



REAFFIRMATION SELF-STUDY

Prepared for

The Council on Social Work Education

**For Review
February 2020**

GRADUATE PROGRAM

at

LEHMAN COLLEGE/CITY UNIVERSITY OF NEW YORK

VOLUME I

ACCREDITATION STANDARDS 1 - 4

Lehman College/City University of New York
250 Bedford Park Boulevard West
Bronx, New York 10468

Carl Mazza
Chair, Social Work Department
phone 718-960-7862
fax 718-960-7402
E-mail: carl.mazza@lehman.cuny.edu

Table of Contents

Note: Timeline for Preparation of the Reaccreditation Self-Study	iii
The Borough of the Bronx - the Context of our MSW Program	1
PROGRAM MISSION AND GOALS	2
<i>EDUCATIONAL POLICY 1.0—PROGRAM MISSION AND GOALS</i>	2
Accreditation Standard 1.0—Program Mission and Goals.....	2
EXPLICIT CURRICULUM	7
<i>EDUCATIONAL POLICY 2.0—GENERALIST PRACTICE</i>	7
Accreditation Standard M2.0—Generalist Practice.....	7
<i>EDUCATIONAL POLICY M2.1—SPECIALIZED PRACTICE</i>	45
Accreditation Standard M2.1—Specialized Practice.....	45
<i>EDUCATIONAL POLICY 2.2—SIGNATURE PEDAGOGY: FIELD EDUCATION</i>	106
Accreditation Standard 2.2—Field Education	106
IMPLICIT CURRICULUM	115
<i>EDUCATIONAL POLICY 3.0—DIVERSITY</i>	115
Accreditation Standard 3.0—Diversity.....	115
<i>EDUCATIONAL POLICY 3.1—STUDENT DEVELOPMENT</i>	131
Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation	131
<i>EDUCATIONAL POLICY 3.2 —FACULTY</i>	142
Accreditation Standard 3.2—Faculty	142
<i>EDUCATIONAL POLICY 3.3—ADMINISTRATIVE AND GOVERNANCE STRUCTURE</i>	248
Accreditation Standard 3.3—Administrative Structure	248
<i>EDUCATIONAL POLICY 3.4—RESOURCES</i>	255
Accreditation Standard 3.4—Resources	255
ASSESSMENT	282
Accreditation Standard 4.0—Assessment.....	282

Note: Timeline for Preparation of the Reaccreditation Self-Study

In order to complete the required assessments in time for the April 2019 submission date of the self-studies, we designated academic year 2017-2018 as the year of record. Therefore, curriculum committees were formed during early Fall 2016 in order to begin the transition to the new competencies and behaviors, and introduce academic changes across the curriculum. Syllabi and course materials were prepared, and assessment protocols introduced in time for the start of the Fall 2017 semester. This made it possible to collect data for all assessments during Fall 2017 and Spring 2018. Analyses of assessment data were completed during Fall 2018, in time for submission in Spring 2019.

In conjunction with this timeline, all reporting in this self-study is based on the year of record, including faculty, students, activities, and also the curriculum in place at that time. Some curriculum changes had been requested for the baccalaureate program earlier but because of the required approval procedure of the college, university, and in some cases the New York State Education Department, they could not be implemented immediately. These changes are discussed in Accreditation Standard 2.

The Borough of the Bronx - the Context of our MSW Program

It has become fashionable for celebrities to introduce themselves with "When I was a child growing up in the Bronx..." suggesting that their life in the Bronx was challenging but also successfully prepared them for survivorship in their lives. This reference serves to remind us that for generations the Bronx has been first home for numerous newly arrived immigrant groups from around the globe. The borough has historically been home to both extreme poverty and a determined spirit, witnessing both desperation and greatness.

This tradition continues today. Not only is the Bronx the birthplace of hip-hop culture, it also has world-famous medical centers, including Albert Einstein Medical School and Montefiore Hospital, world-famous architecture and the New York Botanical Garden and Bronx Zoo, and of course the world-famous Bronx Bombers – the New York Yankees, with their new stadium.

Alongside pockets of middle-class neighborhoods and great wealth, the Bronx is also home to the most severe urban social problems in the country. It has more than twice the poverty rate of New York County, and the highest infant mortality and HIV rates in New York State. Childhood asthma continues to rise in the Bronx and accounts for over two thirds of asthma hospitalizations in children under age 14 in New York City. Although the Bronx has seen a decline in family related homicides in the last year, there has been a 70 percent increase in domestic violence calls for assistance. The homeless population had seen a steady decline over the last five years; however, it is projected that there will be an increase of 6 percent of unsheltered individuals in the borough in the coming years. The opioid epidemic has hit the Bronx very hard – the borough contains four of the five New York City neighborhoods with the most opioid deaths in the city, and during the past year more residents have been lost to overdoses than anywhere else in the city.

In this borough of over 1.4 million people, Lehman College offers the borough's only MSW program. Furthermore, Lehman College's baccalaureate social work program is only one of two such programs in the Bronx. We work very closely with the two neighboring City University of New York Community colleges, Hostos and Bronx Community College, and have articulation agreements with both. These community colleges serve as excellent feeder schools to our undergraduate, and, in many cases, ultimately to our MSW program.

Both our undergraduate and graduate programs are informed by the needs and opportunities of this multifaceted, complex urban environment, and our mission and goals derive from this context.

PROGRAM MISSION AND GOALS

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 Graduate Program is consistent with the profession's purpose and values:

The mission of the Master of Social Work (M.S.W.) Program at Lehman College, City University of New York, the only graduate social work program in the Bronx, is to educate students to become ethical and competent graduate level social workers for practice in the urban environment. Through the implementation of an Advanced Generalist Practice curriculum, built on a liberal arts foundation and guided by a global perspective, scientific inquiry and the ethical imperative of respect for human rights and diversity, the program prepares students for leadership in urban communities. Graduates will strengthen opportunities, resources, and capacities of urban populations as they provide direct services, provide agency administration and supervision, utilize research, and formulate and promote policies that advance social and economic justice and human and community well-being within the context of the rich diversity of the Bronx and its surrounding urban areas.

With this mission, the MSW Program is positioned to directly address the profession's purpose and to prepare our graduates to attain the generalist competencies of the Foundation Year and the enhanced competencies of the Advanced Year. As the only MSW program that exists in the borough of the Bronx, NY, where so much of the population has been marginalized from mainstream US 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 MSW 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 continually 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 diverse, high-need, underserved populations. These grants are described below in **AS 1.0.3**.

Our mission statement is displayed in our MSW Student Handbook and Field Manual located on our MSW Program website (<http://lehman.edu/academics/health-human-services-nursing/social-work/documents/MSWHandbook8-2017.pdf>).

1.0.2: The program explains how its mission is consistent with the institutional mission and the program's context across all program options.

The Mission of Lehman College

Our MSW program embodies both the "Mission Statement" and the "Values Statement" of Lehman College; both the college and the MSW program address the context in which our programs take place. Since the program has only one option, the Advanced Generalist curriculum, there is consonance of every aspect of the mission of the program with the mission of the college.

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 Graduate 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 Graduate Bulletin, 2017-2019)

Lehman College is a Federally Designated Hispanic-Serving Institution. During the 2017-18 academic year, 47 percent of students in our Graduate Social Work Program identified as Latino. Thus, our program has both the opportunity and responsibility to respond to the context of the institution and address the needs of the Latino community and the many other diverse population groups in the Bronx and surrounding urban areas. In 2017-2018, the year of record, our MSW Program graduated 89 students; 45 percent are

able to provide at least some services in Spanish. The program introduced the Dual Language Program in 2017-2018, providing 13 students in their final year in the program who have proficiency in Spanish with the opportunity to take their Advanced Practice courses as well as their Fieldwork Seminars in a dual language (English and Spanish) format. This enabled the students to develop a professional vocabulary in Spanish, as well as developing their ability to communicate with cultural sensitivity and humility with clients, colleagues, and agency staff. In addition, many of the students in the program are very knowledgeable about other cultures and have proficiency in other languages, as will be described in **AS 3.0.1.**

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

The goals of the graduate Social Work Program derive from the mission of the program. Goals are focused on creating opportunities for learning that will prepare our graduates to assume leadership positions in 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 an Advanced Generalist Practice 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 advanced professional practice based on critical thinking and aimed at the promotion of well-being and enhanced functioning of individuals and communities, with particular attention to needs, potentials, and resources of clients and organizational systems in our complex urban environment;
- 4) Respond to the needs of our community by preparing graduates to assume leadership positions in urban social service agencies and organizations and in the development of service delivery systems to promote policies, services, programs and allocation of resources, and alleviate injustices such as poverty, discrimination, and social and economic oppression so often found in the Bronx and other urban areas;
- 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;
- 7) Contribute to the development of leadership within the profession, to social work knowledge, and to the improvement of the effectiveness of social work practice, policies, and programs by:
 - creating an academic and professional context that furthers professional identification, participation, and intellectual and scientific inquiry, and

- promoting and supporting students, faculty, and practitioners in conducting and disseminating research.

Through the implementation of our Advanced Generalist concentration in the Advanced Year, all our graduates are prepared to respond to the social service needs of our urban community and assume leadership positions in social service agencies and organizations. 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, our graduates are prepared to assume leadership positions in urban agencies and organizations providing services to population groups experiencing the economic and social problems so often found in urban areas, including agencies providing mental health services, substance misuse 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 graduates are eager to work with clients in these fields of practice. They 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. For example, just prior to the start of our MSW Program, one Bronx mental health agency reported to us that its director had to go to Puerto Rico to recruit Spanish-speaking social workers for its staff; this agency is located less than a mile from Lehman College.

Many community agencies in this and neighboring urban areas turn to recent graduates of MSW programs to supervise staff and also are in need of staff with administrative skills. Our Advanced Generalist curriculum has been designed to be responsive to these needs. In addition to preparation to work effectively with the spectrum of vulnerable urban populations and with a range of client systems, our explicit and implicit curriculum prepares our graduates for leadership positions. The curriculum focuses on developing critical thinking skills and on students’ abilities to assume tasks requiring an increasing degree of responsibility and autonomy. They are prepared to work collaboratively and collegially and fulfill the role of the policy practitioner in advancing social and economic justice.

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 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, Principal Investigator. 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, Principal Investigator. 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.

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 M2.0—Generalist Practice

M2.0.1: The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

During the Foundation Year, students gain the knowledge, values, skills and cognitive-affective processes of generalist social work. In line with the MSW program's mission and goals, the focus of the Foundation year is to teach students a range of prevention and intervention methods for practice with diverse and highly underserved individuals, families, organizations and communities based on scientific inquiries and best practices. A major thrust of teaching in the generalist year is on highlighting the strengths and resilience of populations that have been marginalized and oppressed. In so doing, it is also an important aspect of this foundation year for students to learn how to provide research-informed practice to respond to clients' needs within the context of their challenging environments.

Two Generalist Social Work Practice courses, a course in Human Behavior and the Social Environment and another in Human Diversity and the Social Environment prepare them to assist individuals, families, groups, organizations and communities in the urban environment. They gain knowledge of the historical and philosophical roots of social welfare and the social work profession and gain skills in analyzing social welfare policies in the two courses in Social Welfare Policy. Students are introduced to the importance of research for professional practice in Social Work Research I, and Fieldwork and Seminar give students the opportunity to practice their new skills under supervision, and to integrate their learning with their social work practice. The full curriculum is designed to provide graduates with the understanding and skills needed to achieve greater social and economic justice for all groups and to prepare students for leadership positions in urban social work agencies and organizations. The curriculum immerses students in studying the interrelationship and interdependence of systems of all sizes as they are found in urban areas.

The generalist approach of the Foundation Year prepares students for the Advanced Year, where the comprehensive curriculum provides the scope of professional knowledge, values, skills, and cognitive-affective processes that are necessary for Advanced Generalist Practice, which is this MSW Program's Specialized Practice area for all of its students.

The focus on social work practice in the urban environment during the Advanced Year provides students with a highly organized Advanced Generalist practice curriculum that prepares them for a range of functions, especially leadership, as graduate level social workers. The curriculum immerses students in studying the interrelationship and interdependence of systems of all sizes as they are found in urban areas.

They are prepared for leadership positions, including providing supervision and administration in urban social service agencies. They are also prepared for leadership in promoting policies that support social and economic justice; and for conducting and utilizing research that develops social work knowledge and improves the effectiveness of social work practice, policies, and programs. Through the Advanced Generalist Curriculum of the Advanced Year, students become competent in working with diverse urban populations who are at risk, as they face not only personal problems but also a variety of social problems commonly found in the cities. In sum, students are prepared to assume leadership positions in urban social work agencies through this MSW Program's intense focus on generalist practice.

M2.0.2: The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

In order to make the program broadly accessible to students and provide them with opportunities for advancing their career, the curriculum is presented in three courses of study:

Formal Curriculum Design (See Table 2.0.1)

- *Track A* - two-year, full-time program
- *Track B* - three-year, extended program (students are matriculated and meet all admissions requirements for the M.S.W. program)
- *Track C* - advanced standing program (available only to qualified graduates of CSWE-accredited undergraduate social work programs)

The curriculum is developed and organized as a coherent and integrated whole so that students are well-prepared to fulfill the goals of the program. The sequencing of courses provides a framework for broadening and deepening students' understanding of conceptual material and to allow for an integration of the knowledge, values, skills, and cognitive-affective processes of advanced generalist practice. Students develop self-awareness and a full understanding of the values of the profession and of ethical behavior for professional practice as described in the *Code of Ethics* of NASW. Further, students are well-prepared for leadership positions in urban-based social service agencies. Following is an overview of the curriculum.

TABLE 2.0.1: M.S.W. PROGRAMS OF STUDY: FOUNDATION YEAR

TABLE 2.0.1: M.S.W. PROGRAMS OF STUDY: FOUNDATION YEAR					
TRACK A: 2- Year Full-time (65 credits)					
<i>Offered in evening classes only.</i>					
YEAR ONE					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
SWK 611	Generalist Practice	3	SWK 612	Generalist Practice II	3
SWK 605	Human Behavior and the Social Environment	3	SWK 606	Human Diversity and the Social Environment	3
SWK 639	Social Welfare Institutions and Programs	3	SWK 643	Social Welfare Policy Analysis	3
*SWK 671	Fieldwork and Seminar I	5	*SWK 672	Fieldwork and Seminar II	5

<i>*Students are required to complete 3 full days per week of fieldwork each semester:</i>					
TRACK B: 3- Year Extended Program (65 credits)					
<i>Offered in evening classes only.</i>					
Extended students are matriculated students and are subject to the same admissions requirements as 2-year students. Extended students complete the first year curriculum in two years and take the second year curriculum on a full-time basis in the third year.					
YEAR ONE					
<i>Fall Semester</i>		<i>Credits</i>		<i>Spring Semester</i>	
SWK 605	Human Behavior and the Social Environment	3	SWK 606	Human Diversity and the Social Environment	3
SWK 639	Social Welfare Institutions and Programs	3	SWK 643	Social Welfare Policy Analysis	3
SWK 680	Special Topics in Social Work or	3	SWK 646	Social Work Research I	3
one elective from SWK 681-690					
YEAR TWO					
<i>Fall Semester</i>		<i>Credits</i>		<i>Spring Semester</i>	
SWK 611	Generalist Practice	3	SWK 612	Generalist Practice II	3
*SWK 671	Fieldwork and Seminar I	5	*SWK 672	Fieldwork and Seminar II	5
<i>*Students are required to complete 3 full days per week of fieldwork each semester:</i>					
TRACK C: Advanced Standing Program (34 credits)					
<i>Offered in evening classes only.</i>					
This track is available only to qualified graduates of baccalaureate social work programs that are accredited by the Council on Social Work Education. Students may be given credit for up to one year of the M.S.W. curriculum.					
Applications for Advanced Standing must provide descriptions of courses in the undergraduate Social Work major. The Graduate Advisor will determine exemption from courses in the Year One curriculum.					
YEAR ONE					
<i>Students enter for the Advanced Year only.</i>					

Curriculum design is used to develop a coherent and integrated curriculum for both classroom and field

The curriculum is grounded in liberal arts. For example, courses in HBSE utilize theories from human development, psychology, psychiatry, sociology, biology, diversity studies, urban studies, and environmental studies; practice courses call on research related to psychology, sociology, urban studies and communication arts; policy courses refer to material from history, political science, and economics; research refers to material from sociology, statistics, and computer technology; administration and supervision refer to content from sociology, political science, urban studies, economics, and communications arts; and field education calls on material from communications arts, sociology, urban studies, diversity studies, political science, and economics. This makes it possible for all students, regardless of whether or not they share the same academic background, to have a common reference point as they understand the mission and goals of our M.S.W. program.

The Foundation Year presents a generalist perspective. Grounded in the person and environment construct, the curriculum incorporates all the core competencies that define generalist practice. Using a range of modalities, students provide services in social service agencies and organizations to individuals, families, groups, communities, and organizations in a wide variety of fields of practice. The mutuality of the relationship between the client system and the environment is understood through the person-in-environment construct. The “fit” between the capacities and strengths of the client system and those of the environment is assessed, and strengths are identified, both in the client system and in the larger environment. Knowledge, values, and skills are utilized to affirm and enhance the abilities, capacities, and hopes of diverse urban client populations; to analyze social welfare policies and identify gaps in services; and to advocate for expanded resources within the environments that sustain their clients. Students utilize various prevention and intervention methods to effect change in both client systems and the environment. During this process, students are challenged to address value conflicts and ethical dilemmas as they are encountered in the classroom and fieldwork.

Through the generalist curriculum and their experiences in Fieldwork during the Foundation Year, students identify with the social work profession and apply ethical principles and critical thinking in their practice. They demonstrate respect for human rights and diversity, advance community well-being, 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. The Foundation Year prepares students for the Advanced Generalist curriculum of the Advanced Year.

The specific content of each of these courses is described in our online graduate bulletin (<http://lehman.smartcatalogiq.com/en/2017-2019/Graduate-Bulletin/Academic-Programs-and-Courses/Social-Work/Social-Work-M-S-W-Program>) and syllabi are provided in Volume 2 of this self-study report.

M2.0.3: The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Response to this standard consists of three sections:

- **Table 2.0.2**, “Competencies and Behaviors Integrated in Foundation Year Courses” illustrates 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.

- **Table 2.0.3**, “Specifying the Dominant Dimension of each Behavior: Foundation Year,” lists the core competencies, the behaviors clarifying the competencies, and also the dimension that is most clearly associated with that behavior. While the behaviors generally reflect more than one dimension (expected knowledge, skills, values, and cognitive and affective processes), the faculty ascribed a specific *dominant* dimension to each behavior to clarify the expected dimension of learning.
- The third section consists of a detailed matrix, **Table 2.0.4**, “Curriculum Matrix for Competencies and Behaviors Integrated in Foundation Year Courses,” which is an elaboration of the content listed in **Table 2.0.2**. 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.

