the two programs as a continuum, with the experience of each informing the other;
- It provides a renewal experience for all faculty members as they teach in both programs.

As seen in the chart, “Years of Service at Lehman, Teaches Practice, Major Assignment in Department” during Academic Year 2017-18 at the beginning of AS 3.2, the department had the following staff:

- 17.5 full-time faculty members (Half year appointment due to Prof. Norma Phillips’ pre-retirement Travia leave during Spring 2018)
- 17 part-time faculty
- Five professional administrative staff members on Higher Education Officer lines. These are professional administrative positions as described by the PSC/CUNY union, the same labor union representing faculty at City University of New York (CUNY). These positions do not follow the academic calendar; therefore, they work a traditional 35-hour week with specified vacation time. Professional administrative staff frequently also teach in an adjunct capacity. This is not part of their job description and they receive additional payment as adjuncts. Therefore, they may appear on both the administrative staff list and the adjunct faculty list.

CALCULATON OF FACULTY-TO-STUDENT RATIO FOR UNDERGRAD PROGRAM

Full-time faculty with principal assignment to the undergraduate program were:

Jonathan Alex, Lecturer
 Justine McGovern, Assistant Professor
 Jermaine, Monk, Assistant Professor
 Manuel Munoz, Lecturer
 Norma Phillips, .5 academic year, Professor
 Nicole Saint-Luis, Assistant Professor
 Mohan Vinjamuri, Assistant Professor
 Barbara Zerzan, Lecturer

Full-time Professional Administrative Staff with assignment to the undergraduate program

Julie Aquilato, Higher Education Associate (HEA), Assistant Director of Field Education with responsibility for field education for the 150 undergraduate students
 Catherine Cassidy, Higher Education Associate (HEA), Undergraduate Program Coordinator, providing advisement, handling admissions, coordinating procedures for undergraduate social work majors within the college, and recruitment from community colleges

Part-time faculty with principal assignment to the undergraduate program including number of credits taught Fall and Spring semester:

Note: Introduction to Social Work and Social Welfare (SWK 237), Special Topics elective courses (SWK 250), and the two aging elective courses (242, 342) are not included because they are not part of the core curriculum for the major and are open to all students at the college.

Catherine Cassidy, Adjunct Lecturer - 3 credits
 Efrat Fridman, Adjunct Lecturer – 6 credits
 LeShan Gaulman, Adjunct Lecturer – 3 credits
 Mayra Juliao-Nunwz, Adjunct Assistant Professor – 6 credits
 Dan Lowy, Adjunct Lecturer – 12 credits
 Sadie Mahoney, Adjunct Lecturer – 12 credits
 Erin Quinn, Adjunct Lecturer – 6 credits
 Lori Spector, Adjunct Lecturer – 18 credits
 Diane Strom, Adjunct Lecturer - 12 credits

Computation of faculty/student ratio:

Full-time faculty with principal assignment to Undergraduate program: 7.5
 Full-time professional administrators with full-time assignment to Undergraduate program: 2
 Part-time faculty teaching total of 78 credits in Undergraduate program = Full Time Equivalent (FTE) of 2.8 (FTE is based on 2017-2018 teaching load of 27 credits for Lecturers)
 Total faculty with assignment to Undergraduate program = 10.3
 Total student enrollment in junior and senior level courses: 283

Faculty: student ratio is 1:27.5

There are many ways to calculate the faculty: student ratio. The ratio used above is one methodology. This method used the number of unique social work majors enrolled in core social work courses during a semester and the number of full-time faculty plus the FTE faculty for part time faculty. Using this method, there were 283 students and 10.3 faculty. This yielded 10.3:283 or **1:27.5**.

An alternative way is to consider how many FTE students are in the core social work courses. This requires that the courses be weighted by the number of credits, and, instead of using the number of unique students, it uses the number of students in classes. In this calculation, a full-time student would be enrolled in 15 credits per semester. This adjusts for the fact that students are taking courses outside of social work and the faculty teaching those courses are not considered when calculating the ratios for the social work program. For the same semester as used above, students enrolled for 2025 credit hours in core social work courses. This represents 138.4 FTE students. This yields 10.3:138.4 or **1:13.4**. If only full-time faculty are included, the ratio would be **1:18.5**.

CALCULATON OF FACULTY-TO-STUDENT RATIO FOR MSW PROGRAM

Full-time faculty with principal assignment to the MSW program were:

Graciela Castex, Associate Professor
 Sharon Freedberg, Associate Professor
 Joy Greenberg, Associate Professor
 Jessica Kahn, Associate Professor

Patricia Kolb, Professor
 Carl Mazza, Professor
 Evan Senreich, Associate Professor
 Amanda Sisselman-Borgia, Associate Professor
 Bryan Warde, Associate Professor
 Brenda Williams-Gray, Associate Professor

Full-time Professional Administrative Staff with assignment to the MSW program

Conard Mark Miller, Higher Education Assistant (HEA), Coordinator of MSW Academic Support Center (preparation of students for ASWB licensing exam)
 Peter Niedt, Higher Education Associate (HEA), Director of Field Education with responsibility for MSW students
 Deboruah Rubin, Higher Education Associate (HEA), Director of MSW Admissions

Part-time faculty with principal assignment to the MSW program including number of credits taught Fall and Spring semester:

Jill Feigeles, Adjunct Assistant Professor - 16 credits
 Crystal George-Moses, Adjunct Lecturer – 16 credits
 Jayatta (Jaye) Jones, Adjunct Assistant Professor – 3 credits
 Conard Mark Miller, Adjunct Lecturer – 6 credits
 Peter Niedt, Adjunct Lecturer – 10 credits
 Olatunde Olusesi, Adjunct Assistant Professor, 6 credits

Computation of faculty/student ratio:

Full-time faculty with principal assignment to MSW program: 10
 Full-time professional administrators with full-time assignment to MSW program: 3
 Part-time faculty teaching total of 57 credits in MSW program = FTE of 2.1
 (FTE is based on 2017-2018 teaching load of 27 credits for Lecturers)
 Total faculty with assignment to MSW program = 15.1
 Total student enrollment in the MSW program: 173

Faculty/student ratio is 1:11.5

Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; advising; and the faculty's teaching, scholarly and service responsibilities.

With 5 professional administrative staff in the Department, we are able to limit the amount of release time for full-time faculty members so they are able to spend more time teaching and in scholarly and service responsibilities. At the same time, as professional administrative staff generally also teach in an adjunct capacity, they have a clearer picture of the experience of students in the classroom.

Faculty size is appropriate given our curriculum and field education courses, and we have been able to increase the number of elective courses in both the undergraduate and MSW programs.

There is a maximum class size of 25; however, we have additional sections for field seminars and practice courses in both the undergraduate and MSW classes so they are less.

Advising is done in practice or field classes. Catherine Cassidy, the Undergraduate Program Coordinator, does advisement for undergraduate students whose professors in those courses are adjuncts. She and the Undergraduate Program Director do advisement for applicants to the program and incoming students. Advisement in the MSW program is done by Jessica Kahn, who receives release time for that position. Deborah Rubin does admissions for the MSW program, working closely with the MSW Program Director.

As Director of Field Education, Peter Niedt handles all field placement activities for about 150 MSW students, and as Assistant Director of Field Education, Julie Aquilato handles all field placement activities for about 140 undergraduate students. They both also teach the Seminar in Field Instruction (SIFI) for new fieldwork instructors. They play a critical role in maintaining the mutually helpful relationship between the college and the practice community as they create and sustain field placements for our students. Both are active in the metropolitan area association of field education directors. They work closely with field faculty when challenging situations arise in field placements.

Conard Mark Miller is the Coordinator of the Academic Support Center, providing mentoring for MSW students in need of help with writing, and providing test preparation workshops for the ASWB licensing exam for our MSW students and alumni. These services are provided without charge to students. He works closely with faculty so they also can help build skills students need for the licensing exam.