TABLE 2.0.2: COMPETENCIES AND BEHAVIORS INTEGRATED IN FOUNDATION YEAR COURSES

COMPE- TENCY	BEHA- VIOR	Human Behavior and the Social Environ- ment SWK 605	Human Diversity and the Social Environ- ment SWK 606	Generalist Social Work Practice I SWK 611	Generalist Social Work Practice II SWK 612	Social Welfare Institutions and Programs SWK 639	Social Welfare Policy Analysis SWK 643	Social Work Research I SWK 646	Seminar/ Field I SWK 671	Seminar/ Field II SWK 672
Comp. 1	1			x				x	x	x
	2	x		x					x	x
	3	x		x					x	x
	4								x	x
	5								x	x
Comp. 2	6		x						x	x
	7								x	x
	8	x	x	x					x	x
Comp. 3	9		x		x	x	x			x
	10						x		x	x
Comp. 4	11							x		x
	12					x		x		x
	13				x			x	x	x
Comp. 5	14					x	x			x
	15					x	x		x	x
	16					x	x		x	x

COMPE- TENCY	BEHA- VIOR	Human Behavior and the Social Environ- ment SWK 605	Human Diversity and the Social Environ- ment SWK 606	Generalist Social Work Practice I SWK 611	Generalist Social Work Practice II SWK 612	Social Welfare Institutions and Programs SWK 639	Social Welfare Policy Analysis SWK 643	Social Work Research I SWK 646	Seminar/ Field I SWK 671	Seminar/ Field II SWK 672
Comp. 6	17		x		x				x	x
	18	x	x	x						x
Comp. 7	19				x			x	x	x
	20				x				x	x
	21			x					x	x
	22				x				x	x
Comp. 8	23								x	x
	24			x	x					x
	25								x	x
	26	x		x					x	x
	27				x				x	x
Comp. 9	28							x		x
	29				x			x	x	x
	30							x	x	x
	31							x	x	x

TABLE 2.0.3 SPECIFYING THE DOMINANT DIMENSION OF EACH BEHAVIOR: FOUNDATION YEAR	
Competencies	Behaviors with Dominant Dimensions
1. Demonstrate ethical and professional behavior	<p>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; (VALUES)</p> <p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; (C-A PROCESSES)</p> <p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; (SKILLS)</p> <p>4. Use technology ethically and appropriately to facilitate practice outcomes; and (SKILLS); and</p> <p>5. Use supervision and consultation to guide professional judgment and behavior. (C-A PROCESSES)</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; (SKILLS)</p> <p>7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and (SKILLS)</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. (C-A PROCESSES)</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 (VALUES)</p> <p>10. Engage in practices that advance social, economic, and environmental justice. (SKILLS)</p>
4. Engage in practice-informed research and research-informed practice	<p>11. Use practice experience and theory to inform scientific inquiry and research; (KNOWLEDGE)</p> <p>12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and (C-A PROCESSES)</p> <p>13. Use and translate research evidence to inform and improve practice, policy and service delivery. (SKILLS)</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; (KNOWLEDGE)</p> <p>15. Assess how social welfare and economic policies impact the delivery of and access to social services; and (SKILLS)</p> <p>16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (C-A PROCESSES)</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 (KNOWLEDGE); and</p> <p>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (SKILLS)</p>
7. Assess individuals, families, groups,	<p>19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; (C-A PROCESSES)</p>

<p>organizations, and communities</p>	<p>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; (KNOWLEDGE)</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; (SKILLS); and</p> <p>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (SKILLS)</p>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; (SKILLS)</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; (KNOWLEDGE)</p> <p>25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; (SKILLS)</p> <p>26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (SKILLS); and</p> <p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals. (SKILLS)</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>28. Select and use appropriate methods for evaluation of outcomes; (SKILLS)</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; (KNOWLEDGE)</p> <p>30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes (C-A PROCESSES); and</p> <p>31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (SKILLS)</p>

Accreditation Standard: M2.0.3**TABLE 2.0.4: CURRICULUM MATRIX FOR COMPETENCIES AND BEHAVIORS INTEGRATED IN FOUNDATION YEAR COURSES**

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. <i>DOMINANT DIMENSION: VALUES</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Practice I (SWK 611)	II	Hepworth et al. Ch. 4: Operationalizing the cardinal social work values.	Littlechild, Ethical dilemmas in social work: International perspective; NASW Code of Ethics; Parrott, culture, values, and ethics in social work	Role plays and experiential exercises	Assign #3:Final Paper: Bio-Psycho-Social Assessment	Process Recording Assign #2 - Exploring Empathic Communication	
Research I (SWK 646)	II, III	Rubin & Babbie, Ch. 4: Factors influencing the research process; Ch. 5: Ethical issues in social work research; Ch. 6: Culturally competent research; Appendix B, Writing research proposals.	NASW, Code of Ethics.	Class discussions; small group discussion on informed consent.			Midterm exam; Final exam.
Fieldwork I (SWK 671)	II, III	Hepworth, et al., Ch. 4: Operationalizing the cardinal social work values; Royse, et al., Ch. 8: Legal and ethical concerns.	NASW Code of Ethics	Small and large group exercises	Process recordings		Field visit, Fieldwork evaluation
Fieldwork II (SWK 672)	I		NASW Code of Ethics; “Ethics in Social Work, Statement of Principles” of the IFSW/IASSW	small and large group discussion	Process recordings		Field visit, Fieldwork evaluation

Behavior 2: - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.					
<i>DOMINANT DIMENSION: COGNITIVE-AFFECTIVE PROCESSES</i>					
Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Hutchison, Ch. 1: Human behavior: A multi-dimensional approach; Ch. 2: Theoretical perspectives on human behavior; Hepworth, Ch. 4, Operationalizing the cardinal social work values; NASW Code of Ethics.	Runyowa, Microaggressions matter; Saleebey, Ch. 2, The challenge of seeing anew the world we think we know; Learning strengths-based practice; Butler, Gay, lesbian, bisexual, and transgender elders: The challenges and resilience of this marginalized group; Gawande, Letting go: What should medicine do when it can't save your life.	Class discussion	Life-Cycle Paper	Asynchronous II: Values and Ethical Dilemma Essay	
Hepworth, et al.: Ch. 3, Overview of the Helping Process; Ch. 4, Operationalizing the cardinal social work values; Saleebey: Ch.1, Introduction: Power to the people	Lehman College Soc Work Dep't. MSW student handbook and field education manual; Littlechild: Ethical dilemmas in social work: NASW Code of Ethics; Parrott, Culture, values, and ethics in social Work, Ethics and Social Welfare				
Hepworth, et al., Ch. 3: Overview of the helping process		Small and large group discussions	Process recordings		Field visit, Field Eval
Hepworth, et al., Ch. 19: The final phase: Evaluation and termination		Small and large group discussions	Process recordings		Field visit, Field eval

Behavior 3: - Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
HBSE I (SWK 605)	II		Reamer, The challenge of electronic communication; <i>NASW Code of Ethics</i> ; Battista-Freeze, The high-tech social worker—Myth or reality	Class discussion	Group Life-Cycle Oral Presentation Life-Cycle Paper	Asynchronous II: Values and Ethical Dilemma Essay	

Practice I (SWK 611)	I	Hepworth, et al.: Ch. 3: Overview of the helping process; Saleebey: Ch. 1: Introduction: Power to the people	Lehman College Social Work Dept. MSW student handbook and field education manual	Class discussion	Reflection Paper: Helping and Being Helped	Process Record; Assign #1: Relationship building & engagement skills	
Fieldwork I (SWK 671)	III	Hepworth, et al.: Ch. 3: Overview of the helping process		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672)	I, II			Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

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

DOMINANT DIMENSION: SKILLS

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Fieldwork I (SWK 671)	III			Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672)	I, II	Royse et al., Ch. 5: Contexts in which social workers operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 5: - Use supervision and consultation to guide professional judgment and behavior.

DOMINANT DIMENSION: COGNITIVE-AFFECTIVE PROCESSES

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Fieldwork I (SWK 671)	I	Royse, et al., Ch. 1: Field instruction and the social work curriculum; Ch. 4: The student intern; Ch. 9: Pragmatic concerns		Small and large group discussions	Process recordings		Field visit Field evaluation
Fieldwork II (SWK 672)	I, II			Small and large group discussions	Process recordings		Field visit Field eval

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. *DOMINANT DIMENSION: SKILLS*

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
HBSE II (SWK 606)	I, 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. 13: Culturally grounded community-based helping. Hutchison; Ch. 5: The spiritual person	Hall, Biracial sensitive practice; Kolb, Introduction to Social work practice with ethnically and racially diverse nursing home residents and their families; Leung et al., Factors contributing to depressive symptoms among Mexican Americans and Latinos; West, Nihilism in Black America; Castex, Immigrant children in the U.S.; Lee et al., Mechanisms of familial influence on reentry of formerly incarcerated Latino men; Ross-Sheriff, Microaggression, women, and social work; Alford & Lee, Toward complete inclusion: LGBT military service members after repeal of Don't ask, Don't tell; Butler, GLBT elders; Mallon, The journey toward parenting. 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 hetero-normativity; 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; Vinjamuri, Co-creating culture through relationship with individuals of Asian Indian origin; Whitley, Atheism and mental health; Courtney & Hanson, Alcohol and other drug addictions; Westerfelt, A qualitative investigation of adherence issues for men who are HIV positive; Corcoran, Ch. 14: Crime victims; Potocky, The travesty of human trafficking; Simmons, Ethical challenges of military social workers serving in a combat zone; Straussner & Phillips, Social work interventions in the context of mass violence;	Discussions about the relevance of knowledge about diversity and difference to social work practice	Assignment I: Understanding Your Diversity Assignment II: Aspects of Human Diversity Professional Journal Article Presentation	Asynchronous Assignment II: "A Night (or Day) at the Museum	

			Graham et al., Cultural considerations for social service agencies working with Muslim clients; Suleiman, Beyond cultural competence				
Field-work I (SWK 671)	II	Royse, et al., Ch. 5: Con -texts in which social workers operate; Ch. 6: Client systems	NASW, Standards and indicators for cultural competence in social work practice	Small and large group discussions	Process recordings		Field visit; Field eval
Field II (SWK 672)	I, II			Small and large grp discussions	Process recordings		Field visit; eval

Behavior 7: - Present themselves as learners and engage clients and constituencies as experts of their own experiences.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Fieldwork I (SWK 671)	I-III	Royse, et al., Ch. 4: The Student intern; Ch. 6: Client systems; Ch. 7: Acquiring needed skills; Hepworth, et al., Ch. 1: The challenges of social work; Ch., 3: Overview of the helping process.		Small and large group discussions	Process recordings		Field visit; Fieldwork evaluation
Fieldwork II (SWK 672)	I, II			Small and large group discussions			Field visit; 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. DOMINANT DIMENSION: COGNITIVE-AFFECTIVE PROCESSES							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
HBSE I (SWK 605)	III-XI	Hepworth, Ch. 4: Operationalizing the cardinal social work values; Hutchison, Ch. 3: The biological person; Ch. 4: The Psychological person; Ch. 11: The journey begins: conception, pregnancy, childbirth, and infancy; Ch.12: Toddlerhood and early childhood; Ch. 13: Middle childhood; Ch. 14: Adolescence; Ch: 15: Young and middle adulthood; Hutchison, Ch. 1: Late adulthood	Cole & Dale, Traumatic brain injury and the Americans With Disabilities Act: Implications for the social work profession; McCutcheon, Toward an integration of social and biological research; Saleebey, Ch. 2, The Challenge of Seeing Anew the World We Think We Know: Learning Strengths-Based Practice; <i>NASW Standards for Integrating Genetics into Social Work Practice</i> ; Gershoff, More harm than good: A summary of scientific research on the intended and unintended effects of corporal punishment on children; Arnett, Emerging Adulthood: What is it, and what is it good for?	Class discussion	Group Life-Cycle Oral Presentation Life-Cycle Paper	Asynchronous 11: Values and Ethical Dilemma Essay	
HBSE II (SWK 606)	II, V		IFSW/IASSW, Ethics in social work: Statement of principles; 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: A Literature Review.	Discussion about the importance of use of social work ethics in social work practice	Assignment I: Understanding Your Diversity	Asynchronous Assignment II: "A Night (or Day) at the Museum"	
Practice I (SWK 611)	II, IV	Hepworth et al.: Ch. 4, Operationalizing the Cardinal Social Work Values; Ch. 5; Building Blocks of Communication: Communicating with Empathy and Authenticity; Ch. 6, Verbal Following,	Littlechild: Ethical Dilemmas in Social Work; <i>British Journal of Social Work</i> ; Parrott, Culture, Values, and Ethics in Social Work, <i>Ethics and Social Welfare</i> ; Yan & Wong: Rethinking Self-Awareness in Cultural Competence, <i>Families in Society</i> .	Role plays, case scenarios and experiential exercises.		Process Recording Assignment #1 – Relationship Building and Engagement Skills	

		Exploring, and Focusing Skills; Ch. 7, Eliminating Counterproductive Communication Patterns.				Process Recording Assignment #2 - Exploring Empathic Communication	
Fieldwork I (SWK 671)	I-III	Hepworth, et al., Ch. 1: The Challenges of Social Work; Ch. 4: Operationalizing the Cardinal Social Work Values; Royse, et al., Ch. 4: The Student Intern, Chapter 7: Acquiring Needed Skills.		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672)	I, II			Small and large group discussions	Process recordings		Field visit 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. <i>DOMINANT DIMENSION: VALUES</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
HBSE II (SWK 606)	II, III, V	Marsiglia & Kulis, Ch. 2: Cultural diversity, oppression, and action; Ch. 14: Social policy and culturally grounded social work; Hutchison, Ch. 6: Culture and the physical environment; Ch. 9: Social structure, social institutions, and communities.	Hepworth, Ch. 4: Operationalizing the cardinal social work values; Sue, et al., Racial microaggressions in everyday life; Greenberg, Greenberg, & Mazza, Food pantries, poverty, and social justice; Palley, Civil rights for people with disabilities; Torino & Sisselman-Borgia, Homeless microaggressions; 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	Discussion about justice and human rights	Assignment 1: Understanding Your Diversity	Asynchronous Assignment: Who Represents Me? Asynchronous Assignment II: "A Night (or Day) at the Museum"	
Practice II (SWK 612)	I, VI	Hepworth, Ch. 13: Planning & Implementing Change-Oriented Strategies; Ch. 14: Developing Resources, Advocacy, and Organizing as Intervention Strategies	Vinjamuri, Think local, act global: A case example of 21 st century macro practice through the power of social networking. In S. Burghardt, <i>Macro practice for social work in the 21st century: Bridging the macro-micro divide, 2nd ed.</i> ; Barretti, Organizing for tenants' rights: Insights and approaches from both sides of the fence.	Class discussions and activities	Assignment 3: Agency/Community Paper; Assignment 4: Intervention Paper	Asynchronous Assignment 1: LMSW Practice Exam Questions	
Social Welfare Institutions & Programs (SWK 639)	I-IV	Trattner, Ch. 10: Renaissance of Public Welfare; Ch. 16: War on the Welfare State; Ch. 17: Looking Forward – Or		Small and large group discussions	Formal written assignments 1 & 2	Asynchronous assignments 1-4: Civil Rights, Income Inequality, Evicted, Injustice	Final exam

		Backward? Barusch, Ch.1: Social Justice and Social Workers;Ch. 2: The Government's Role.					
Social Welfare Policy (SWK 643)	I, IV	Chambers & Bonk, Ch. 1: Analyzing the content for social policy analysis: The social problem context; Ch. 3: The analysis of policy goals and objectives in social programs and policies	Alston, Social work, climate change and global cooperation; Hare, Defining social work for the 21 st century; Katiuzhinsky & Okech, Human rights, cultural practices, and state policies; Edin & Schaefer, \$2 a Day; Abramovitz, Everyone is still on welfare: The role of redistribution in social policy	Class discussion	Written Assign #1: Impact of Policy issues on families paper	Asynch 1: Everyone is still on welfare: A critical analysis and outline of Abromivitz article	
Fieldwork II (SWK 672)	I, II			Small and large group discussions	Process recordings	Asynchronous 2: Feminist critical analysis, Analysis of Shaw article	Field visit Fieldwork evaluation

Behavior 10: - Engage in practices that advance social, economic, and environmental justice. DOMINANT DIMENSION: SKILLS							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Welfare Policy (SWK 643)	III	Chambers and Bonk, Ch. 2: An overview of a style of policy analysis: A value critical approach; Ch. 5: Who gets what, how much, and under what conditions: Analysis of	Abramovitz Everyone is still on welfare: The role of redistribution in social policy Shaw, Using feminist critical analysis in the realm of higher education: The case of welfare reform as gendered educational policy	Small group policy development activity; Class discussion	Written assignment 1: Impact of policy on families paper	Asynchronous 1: Everyone is still on welfare , a critical analysis and outline of Abromivitz article Asynchronous 2: Feminist critical	

		eligibility trends; Ch. 6 Analysis of service-delivery systems and social policy and program design				analysis – analysis of shaw article	
Fieldwork I (SWK 671)	II, III			Small and larger group discussions	Process recordings		Field Visit; Fieldwork Evaluation
Fieldwork II (672)	I, II	Royse, et al., Ch. 5: Contexts in which Social Workers Operate		Small and larger group discussions	Process recordings		Field Visit; 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.

DOMINANT DIMENSION:

KNOWLEDGE

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Research I (SWK 646)	I, III, IV, V,VI	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. 8: Measurement in Quantitative and Qualitative Inquiry; Ch. 9: Quantitative and Qualitative Measurement Instruments; Ch. 10: Surveys; Ch. 11: Sampling: Quantitative	Padgett, Ch. 1: Qualitative Methods in Context; Ch. 5: Data Collection: Observation, Interviewing and Use of Documents; Review the following website: http://www.evidence.brookscole.com/copse.html	Class discussions and activities.	Client-Oriented Practical Evidence Search (COPES) Assignment		Midterm exam; Final exam.

		and Qualitative Approaches; Ch. 12: Experiments and Quasi-Experiments; Ch. 13: Single Case Evaluation Designs; Ch. 15: Additional Methods in Qualitative Inquiry; Ch. 16: Analyzing Available Records: Quantitative and Qualitative Methods.					
Fieldwork II (SWK 672)	I	Royse, et. al., Ch. 5: Contexts in which Social Workers Operate	NASW Code of Ethics; Ethics in Social Work, Statement of Principles of the IFSW/IASSW		Process recordings		Field visit Fieldwork evaluation

Behavior 12: - Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. DOMINANT DIMENSION: COGNITIVE-AFFECTIVE PROCESSES							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Welfare Institutions & Programs (SWK 639)	III	Barusch, Ch. 5: Poverty; Ch. 14: Working Americans		Small and large group discussions; In-class writing exercises		Asynchronous 2: Income Inequality	
Research I (SWK 646)	II, V, VI, VII	Rubin & Babbie, Ch. 5: Ethical Issues in Social Work Research; Ch. 6: Culturally Competent Research; Ch. 8: Measurement in Quantitative and Qualitative Inquiry; Ch. 9: Quantitative and Qualitative Measurement Instruments; Ch. 10: Surveys; Ch. 11: Sampling: Quantitative and	NASW, Code of Ethics; Padgett, Ch. 5: Data collection: Observation, interviewing and use of documents.	Class discussions; class activities.		Asynchronous assignment.	Midterm exam; final exam.