EDUCATIONAL POLICY 3.3—ADMINISTRATIVE AND GOVERNANCE STRUCTURE
(B3.3.4(b), 3.3.4(c), 3.3.6)

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

3.3.4: The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

Program directors are appointed by the Department Chair.

Prof. Norma Phillips had been the Undergraduate Program Director since the start of the Department. In preparation for her retirement in August 2018, she was on Travia Leave (pre-retirement leave) during Spring 2018, although arrangements were made so that she continued to work on the reaffirmation self-studies during that time. Prof. Carl Mazza, the chair of the Department, assumed the position of transitional Undergraduate Program Director during that semester, with the plan that Prof. Brenda Williams-Gray would assume the position of Undergraduate Program Director beginning Fall 2018.

Prof. Joy Greenberg was appointed MSW Program Director in 2015 when Prof. Carl Mazza, previously MSW Program Director, became Chair of the Department.

B3.3.4(a): The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

Norma Phillips served as baccalaureate program director from 1986 through Fall 2017. She has an M.S.W. degree from Hunter College/City University of New York and a D.S.W. degree from Wurzweiler School of Social Work, Yeshiva University. When the Department of Social Work was created in 2008 she served as founding chair until 2014. In addition to leadership ability through teaching, scholarship, curriculum development, and administration, she assumed a leadership role in preparing for CSWE accreditations, first for the baccalaureate program and then also for the MSW program. She did the same for this accreditation, and during Spring 2018, in anticipation of her retirement in August 2018, she worked with a committee of faculty and professional administrative staff in the department to prepare them to complete the work and also take on a leadership role in anticipation of future accreditations.

During Spring 2018, Professor Carl Mazza, chair of the Social Work Department, also assumed the position of baccalaureate program director. Carl Mazza served as the baccalaureate director from Spring

2018 through the Fall 2018. He has an MSW and a DSW from the Wurzweiler School of Social Work of Yeshiva University. He has been a full-time faculty member at Lehman College since 1999. Dr. Mazza has been chair of the social work department since 2015. He was one of the five founding faculty members who developed the MSW program at Lehman. Dr. Mazza a nationally recognized expert in the fields of criminal and juvenile justice, and child welfare. Prior to his full-time position at Lehman he was an assistant executive director of a large child welfare agency in NYC and earlier in his career a program director in a large juvenile delinquent residential committee. At Lehman he has served on many executive committees including searches for provosts and faculty; tenure and promotion; budget; faculty senate; curriculum development; academic freedom. He co-founded the College's committees on supporting students who have transitioned from prison to college, and the committee to support LGBTQ students on campus. He serves on several nonprofit boards as well as advisory boards within the City University of New York. Most recently, he has been appointed chair of the Lehman College Student Disciplinary Committee.

During the Spring 2018, Professor Carl Mazza appointed Professor Brenda Williams-Gray as baccalaureate program director effective Fall 2018. She has a BSW from Adelphi University, and MSW from Fordham University and a DSW degree from the Graduate School and University Center of the City of New York (CUNY). Prior to joining Lehman as a faculty member, she had over twenty years social work practice experience in clinical, teaching, leadership and program development within the non-profit sector including serving as Director of Accreditation Commission at the Council on Accreditation in New York. She has experience in identifying organizational needs and implementing practices and policies that address these needs and build upon the strengths of the organization relative to enhancing capacity and effectiveness. Past positions include the Vice President for Community Youth Programs, Family Service of Westchester and a Unit Director at the Children's Village, both in New York. She has served as an Adjunct Instructor at Fordham University Graduate School of Social Service and Hunter College School of Social Work at Hunter College, City University of New York. Her leadership abilities are demonstrated through her teaching, scholarship, curriculum development and administration which are highlighted by her efforts and work on curriculum committees, the Personnel & Budget committee, her participation in two HRSA grants and as one of the founding Co-executive Editors of the peer-reviewed journal, *Urban Social Work*.

B3.3.4(b): The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

- The narrative states that the Program Director has a full-time appointment to the social work baccalaureate program but does not provide signed documentation.
- The site visitor is to have the program provide documentation such as an appointment letter to demonstrate that the Program Director has a full-time appointment to the social work baccalaureate program.

Site Visit Findings/Comments:

Accreditation Standard B3.3.4(b):

The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

The narrative states that the program director has a full-time appointment to the social work baccalaureate program but does not provide signed documentation.

The site visitor is asked to have the program provide documentation, such as an appointment letter, to demonstrate that the program director has a full-time appointment to the social work baccalaureate program.

The Site Visitor requested the appointment letter for the BSW Director. The letter of appointment was verified for the BSW program Director. However, the letter states that the program Director must be a full time faculty member at Lehman - The letter also states that the faculty member must be tenured or holding a CCE- and moreover, the letter states that the appointment is made by the Chair of the Department and that the Director will have a minimum of 50% assigned time to the undergraduate department. The Site Visitor learned that the Director does not have a 50% course reduction. The Director and the Chair agreed that the Director could teach two courses in the fall (to meet the 50% course assigned time stipulated in the Appointment Letter) and 1 course in the spring. To date, the Director has never had a course reduction in her time as the Director of the BSW Program.

Professor Phillips has always had a full-time appointment to the baccalaureate program. Professors Mazza and Williams-Gray teach in both programs; however, when Professor Williams-Gray was appointed director of the baccalaureate program her schedule was adjusted so that she is now fully committed to the baccalaureate program. As of Spring 2020, Professor Williams-Gray's workload has been reduced by 3 credit hours. She will have 9 credit hours of teaching time and 9 credit hours of time dedicated to the administrative work of the baccalaureate program. *See Figure for 3.3.4(b)*

Figure for 3.3.4(b)-

The signed version of this is in the personnel file of the Director of the Undergraduate Social Work Program



LEHMAN
COLLEGE

DEPARTMENT OF SOCIAL WORK

Carman Hall, Room B-18
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www.lehman.edu

JOB DESCRIPTION

DIRECTOR of UNDERGRADUATE SOCIAL WORK PROGRAM

Purpose: To ensure that the Undergraduate Social Work Program is run in a professional, ethical, and humanistic manner dedicated to the education of its students and adherence the profession's code of ethics.

Qualification: Director must be a full-time faculty member at Lehman College in the Social Work Department and be either tenured or holding a CCE.

Appointment: Appointment is made by the chair of the Social Work Department. Director will have a minimum of 50% assigned time to the Undergraduate Program.

Duties:

- Oversight of the daily running of the Undergraduate Social Work Program.
- Address any student concerns.
- Address faculty concerns as they relate to the Undergraduate Social Work Program.
- Chair student meetings
- Represent the Undergraduate Social Work Program at conferences and meetings both within and outside of CUNY.
- Work with the Program Coordinator of the Undergraduate Social Work Program in evaluating applications and accepting new students into the Program.
- Chair the planning of the end of the year graduation event.
- Assist in the scheduling of classes.
- Assure that adjunct faculty is properly mentored in the Undergraduate Social Work program.
- Meet with the chair of the department to discuss issues and provide input into the continued development of the Program.
- Other duties as assigned.
- **Reports to:** Department Chair

Signed: _____
Chair, Carl Mazza, D.S.W.

Program Director, Brenda Williams-Gray, Ph.D.



B3.3.4(c): The program provides the procedures for determining program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

- The program states that Program Director's assigned time to provide educational and administrative leadership to the program is 50%, which is higher than the 25% minimum. It does not provide the procedures for calculating this figure nor discuss whether this assigned time is sufficient.
- The site visitor is asked to have the program explain how the Program Director's assigned time is calculated and to discuss whether the assigned time of 50% is sufficient.

Site Visit Findings/Comments:

Accreditation Standard B3.3.4(c):

The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

The program states that program director's assigned time to provide educational and administrative leadership to the program is 50%, which is higher than the 25% minimum. It does not provide the procedures for calculating this figure nor discuss whether this assigned time is sufficient.

The site visitor is asked to have the program explain how the program director's assigned time is calculated and to discuss whether the assigned time of 50% is sufficient. The Director teaches 100% of her time. She has never had a course reduction or release time. At the present time, the Director teaches – 2 courses (3 credits each) Regular faculty teach 3 courses (3 credits each). Both the Director and the Chair agreed that the Director should receive 50% course reduction.