		Qualitative Approaches; Ch. 12: Experiments and Quasi-Experiments; Ch. 13: Single Case Evaluation Designs; Ch. 16: Analyzing Available Records: Quantitative and Qualitative Methods; Ch. 17: Quantitative Data Analysis; Ch. 18: Qualitative Data Analysis; Appendix C, Writing Social Work Research Reports.					
Fieldwork II (SWK 672)	I	Royse, et. al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recording	Process recordings	Field visit Fieldwork evaluation

Behavior 13: - Use and translate research evidence to inform and improve practice, policy and service delivery.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Practice II (SWK 612)	VII		Adams et al., Limitations of evidence-based practice for social work education: Unpacking the complexity; Baker et al., Social work practitioners and practice evaluation: How are we doing? Glisson et al., Serving the homeless: Evaluating the effectiveness of homeless shelter services; Gorman, Which skills do case managers need? A research project on skills, competency, and continuing professional development	Class discussions			

Research I (SWK 646)	VII	Rubin & Babbie, Ch. 17: Quantitative Data Analysis; Ch. 18: Qualitative Data Analysis; Appendix C, Writing Social Work Research Reports.		Class discussions; class activities.	Client-Oriented Practical Evidence Search (COPEs) Assignment.	Asynchronous assignment.	Mid-term exam; final exam.
Fieldwork I (SWK 671)	II	Hepworth, et al.: Ch. 3: Overview of the Helping Process; Royse, et al., Ch. 5: Acquiring Needed Skills		Small and larger group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672)	I	Royse, et. al., Ch. 5: Contexts in which Social Workers Operate		Small and larger group discussions	Process recordings		Field visit 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. <i>DOMINANT DIMENSION: KNOWLEDGE</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Welfare Institutions and Programs (SWK 639)	I-IV	Trattner, Ch. 13: Depression and a New Deal; Ch. 14: From World War to Great Society; Ch. 15: A Transitional Era. Barusch, Ch. 4: The Social Security Act; Ch. 5: Poverty; Ch. 6: Health; Ch. 7: Mental Health; Ch. 8: Disability		Small and large group discussions	Formal written assignments 1 & 2	Asynchronous assignments 1-6: Civil Rights, Income Inequality, Evicted, Injustice, Current Events 1&2	
Social Welfare Policy (SWK 643)	IIIA	Chambers & Bonk, Ch. 2: An overview of of a style of policy analysis: A value critical approach	Gilbert & Terrell, Ch. 3: Framework for social policy analysis	Policy development small group activity; Class discussion	Written assignment 1: Impact of policy on families paper; Written assignment 2: choice analysis paper	Asynchronous 3: Brookings video written analysis	

Fieldwork II (SWK 672)	I	Royse et al.,: Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions		Process recordings	Field visit Fieldwork evaluation
-------------------------------	---	--	--	-----------------------------------	--	--------------------	-------------------------------------

Behavior 15: - Assess how social welfare and economic policies impact the delivery of and access to social services.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Welfare Institutions & Programs (SWK 639)	I-IV	Trattner, Ch. 13: Depression and a New Deal; Ch. 14: From World War to Great Society; Ch. 15: A Transitional Era; Ch. 16: War on the Welfare State; Barusch, Ch. 9: People of Color; Ch. 10: Gay, Lesbian, Bisexual, and Trans Individuals; Ch. 11: Children; Ch. 12: Women; Ch. 13: Older Adults.		Small and large group discussions; in-class writing tasks.	Formal written assignments 1 & 2	Asynchronous assignments 1-6: Civil Rights, Income Inequality, Evicted, Injustice, Current Events 1&2	Final exam
Social Welfare Policy (SWK 643)	IIIB, V	Chambers & Bonk, Ch. 5: Who gets what, how much, and under what circumstances: Analysis of eligibility rules; Ch. 6: Analysis of service delivery systems and social policy and program design; Ch. 9: An example of social policy and social program analysis: Selected features of federal child welfare legislation since 1970 concerned with child abuse	Gilbert and Terrell, Ch.3: A framework for social policy analysis; Shaw: Using feminist critical analysis in the realm of higher education: The case of welfare reform as gendered educational policy	Policy development: Small group activity; Class discussion	Assignment 1: Impact of policy on families paper		
Fieldwork I (SWK 671)	II	Hepworth, et al., Ch. 3: Overview of the Helping Process; Royse, et al., Ch. 6: Client Systems.		Small and large group discussions.	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672)	I	Royse et al.,: Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 16: - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. DOMINANT DIMENSION: COGNITIVE-AFFECTIVE PROCESSES							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Welfare Institutions & Programs (SWK 639)	I-IV	Trattner, Ch. 13: Depression and a New Deal; Ch. 14: From World War to Great Society; Ch. 15: A Transitional Era; Ch. 16: War on the Welfare State; Barusch, Ch. 9: People of Color; Ch. 10: Gay, Lesbian, Bisexual, and Trans Individuals; Ch. 11: Children; Ch. 12: Women; Ch. 13: Older Adults.		Small and large group discussions; in-class writing tasks	Formal written assignments 1 & 2	Asynchronous assignments 1-6: Civil Rights, Income Inequality, Evicted, Injustice, Current Events 1 & 2	Final exam
Social Welfare Policy (SWK 643)	I, II	Chambers & Bonk, Ch. 1: Analyzing the context for social policy analysis: The social problem context: Ch. 3: Analysis of policy goals and objectives in social programs and policies	NASW <i>Code of Ethics</i> ; Blumer, Social problems as collective behavior; Abramovitz, Everyone is still on welfare: The role of redistribution in social policy; Shaw, Using feminist critical analysis in the realm of higher education: The case of welfare reform as gendered educational policy	Class discussion	Written assignment 1: Impact of policy on families paper	Asynchronous 1: Everyone is still on welfare: written critical analysis of Abramovitz article; Asynchronous 2: Feminist critical analysis: written analysis of Shaw article	
Fieldwork I (SWK 671)	II, III			Small and large group discussions.	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672)	I	Royse et al.,: Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit 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.

DOMINANT DIMENSION: KNOWLEDGE

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
HBSE II (SWK 606)	II, III, IV, V	Marsiglia & Kulis, Ch. 2: Cultural diversity, oppression, and action; Ch. 3: The intersectionality of race and ethnicity and other factors Ch. 7: Social work perspectives: Social context, consciousness, and resiliency; Ch. 8: The formation and legacies of racial and ethnic minorities; Ch. 9: Gender; Ch. 11: Cultural norms and 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; NASW, <i>Social workers in Congress</i> ; 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 et al., Help-seeking in the school context: Understanding Chinese-American adolescents underutilization of school health services; New York Lawyers for the Public Interest, Language access legal ‘Cheat Sheet’; Zayas & Bradlee, Exiling children, creating orphans: When immigration policies hurt citizens; West & Friedline, Coming of age on a shoestring budget: Financial capability and financial behaviors of lower-income millennials; Gustavvson & MacEachron, Poverty and child welfare, 101 years later; Hamilton-Mason & Halloran, Urban children living in poverty, in Phillips and Straussner.	Discussion about relevance of human behavior knowledge to practice	Assignment II: Aspects of Human Diversity	Asynchronous Assignment II: “A Night (or Day) at the Museum”	
Social Work Practice II (SWK 612)	II,III, IV	Walsh, Ch. 6: Family Emotional Systems Theory; Ch. 9: Structural Family Theory;	Webb, Play therapy with children in crisis: Ch. 1: Assessment of the child in crisis; Ch. 2: Play therapy crisis intervention with children	Class discussions and activities	Assignment 1: Necessary Losses; Assignment 2: Family		

		Ch. 13: Crisis Theory and Intervention; Hepworth, Ch. 11: Forming and Assessing Social Work Groups			Therapy Paper; Assignment 4: Intervention Paper		
Fieldwork I (SWK 671)	II, III	Hepworth, et al., Ch. 3: Overview of the Helping Process; Royse, et al., Ch. 6: Client Systems.		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672)	I, II	Royse et al.,: Ch. 5: Contexts in which Social Workers Operate; Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination		Small and large group discussions	Process recording		Field visit Fieldwork evaluation

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

DOMINANT DIMENSION: SKILLS

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
HBSE I (SWK 605)	III-XI	Hutchison, Ch. 3: The Biological Person; Ch. 4, The Psychological Person; Ch. 11, The Journey Begins; Ch. 12: Toddlerhood and Early Childhood; Ch. 13: Middle Childhood; Ch. 14: Adolescence; Ch. 15: Young and Middle Adulthood; Ch. 16: Late Adult- hood; Walsh, Chapter 4, Ego Psychology; Chapter 6, Family Emotional	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, Geneen & 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;	Class discussion	Group Life-Cycle Oral Presentation	Asynchronous II: Values and Ethical Dilemma Essay	

		Systems Theory; Chapter 7, Behavior Theory.					
HBSE II (SWK 606)	I, II, IV, V		<p>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; Hepworth, Ch. 4: Operationalizing the cardinal social work values; Berzoff, Why we need a biopsychosocial perspective with vulnerable, oppressed, and at-risk clients; DeAngelis, Unmasking racial micro aggressions; Janairo et al., The time is now: The importance of social work participation in politics; Cleveland, “We are not criminals”: Social work advocacy and unauthorized migrants; Atwood, Gender bias in families and its clinical implications for women; Ross-Sheriff, Microaggression, women, and social work; Tsui, Male victims of intimate partner abuse; Mazza, Young dads: The effects of a 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: Moving toward a comprehensive intervention Castex, Helping people retraumatized by mass violence, in Straussner and Phillips; Desselle & Proctor, Advocating for the elderly hard-of-hearing population The deaf people we ignore; Ayon, Service needs among Latino immigrant families; Sherr et al., Innovative service or proselytizing: Exploring when services delivery becomes a platform for unwanted religious persuasion; Levine,</p>	Discussion about empathy, reflection, and skills in relation to diverse clients	<p>Assignment I: Understanding Your Diversity</p> <p>Assignment II: Aspects of Human Diversity</p>	<p>Asynchronous Assignment II: “A Night (or Day) at the Museum”</p>	

			Working with victims of persecution: Lessons from Holocaust survivors; Mallett, Disparate juvenile youth court outcomes for disabled delinquent youth: A social work call to action.				
Social Work Practice I (SWK 611)	IV, V	Hepworth et al: Ch. 5; Building Blocks of Communication: Communicating with Empathy and Authenticity; Ch. 6, Verbal Following, Exploring, and Focusing Skills; Ch. 7, Eliminating Counterproductive Communication Patterns; Walsh: Ch. 11, Motivational Interviewing	Yan & Wong, Rethinking Self-Awareness in Cultural Competence	Role plays and experiential exercises		Process Recording Assignment #1 – Relationship Building and Engagement Skills; Process Recording Assignment #2 - Exploring Empathic Communication	
Fieldwork II (SWK 672)	I, II	Royse et al., Ch. 5: Contexts in which Social Workers Operate; Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination		Small and large group discussions	Process recordings		Field visit 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.							
<i>DOMINANT DIMENSION: COGNITIVE-AFFECTIVE PROCESSES</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Work Practice II (SWK 612)	II, III, IV, VI	Walsh, Ch. 13, Crisis Theory and Intervention; Hepworth et al., Ch. 11: Forming and Assessing Social Work Groups; Ch. 14: Developing Resources, Advocacy, and Organizing as Intervention Strategies	Webb, Play therapy with children in crisis: Ch.1: Assessment of the child in crisis; Vinjamuri, It’s so important to talk and talk: How gay adoptive fathers respond to their children’s encounters with heteronormativity	Class discussions and activities	Assign. 2: Family Therapy Paper. Assign. 4: Intervention Paper	Asynchronous Assign. #1: LMSW Practice Exam Questions	

Social Work Research I (SWK 646)	VI, VII	Rubin & Babbie, Ch. 8: Measurement in Quantitative and Qualitative Inquiry; Ch. 9: Quantitative and Qualitative Measurement Instruments; Ch. 10: Surveys; Ch. 11: Sampling: Quantitative and Qualitative Approaches; Ch. 17: Quantitative Data Analysis; Ch. 18: Qualitative Data Analysis; Appendix C, Writing Social Work Research Reports.		Class discussions; class activities.	Client-Oriented Practical Evidence Search (COPES) Assignment.	Asynchronous assignment	Midterm exam; final exam.
Fieldwork I (SWK 671)	II, III	Hepworth, et al., Ch. 3: Overview of the Helping Process; Royse, et al., Ch. 5: Context in Which Social Workers Operate; Ch. 6: Client Systems.	<i>NASW Standards and indicators for cultural competence in social work practice</i>	Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672)	I, II	Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

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.

DOMINANT DIMENSION: KNOWLEDGE

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Work Practice II (SWK 612)	I	Hepworth et al., Ch. 13: Planning and Implementing Change-Oriented Strategies.	Watch the following DVD: Guilford Press (Producer), & Guilford Press (Director). (2006). <i>Techniques of play therapy: A clinical demonstration by Nancy Boyd Webb</i> . Guilford Press.	Class discussions and activities	Assignment 2: Family Therapy Paper; Assignment 4: Intervention Paper	Asynchronous Assignment #3: Transference and Countertransference	

Fieldwork I (SWK 671)	II, III	Hepworth, et al., Ch. 3: Overview of the Helping Process; Royse, et al., Ch. 5: Contexts in Which Social Workers Operate; Ch. 6: Client Systems; Ch. 7: Acquiring Needed Skills		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672)	I, II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination; Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit 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.

DOMINANT DIMENSION: SKILLS

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Work Practice (SWK 611)	V	Hepworth et al., Ch. 8: Assessment: Exploring and Understanding Problems and Strengths; Ch. 9: Assessment: Intrapersonal, Interpersonal and Environmental Factors; Ch. 10: Assessing Family Functioning in Diverse Family and Cultural Contexts; Ch. 12: Developing Goals and Formulating a Contract.			Written Assignment #3: Final Paper: Bio-Psycho-Social Assessment		
Fieldwork I (SWK 671)	II, III	Hepworth, et al., Ch. 3: Overview of the Helping Process; Ch. 4: Operationalizing the Cardinal Social Work Values. Royse, et al., Ch. 7: Acquiring Needed Skills	<i>NASW Standards and indicators for cultural competence in social work practice</i>	Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Fieldwork II (SWK 672)	I, II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination; Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
-------------------------------	-------	---	--	-----------------------------------	--------------------	--	-------------------------------------

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

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Work Practice II (SWK 612)	I-IV, VI	Hepworth et al., Ch. 13: Planning and Implementing Change-Oriented Strategies; Ch. 14: Developing Resources, Advocacy, and Organizing as Intervention Strategies; Ch.15: Enhancing Family Functioning and Relationships; Ch. 16: Intervening in Social Work Groups	Watch the following DVD: Guilford Press (Producer), & Guilford Press (Director). (2006). <i>Techniques of play therapy: A clinical demonstration</i> by Nancy Boyd Webb. Guilford Press. Webb, Play therapy with children in crisis; Ch. 2: Play therapy crisis intervention with children. Lietz, Strengths-based group practice: Three case studies.	Class discussions and activities	Assignment 2: Family Therapy Paper; Assignment 3: Agency/Community Paper; Assignment 4: Intervention Paper.	Asynchronous Assignment #1: LMSW Practice Exam Questions	
Fieldwork I (SWK 671)	II, III	Hepworth, et al., Ch. 3: Overview of the Helping Process; Ch. 4: Operationalizing the Cardinal Social Work Values. Royse, et al., Ch. 6: Client Systems.	NASW <i>Standards and indicators for cultural competence in social work practice</i> ; NASW <i>Code of Ethics</i>	Small and large group discussions	Process recording		Field visit Fieldwork evaluation
Fieldwork II (SWK 672)	I, II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination; Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

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. *DOMINANT DIMENSION: SKILLS*

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Fieldwork I (SWK 671)	II, III	Hepworth, et al., Ch. 3: Overview of the Helping Process; Ch. 4: Operationalizing the Cardinal Social Work Values; Royse, et al., Ch. 6: Client Systems.	NASW <i>Standards and indicators for cultural competence in social work practice.</i>	Small and large class discussion	Process recording		Field visit Fieldwork evaluation
Fieldwork II (SWK 672)	I, II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination; Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large class discussion	Process recording		Field visit 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.

DOMINANT DIMENSION: KNOWLEDGE

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Practice I (SWK 611)	I, III	Walsh: Ch. 1, Thinking about Theory; Ch. 2, A Social Work Perspective on Clinical Theory and Practice; Ch. 4, Ego Psychology; Ch. 5; The Relational Theories with a Focus on Object Relations; Ch. 6, Behavioral Theory; Ch. 7, Cognitive Theory.		Exercises with case scenarios; class discussions	Written Assignment 2: Integrating Theory Into Practice		
Practice II (SWK 612)	I-IV	Walsh, Ch. 6: Family Emotional Systems Theory; Ch. 9: Structural Family Theory; Ch. 13: Crisis Theory and Intervention;		Class discussions and activities	Assignment 2: Family Therapy Paper	Assignment #1: LMSW Practice Exam Questions;	

		Saleebey, Ch. 10: A Shift in Thinking: Influencing Social Workers' Beliefs about Individual and Family Resilience in an Effort to Enhance Well-Being and Success for All.			Assignment 4: Intervention Paper	Assignment #3: Transference and Countertransference	
Fieldwork II (SWK 672)	I, II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination; Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 25: - Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Fieldwork I (SWK 671)	I	Hepworth et al., Ch. 1: The Challenges of Social Work; Royse et al., Ch. 5: Contexts in which Social Workers Operate; Ch. 6: Client Systems.		Small and large group discussions	Process recording		Field visit Fieldwork evaluation
Fieldwork II (SWK 672)	I, II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination; Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 26: - Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
HBSE I (SWK 605)	II, IV-XI	Hutchison, Ch. 3: The Biological Person; Ch. 4: The Psychological Person; Ch. 11: The Journey Begins: Conception, Pregnancy, Childbirth, and Infancy; Ch. 12: Toddlerhood and Early Childhood; Ch. 13: Middle Childhood; Ch. 14: Adolescence; Ch. 15: Young and Middle Adulthood; Ch.16: Late Adulthood	Bent-Goodley & Hopps, Social justice and civil rights; Janairo et al., The time is now: The importance of social work participation in politics; Cole & Dale, Traumatic brain injury and the ADA; Cunningham & Zayas, Reducing depression in pregnancy: Designing multimodal interventions; Cohn, The two-year window; Lee, Impact of Head Start's entry age and enrollment duration on children's health; Center for Disease Control and Prevention, Adverse Childhood Experiences (ACE) Study; Greenberg, Significance of after-school programming for immigrant children during middle childhood: Opportunities for school social work; McCarter, The school-to-prison pipeline; Skiba et al.: Adolescent substance abuse; Slesnick et al.: Homeless youths' caretakers; Goodman & Smyth, A call for a social network-oriented approach to services for survivors of intimate partner violence; Snyder et al.: Older adult inmates: the challenge for social work.	Class discussion	Group Life-Cycle Oral Presentation	Asynchronous I: Who Represents Me?	
Practice I (SWK 611)	I, II, IV	Hepworth, et al., Ch. 2: Direct Practice; Ch. 3: Overview of the Helping Process		Class discussions and role plays			
Fieldwork I (SWK671)	II, III	Hepworth, et al., Ch. 3: Overview of the Helping Process; Ch. 4: Operationalizing Cardinal Social Work Values. Royse, et al., Ch. 6: Client Systems.	<i>NASW Standards and indicators for cultural competence in social work practice;</i> <i>NASW Code of Ethics</i>	Small and large group discussions	Process recordings		Field visit Field eval
Fieldwork II (SWK 672)	I, II	Hepworth et al., Ch. 19: The Final Phase; Royse et al., Ch. 5: Contexts in		Small and large group discussions	Process recordings		Field visit Field Eval

		which Social Workers Operate					
--	--	------------------------------	--	--	--	--	--

Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Practice II (SWK 612)	V	Hepworth, et al., Ch. 9: The Final Phase: Evaluation and Termination, pp. 595-606 only.	Malekoff, Ch. 10: Leavetaking, Moving On and Looking Back: The Ending Transition in Group Work. Siebold, Everytime We Say Goodbye: Forced Termination Revisited.	Class discussions and activities	Assignment 1: Necessary Losses	Asynchronous Assignment 2: Termination with Clients	
Fieldwork I (SWK 671)	III			Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672)	II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES							
Behavior 28: - Select and use appropriate methods for evaluation of outcomes.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Social Work Research I	VII	Rubin & Babbie, Ch. 17: Quantitative Data Analysis; Ch. 18: Qualitative Data Analysis; Appendix C,			Client-Oriented Practical Evidence Search (COPES) Assignment.	Asynchronous assignment.	Midterm exam; final exam.

(SWK 646)		Writing Social Work Research Reports.					
Fieldwork II (SWK 672)	I, II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination; Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 29: - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

DOMINANT DIMENSION: KNOWLEDGE

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Practice II (SWK 612)	V, VII	Hepworth, et al., Ch. 19: The Final Phase: Evaluation and Termination, 595-606 only	Baker et al.: Social work practitioners and practice evaluation: How are we doing? Glisson et al.: Serving the homeless: Evaluating the effectiveness of homeless shelter services; Martin et al.: Consumer satisfaction with children's mental health services.	Class discussions and activities			
Research I (SWK 646)	I, II, VII	Rubin & Babbie, Ch. 1: Why Study Research; Ch. 2: Evidence-Based Practice; Ch. 3: Quantitative, Qualitative and Mixed Methods of Inquiry; Ch. 6: Culturally Competent Research; Ch. 17: Quantitative Data Analysis; Ch.18: Qualitative Data Analysis; Appendix	Review the following website: http://www.evidence.brookscole.com/copse.html	Class discussion; class activities.		Asynchronous assignment.	

		C, Writing Social Work Research Reports.					
Fieldwork I (SWK 671)	III	Hepworth, et al., Ch. 3: Overview of the Helping Process	<i>NASW Standards and indicators for cultural competence in social work practice.</i>	Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672)	I, II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination; Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 30: - Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

DOMINANT DIMENSION: COGNITIVE-AFFECTIVE PROCESSES

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Research (SWK 646)	VII	Rubin & Babbie, Ch. 17: Quantitative Data Analysis; Ch. 18: Qualitative Data Analysis; Appendix C, Writing Social Work Research Reports.		Class discussion; class activities.	Client-Oriented Practical Evidence Search (COPES) Assignment.		
Fieldwork I (SWK 671)	III	Hepworth, et al., Ch. 3: Overview of the Helping Process.	<i>NASW Standards and indicators for cultural competence in social work practice.</i>	Small and large group discussions	Process recordings		Field visit; Field eval
Fieldwork II (SWK 672)	II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination		Small and large group discussions	Process recordings		Field visit; Field eval

Behavior 31: - Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
--------	-------	------	---------------------	---------------------	-------------	--------------	-------

Research (SWK 646)	I, VII	Rubin & Babbie, Ch. 1: Why Study Research; Ch. 2: Evidence-Based Practice; Ch. 3: Quantitative, Qualitative and Mixed Methods of Inquiry; Ch. 6: Culturally Competent Research; Ch. 17: Quantitative Data Analysis; Ch.18: Qualitative Data Analysis; Appendix C, Writing Social Work Research Reports.		Class discussion; Class activities.	Client-Oriented Practical Evidence Search (COPES) Assignment		
Fieldwork I (SWK 671)	II, III	Hepworth, et al., Ch. 3: Overview of the Helping Process; Ch. 4: Operationalizing the Cardinal Social Work Values. Royse, et al., Ch. 6: Client Systems	NASW Standards and indicators for cultural competence in social work practice; NASW Code of Ethics	Small and large group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork II (SWK 672)	I, II	Hepworth et al., Ch. 19: The Final Phase: Evaluation and Termination; Royse et al., Ch. 5: Contexts in which Social Workers Operate		Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

EDUCATIONAL POLICY M2.1—SPECIALIZED PRACTICE

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice

M2.1.1: The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.

The program has only one area of specialized practice, Advanced Generalist Practice. Our Program conceptualizes Advanced Generalist practice as a synthesis of advanced social work knowledge, advanced skills, and a deeper commitment to the values that underpin the profession. While Advanced Generalist practice is a universally effective approach, it is uniquely suited for work in the urban community of the Bronx, which, as other urban environments, is complex, diverse, and ever-changing. This approach facilitates the fulfillment of the mission of our program, as it prepares practitioners to work in diverse fields of practice, to utilize a range of practice methodologies, and to intervene with a variety of client systems. This approach fosters both critical thinking and the capacity for creativity in responding to the needs of clients and the complex community. This complex urban community consists of often conflicting priorities, values, and social systems. It is therefore essential that social workers in this urban community be prepared to practice effectively, creatively, and with an ever-increasing degree of competence and autonomy in a variety of contexts.

Through the Advanced Generalist Curriculum of the Advanced Year, students become competent in working with diverse urban populations who are at risk, as they face not only personal problems but also a variety of social problems commonly found in the cities. During the Advanced Year, all students take two courses in Advanced Generalist Practice in the Urban Environment, where they focus on practice with systems of all sizes with greater depth, breadth, and specificity. The course Clinical Assessment and Diagnosis stresses bio-psycho-social-cultural issues of urban populations-at-risk. In addition, students take a course on Policy Practice, a second course on Social Work Research, a course on Supervision, one on Administration, and an elective. Two semesters of Fieldwork and Fieldwork Seminar during the Advanced Year provide all students with opportunities for assignments in direct practice with systems of various sizes, as well as assignments in agency administration and supervision. Research efforts are minimal in many community agencies and the curriculum is designed to prepare graduates to both utilize and conduct research that develops social work

knowledge and improves the effectiveness of social work practice, policies, and programs. In sum, students are prepared to assume leadership positions in urban social work agencies.

M2.1.2: The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.

In order to prepare students for Advanced Generalist Practice, the curriculum is constructed to reflect the core competencies, implemented through specific behaviors. The faculty agreed that while the 9 competencies and 31 behaviors of the 2015 EPAS were consistent with the mission of our Foundation Year; it was necessary to add three competencies and 12 behaviors in order to more fully reflect the context and goals of our program. The Advanced Year list incorporates all of the core competencies and associated behaviors augmented by the 12 additional practice behaviors that operationalize the competencies for Advanced Generalist Practice. These will be fully demonstrated in the Advanced Year matrix (See **Table 2.6**).

CORE COMPETENCIES AND BEHAVIORS: ADVANCED YEAR

In addition to demonstrating their mastery of the nine core competencies and 31 behaviors designated by EPAS, students in the Advanced Year are expected to master three additional competencies, #10, 11, and 12, and the 12 additional behaviors, #32-43, listed below. The additional competencies and behaviors are specific to advanced generalist practice.

TABLE 2.1: SPECIFYING THE DOMINANT DIMENSION OF EACH BEHAVIOR: ADVANCED YEAR	
10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.	32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively; (SKILL) 33. Using the value of cultural humility, provide culturally sensitive services in urban settings; (VALUE) 34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems; (KNOWLEDGE) 35. Navigate complex social service delivery systems to secure effective resources for diverse client systems; (SKILL) 36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems. (VALUE)
11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.	37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings; (KNOWLEDGE) 38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision; (C-A PROCESSES) 39. Demonstrate the ability to choose and implement strategies to promote effective administration policies; (SKILLS) 40. Model ethical decision-making for agency administration based on social work values and ethics; (VALUES)

12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.	41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society. (SKILLS) 42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner; (KNOWLEDGE) 43. Use reflection and self-awareness to contemplate possible leadership roles to pursue. (C-A PROCESSES)
--	--

Building on the curriculum of the Foundation Year (See AS 2.0), the curriculum is developed and organized as a coherent and integrated whole so that students are well-prepared to fulfill the goals of the program. The sequencing of courses provides a framework for broadening and deepening students' understanding of conceptual material and to allow for an integration of the knowledge, values and skills of advanced generalist practice (See Table 2.2). In addition to further developing self-awareness and a full understanding of the values of the profession and of ethical behavior for professional practice as described in the *Code of Ethics* of NASW, during the Advanced Year students are well-prepared for leadership positions in urban-based social service agencies. Following is an overview of the curriculum.

TABLE 2.2: M.S.W. PROGRAMS OF STUDY: ADVANCED YEAR					
TRACK A: 2- Year Full-time (65 credits)					
<i>Offered in evening classes only.</i>					
YEAR TWO					
<i>Fall Semester</i>		<i>Credits</i>		<i>Spring Semester</i>	
<i>Credits</i>		<i>Credits</i>		<i>Credits</i>	
SWK 713	Advanced Practice in the Urban Environment I	3	SWK 714	Advanced Practice in the Urban Environment II	3
SWK 707	Understanding Clinical Assessment and Diagnosis	3	SWK 729	Administration in Urban Agencies	3
SWK 727	Supervision in Agency-Based Practice	3	SWK 745	Social Welfare Policy Practice	3
*SWK 773	Fieldwork and Seminar III	5	SWK 747	Social Research II	3
SWK 680	Special Topics in Social Work or one elective from SWK 681-690	3	*SWK 774	Fieldwork and Seminar IV	5
<i>*Students are required to complete 3 full days per week of fieldwork each semester:</i>					
TRACK B: 3- Year Extended Program (65 credits)					
<i>Offered in evening classes only.</i>					

Extended students are matriculated students and are subject to the same admissions requirements as 2-year students. Extended students complete the first-year curriculum in two years and take the second year curriculum on a full-time basis in the third year.

YEAR THREE

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
SWK 713	Advanced Practice in the Urban Environment I	3	SWK 714	Advanced Practice in the Urban Environment II	3
SWK 707	Understanding Clinical Assessment and Diagnosis	3	SWK 729	Administration in Urban Agencies	3
SWK 727	Supervision in Agency- Based Practice	3	SWK 745	Social Welfare Policy Practice	3
*SWK 773	Fieldwork and Seminar III	5	SWK 747	Social Work Research II	3
			*SWK 774	Fieldwork and Seminar IV	5

**Students are required to complete 3 full days per week of fieldwork each semester:*

TRACK C: Advanced Standing Program (34 credits)

Offered in evening classes only.

This track is available only to qualified graduates of baccalaureate social work programs that are accredited by the Council on Social Work Education. Students may be given credit for up to one year of the M.S.W. curriculum.

Applications for Advanced Standing must provide descriptions of courses in the undergraduate Social Work major. The Graduate Advisor will determine exemption from courses in the Year One curriculum.

YEAR ONE

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
SWK 713	Advanced Practice in the Urban Environment I	3	SWK 714	Advanced Practice in the Urban Environment II	3
SWK 707	Understanding Clinical Assessment and Diagnosis	3	SWK 729	Administration in Urban Agencies	3
SWK 727	Supervision in Agency- Based Practice	3	SWK 745	Social Welfare Policy Practice	3
*SWK 773	Fieldwork and Seminar III	5	SWK 747	Social Work Research II	3
SWK 680	Special Topics in Social Work <i>or</i> one elective from SWK 681-690	3	*SWK 774	Fieldwork and Seminar IV	5

**Students are required to complete 3 full days per week of fieldwork each semester:*

Curriculum design is used to develop a coherent and integrated curriculum for both classroom and field

The comprehensive curriculum of the Advanced Year expands the scope and depth of professional knowledge, values, and skills that are necessary for Advanced Generalist Practice in urban social service settings. Students synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. As Advanced Generalist social workers, they assess, intervene, and evaluate to promote human and social well-being and they perform the full range of social work activities and master the knowledge, values, and skills that enable them to assume leadership roles in the community. They seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including roles as clinicians, supervisors, administrators, and researchers. Advanced Generalist practitioners are aware of the critical linkages between practice and policy, and in their capacity as policy practitioners they are prepared to work to advocate for policies that advance human rights and social and economic justice. They are aware that social workers are life-long learners who are always engaged in a process of learning, exploration, and continuing analysis in an often challenging environment.

A key feature of our Advanced Year curriculum is the Capstone Project, an assignment in Social Welfare Policy Practice (SWK 745). The Capstone Project is an opportunity for students to integrate their learning from all courses, including Fieldwork, as well as from the implicit curriculum. Working collaboratively in teams of 4-6 students, they research a pressing urban social problem that is of particular interest to them. Once the social issue has been thoroughly studied, students continue to work in their groups to ultimately develop a response, which may take a variety of formats, such as an educational program, a media project, or a policy intervention. The response is presented to a larger audience, which might be within the College, a policy-based audience, interested groups in the community, or the professional community. For example, among the 19 projects completed during 2017-2018 were the following:

Elder Abuse

The initial idea for this Capstone Project emerged from the field placement of one of the students in the group. Through their research, these students discovered that mandated reporting requirements are not required for elder abuse in New York State. The group determined that while the Older Americans Act exists, it did not go far enough in addressing the issue of elder abuse and that the costs to society were considerable. Students identified a number of implications for social workers in practice. The group created a 10-item screening assessment tool that can be used for early detection, awareness, and prevention of elder abuse. They proposed that the tool be available in a number of practice locations such as health care provider offices, emergency rooms, and social security intake centers, to name a few. The students presented their screening assessment tool to administrators and staff at Circle of Care agency during one of their weekly meetings. As a result of this presentation, the agency agreed to incorporate the tool into their practice. The students created an electronic portfolio to showcase their work.

Gentrification in Harlem

Students sought to build awareness about the impact of gentrification on the Black and Latino community in Harlem. Students developed an in-depth historical timeline as a way to identify the larger community and societal implications and the impact on the provision of social services. Students designed their materials to be part of a social media campaign that would reach the

community of Harlem. As a beginning step, they presented at Reverend Al Sharpton's National Action Network to begin the conversation with community leaders and to obtain feedback on how to further address this issue. The students created an electronic portfolio to showcase their work.

Opioid Epidemic

This project focused on the opioid epidemic and the devastating social, economic, and psychological consequences for society at large and for vulnerable populations. For example, the abuse of drugs has led to an increase in deaths especially among young adults. This capstone group presented extensive data tracking the scope and cost of the problem throughout the years. New practice interventions and strategies were presented as were recommendations for policy reform, legislation, and social action. The students' abstract, describing their project, was selected for presentation at the Lehman College Annual Student Research and Scholarship event. The audience consisted of faculty, administration, students, and the president of the college.

Thus, the curriculum is integrated; each component of practice--working in direct practice with various systems, working in agency-based supervision and administration, and working in policy practice and research--is informed by the other. Reinforcing connections among the various systems at work, students take a policy course to learn how social workers function as policy practitioners striving for greater social justice, particularly for underserved urban populations. During the second Social Work Research course, students design a study related to a particular social problem affecting their clients or their fieldwork agency. In this research course, as well as in Advanced Social Work Practice in the Urban Environment I and II, advanced level students focus extensively on synthesizing knowledge and skills based on scientific inquiry and best practices. As part of the Supervision and Administration courses they study the impact of various systems, such as schools and behavioral health systems, on agencies and their role as advocates for underserved populations in their positions as agency administrators and supervisors. With Fieldwork experiences and an integrative Fieldwork Seminar ongoing throughout their years in the Program, they are able to apply the knowledge, values, and skills of the social work competencies achieved through the curriculum and feed back to the classroom their learning in Fieldwork.

M2.1.3: The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

In the Specialized Practice year, students enhance their knowledge, values, skills, and understanding of cognitive-affective processes of each of the nine competencies in accordance with the leadership role inherent in Advanced Generalist Practice. Three additional competencies have been added for students in the Specialized Practice Year, specifically pertaining to Advanced Generalist Practice.

For Competency 1, students enhance their understanding of ethical and professional behavior to include complex issues involving agency leadership of urban agencies serving severely underserved populations both through discussion and case examples in SWK 713 – Advanced Social Work Practice in the Urban Environment I, SWK 714 – Advanced Social Work Practice in the Urban Environment II, SWK 747 – Social Work Research II, SWK 729 – Administration of Urban Agencies, SWK 727 – Supervision in Agency-Based Practice, and the Capstone Project in SWK 745 –Social Welfare Policy Practice.

For Competency 2, there is an intense focus on how issues of oppression for diverse populations in the urban environment intersect with traumatic situations that occur in marginalized populations. For example, in SWK 713 – Advanced Social Work Practice in the Urban Environment I, a major piece of

this course focuses on trauma in diverse populations. This is carried into SWK 714 – Advanced Social Work Practice in the Urban Environment II with greater focus on family and community work. The Capstone Projects that students design and implement in SWK 745 – Social Welfare Policy Practice, further enhance student learning regarding diversity and difference in practice.

A major thrust of the Advanced Generalist year applies to Competency 3, advancing human rights and social, economic, and environmental justice and Competency 5, engaging in policy practice, which culminates in the aforementioned Capstone Project of SWK 745 – Social Welfare Policy Practice. Furthermore, SWK 729 – Administration in Urban Agencies, relates these competencies to their incorporation into the mezzo- and macro-levels of social work practice. It should be noted that the curriculum of every course in the Advanced Generalist Practice year is informed by a social justice lens. For example, in SWK 714 – Advanced Social Work Practice in the Urban Environment II, there is considerable focus on bringing a social justice and policy practice lens to practice with communities and organizations in Units III and IV.

In regard to Competencies 4 and 9, in preparation for a leadership role in agency practice, the Specialized Practice year curriculum focuses on practice-informed research, research-informed practice, and program evaluation. This is accomplished foremost in SWK 747 – Social Work Research II, where students are required to create a research proposal regarding practice issues pertaining to underserved populations in diverse communities. In the required course, SWK 729 – Administration in Urban Agencies, students learn models to critically analyze and evaluate organizational outcomes. In SWK 707 – Understanding Clinical Assessment and Diagnosis, evidence-based research and evaluation of practice are applied to working with diverse clients with behavioral health problems. In SWK 714 – Advanced Social Work Practice in the Urban Environment II, students focus on evaluation of practice with families, couples, children, as well as with communities in Units II and III.

Regarding Competencies 6, 7, and 8, SWK 713 and 714 – Advanced Social Work Practice in the Urban Environment I and II, focus intensively on engaging, assessing, and intervening with individuals, families, groups, and communities from a trauma-informed perspective, keeping in mind that the students are being prepared for leadership in social service agencies in the Bronx and surrounding communities. This is supplemented by course material in SWK 707 – Understanding Clinical Assessment and Diagnosis, which focuses on assessing, engaging, and intervening with clients who have mental health and substance misuse issues.

For the Specialized Practice year curriculum, three additional competencies were added to reflect the program's focus on Advanced Generalist Practice. Competency 10, is to “demonstrate the ability to provide direct services to diverse client systems within complex urban environments.” SWK 713 and 714 – Advanced Social Work Practice in the Urban Environment I and II use concepts of intersectionality and a multi-dimensional trauma-informed approach for students to enhance their learning regarding a leadership role in urban agencies servicing underserved populations. SWK 707 – Understanding Clinical Assessment and Diagnosis, further enhances this goal. The courses, SWK 727 and 729 – Supervision in Agency-Based Practice and Administration in Urban Agencies, teach students how to assume managerial roles in agency practice in complex urban environments.

Competency 11, to “demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings,” directly receives a strong focus in SWK 727 and 729 – Supervision in Agency-Based Practice and Administration in Urban Agencies. For Supervision in Agency-Based Practice, students are encouraged to perform a supervisory role either concurrently or subsequently in their fieldwork settings based on class learning. For Administration

in Urban Agencies, students are required to develop a grant proposal for a hypothetical program to address a gap in services for a particular underserved urban community.

Competency 12, to “assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments” is covered in the content of courses such as SWK 713 and 714 – Advanced Social Work Practice in the Urban Environment I and II and SWK 747 – Social Work Research II. However, the culmination of learning for this competency occurs in SWK 745 – Social Welfare Policy Practice in which students create their capstone projects demonstrating their ability to perform a leadership role as an Advanced Generalist social work practitioner.

M2.1.4: For each area of specialized practice, the 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.