50 % is sufficient she is able to teach two courses in the fall and one course in the spring The rest of the time will be utilized in order to allow for the Director to perform her duties as the Director. She meets with students – bi weekly –performs academic reviews for students, meeting with the faculty to discuss issues and concerns germane to the BSW program.

It had been determined in an earlier reaffirmation site visit that based on the size of the undergraduate program, release time for the Undergraduate Program Director would be 50%, rather than the required 25%. *See Figure 3.3.4(b) and Workload Report for Director of Undergraduate Program, which can be provided by Chair of Department of Social Work.*

3.3.6: The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

- The program describes its administrative structure for field education, but does not explain how its resources of personnel, time and technological support are sufficient to administer its field education program to meet its mission and goals.
- The site visitor is asked to have the program explain how its resources of personnel, time and technological support are sufficient to administer its field education program to meet its mission and goals.

Site Visit Findings/Comments:

Scheduling faculty

Accreditation Standard 3.3.6:

the program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

The program describes its administrative structure for field education, but does not explain how its resources of personnel, time and technological support are sufficient to administer its field education program to meet its mission and goals.

The site visitor is asked to have the program explain how its resources of personnel, time and technological support are sufficient to administer its field education program to meet its mission and goals.

The Site Visitor was told that Mr. Niedt (Director of Field) and Julie (Assistant Director of Field) locate all field assignments for each student. 100% of their time is devoted to this job title and all of the functions for Field Education. The two are considered staff and not faculty as they do not teach in the program at all.

Mr. Niedt, who is responsible for placements for the 150 MSW students, also supervises Julie Aquilato, the Assistant Director of Field Education, who has responsibility for field placements for approximately 140 undergraduate students in their senior year. Both Mr. Peter Niedt, the Director Field Education, and Ms. Julie Aquilato, the Assistant Director of Field Education, hold the position as Higher Education Associate, which is a full-time administrative line. The position does not carry teaching responsibilities and does not follow an academic calendar. Both are full-time with the Social Work Department and devote their time to field education for the Department. We are exploring various software packages used to assist in the field placement process.

EDUCATIONAL POLICY 3.4—RESOURCES (AS 3.4.1 and 3.4.3; AS 3.4.5 included as per Site Visit question)

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

3.4.1: The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

- The program describes the procedures for budget development and administration it uses to achieve its mission and goals and submits a completed budget form. It does not address the stability and sufficiency of its financial resources.
- The site visitor is requested to have the program explain whether its financial resources are sufficient and stable enough to achieve its mission and goals.

Site Visit Findings/Comments:

Accreditation Standard 3.4.1:

The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

The program describes the procedures for budget development and administration it uses to achieve its mission and goals and submits a completed budget form. However, it does not address the stability and sufficiency of its financial resources.

The site visitor is requested to have the program explain whether its financial resources are sufficient and stable enough to achieve its mission and goals.

The department does have financial resources to achieve its mission and goals, however the department does not have the proper space to work. They shared that many offices are shared (no room for confidentiality with students / field liasons/clients/ other faculty) and that the adjunct faculty members have a small space to work (smaller than a closet). Some of the adjuncts sit in the hallway to work prior to class.

They also shared that they are need of atleast two people- they have had two people to retire/ they are in need of support staff ///They have 1 AA (administrative assistant) /// no TA no GA They are in need of a Part time support system

Spring of 2022 a new building is being built. Some places in Davis Hall have been allocated for additional space for the department. The Chair states that 60 percent of the faculty do not have space to work.

The Site Visitor met with Rene M. Rotolo

-Vice President Administration and Finance - Chief Financial Officer
718-960-8539 rene.rotolo@lehman.cuny.edu

She promised that she would locate at least 5 rooms for the department faculty members as early as the beginning of the year. She said that she was unaware that the department was operating on top of one another.

She shared with the Site Visitor that the university is doing very well financially and has a surplus of funds.