Response to this standard consists of three sections, all of which include the three additional competencies and 12 behaviors related to advanced generalist practice:

- **Table 2.3**, “Competencies and Behaviors Integrated in Advanced Year Courses” illustrates where the 9 competencies and 31 behaviors encompassed in the competencies are addressed in the core curriculum. In addition, the 3 competencies and 12 behaviors added to enhance the curriculum (**See Table 2.4**) with content specific to the Advanced Generalist Practice specialization are included. 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.
- **Table 2.5**, “Specifying the Dominant Dimension of each Behavior” lists the competencies and behaviors for the core curriculum and enhanced curriculum for the Advanced Year. While the behaviors generally reflect more than one dimension (expected knowledge, skills, values, and cognitive and affective processes), the faculty ascribed a specific *dominant* dimension to each behavior to clarify the expected dimension of learning. This table lists the core competencies, the behaviors clarifying the competencies, and also the dimension that is most clearly associated with that behavior.
- The third section consists of a detailed matrix, **Table 2.6**, “Curriculum Matrix for Competencies and Behaviors Integrated in Advanced Year Courses” which is an elaboration of the content on the **Table 2.3**, “Competencies and Behaviors Integrated in Advanced Year Courses” and **Table 2.4**, “Additional Competencies and Behaviors Integrated in Advanced Year Courses.” 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 materials that comprise Volume 2.

TABLE 2.3: COMPETENCIES AND BEHAVIORS INTEGRATED IN ADVANCED YEAR COURSES

COMPE- TENCY	BEHA- VIOR	Under- standing Clinical Assessment & Diagnosis SWK 707	Advanced Social Work Practice I SWK 713	Advanced Social Work Practice II SWK 714	Super- vision in Agency- Based Practice SWK 727	Adminis- tration In Urban Agencies SWK 729	Social Welfare Policy Practice SWK 745	Social Work Research II SWK 747	Seminar/ Field III SWK 773	Seminar/ Field IV SWK 774
Comp. 1	1		X	X					X	X
	2		X	X					X	X
	3		X	X					X	X
	4		X	X					X	X
	5		X	X					X	X
Comp. 2	6		X				X		X	X
	7		X				X		X	X
	8		X				X		X	X
Comp. 3	9					X	X		X	X
	10					X	X		X	X
Comp. 4	11	X	X				X	X	X	X
	12		X				X	X	X	X
	13	X	X				X	X	X	X
Comp. 5	14					X	X		X	X
	15				X	X	X		X	X
	16				X	X	X		X	X

COMPE- TENCY	BEHA- VIOR	Under- standing Clinical Assess- ment & Diag- nosis SWK 707	Advanced Social Work Practice I SWK 713	Advanced Social Work Practice II SWK 714	Super- vision in Agency- Based Practice SWK 727	Adminis- tration in Urban Agencies SWK 729	Social Welfare Policy Practice SWK 745	Social Work Research II SWK 747	Seminar/ Field III SWK 773	Seminar/ Field IV SWK 774
Comp. 6	17	X	X	X					X	X
	18	X	X	X					X	X
Comp. 7	19	X	X	X					X	X
	20	X	X	X				X	X	X
	21	X	X	X				X	X	X
	22		X	X				X	X	X
Comp. 8	23		X	X	X				X	X
	24	X	X	X	X				X	X
	25	X	X	X	X	X			X	X
	26	X	X	X	X	X			X	X
	27		X	X	X	X			X	X
Comp. 9	28	X	X	X		X		X	X	X
	29	X	X	X		X		X	X	X
	30			X	X	X		X		X
	31			X	X	X		X		X

**TABLE 2.4: ADDITIONAL COMPETENCIES AND BEHAVIORS OF THE
ADVANCED YEAR INTEGRATED IN COURSE**

COMPE- TENCY	BEHA- VIOR	Under- standing Clinical Assess- ment & Diag- Nosis SWK 707	Advanced Social Work Practice I SWK 713	Advanced Social Work Practice II SWK 714	Super- vision in Agency- Based Practice SWK 727	Adminis- tration In Urban Agencies SWK 729	Social Welfare Policy Practice SWK 745	Social Work Research II SWK 747	Seminar/ Field III SWK 773	Seminar/ Field IV SWK 774
Comp. 10	32		X	X			X		X	X
	33		X	X					X	X
	34	X	X	X					X	X
	35		X	X	X	X	X		X	X
	36		X	X	X	X	X		X	X
Comp. 11	37				X				X	X
	38				X				X	X
	39					X			X	X
	40					X			X	X
Comp. 12	41		X	X			X	X	X	X
	42						X			X
	43			X			X			X

**DESIGNATED DIMENSIONS FOR EACH BEHAVIOR, INCLUDING BEHAVIORS #32-43
FOR THE ADVANCED YEAR**

Competencies 10-12 and Behaviors 32-43 are in the MSW Advanced Year only

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.

TABLE 2.5: SPECIFYING THE DOMINANT DIMENSIONS OF EACH BEHAVIOR: ADVANCED YEAR	
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; (VALUES) 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; (C-A PROCESSES) 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; (SKILLS) 4. Use technology ethically and appropriately to facilitate practice outcomes; and (SKILLS) 5. Use supervision and consultation to guide professional judgment and behavior. (C-A PROCESSES)
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; (SKILLS) 7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and (SKILLS) 8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (C-A PROCESSES)
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 (VALUES) 10. Engage in practices that advance social, economic, and environmental justice. (SKILLS)
4. Engage in practice-informed research and research-informed practice	11. Use practice experience and theory to inform scientific inquiry and research; (KNOWLEDGE)

	<p>12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and (C-A PROCESSES)</p> <p>13. Use and translate research evidence to inform and improve practice, policy and service delivery. (SKILLS)</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; (KNOWLEDGE)</p> <p>15. Assess how social welfare and economic policies impact the delivery of and access to social services; and (SKILLS)</p> <p>16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (C-A PROCESSES)</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 (KNOWLEDGE)</p> <p>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (SKILLS)</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; (C-A PROCESSES)</p> <p>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; (KNOWLEDGE)</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 (SKILLS)</p> <p>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (SKILLS)</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; (SKILLS)</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; (KNOWLEDGE)</p> <p>25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; (SKILLS)</p> <p>26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and (SKILLS)</p> <p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals. (SKILLS)</p>
9. Evaluate practice with individuals, families, groups, organizations, and communities	<p>28. Select and use appropriate methods for evaluation of outcomes; (SKILLS)</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; (KNOWLEDGE)</p> <p>30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and (C-A PROCESSES)</p>

	31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (SKILLS)
10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.	32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively; (SKILL) 33. Using the value of cultural humility, provide culturally sensitive services in urban settings; (VALUE) 34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems; (KNOWLEDGE) 35. Navigate complex social service delivery systems to secure effective resources for diverse client systems; (SKILL) 36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems. (VALUE)
11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.	37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings; (KNOWLEDGE) 38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision; (C-A PROCESSES) 39. Demonstrate the ability to choose and implement strategies to promote effective administration policies; (SKILLS) 40. Model ethical decision-making for agency administration based on social work values and ethics; (VALUES)
12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.	41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society. (SKILLS) 42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner; (KNOWLEDGE) 43. Use reflection and self-awareness to contemplate possible leadership roles to pursue. (C-A PROCESSES)

Accreditation Standard: M2.0.3**TABLE 2.6: CURRICULUM MATRIX FOR COMPETENCIES AND BEHAVIORS INTEGRATED IN ADVANCED YEAR COURSES**

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. DOMINANT DIMENSION: VALUES							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice I (SWK 713)	I-III, V	Hepworth et al., Ch. 1: Operationalizing the cardinal social work values	NASW Code of Ethics; NASW Standards and indicators for cultural competence in social work practice; Marsh, Social Justice: Social work's organizing value; Furman, Ethical considerations of evidence-based practice; Reamer, Boundary issues in social work: Managing dual relationships; Gonzalez-Prendes & Brisebois, Cognitive-behavioral therapy and social work values	Role play; Experiential class exercises; Class discussion	Mid-term assignment - Reflection in Practice	Asynchronous #2, Pedagogy of the Oppressed	
Adv. Practice II (SWK 714)	I	Yalom, Ch. 2: Avoid diagnosis; Ch. 9: Acknowledge your errors; Ch. 53: Take notes of each session; Ch. 64: Never be sexual with patients	NASW Code of Ethics; Chapman et al: What we bring to practice; Bolen, Managed care and evidence-based practice: The untold story; Reisch & Lowe, Of means and ends revisited: Teaching ethical community organizing in an unethical society	Experiential class exercises; Role play; Class discussion	Final assignment: Linda		
Fieldwork III (SWK 773)				Case discussion, Role plays	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 2: - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.							
<i>DOMINANT DIMENSION: COGNITIVE-AFFECTIVE PROCESSES</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice I (SWK 713)	I-V	Hepworth et al., Ch. 1: Operationalizing the cardinal social work values; Ch. 18: managing barriers to change; Friere, Pedagogy of the oppressed; Turner, Ch. 3: Client-Centered Theory; Ch. 15: Gestalt Theory and Social work Treatment;	NASW Code of Ethics (2017); Fleisher, Countertransference challenges in working with diversity; Hayes et al., Countertransference in successful and unsuccessful cases of psychotherapy; Acker, Social work and managed care; Reamer, Boundary issues in social work: Managing dual relationships; NASW Standards and indicators for cultural competence in social work practice; Lucas, Microaggressions, macroaggressions, and disability; Warde, Enhancing the cultural competency of social work students; Hernandez et al., Vicarious resilience; Wagaman, The role of empathy in burnout; Senreich, A Gestalt approach to social work practice; Clemens, A feminist group for women rape survivors; Leitz, Strenths-based group practice; Salmon & Steinberg, Staying in the mess	Class discussion; Case studies, Experiential exercises	Midterm Assignment - Reflection in Practice; Submission of process recordings	Asynchronous #2, Pedagogy of the Oppressed	
Adv. Practice II (SWK 714)	I, VI	Yalom, Ch. 9: Acknowledge your errors; Ch. 12: Engage in personal therapy; Ch. 20: Use your own feelings as data	Abbott; Understanding transference & countertransference; Foster, The clinician's cultural countertransference; Baum, Therapists' responses to treatment termination; Gelman, MSW students' experience with termination	Experiential class exercises; Class discussion	Final assignment: Linda	Asynch. 2: Community Organization	
Fieldwork III (SWK 773)				Class discussion, Role plays	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 3: - Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice III (SWK 713)	I-V	Lehman College SBIRT and motivational interviewing manual; Hepworth et al., Ch. 1: Operationalizing the cardinal social work values	NASW Code of Ethics; Acker, Social work and managed care; Reamer, Boundary issues in social work: Managing dual relationships; NASW Standards and indicators for cultural competence in social work practice; Wagaman, The role of empathy in burnout; Wahab, Motivational interviewing; Clemens, A feminist group for women rape survivors; Salmon, Staying in the mess; Turner, Concepts for effective facilitation of open groups.	Class discussion; Case presentations	Submission of process recordings	Asynchronous #1 ATTC eLearning 4-hour SBIRT training	
Adv. Practice IV (SWK 714)	I, VI	Yalom, Ch. 53: Take notes of each session; Ch. 64: Never be sexual with patients; Ch. 84: Beware the occupational hazards		Class discussion	Final assignment; Linda		
Fieldwork III (SWK 773)				Role plays Class discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 4: - Use technology ethically and appropriately to facilitate practice outcomes.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice III (SWK 713)	II-IV	NASW Code of Ethics (2017)	Battista-Freeze, the high-tech social worker – myth or reality?	Class discussion		Asynch #1 – ATTC eLearning 4 hour SBIRT training	
Adv. Practice IV (SWK 714)	I		ASWB, Model regulatory standards for technology and social work practice; Barsky, Social work and technology; Simpson, Staying in touch in the digital era	Case examples, Class discussion			
Fieldwork III (SWK 773)				Class discussion, Case discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 5: - Use supervision and consultation to guide professional judgment and behavior.							
<i>DOMINANT DIMENSION: COGNITIVE-AFFECTIVE PROCESSES</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice III (SWK 713)	I-V	Hepworth, Ch. 1: Operationalizing the cardinal social work values; Kadushin & Harkness, Ch. 4: Educational supervision; Freire, Pedagogy of the oppressed;	NASW Code of Ethics (2017); Furman, Ethical considerations of evidence-based practice; Hernandez et al., Vicarious resilience; Wagaman, The role of empathy in burnout; Doel, Difficult behavior in groups		Submission of process recordings; Mid-term Assignment, Reflection in Practice	Asynch #2, Pedagogy of the Oppressed	
Adv. Practice IV (SWK 714)	I	Kadushin & Harkness, Ch. 6: Supportive supervision;	Bruce & Austin, Social work supervision; Kadushin, What's wrong, what's right with social work supervision	Class discussion	Final assignment: Linda		

Fieldwork III (SWK 773)				Class discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Small and large group discussions	Process recordings		Field visit 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. *DOMINANT DIMENSION: SKILLS*

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice III (SWK 713)	I-III	Freire, Pedagogy of the oppressed, Ch. 1&2	Mattsson, Intersectionality as a useful tool; Abrams & Moio, Critical race theory and the cultural competence dilemma; Flynn & Hassan, Critical race theory; Lucas, Microaggressions, macroaggressions, and disability; NASW Standards and indicators for cultural competence in social work practice; Warde, The cultural genogram; Yosso, Whose culture has capital?	Case presentations; experiential exercises	Midterm paper, Reflection in Practice	Asynch #2, Pedagogy of the Oppressed	
Policy Practice (SWK 745)	IC	Hoefer, Ch. 3: Getting Involved; Ch. 4: Understanding the Issue	Clark, Dark Ghetto	Class discussion	Capstone; Dark Ghetto written assignment		
Fieldwork III (SWK 773)				Experiential exercises, Case discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Small and large groups class discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 7: - Present themselves as learners and engage clients and constituencies as experts of their own experiences.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice III (SWK 713)	I-III	Freire, Pedagogy of the oppressed, Ch. 1&2	Fleischer, Counter-transference challenges in working with diversity; Hayes et al., Counter- transference in successful and unsuccessful cases of psychotherapy; Mattsson, Intersectionality as a useful tool; Abrams & Moio, Critical race theory and the cultural competence dilemma; Flynn & Hassan, Critical race theory; NASW Standards and indicators for cultural competence in social work practice; Warde, The cultural genogram; Yosso, Whose culture has capital?	Case studies; Review of process recordings; Role play	Submission of process recordings; Midterm paper, Reflection in Practice; Final Paper, Case of J.	Asynch #1 - ATTC eLearning 4 hour SBIRT training; Asynch #2 – Pedagogy of the Oppressed	
Policy Practice (SWK 745)	1B IC	Hoefler, Ch. 1: Unified model for advocacy Practice; Ch. 2: Social justice and advocacy	Figuroa-McDonough, Policy practice: The neglected side of social work intervention; Clark, Dark Ghetto	Class discussion	Dark Ghetto written assignment		
Fieldwork III (SWK 773)				Experiential exercises, Small group discussion, Role play	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Small and large group discussions	Process recordings		Field visit 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. <i>DOMINANT DIMENSION: COGNITIVE-AFFECTIVE PROCESSES</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice III (SWK 713)	I-III	Freire, Pedagogy of the oppressed, Ch. 1&2	Hayes et al., Counter- transference in successful and unsuccessful cases of psychotherapy; Fleischer, Countertransference challenges in working with diversity; Mattsson, Intersectionality as a useful tool; Abrams & Moio, Critical race theory and the cultural competence dilemma; Flynn & Hassan, Critical race theory Lucas, Microaggressions, macro- aggressions, and disability; NASW Standards and indicators for cultural competence in social work practice; Warde, The cultural genogram; Yosso, Whose culture has capital?	Experiential exercises; Case discussion; Role play	Midterm paper, Reflection in Practice	Asynch #1 – Pedagogy of the Oppressed	
Policy Practice (SWK 745)	3	Hoefler, Ch.7: Presenting your information effectively	Clark, Dark Ghetto; NASW Code of Ethics; IFS/IASSW Statement of Principles	Small group activity: Ethical dilemmas	Capstone; Dark Ghetto written assignment		
Fieldwork III (SWK 773)				Experiential exercises; Case discussion, Dramatization of process recordings	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Small and large group discussions	Process recordings		Field visit 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. <i>DOMINANT DIMENSION: VALUES</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Administration (SWK 729)	VIII	Hasenfeld, Ch. 6: Organizations forms as moral practices	NASW Code of Ethics, Sections 2,3,& 6: Council on Accreditation Standards for Risk Management			Assignment #5- Mission Accomplished or Nonprofits go out of business	
Policy Practice (SWK 745)	IC	Hoefler, Ch. 3: Getting Involved; Ch. 4: Understand- ing the Issue	Clark, Dark Ghetto	Class discussion	Capstone; Dark Ghetto written assignment	Communities assignment	
Fieldwork III (SWK 773)				Class discussion, Case discussion, Small group discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Small and large groups discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 10: - Engage in practices that advance social, economic, and environmental justice. <i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Administration (SWK 729)	III	Hasenfeld, Ch. 10: Leadership styles & leadership change in human & community service organizations; Patti, Ch. 6: Organizational climate & culture and performance in the human services; Ch. 7, Leadership & performance in Leadership Organizations; Ch. 18 Nonprofit boards.					

Policy Practice (SWK 745)	II	Hoefler, Ch. 5: Planning in advocacy practice	Domanski, Prototypes of social work political participation: an empirical model; Hamilton & Fauri, Social workers' political participation: Strengthening the political confidence of social work students; Clark, Dark Ghetto; NASW Code of ethics	Small group activity: 2 minute elevator speech; Class discussion	Capstone; Dark Ghetto written assignment	Communities assignment	
Fieldwork III (SWK 773)				Class exercises	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (774)				Small and large group discussions	Process recordings		Field visit 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.

DOMINANT DIMENSION: KNOWLEDGE

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707)	I,II, IV, V	Corcoran & Walsh: Ch. 1: Diagnosis and the social work profession; Ch. 2: Biopsychosocial risk and resilience and strengths Assessment; DSM-5: Intro	Corrigan: How clinical diagnosis might exacerbate the stigma of mental illness; Seligman & Csikszentmihalyi: Positive psychology; Pratt et al.: Psychosocial rehabilitation in older adults with serious mental illness	Role plays; Experiential exercises	Term paper	Asynchronous assignment-case study of Daisy	
Adv. Practice III (SWK 713)	I, III-V	Lehman College SBIRT and motivational interviewing manual; Turner, Ch. 4: Cognitive behavior theory, Ch. 5.:Cognitive theory	Acker, Social work and managed care; Adams et al., Limitations of evidence-based practice for social work education; Wahab, Motivational interviewing and social work practice; Gonzalez-Prendes & Brisebois, Cognitive-behavioral therapy and social work values: A critical analysis	Case discussion; Discussion of readings	Final Paper, Case of J	Asynch #1 - ATTC eLearning 4 hour SBIRT training	
Policy Practice (SWK 745)	IV	Hoefler, Ch. 8: Electronic advocacy; Ch. 9. Evaluating advocacy	Scott et al., Social media and child welfare: Policy, training, the risks and benefits from an administrator's perspective; Clark, Dark Ghetto	Class discussion	Capstone; Dark Ghetto written assignment		

Research II (SWK 747)	I,II, III, IV	Rubin & Babbie, Ch. 1: Why study research; Ch. 2: Evidence-based practice; Ch. 4: Factors influencing Research Process; Ch. 6: Culturally Competent Research; Ch. 7: Problem Formulation; Ch. 11: Sampling: Quantitative and Qualitative Approaches Ch. 12: Experiments and Quasi-Experiments; Appendix A&B.	Veronese et al., Family quality of life and child psychological well-being in Palestine; y. Gewirtz, Hart-Shegos & Medhanie: Psychosocial status of homeless children and youth in family supportive housing	Class discussions and exercises	Written Assignment 1 (Step I of research proposal): Formulation of the Problem Reflective Research Diary		
Fieldwork III (SWK 773)				Group discussions	Process recordings		Field visit; Field eval
Fieldwork IV (SWK 774)				Group discussions	Process recordings		Field visit; Field eval

Behavior 12: - Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. DOMINANT DIMENSION: COGNITIVE-AFFECTIVE PROCESSES							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice III (SWK 713)	III, IV	Herman, Trauma and Recovery; Lehman College SBIRT and motivational interviewing manual	Acker, Social work and managed care: Measuring competence, burnout, and role stress of workers providing mental health services in a managed care era; Adams et al., Limitations of evidence-based practice for social work education	Discussion of readings; Case discussion	Final paper, Case of J	Asynch #1 - ATTC eLearning 4 hour SBIRT training	
Policy Practice (SWK 745)	IV	Hoefer, Ch. 9: Evaluating advocacy, Ch.10: Ongoing monitoring		Small group activity: Evaluation; Class discussion	Capstone		

Research II (SWK 747)	IV	Rubin & Babbie: Ch. 3 Quantitative; Qualitative and Mixed Methods of Inquiry		Class Discussion and exercises	Written Assignment 2 (Step II of research proposal):Abbreviated Literature Review		
Fieldwork III (SWK 773)				Experiential exercises	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Role play, Small group discussion	Process recordings		Field visit Fieldwork evaluation

Behavior 13: - Use and translate research evidence to inform and improve practice, policy and service delivery.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707)	I, II, IV, V	Corcoran & Walsh: Ch. 2, Bio-psycho-social: Risk and resilience and strengths assessment.	Deegan: Recovery as a journey of the heart; Ware, Tugenberg & Dickey: Practitioner relationships and quality of care for low-income persons with serious mental illness; Sells et al.: Recovering the self in schizophrenia an integrative review of qualitative studies; Zayas et al.: Understanding suicide attempts by Hispanic adolescent females.	Role plays Experiential exercises	Term paper	Asynchronous assignment- case study of Daisy	
Adv. Practice I (SWK 713)	III, IV	Lehman College SBIRT and motivational interviewing manual; Herman, Trauma and Recovery	Acker, Social work and managed care: Measuring competence, burnout, and role stress of workers providing mental health services in a managed care era; Adams et al., Limitations of evidence-based practice for social work education	Discussion of readings	Final paper, Case of J	Asynch 1 - ATTC eLearning 4 hour SBIRT training	
Policy Practice (SWK 745)	III	Hoefer, Ch. 7: Presenting your information effectively	Pritzker & Burnwell, Promoting election related policy practice among social work students	Small group activity: Evaluation; Class discussion	Capstone		
Research II (SWK 747)	VII, VIII			In-class research laboratory	Written Assignment 3 (Step III of Research Proposal): Project Description and Final Research Proposal		
Fieldwork III (SWK 773)				Large group discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Small and large group discussions	Process recordings		Field visit Fieldwork evaluatio

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. <i>DOMINANT DIMENSION, KNOWLEDGE</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Administration (SWK 729)	II	Hasenfeld, Ch. 21:Organizational change in human service organizations; Light, Ch. 2: Logic of investment; Ch. 3: The state of nonprofit capacity building; Ch. 4: The case for capacity building. Patti, Ch 4: Structure & financing of human service organizations.	McKinsey, Capacity analysis matrix; Williams-Gray, Building capacity in nonprofit human services agencies through organizational assessment during the accreditation process.		Midterm: Organizational life cycle & organizational profile	Assignment #3- The state of nonprofit capacity building	
Policy Practice (SWK 745)	III	Hoefler, Ch. 6: Advocating through education, persuasion, and negotiation	Israel et al., Community based participatory research: a capacity building approach for policy advocacy aimed at eliminating health disparities; Clark, Dark Ghetto	Class discussion	Capstone Dark Ghetto written assignment	Communities assignment	
Fieldwork III (SWK 773)				Small group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 15: - Assess how social welfare and economic policies impact the delivery of and access to social services.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Supervision (SWK 727)	II, IV	Kadushin & Harkness, Preface & Chapter 1: History, definition, and significance; NASW & ASWB: Best practice standards in social work supervision.	Brashears, Supervision & social work practice: A reconceptualization.	Discussion: Ethics & Supervision.	Paper Assignment I: Agency supervision Process Analysis. Paper Assignment II: Case Scenario. Group Oral Presentation # 1: The NASW Code of Ethics and supervision.		
Administration (SWK 729)	II	Hasenfeld, Ch. 21: Organizational change in human service organizations. Light, Ch. 2: Logic of investment; Ch.3: The state of nonprofit capacity building; Ch. 4: The case for capacity.	McKinsey, Capacity analysis matrix. Williams-Gray, Building capacity in nonprofit human services agencies through organizational assessment during the accreditation process.		Midterm: Organizational life cycle & organizational profile.	Assignment #3: The state of nonprofit capacity building.	
Policy Practice (SWK 745)	IV	Hoefler, Ch. 9: Evaluating advocacy; Ch.10: Ongoing monitoring		Class discussion		Communities assignment	
Fieldwork III (SWK 773)				Small group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Large and small group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 16: - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.							
<i>DOMINANT DIMENSION: COGNITIVE-AFFECTIVE PROCESSES</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Supervision (SWK 727)	V,VI	DeGroot, Ch. 5: A strengths focus on quality leadership; Kadushin & Harkness, Ch. 2: Administrative supervision; Ch. 3: Administrative supervision: Problems in implementation		Discussion & Role play: Diversity scenarios in supervision	Group Oral Presentation Assignment # 3- Issues of diversity in supervision	Asynchronous Assignment- Supervision Diary	
Administration (SWK 729)	I, II	Patti, Ch. 3: Human service, administration and organizational development; Ch.4: Structure and financing of human service organizations Light, Ch 6: The spiral of sustainable excellence. Simon, The five stages of nonprofit organizations. Patti, Ch.4 Structure and financing of human service organizations.	Bailey & Grochau, Aligning leadership needs to the organizational stage of development: Applying management theory to nonprofit organizations		Midterm assignment: Organizational lifecycle & capacity profile.	Assignment #1: Muslim Women's Institute & Life Stage Model Application; Assignment #3: Discussion of Field Agency Capacity	
Policy Practice (SWK 745)	III	Hofer, Ch. 6: Advocating through education, persuasion, and negotiation	Guo & Saxton, Tweeting social change: How social media are changing nonprofit advocacy; Clark, Dark Ghetto	Class discussion	Capstone; Dark Ghetto written assignment	Communities assignment	
Fieldwork III (SWK 773)				Small group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Large group discussions	Process recordings		Field visit 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.							
<i>DOMINANT DIMENSION: KNOWLEDGE</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707)	II	Corcoran, & Walsh, Ch. 2, Biopsychosocial risk and resilience and strengths assessment.	Corrigan: How clinical diagnosis might exacerbate the stigma of mental illness. Seligman & Csikszentmihalyi: Positive psychology: An introduction.	Role Plays; Experiential exercises	Term paper	Asynchronous assignment-case study of Daisy	Midterm exam Final exam
Adv. Practice I (SWK 713)	III, IV	Lehman College SBIRT and motivational interviewing manual; Herman, Trauma and Recovery	Lucas, Microaggressions, macroaggressions, and disability; Joseph & Murphy, Trauma: A unifying concept for social work	Class discussion; Case examples; Discussion of readings	Midterm, Reflection in Practice; Final Assignment, Case of J	Asynch #1 - ATTC eLearning 4 hour SBIRT training	
Adv. Practice II (SWK 714)	I-III	Yalom, Ch. 76: CBT is not what it's cracked up to be; Netting, et al., Ch. 5, Understanding Communities; Nichols, Ch.5, Bowen family systems therapy; Ch. 6, Strategic family therapy; Ch. 7, Structural family therapy	Nelson et al.: Building value-based partnerships; Watts et al.: Community participation in the development of services; Brown, Bowen family systems theory and practice	Case examples; Class discussion	Final Assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	
Fieldwork III (SWK 773)				Large and small group discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Large and small group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 18: - Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707)	II, IV	Corcoran,&Walsh: Ch.2, Biopsychosocial Risk and Resilience and Strengths Assessment.	Zayas et al.: Understanding suicide attempts by Hispanic adolescent females.	Role plays; Experiential exercises	Term paper	Asynchronous assignment-case study of Daisy	
Adv. Practice I (SWK 713)	III	Lehman College SBIRT and motivational interviewing manual; Yalom, The gift of therapy	Mattsson, Intersectionality as a useful tool; Lucas, Microaggressions, macroaggressions, and disability; Eaton, Come as you are! Creating community with groups	Role play; Experiential exercises	Submission of process recordings; Midterm paper, Reflection in Practice; Final paper, Case of J	Asynch #1 - ATTC eLearning 4 hour SBIRT training; Asynch #2. Pedagogy of the Oppressed	
Adv. Practice II (SWK 714)	I-III	Netting, Ch. 3, Engaging with diverse populations; Nichols, Ch. 4, The fundamental concepts of family therapy	Foster, The clinician's cultural countertransference; Athanassiadou, Preparing the child facing surgery; McPhatter & Ganaway, Beyond he rhetoric: Strategies for implementing culturally effective practice with children, families and communities; Crawford & Johnson, Mothers vs. the Board of Education	Class discussion, Role plays, Experiential exercises, Case examples	Final Assignment: Linda	Asynch 2: Community Organization	
Fieldwork III (SWK 773)				Role play, experiential exercises	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Dramatization of process recordings and Class discussion	Process recordings		Field visit 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.							
<i>DOMINANT DIMENSION: COGNITIVE-AFFECTIVE PROCESSES</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707)	III - X	Corcoran & Walsh: Ch. 3: Autistic Spectrum Disorder; Ch. 4: Neuro-developmental Disorders, ADHD; Ch. 5: Schizophrenia; Ch. 6: Bipolar disorders; Ch.7:Depressive Disorders; Ch. 8, The Anxiety, Obsessive-Compulsive and Trauma and Stressor Related Disorders;Ch. 9: Eating Disorders; Ch . 10: Oppositional Defiant Disorder and Conduct Disorder. Ch. 11:Substance-Related and Addictive Disorders Ch. 12: Neurocognitive Disorders.Ch.13: Borderline Personality Disorders.	Pratt et al.: Psychosocial rehabilitation of older adults with serious mental illness: A review of the research literature and recommendations for development of rehabilitative approaches; Davidson et al.: "Simply to be let in": Inclusion as a basis for recovery; Sells et al.: Recovering the Self in Schizophrenia: An Integrative Review of Qualitative Studies; NASW Standards and indicators for cultural competence in social work practice;	Role plays; Experiential exercises	Term paper	Asynchronous assignment-Daisy	
Adv. Practice I (SWK 713)	III, V, VI	Lehman College SBIRT and motivational interviewing manual; Turner, Ch. 3: Client-centered theory and the person-centered approach: Values-based, evidence supported	Gitterman & Knight, Empowering clients to have an impact on their environment; Joseph & Murphy, Trauma: A unifying concept for social work; Lietz, Strengths-based group practice: Three case studies; Berzoff, Why we need a bio-psycho-social perspective with vulnerable, oppressed, and at-risk clients	Case discussion	Submission of process recordings; Midterm paper, Reflection in Practice; Final paper, Case of J	Asynch #1 - ATTC eLearning 4 hour SBIRT training	
Adv. Practice II (SWK 714)	II, III	Netting, Ch.6, Assessing communities Nichols, Ch. 11, Family therapy in the 21 st century	Pine & Drachman, Effective child welfare practice with immigrant and refugee children and their families; Bowen, Family systems theory and practice: Illustration and critique	Case examples; Class discussion	Final Assignment: Linda	Asynch 1: Family Systems Theory; Asynch 2: Community Org.	
Fieldwork III (SWK 773)			Role play, Class discussion	Process recordings			Field visit; Field eval
Fieldwork IV (SWK 774)			Case discussions, class discussions	Process recordings			Field visit; Field eval

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.							
<i>DOMINANT DIMENSION: KNOWLEDGE</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707)	III - X	DSM-5: Personality Disorders, Corcoran, & Walsh, Ch.13, Borderline personality disorders, DSM-5:Neuro-developmental disorders; Disruptive, impulse control, and conduct disorders; Schizophrenia spectrum and other psychotic disorders; Depressive disorders, bipolar and related disorders; Neuro-cognitive disorders	Deegan: Recovery as a journey of the Heart; Ware et al., Practitioner relationships and quality of care for low-income persons with serious mental illness; Corrigan: How clinical diagnosis might exacerbate the stigma of mental illness; Seligman & Csikszentmihalyi; Positive Psychology, An introduction; Pratt et al., Pssycho-social rehabilitation in older adults with serious mental illness; Zayas et al., Understanding suicide attempts by Hispanic adolescent females.	Role plays; Experiential exercises; Discussion of readings	Term paper	Asynchronous assignment-Daisy	Midterm exam Final exam
Adv.Practice I (SWK 713)	I, III, IV VI	Lehman College SBIRT and motivational interviewing manual; Hepworth et al., Ch. 18: Managing barriers to change; Turner, Ch. 23: Oppression theory and social work treatment	Salas et al., Critical theory; Yosso, Whose culture has capital?; Covington, Women and addiction; Gitterman & Knight, Empowering clients to have an impact on their environment; Joseph & Murphy, Trauma: A unifying concept for social work; Joseph & Murphy, Trauma: A unifying concept for social work; Knight, Trauma-informed social work practice.	Case discussion	Submission of process recordings; Midterm paper, Reflection in Practice; Final paper, Case of J	Asynch #1; ATTC eLearning 4 hour SBIRT training	
Adv. Practice II (SWK 714)	II	Netting, Ch. 5, Understanding communities; Nichols, Ch.5, Bowen family systems therapy; Ch. 6, Strategic family therapy; Ch. 7, Structural family therapy	Bennun, Evaluating family therapy: A comparison of the Milan and problem-solving approaches; Brown, Family systems theory and practice; Minuchin et al., The teenager who is a liar: Helping a family redefine its story	Class discussion; Case examples	Final Assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	

Social Work Research II (SWK 747)	I, II, III	Rubin & Babbie: Ch. 2, Evidence-based practice; Ch. 6, Culturally competent research; Ch. 7, Problem Formulation	Veronese, Fiore, Castiglioni, & Natour: Family quality of life and child psychological well-being in Palestine: A pilot case study; Gewirtz, Hart-Shegos, & Medhanie: Psychosocial status of homeless children and youth in family supportive housing.	Class Discussions, In-Class Research Laboratory	Written Assignment 2 (Step II of research proposal): Abbreviated Literature Review; Written Assignment 3 (Step III of Research Proposal): Project Description and Final Research Proposal; Reflective Research Diary		
Fieldwork III (SWK 773)				Small and large groups discussions	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Small and large group discussions	Process recordings		Field visit 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. DOMINANT DIMENSION: SKILLS							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707)	I, II	Corcoran & Walsh, Ch 1, Diagnosis and the Social Work Profession; Ch. 2, Biopsychosocial Risk and Resilience and Strengths Assessment. DSM-5: Introduction	Deegan: Recovery as a journey of the heart. Ware et al.; Practitioner relationships and quality of care for low-income persons with serious mental illness; Corrigan: How clinical diagnosis might exacerbate the stigma of mental illness; Seligman & Csikszentmihalyi; Positive Psychology, An introduction.	Role plays; Experiential exercises	Term paper	Asynchronous assignment- Daisy	
Adv. Practice III (SWK 713)	III, V, VI	Lehman College SBIRT and motivational interviewing manual; Turner, Ch. 9: Empowerment approach to social work treatment, Ch. 23: Oppression theory and social work treatment	Gitterman & Knight, Empowering clients to have an impact on their environment; Berzoff, Why we need a bio-psycho-social perspective with vulnerable, oppressed, and at-risk clients; Eaton, Come as you are! Creating community with groups; Lietz, Strengths-based group practice;	In-class exercise; Case discussion	Submission of process recordings; Midterm paper, Reflection in Practice; Final paper, Case of J	Asynch #1 - ATTC eLearning 4 hour SBIRT training	
Adv. Practice IV (SWK 714)	II, III, IV	Netting, Ch. 6, Assessing communities; Ch. 10, Selecting appropriate strategies and tactics	McPhatter & Ganaway, Beyond the rhetoric: Strategies for implement culturally effective practice with children and communities; Hardina, The use of dialogue in community organization practice; Nelson et al., Building value-based partnerships: Towards solidarity with oppressed groups	Small group exercise; Class discussion; Case examples	Final Assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	
Social Work Research II (SWK 747)	VI, VII, VIII	Rubin & Babbie: Ch. 13, Single case evaluation designs; Ch. 14, Program evaluation	Cooper: Treatment of a client with obsessive-compulsive disorder. <i>Social Work Research and Abstracts.</i>	Class Discussions, In-class research laboratory	Written Assignment 2: (Step II of research proposal): Abbreviated Literature Review; Written Assignment 3		

					(Step III of Research Proposal): Project Description and Final Research Proposal		
Fieldwork III (SWK 773)				Role play, class discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Role play, class discussion	Process recordings		Field visit Fieldwork evaluation

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

DOMINANT DIMENSION: SKILLS

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice I (SWK 713)	III, IV VI	Lehman College SBIRT and motivational interviewing manual; Hepworth et al., Ch. 18: Managing barriers to change; Turner, Ch. 9: Empowerment approach to social work treatment, Ch. 23, Oppression theory and social work treatment	Lucas, Microaggressions, macroaggressions, and disability; Gitterman & Knight, Empowering clients to have an impact on their environment; Kelly & Gates, Using the strengths perspective in the social work interview with young adults who have experienced childhood sexual abuse; Wahab, Motivational interviewing and social work practice	Class exercise; Case discussion	Submission of process recordings; Midterm paper, Reflection in Practice; Final paper, Case of J	Asynch #1 - ATTC eLearning 4 hour SBIRT training; Asynch 2 – Pedagogy of the Oppressed	
Adv. Practice II (SWK 714)	II, III	Netting, Ch. 9, Building support for the proposed change; Ch. 10, Selecting appropriate strategies and	Pine & Drachman, Effective child welfare practice with immigrant and refugee children and their families; Watts, et al., Community	Case examples; Class discussion	Final Assignment: Linda	Asynch 1: Family Systems Theory	

		tactics; Nichols, Family therapy in the 21 st century	participation in the development of services			Asynch 2: Community Organization	
Social Work Research II (SWK 747)	II, VI	Rubin & Babbie, Ch. 5: Ethical Issues in Social Work Research; Ch. 6: Culturally competent research; Ch. 13: Single Case Evaluation Designs; Ch. 14: Program evaluation	Cooper, Treatment of a client with obsessive-compulsive disorder. <i>Social Work Research and Abstracts</i> ; NASW, <i>Code of ethics</i>	Class Discussions, In-class Research laboratory	Written Assign. 1: (Step I of research proposal): Formulation of the Problem Written Assignment 2: (Step II of research proposal): Abbreviated Literature Review Written Assignment 3: (Step III of Research Proposal): Project Description and Final Research Proposal; Reflective Research Diary	Asynchronous assessment: Human subjects research	
Fieldwork III (SWK 773)					Role play, class discussion	Process recordings	Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)					Role play, class discussion	Process recordings	Field visit Fieldwork evaluation

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. DOMINANT DIMENSION: SKILLS

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice III (SWK 713)	III, IV VI	Lehman College SBIRT and motivational interviewing manual;	Gitterman & Knight, Empowering clients to have	Case discussions;	Submission of process recordings;	ATTC eLearning 4	

		Hepworth et al., Ch. 18: Managing barriers to change; Turner, Ch. 9: Empowerment approach to social work treatment	an impact on their environment; Knight, Groups for individuals with traumatic histories; Eaton, Come as you are! Creating community with groups; Boscarino, Community disasters. Psychological traumas, and crisis intervention; Joseph & Murphy, Trauma: A unifying concept for social work; Wahab, Motivational interviewing and social work practice; Covington, Women and addiction: A trauma-informed approach	Class exercises	Midterm paper, Reflection in Practice; Final paper, Case of J	hour SBIRT training;	
Adv. Practice IV (SWK 714)	IV	Netting, Ch. 10, Selecting appropriate strategies and tactics; Ch. 11, Planning and implementing the intervention	Adamo & DeFalco, The role of play in the psychotherapy of a child suffering from cancer; Carroll, Play therapy: The children's views; Dripchak, Post-traumatic play: Towards acceptance and resolution; Crawford & Johnson, Mothers vs. The Board of Education	Role play; Case examples; Class discussion	Final Assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	
Supervision (SWK 727)	III, IV, V, IX	Schulman, Ch. 3: Preparatory and beginning phases; Ch.12: Trauma, secondary trauma stress, and disaster stress: Helping staff cope; Kadushin & Harkness, Ch. 2: Administrative supervision; Ch.3: Administrative supervision: Problems in implementation; Ch. 7: Problems and stresses in	Hawthorne, Games supervisors play. Kadushin, Games people play in supervision, Dewane, Supervisor, beware: Ethical dangers in supervision	Discussion: Power plays in supervision.	Assignment II: Case Scenario. Group Oral Presentation Assignment: Games People Play in Supervision. Group Oral Presentation Assignment: Issues of Trauma.	Asynchronous Assignment-Supervision Diary.	

		becoming and being a supervisor.					
Fieldwork III (SWK 773)				Role play, class discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Role Play, class discussion	Process recordings		Field visit 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.