A search for 2 new faculty members has been approved and initiated to replace the 2 retired faculty members. For spring 2020 semester, 2 full time subs have been appointed while the searches are in progress. In the fall 2020 semester, two new permanent tenured line faculty members will begin.

As part of a public institution, our program is a valued part of the Lehman Community and the lines of communication between the Program Chair, the Dean, and the Provost allow for discussion of current and emergent needs which are dealt with positively within the constraints of the College's capacity. The current budget is sufficient to meet departmental and programmatic goals. It is customary at this college that budgetary allocations and administration are handled on a divisional, rather than departmental level; this practice applies to all divisions and departments. This includes funding for all faculty and staff salaries and fringe benefits, most office furniture and equipment, space upkeep, and some supplies. This college-wide procedure has been in effect since before the baccalaureate program was first accredited by CSWE in 1983.

In addition, funding for various expenses comes from a variety of administrative budgets. As a public institution, some expenses, such as contributions to organizations cannot be paid with tax-levy money and there is another source for that. Travel for faculty presenting at professional conferences is supported, in part, by funds negotiated in the collective bargaining agreement between the University and the Professional Staff Congress (PSC), the union representing the instructional staff of the University, and are allocated to the Division by the Provost. Allocation is based on the number of faculty in the Division who have presented at conferences.

We do, however, have two budgets within the Department – a small OTPS budget to fund ongoing supplies such as paper and printer cartridges, a budget for larger expenses such as printing student handbooks and program materials; exhibit tables at conferences, travel and hotel for administrative staff to go to conferences, hotel costs for students to attend conferences; hospitality at the numerous events for students and guests on campus; phone and internet connections for new faculty; and faculty travel to fieldwork visits and meetings. Other items such as memberships, such as the National Association of Deans and Directors, and the New York State Deans and Directors Association, are part of other budgets within the College. Although these procedures do not follow the usual pattern of working from one fixed, predetermined budget, they have permitted Departmental enhancement and expansion.

Since the infrastructure for both the undergraduate and graduate programs are the same, and all faculty members teach in both programs, we have prepared one budget for the Department.

The following Program Expense Budget reflects the combined undergraduate and MSW programs. The two programs share the infrastructure and faculty, separating them would be artificial. However, since the undergraduate program has twice as many students as the MSW program, and MSW students take twice as many courses, it would be accurate to consider the budget for each program to be 50 percent of the total.

Program Expense Budget
Council on Social Work Education
Commission on Accreditation

2015 EPAS

This form is used to evaluate a program's compliance with Accreditation Standard (AS) 3.4.1.

AS 3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

Provide all of the information requested below. If accredited baccalaureate and master's programs are being reviewed at the same time, use one form for each program.

Type of Program: X Baccalaureate X Master's

Program Expenses	Previous Year 2017		Current Year 2018		Next Year 2019	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	\$1,913,057	58%	\$2,173,310	57%	\$2,250,323	56%
Support Staff	\$41,623	1%	\$48,210	1%	\$51,153	1%
Temporary or Adjunct Faculty & Field Staff	\$279,139	8%	\$379,096	10%	\$394,349	10%
Fringe (FT 51% - PT 13%)	\$1,024,801	31%	\$1,170,585	31%	\$1,187,100	30%
Supplies & Services	\$50,101	2%	\$56,725	1%	\$64,928	2%
Travel	\$14,441	0%	\$10,229	0%	\$18,000	0%
Student Financial Aid	\$3,016,486 UG \$1,303,576 Grad		\$2,674,389 UG \$1,016,533 Grad		\$2,179,904 UG \$1,138,390 Grad	
Technological Resources	\$1,800		\$1,800		\$1,800	
Other (Specify) Grant Money (Federal, Foundation, PSC CUNY)	\$1,048,391		\$1,736,807		\$526,666	
TOTAL	\$8,693,415	100.0%	\$5,576,762	100.0%	\$4,494,319	99.0%

3.4.3: The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

- The program describes its support staff and other personnel. However, the program is asked to clarify that existing levels of support staff are sufficient to support all of its education activities, mission and goals.
- The site visitor is instructed to have the program demonstrate that it has sufficient support staff to support all of its educational activities, mission and goals. COA *Reaffirmation* decision types are described in [policy 2.6 in the EPAS Handbook](#).

Site Visit Findings/Comments:

Accreditation Standard 3.4.3: The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

The program describes its support staff and other personnel. However, the program did not demonstrate that existing levels of support staff are sufficient to support all of its education activities, mission and goals.

They also shared that they are need of at least two people- they have had two people to retire/ they are in need of support staff ///They have 1 AA (administrative assistant) /// no TA no GA They are in need of a Part time support system. There are over 25 people in the department to which one person is responsible for supporting. The department would like to hire an Assistant to the Administrative Assistant as soon as possible. There are 18 faculty members

1 AA

College Assistant

Adjuncts -24 adjuncts

No part time faculty members

No Ga's

No TA's

5 professional staff people – Field Work Directors – MSW Admission Coordinator – Debbie – HEO's – Educational (in charge of licensing preps)

Requests were made to add AA to the department

This is problematic because the AA currently coordinates the functions of the department - Ordering supplies- maintenance issues-room reservations, etc....

The site visitor is asked to have the program demonstrate that it has sufficient support staff to support all of its educational activities, mission and goals.

The Site Visitor was told that the department does not have adequate support staff to support all of its educational activities, missions and goals. They also shared that they are need of at least two people- they have had two people to retire/ they are in need of support staff ///They have 1 AA (administrative assistant) /// no TA no GA

They are in need of a Part time support system. They need another support staff member as soon as possible.

We have a full-time Assistant to Higher Education Officer (aHEO), Yuleidy DeLaCruz, who has been with the Department since 2008. As the Department grew with the expansion of the MSW program, and new components were added to the undergraduate program (CASAC-T program, Continuing Education program for licensed social workers, Federal Work Study for students in Fieldwork, Interdisciplinary Minor in Aging), the plan was that Ms. DeLaCruz would provide support to faculty, staff and students in the many new activities and that the Department would be provided with an administrative assistant to pick up the routine tasks that Ms. DeLaCruz had been performing. However, this has not happened. Consequently, she has had to continue with all the tasks previously performed, while also trying to assist with the new programs of the expanded department. At times there have been small amounts of money from the School of Health Sciences, Human Services and Nursing to temporarily fund a half-time (20-hours per week) College Assistant (CA) position to handle the numerous departmental administrative tasks, including setting up student files, transfer of older files electronically, assist with special event planning, and maintain the record-keeping for the Department. However, this has never lasted long enough to make a dent in the problem. The lack of a full-time College Office Assistant (COA) has been a detriment to our work. We are continually struggling with this problem and have not been successful in our attempts to solve it.

Technological resources for faculty are excellent. All faculty members have computers with internet access in their offices, and have access to the ever-increasing advanced technology programs adopted by the college. Training in these programs is available. All classrooms are technologically equipped, and assistance from Information Technology is always available. We continue to work towards an increase in administrative support to match the growth and the needs of the program. The college is committed to give the department another college assistant.

3.4.5: The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

The Program works in offices located in two suites in Carman Hall. As additional faculty was added, a space near our office was reconstructed, so both of our areas, Rooms B-18 and B-16, consist of a large central area with offices around it. As the faculty, staff and number of students have increased, there was additional construction, and more office space was added. For years, though, as our faculty and professional administrative staff have grown in numbers, as well as our MSW program students, it was clear that this arrangement was not working well enough. Small offices house two faculty members, interfering with privacy when meeting with students. For example, the MSW Student Advisor and the Undergraduate Program Director have shared a very small office for 4 years.