DOMINANT DIMENSION: KNOWLEDGE

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707)	III - X	DSM-5: Neurodevelopmental Disorders, Disruptive, Impulse-Control, and Conduct Disorders; DSM-5: Schizophrenia Spectrum and Other Psychotic Disorders; DSM-5: Depressive Disorders, Bipolar and Related Disorders; DSM-5: Anxiety Disorders, Obsessive-Compulsive and Related Disorders, Feeding and Eating Disorders, DSM-5: Trauma and Stressor-Related Disorders; Substance Related and Addictive Disorders; Personality Disorders; Neurocognitive Disorders.	Deegan: Recovery as a journey of the heart. Ware et al., Practitioner relationships and quality of care for low-income persons with serious mental illness; Corrigan: How clinical diagnosis might exacerbate the stigma of mental illness; Seligman & Csikszentmihalyi; Positive Psychology, An introduction; Pratt et al.: Psychosocial rehabilitation in older adults with serious mental illness; Sells et al.: Recovering the Self in Schizophrenia: An Integrative Review of Qualitative Studies; Zayas et al.: Understanding suicide attempts by Hispanic adolescent females.	Role plays; Experiential exercises	Term paper	Asynchronous assignment-Daisy	Midterm exam; Final exam

Adv. Practice III (SWK 713)	III, IV, VI	Lehman College SBIRT and motivational interviewing manual; Herman, Trauma and Recovery; Hepworth et al., Ch. 18: Managing barriers to change; Turner, Ch. 9: Empowerment approach to social work treatment; Brandler & Roman, Group work: Skills and strategies for effective intervention	Covington, Women and addiction; A trauma-informed approach; Joseph & Murphy, Trauma: A unifying concept for social work; Knight, Trauma-informed social work practice; Wahab, Motivational interviewing and social work practice; Gitterman & Knight, Empowering clients to have an impact on their environment; Eaton, Come as you are! Creating community with groups	Case examples; Class discussion, Discussion of readings	Submission of process recordings; Midterm paper – Reflection in Practice; Final paper, Case of J	ATTC eLearning 4 hour SBIRT training; Asynch 2 – Pedagogy of the Oppressed	
Adv. Practice IV (SWK 714)	II, III	Netting, Ch. 5, Understanding communities; Nichols, Ch. 3, Basic techniques of family therapy	Clauson et al., For as long as it takes: Relationship-based play therapy for children in foster care; Minuchin et al., The teenager who was a liar: Helping a family redefine its story	Class exercise; Case examples	Final assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	
Supervision (SWK 727)	VI, VII, IX	Kadushin & Harkness, Ch. 4: Educational supervision: Definition, differentiation, content, and process; Ch. 5: Principles and problems in implementing educational supervision, Ch. 6: Supportive supervision. Schulman, Ch. 5: Supervisory endings and transitions; Ch. 12: Trauma, secondary trauma stress, and disaster stress: Helping staff cope.	Bennett & Deal, Beginning and endings in social work supervision: The interaction between attachment and developmental processes; Shamai, Using social constructionist thinking in training social workers living and working under threat of political violence.		Paper Assignment II: Case Scenario. Group Oral Presentation: Issues of Diversity in Supervision	Asynchronous Assignment: Supervision Diary	
Fieldwork III (SWK 773)				Small and large group discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Small and large group discussion	Process recordings		Field visit Fieldwork evaluation

Behavior 25: - Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707)	I, II, IV, V	Corcoran & Walsh, Ch.1: Diagnosis and the Social Work Profession; Ch. 2: Biopsychosocial Risk and Resilience and Strengths Assessment. DSM-5: Introduction	Deegan, Recovery as a journey of the heart; Ware et al., Practitioner relationships and quality of care for low-income persons with serious mental illness; Pratt et al., Psycho-social rehabilitation in older adults with serious mental illness: A review of the research literature and recommendations for development of rehabilitative approaches; Zayas et al., Understanding suicide attempts by Hispanic adolescent females.	Role plays Experiential exercises	Term Paper	Asynchronous assignment- Daisy	
Adv. Practice III (SWK 713)	IV, VI	Lehman College SBIRT and motivational interviewing manual	Wahab, Motivational interviewing and social work practice; Boscarino, Community disasters, psychological traumas, and crisis intervention	Case examples; Class discussion; Group exercises	Submission of process recordings	ATTC eLearning 4 hour SBIRT training	
Adv. Practice IV (SWK 714)	IV		Bronstein, A model for inter-disciplinary collaboration; Hall, Interprofessional teamwork: Professional cultures as barriers; Molyneux, Interprofessional teamworking: What makes teams work well	Class discussion, Case examples	Final assignment: Linda	Asynch 2: Community Organization	
Supervision (SWK 727)	V	DeGroot, Ch. 5: A strengths focus on quality leadership; Kadushin & Harkness, Ch. 2: Administrative supervision; Ch. 3: Administrative			Paper Assignment I: Agency supervision Process Analysis		

		supervision: Problems in implementation.					
Administration (SWK 729)	VI	Patti, Ch. 21 Building community partnership & networks.					
Fieldwork III (SWK 773)				Dramatization of process recordings	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Dramatization of process recordings	Process recordings		Field visit Fieldwork evaluation

Behavior 26: - Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707)	I, II, IV, V	Corcoran & Walsh, Ch.1: Diagnosis and the Social Work Profession; Ch. 2: Biopsychosocial Risk and Resilience and Strengths Assessment. DSM-5: Intro	Deegan, Recovery as a journey of the heart; Ware et al., Practitioner relationships and quality of care for low-income persons with serious mental illness. Zayas et al., Understanding suicide attempts by Hispanic adolescent females	Role plays; Experiential exercises	Term paper	Daisy	
Adv. Practice I (SWK 713)	III, VI	Helpworth et al., Ch. 11: Intervening in social work groups.	NASW Standards and indicators for cultural competence in social work practice; Sue et al., Racial micro-aggressions in everyday life; Warde, The cultural genogram; ; Flynn & Hassan, Critical race theory	Role plays; Class discussion	Process recordings; Midterm paper, Reflection in Practice; Final paper, Case of J	Asynch #2: Pedagogy of the Oppresses	
Adv. Practice II (SWK 714)	II, III, IV	Netting, Ch. 11, Planning and implementing the intervention; Nichols, Ch. 11, Family therapy in the 21 st century	Pine & Drachman, Effective child welfare practice with immigrants and refugee children and their families; McPhatter & Ganaway, Beyond the rhetoric; Cohen, Strategies for implementing culturally effective practice with children, families and communities; Boland & McCallum,	Case examples	Final assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	

			Neighborhood and community mobilization in high-poverty inner city neighborhoods				
Supervision (SWK 727)	V, VI	Kadushin & Harkness, Ch. 2: Administrative supervision; Ch. 3: Administrative supervision: Problems in implementation.			Paper Assign II: Case Scenario Group Oral Presentation: Issues of Diversity in Supervision	Supervision Diary.	
Admin (SWK 729)	V	Patti, Ch. 21 Building community partnership & networks					
Field III (SWK 773)				Role play	Process recordings		Field visit Field eval
Field IV (SWK 774)				Role play	Process recordings		Field visit Field eval

Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals. DOMINANT DIMENSION: SKILLS							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice I (SWK 713)	II-VI	Lehman College SBIRT and motivational interviewing manual; Hepworth et al., Ch. 18: Managing barriers to change; Turner, Ch. 1: Attachment theory and social work treatment; Yalon, The gift of therapy; Brandler & Roman, Group work: Skills and strategies for effective intervention; Herman, Trauma and recovery	Wahab, Motivational interviewing and social work practice; Berzoff, Why we need a bio-psycho-social perspective with vulnerable, oppressed, and at-risk clients; Senreich, A Gestalt approach to social work practice; Kelly & Gates, Using the strengths perspective in social work interviews with young adults experiencing childhood sexual abuse; Covington, Women and addiction; Knight, Groups for individuals with traumatic histories	Role plays; experiential exercises	Submission of process recordings; Final paper, Case of J	ATTC eLearning 4 hour SBIRT training	
Adv. Practice II (SWK 714)	IV, V	Netting, Ch. 12, Monitoring and evaluation the intervention	Anthony & Pagano, The therapeutic potential for growth during the term-	Role play; Case examples;	Final assignment: Linda		

			nation process; Ericson & Bombry, Therapeutic termination with the early adolescent who has experienced multiple losses.	Experiential exercise			
Supervision (SWK 727)	VI, VII, X	Kadushin & Harkness, Ch. 4: Educational supervision; Ch. 5: Principles and problems in implementing educational supervision; Schulman, Ch. 5: Supervisory endings and transitions.	Bennett & Deal, Beginnings and endings in social work supervision: The interaction between attachment and developmental processes.	Role play: An evaluation conference.	Group Oral Presentation: Evaluation	Asynchronous Assignment: Supervision Diary.	
Administration (SWK 729)	I, III	Simon, Ch. 3: Examples, analysis & advise. Hasenfeld, Ch. 10: Leadership styles and leadership change in human service and community service organizations.				Assignment 5: Mission Accomplished or Nonprofits go out of business	
Fieldwork III (SWK 773)				Experiential exercises	Process recordings		Field visit Field eval
Fieldwork IV (SWK 774)				Role play, experiential exercises	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES							
Behavior 28: - Select and use appropriate methods for evaluation of outcomes.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707)	II, IV, V, VIII	DSM-5, Substance related and addictive disorders; Corcoran & Walsh, Ch. 11: Substance-related and addictive disorders.	Ware et al., Practitioner relationships & quality of care for low-income persons with serious mental illness; Davidson et al.: "Simply to be let in": Inclusion as a basis for recovery. Pratt et al.: Psychosocial rehabilitation in older adults with serious mental illness: A review of the research literature and recommendations for development of rehabilitative approaches; Sells et al.: Recovering the Self in Schizophrenia: An integrative review of qualitative studies.	Role plays, Experiential exercises	Term paper	Asynchronous assignment- Daisy Term Paper	Midterm exam Final exam
Adv. Practice I (SWK 713)	II-V	Lehman College SBIRT & motivational interviewing manual; Turner, Ch. 4: Cognitive behavior theory and social work treatment; Ch. 5: Cognitive theory and social work treatment	Holosko et al., Ethical guidelines for designing and conducting evaluations of social work practice; Wahab, Motivational interviewing and social work practice; Gonzalez-Prendes & Brisebois, Cognitive-behavioral therapy and social work values	Class discussion; Group exercises	Submission of process recordings; Midterm paper – Reflection in practice	ATTC eLearning 4 hour SBIRT training	
Adv. Practice II (SWK 714)	II, IV	Netting, Ch. 12: Monitoring and evaluating the intervention; Nichols, Ch. 15, Research on family intervention	Asen, Outcome research in family therapy	Class exercise		Asynch 2: Community Organization	
Administration (SWK 729)	I, VII	Light, Ch. 6: The spiral of sustainable excellence	Council on Accreditation, Standards for Risk Management		Mid-Term Assignment: Organizational Life Cycle and Capacity Profile. Proposal Assignment.	Assignment 1: Life stage of Muslim Womern's Institute	

Social Work Research II (SWK 747)	IV	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			Written Assign. 2 (Step II of research proposal): Abbreviated Lit. Review. Written Assign.3 (Step III of Research Proposal): Project Description and Final Research Proposal.		
Fieldwork III (SWK 773)				Small group exercises	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Small group exercises	Process recordings		Field visit Fieldwork evaluation

Behavior 29: - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

DOMINANT DIMENSION: KNOWLEDGE

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707)	II, IV, V	Corcoran, & Walsh, Ch. 2: Biopsychosocial Risk and Resilience and Strengths Assessment,	Ware et al., Practitioner relationships and quality of care for low-income persons with serious mental illness; Davidson et al.: "Simply to be let in": Inclusion as a basis for recovery. Pratt et al. Psychosocial: rehabilitation in older adults with serious mental illness: A review of the research literature and recommendations for development	Role plays; Experiential exercises	Term paper	Asynchronous assignment- Daisy	Midterm exam; Final exam

			of rehabilitative approaches; Sells et al.: Recovering the Self in Schizophrenia: An Integrative Review of Qualitative Studies.				
Adv. Practice I (SWK 713)	II, V	Turner, Ch. 4: Cognitive behavior theory and social work treatment; Ch. 21: Narrative theory and social work treatment	Holoko et al., Ethical guidelines for designing and conducting evaluations of social work practice; Gonzalez-Prendes & Brisebois, Cognitive-behavioral therapy and social work values	Case examples; Group exercises	Submission of process recordings; Midterm paper – Reflection in practice; Final paper, case of J	ATTC eLearning 4 hour SBIRT training	
Adv. Practice II (SWK 714)	IV	Netting, Ch. 12: Monitoring and evaluating the intervention	Bennun, Evaluating family therapy: A comparison of the Milan and problem-solving approaches	Class discussion	Final Assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	
Administration (SWK 729)	III, V, VII	Hasenfeld, Ch. 10: Leadership styles and leadership change in human and community service organizations; Ch. 16: Human services as “race work”? Historical lessons and contemporary challenges of Black providers. Patti, Ch. 6: Organizational climate and culture and performance in the human services; Ch. 7: Leadership and performance in human service organizations; Ch. 10: Motivating work performance in human services organizations; Ch. 14: Managing for diversity and	Mallow, Diversity management in substance abuse organizations: Improving the relationship between the organization and its workforce; Council on Accreditation, Standards for Risk Management				

		empowerment in human service agencies.					
Research II (SWK 747)	II, III, IV	Rubin & Babbie, Ch. 4: Factors Influencing the Research Process; Ch. 6: Culturally competent research; Ch. 7: Problem Formulation	Veronese, Fiore, Castiglioni, & Natour: Family quality of life and child psychological well-being in Palestine: A pilot case study; Gewirtz, Hart-Shegos, & Medhanie: Psychosocial status of homeless children and youth in family supportive housing		Written Assign 1 (Step I of research proposal) Formulation of the Problem. Written Assign 2 (Step II of research proposal): Abbreviated Lit. Review. Written Assign 3 (Step III of research proposal): Project Description and Final Research Proposal.		
Fieldwork III (SWK 773)				Class discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Class discussion	Process recordings		Field visit Fieldwork evaluation

Behavior 30: - Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

DOMINANT DIMENSION: COGNITIVE-AFFECTIVE PROCESSES

Course	Units	Text	Reading	Class Participation	Assignments	Asynchronous Assignments	Exams
Adv. Practice II (SWK 714)	II	Nichols, Ch. 15, Research on family intervention	Deacon & Piercy, Qualitative methods in family evaluation: Creative assessment techniques; Crawford & Johnson, Mothers vs. The Board of Education	Analytic discussion of readings		Asynch 2: Community Organization	
Supervision (SWK 727)	X	Kadushin & Harkness, Ch. 8: Evaluation; Ch. 10: Problems and innovations.			Paper Assignment I: Agency supervision Process Analysis.		

		Schulman, Ch. 7: Evaluation function of supervision.			Group Oral Presentation: Evaluation.		
Administration (SWK 729)	IV	Patti, Ch. 9, Developing information technology applications; Ch. 16, Program planning and management; Ch. 19: Managing financial resources.	Foundation Center, foundationcenter.org/about-us		Proposal Assignment		
Research II (SWK 747)	VII			In class research laboratory	Written Assignment 1 (Step I of research proposal): Formulation of the Problem. Written Assignment 2 (Step II of research proposal): Abbreviated Literature Review. Written Assignment 3 (Step III of Research Proposal): Project Description and Final Research Proposal; Reflective Research Diary		
Fieldwork IV (SWK 774)				Small group discussion	Process recordings		Field visit Field eval

Behavior 31: - Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice II (SWK 714)	II, III	Nichols, Ch. 15, Research on family intervention	Celinska et al., An outcome-based evaluation of functional family therapy for youth with behavioral problems; Papineau, Participatory evaluation in a community organization: Fostering stakeholder empowerment and utilization	Class discussion, Case examples		Asynch 2: Community Organization	
Supervision (SWK 727)	X	Kadushin & Harkness, Ch. 8: Evaluation; Ch. 10: Problems and innovations. Schulman, Ch. 7: Evaluation function of supervision.			Paper Assignment I: Agency supervision Process Analysis. Group Oral Presentation: Evaluation.		
Administration (SWK 729)	II, VII, VIII, IX	Patti, Ch. 23: Practitioners' views on the future of human services management	Williams-Gray, Building capacity in nonprofit human services agencies through organizational assessment during the accreditation process. Council on Accreditation, Standards for Performance Quality Improvement. Council on Accreditation, Standards for risk management		Paper Assignment I: Agency supervision Process Analysis; Proposal Assignment.	Asynchronous Assignment #5: Mission Accomplished or Nonprofits go out of business.	