The lack of office space was identified by the site visitors during our last reaffirmation process and there was a good discussion with the college administration. Consequently, the President of the college and the department chair developed a presentation which the President made to the City Council and the Bronx Borough President in 2014, requesting \$3 million to renovate about half of the ground floor of the historic Davis Hall on our campus to be used for Social Work faculty and staff offices. (See **Figure 3.4.2-Capital Funding Report of the President below on p. 268-278.**) This was a convincing and successful effort, and the \$3 million was given to the college for this purpose, with the intention that the project would be completed in 2017. There have been meetings with architects and interior designers but, as one might anticipate, a construction of this magnitude requires coordination with many other moves before the space

can be vacated and these efforts are still ongoing. In the meantime, though several offices in Davis Hall were vacated and at this time three of our faculty members have their offices there. We look forward to the conclusion of the effort and the eventual move of the Department. Following is the presentation made to the City Council and the Bronx Borough President. Those who were present commented on the importance of the work we are doing for their constituents and communities.

The College has been responsive to our need for conveniently placed classroom space. By now almost all M.S.W. classes and most of the undergraduate classes are scheduled in Carman Hall, where the Social Work Department offices are currently located. We also have use of the College's Information Technology Center, where many of our Research classes are held; each student has the use of a computer during these classes. Students are also welcome to use the IT Center as needed. Workshops for licensing preparation are also held in the IT Center, and also in the computer lab of the Sociology Department when the IT Center is closed.

In a meeting with the CSWE Site Visitor, the Vice President of Administration and Finance provided updated information regarding the new Social Work Department suite planned for Davis Hall. The expected move-in date from Carman Hall to Davis Hall should occur in 2022. In the interim, the College will find additional offices on campus so that social work faculty will not have to be doubled up. We are looking for some additional office space that may be available by February 2020. The college will also designate space for adjunct faculty to meet with students in private during the same time period.

Lehman College, CUNY
School of Health Sciences, Human Services & Nursing
Department of Social Work Renovation and Expansion Project

The Social Work Department has been cited by its accrediting agency for not having adequate space for faculty and staff to have private offices to meet with students who are doing their in-practicum experience in the field as Social Workers. Of greatest concern is compliance with professional standards and privacy laws. This project will renovate the space on the first floor of Davis Hall from research laboratory space (vacated by faculty moving to the new Science Building) to computer teaching labs and faculty and staff offices for the Department of Social Work. This renovation and space reassignment is necessary after a site-visit notification from the Council on Social Work Education (CSWE), the national accrediting organization for the discipline, that we did not have either adequate or appropriate space for faculty and students doing in practicum field experiences.

The Department of Social Work at Lehman College offers programs leading to a B.A. with a major in Social Work or a Masters of Social Work (M.S.W.) degree. The undergraduate social work program has been fully accredited by the Council on Social Work Education (CSWE) since 1983; 350 juniors and seniors are enrolled as Social Work majors; approximately 140 graduate each year. The M.S.W. program admitted its first group of students in 2005 and has been fully accredited by the CSWE since February 2008. It is now at capacity with 175 full-time students. Since its inception there have been 364 M.S.W. graduates; in 2002, 75 students received the M.S.W. degree. Both programs prepare ethical, competent and knowledgeable social workers for work in social service agencies and organizations serving urban populations. (see attached appendix for a list of community service organizations that provide fieldwork placements and for the Bronx and other agencies where M.S.W. Program graduates are working.)



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The Department of Social Work currently occupies two office suites in Carman Hall, B16 & B18, a total of 2,847 sq. ft. which houses 16 faculty members and 5 administrative staff members sharing 14 offices, 1 clerical staff and a student computer lab with 8 computers. The current location does not provide adequate space for existing faculty, and the Department's long-term plan includes further expansion to 10 administrators and 20 full time Faculty.

This project will renovate the rooms on the first floor of Davis Hall that will be vacated by researchers moving into the new Science Facility and convert the labs into computer teaching labs and faculty offices for the Department of Social Work. The space in Davis Hall provides 8,196 square feet and will allow the department to grow its program and expand faculty and administrative staff to accommodate the increased students. The renovated space will provide 20 faculty offices, 10 HEO (Administrative staff) offices, a departmental office, reception area, meeting room, conference room for 30, student computer workrooms and a large computer teaching lab.

Total Project Cost: **\$ 6.2 Million**

FY 14 Funding Requested: **\$3 Million**

City Council **\$ 2,500,000**

Borough President **\$ 500,000**