Research II (SWK 747)	VIII			In class research laboratory	Written Assignment 1 (Step I of research proposal): Formulation of the Problem. Written Assignment 2: (Step II of research proposal): Abbreviated Literature Review. Written Assignment 3: (Step III of Research Proposal): Project Description and Final Research Proposal; Reflective Research Diary.		
Fieldwork IV (SWK 774)				Class discussion	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 10: DEMONSTRATE THE ABILITY TO PROVIDE DIRECT SERVICES TO DIVERSE CLIENT SYSTEMS WITHIN COMPLEX URBAN ENVIRONMENTS							
Behavior 32: - Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice I (SWK 713)	I-III, V	Turner, Ch, 15, Gestalt theory and social work treatment	Marsh, Social justice: Social work’s organizing value; Mattsson, Intersectionality as a useful tool: Anti-oppressive social work and critical reflection; Fleisher, Countertransference challenges in working with diversity; Abrams & Moio, Critical race theory and the cultural competence dilemma; Flynn & Hassan, Critical race theory; Lucas, Microaggressions, macroaggressions and disability; NASW Standards and	Experiential exercises; Class discussion; Discussion of readings	Submission of process recordings; Midterm paper, Reflection in Practice;	Asych #2, Pedagogy of the Oppressed	

			indicators for cultural competence; Sue et al., Racial microaggressions in everyday life; Warde, the cultural genogram Yosso, Whose culture has capital? Berzoff, Why we need a bio-psycho-social perspective with vulnerable, oppressed, and at-risk clients; Senreich. A gestalt approach to social work practice		Final paper, Case of J		
Adv. Practice II (SWK 714)	II, IV	Nichols, Ch. 11, Family therapy in the 21 st century	Walby et al., Intersectionality: Multiple inequalities in social theory; Cronin & King, Power, inequality and identification: Exploring diversity and intersectionality amongst older LGBT adults	Class discussion, Experiential exercises	Final Assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	
Policy Practice (SWK 745)	1C	Hoefler, Ch. 4 Understanding the issue	NASW Code of Ethics; Clark, Dark Ghetto	Class discussion	Capstone; Dark Ghetto written assignment		
Fieldwork III (SWK 773)				Role play, small group discussion	Process recordings		Field visit & eval
Fieldwork IV (SWK 774)				Role play, small group discussion	Process recordings		Field visit & eval

Behavior 33: - Using the value of cultural humility, provide culturally sensitive services in urban settings.							
<i>DOMINANT DIMENSION: VALUES</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice I (SWK 713)	I-III, V		Mattsson, Intersectionality as a useful tool: Anti-oppressive social work and critical reflection; Furman, Ethical considerations of evidence-based practice; Abrams & Moio, Critical race theory and cultural competence: Dilemma in social work education; Flynn & Hassan, Critical race theory; Lucas, Microaggressions, macroaggressions, and disability; NASW, Standards and indicators for cultural competence in social work practice; Sue et al., Racial microaggressions in everyday life; Warde, The cultural genogram; Yosso, Whose culture has capital?; Berzoff, Why we need a biopsychosocial perspective	Case examples; experiential exercises; Class discussion	Midterm Paper #2 – Reflection in practice	Asynch #2, Pedagogy of the Oppressed	
Adv. Practice II (SWK 714)	I, III	Netting, Ch. 3: Engaging with diverse populations	Fisher-Borne, From mastery to accountability: Cultural humility as an alternative to cultural competence; Yan, Exploring cultural tensions in cross-cultural social work practice; Foster, The clinician's cultural countertransference: The psychodynamics of culturally competent practice; Ross, Notes from the field: Learning cultural humility through critical incidents and central challenges in community-based participatory research	Class discussion, Experiential exercises	Final assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	
Fieldwork III (SWK 773)				Role plan, class discussion	Process recordings		Field visit; Fieldwork eval
Fieldwork IV (SWK 774)				Role play, class discussion	Process recordings		Field visit; Fieldwork eval

Behavior 34: - Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems. <i>DOMINANT DIMENSION: KNOWLEDGE</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Clinical Assessment (SWK 707)	VI, VII	DSM-5: Trauma and stressor-related disorders; Corcoran & Walsh, Ch. 8: The anxiety, obsessive-compulsive and trauma and stressor related disorders; Ch. 9: Eating disorders	Straussner & Phillips, Ch 1: Social work interventions in the context of mass violence	Role plays; Experiential exercises	Term paper	Asynchronous assignment-Daisy	Midterm exam; Final exam
Adv. Practice I (SWK 713)	IV, VI	Herman, Trauma & Recovery	Covington, Women & addiction: A trauma-informed approach; Hernandez et al., Vicarious resilience; Joseph & Murphy, Trauma: A unifying concept for social work; Kelly & Gates, Using the strengths perspective in social work interviews with young adults who have experienced childhood sexual abuse; Knight, Trauma-informed social work practice; Knight, Groups for individuals with traumatic histories; Wagaman et al., The role of empathy in burnout; Boscarino, Community disasters, psychological traumas, and crisis intervention	Case examples; Experiential discussion; Discussion of readings	Submission of process recordings; Final paper, Case of J		
Adv. Practice II (SWK 714)	II, V	Nichols, Ch. 11, Family therapy in the 21 st century	Dripchak, Posttraumatic play: Towards acceptance and resolution; Hill, Play therapy with sexually abused children; Ericson & Bombry, Therapeutic termination with the early adolescent who has experienced multiple losses		Final assignment: Linda		
Fieldwork III (SWK 773)				Class discussion	Process recordings		Field visit Fieldwork evaluation

Fieldwork IV (SWK 774)				Class discussion	Process recordings		Field visit Fieldwork evaluation
-------------------------------	--	--	--	------------------	--------------------	--	-------------------------------------

Behavior 35: Navigate complex social service delivery systems to secure effective resources for diverse client systems.							
<i>DOMINANT DIMENSION: SKILLS</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice I (SWK 713)	I, II		NASW Code of Ethics; Lavitt, What is advanced generalist practice: A conceptual discussion; Acker, Social work and managed care	Case examples; Class discussion	Submission of process recordings; Midterm paper – Reflection in practice		
Adv. Practice II (SWK 714)	III	Netting, Ch. 5: Understanding communities; Ch. 6: Assessing communities	Nelson et al., Building value-based partnerships: towards solidarity with oppressed groups		Final assignment: Linda	Asynch 2: Community Organization	
Supervision (SWK 727)	V, IX	DeGroot, Ch. 5: A strengths focus on quality leadership; Kadushin & Harkness, Ch. 2: Administrative supervision; Ch. 3: Administrative supervision; Schulman, Ch. 12: Trauma, secondary trauma stress & disaster stress: Helping staff cope			Paper Assign. I: Agency Supervision Process Analysis; Oral Group Presentation: Trauma		
Administration (SWK 729)	I, III, VI	Simon, The five life stages of nonprofit organizations; Hasenfeld, Ch. 10: Leadership styles and leadership change in human and community service organizations; Patti, Ch. 7: Leadership and performance in human service organizations, Ch. 18: Nonprofit boards; Ch. 21: Building community partnerships and networks.			Proposal Assignment	Assignment 1: Life stage of Muslim Women's Institute; Assignment #4: Achieving financial management	
Policy Practice (SWK 745)	III	Hoefer, Ch. 6: Advocating through education, persuasion, and negotiation	Pritzker & Burnwell, Promoting election-related policy practice	Class discussion	Capstone	Communities assignment	

			among social work students				
Fieldwork III (SWK 773)				Experiential exercises	Process recordings		Field visit Field eval
Fieldwork IV (SWK 774)				Class discussion	Process recordings		Field visit Field eval

Behavior 36: Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems. DOMINANT DIMENSION: VALUES							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice I (SWK 713)	I, III	Freire, Pedagogy of the Oppressed, Ch. 1, 2	Abrams & Moio, Critical race theory and the cultural competence dilemma in social work education; Flynn & Hassan, Critical race theory; Marsh, Social justice: Social work's organizing value	Case examples; Class discussion	Midterm paper, Reflection in practice	Asynch #2, Pedagogy of the oppressed	
Adv. Practice II (SWK 714)	III, VI		Reisch & Lowe, Of means and ends revisited: Teaching ethical community organizing in an unethical society; Steen, The roots of human rights advocacy and a call to action	Class discussion	Final assignment: Linda	Asynch 2: Community Organization	
Supervision (SWK 727)	IV, V	NASW, Code of Ethics	Dewane, Supervisor beware: Ethical dangers in supervision.		Paper Assignment I: Agency supervision Process Analysis; Group Oral Presentation: Issues of Diversity in Supervision		
Administration (SWK 729)	VIII	Hasenfeld. Ch. 6: Organizations forms as moral practices	NASW Code of Ethics, Sections 2 ,3, 6		Mid-Term Assignment: Organizational Life-Cycle and Capacity Profile; Proposal Assignment		
Policy Practice (SWK 745)	III	Hofer, Ch. 7: Presenting your	NASW Code of Ethics	Class discussion;	Capstone;		

		information effectively		Examples from the field	Dark Ghetto written assignment		
Fieldwork III (SWK 773)				Role play	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Role play	Process recordings		Field visit Field eval

COMPETENCY 11: DEMONSTRATE THE ABILITY TO PROVIDE AGENCY-BASED SUPERVISION AND ASSUME THE ROLE OF AN AGENCY ADMINISTRATOR IN DIVERSE URBAN SETTINGS

Behavior 37: Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency

Settings. DOMINANT DIMENSION: KNOWLEDGE

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Supervision (SWK 727)	V, VI, IX	DeGroot, Ch. 5: Strengths focus on quality leadership; Kadushin & Harkness, Ch. 2: Administrative supervision; Ch. 3: Administrative supervision: Problems in implementation; Ch. 4: Educational supervision: Definition, differentiation, content, and process; Shulman, Ch. 4: A work-phase model	Berthold & Fischman, Social work with trauma survivors: Collaboration with interpreters; Noble & Iwrin, Social work supervision: An exploration of the current challenges in a rapidly changing social, economic and political environment.		Oral Group Presentation: Issues of Trauma		
Fieldwork III (SWK 773)				Class discussion	Process recordings		Field visit & eval
Fieldwork IV (SWK 774)				Small and large group discussion	Process recordings		Field visit & eval

Behavior 38: Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings. DOMINANT DIMENSION: KNOWLEDGE							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Supervision (SWK 727)	VII, VIII	Kadushin & Harkness Ch. 6: Supportive supervision; Ch. 9: Group supervision; Shulman, Ch. 10: Formal and informal staff groups	Ingram, Emotions, social work practice and supervision: An uneasy alliance? Pisani, Talk to me: Supervisees disclosure in supervision; Reamer, Self-disclosure in social work	Role Play: Group supervision scenario	Paper Assignment I: Agency supervision Process Analysis; Paper Assignment II: Case Scenario	Asynchronous Assignment: Supervision Diary	
Fieldwork III (SWK 773)				Class discussion	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Class discussion	Process recordings		Field visit Fieldwork evaluation

Behavior 39: Demonstrate the ability to choose and implement strategies to promote effective administration policies. DOMINANT DIMENSION: SKILLS							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Administration (SWK 729)	III	Hasenfeld, Ch. 10: Leadership styles and leadership change in human and community service organization		Discussion about all asynchronous assignments	Mid-Term Assignment: Organizational Life-Cycle and Capacity Profile; Proposal Assignment	#1: Life stage of Muslim Womern's Institute; #2: Stage of development of St. Vincent's Hospital; #3: Discussion of Field Agency Capacity; #4: Achieving financial management; #5: Mission accomplished, or nonprofits go out of business	
Fieldwork III (SWK 773)				Role play, experiential exercises	Process recordings		Field visit Fieldwork evaluation

Fieldwork IV (SWK 774)				Role play, class discussion	Process recordings		Field visit Fieldwork evaluation
-------------------------------	--	--	--	-----------------------------	--------------------	--	-------------------------------------

Behavior 40: Model ethical decision-making for agency administration based on social work values and ethics.

DOMINANT DIMENSION: VALUES

Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Administration (SWK 729)	VIII		NASW, Code of Ethics, Sections 2,3, & 6		Mid-Term Assignment: Organizational Life-Cycle and Capacity Profile; Proposal Assignment	#1: Life stage of Muslim Women's Institute; #2: Stage of development of St. Vincent's Hospital; #3: Discussion of Field Agency Capacity; #4: Achieving financial management; #5: Mission Accomplished, or Nonprofits go out of business	
Fieldwork III (SWK 773)				Experiential exercises	Process recordings		Field visit Fieldwork evaluation
Fieldwork IV (SWK 774)				Role play, class discussion	Process recordings		Field visit Fieldwork evaluation

COMPETENCY 12: ASSUME LEADERSHIP ROLES AS AN ADVANCED GENERALIST SOCIAL WORK PRACTITIONER WITHIN THE CONTEXT OF DIVERSE URBAN ENVIRONMENTS

Behavior 41: Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society.

DOMINANT DIMENSION: SKILLS

Course	Units	Text	Additional Reading	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice I (SWK 713)	I-IV	Saleebey: Ch. 5, The Strengths Approach to Practice Beginnings; Kadushin & Harkness, Ch. 4: Administrative Supervision; Herman, Trauma & Recovery	Conceptualization of Advanced Generalist Practice in Urban Environments (handout); Carol & Minkler, Freire's message for social workers: Looking back, looking ahead; Lavitt, What is advanced generalist practice? Marsh, Social Justice	Discussion of readings; Case examples	Midterm paper, Reflection in practice	Asynch #2, Pedagogy of the oppressed	

Adv. Practice II (SWK 714)	III, IV	Netting, Ch. 9, Building support for the proposed change; Ch. 10, Selecting appropriate strategies & tactics; Ch. 11, Planning & implementing the intervention	Nelson et al., Building value-based partnerships: Toward solidarity with oppressed groups; Bent-Goodley, Social work's grand challenges: Mobilizing the profession	Class exercise; Class discussion	Final assignment: Linda	Asynch 2: Community Organization	
Policy Practice (SWK 745)	II	Hoefler, Ch. 5: Planning in advocacy practice	Domanski, Prototypes of social work political participation: An empirical model; Hamilton & Fauri, Social workers' political participation: strengthening the political confidence of social work students	Class discussion	Capstone	Communities assignment	
Research II (SWK 747)	VII, VIII			In-class research laboratory	Written assignments I, II, III	Asynchronous assign: Human subjects research	
Research III (SWK 773)							Field visit Field eval
Fieldwork IV (SWK 774)				Role play, class discussion	Participate in Lobby Day activities; process recordings		Field visit Fieldwork

Behavior 42: Develop knowledge to seamlessly navigate the various levels of practice and assume multiple role simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner.							
<i>DOMINANT DIMENSION: KNOWLEDGE</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Policy Practice (SWK 745)	IV	Hoefler, Ch. 10 Ongoing monitoring	Scott et al., Social media and child welfare: Policy, training, the risks and benefits from an administrator's perspective	Class discussion	Capstone	Communities assignment	
Fieldwork IV (SWK 774)				Role play, small and large group discussions	Process recordings		Field visit Fieldwork evaluation

Behavior 43: Use reflection and self-awareness to contemplate possible leadership roles to pursue.							
<i>DOMINANT DIMENSION: COGNITIVE-AFFECTIVE PROCESSES</i>							
Course	Units	Text	Additional Readings	Class Participation	Assignments	Asynchronous	Exams
Adv. Practice II (SWK 714)	I, VI		Holosko, Social work leadership: Identifying core attributes; Chapman e al., What we bring to practice	Experiential exercise	Final Assignment: Linda	Asynch 1: Family Systems Theory Asynch 2: Community Organization	
Policy Practice (SWK 745)	II	Hoefer, Ch. 5: Planning in advocacy practice	Hamilton & Fauri, Social workers' political participation: strengthening the political confidence in social work students; Dobranski, Prototypes of social work political participation: an empirical model; Clark, Dark Ghetto	Class discussion	Capstone	Communities assignment	
Fieldwork IV (SWK 774)				Small and large group discussions	Process recordings		Field visit Fieldwork evaluation

EDUCATIONAL POLICY 2.2—SIGNATURE PEDAGOGY: FIELD EDUCATION

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

2.2.1: The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

The field education program includes four components, each of which serves as conduit between the theoretical and conceptual contribution of the classroom with the practice setting and fosters the implementation of evidence-informed practice:

1. *The Foundation Year* courses, Generalist Social Work Practice I and II, Human Behavior and the Social Environment, Human Diversity and the Social Environment, Social Welfare Institutions and Programs, Social Welfare Policy Analysis, Fieldwork and Fieldwork Seminar I and II, and Social Work Research I, combine to offer students a generalist curriculum and fieldwork experience that support the mission and goals of the program and the core competencies of the profession.

Through the *Advanced Generalist Curriculum* of the *Advanced Year*, students become competent in working with diverse urban populations who are at risk as they face not only personal problems but also a variety of social problems commonly found in the cities. The curriculum prepares students for leadership positions in urban social work agencies and organizations. Two semesters of Fieldwork and Fieldwork Seminar during the *Advanced Year* provide all students with opportunities for assignments in direct practice with systems of various sizes, in agency administration and supervision, and in policy practice.

2. The second component is centered in the contacts of Field Faculty Advisors with Fieldwork Instructors in the students' fieldwork agencies. Field Faculty Advisors are also the Seminar instructors for the students in Fieldwork, and as such are knowledgeable about the students' ongoing progress in Fieldwork. Meetings of the Field Faculty Advisors with Fieldwork Instructors and task supervisors, as appropriate, together with the student, provide opportunities not only for in-depth discussions of students' progress, but also for clarification of expectations of the program at Lehman College and identification of strategies for improving the students' experience at the

agency. When appropriate, the Educational Coordinator may participate in these meetings. Field Faculty Advisors also stay informed about the work of the student at the agency by reviewing process recordings on a regular basis. While there is a visit during the Fall semester for all students, it is not unusual for there to be additional visits if it is deemed advantageous for student learning. The Director or Assistant Director of Field Education may on occasion accompany the Field Faculty Advisor if further clarification of expectations is needed.

3. The third component is continuing education specifically for agency personnel: including Orientation for Fieldwork Instructors prior to the start of Fieldwork, ongoing workshops for Fieldwork Instructors, and the Seminar in Field Instruction (SIFI) that is required for new Fieldwork Instructors. During 2017-2018, the following workshops, supported by the latest Federal HRSA grant were offered:
 - Working with Families with Same-Sex Parents: Applying a “Family-in Environment” Perspective—2 hours training
 - Working with older adults: Wellness and the life course perspective—2-hour training
 - Putting Theory into Practice—2 Hour training
 - Health Issues and Reentry from Prison—2-hour training

All of these trainings were facilitated by the faculty and an outside expert. The Department also offered an annual all-day conference, supported by a Federal HRSA grant, on the topic of Homelessness and Housing Insecurity. Both the workshops and the conference directly address the process of integration of theory and practice.

Our Department is a New York State approved provider for continuing education hours; field instructors and N.Y.S. licensed social workers attending the SIFI and ongoing workshops and conferences receive continuing education hours towards the renewal of their license.

4. Finally, all Fieldwork Instructors are sent an electronic copy of the current version of the *MSW Student Handbook and Field Education Manual* (See Volume III and the department webpage: <http://lehman.edu/academics/health-human-services-nursing/social-work/field-education.php>) at the start of the Fall semester. This provides up-to-date information about both the curriculum, fieldwork policies and requirements, and integration of conceptual material with the practice setting.

M2.2.2: 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.

Field education is an integral component of the MSW Program and supports its mission and goals. Settings are selected that reinforce students' learning of the knowledge, values, skills, and cognitive-affective processes of the profession. 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 and communities, but also while engaging in policy practice to advance social and economic well-being. The bi-weekly Fieldwork Seminar, which is taken concurrently with Fieldwork, integrates the theoretical and conceptual learning of the classroom with the practice setting 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.

M2.2.3: The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

The specialization of the MSW program in the Advanced Year is Advanced Generalist Practice. Fieldwork settings are selected that reinforce students' learning of the knowledge, values, skills, and cognitive-affective processes needed for advanced generalist practice. The field practicum provides all students with advanced practice opportunities, including advanced direct practice, policy practice, supervision, and administration. Further, students engage in research-informed practice and practice-informed research. This practice informed research often leads students to engaging in policy practice to advance the delivery of effective social work services

2.2.4: The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

All students doing fieldwork are placed in social service agencies in the Bronx or surrounding communities. In these agencies, students' work is carried out through in-person contact with clients. Field instructors observe the students' work with clients and evaluate their progress in relationship to the competencies. The students are required to complete at least one process recording of their work with clients per week and submit them to their Field Instructor and their Field Seminar (SWK 672 & SWK 774) Instructor. The Field Instructor provides in person discussion of the students' work with clients, whereas the Field Seminar professor provides written comments about their work.

2.2.5: The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

All students are required to complete 1200 hours of Fieldwork. Students are required to complete 600 hours for both the Foundation year and the Advanced year. Fieldwork begins after the second week of class and continues through mid-May. In order to schedule the required number of hours, and to provide consistency in the fieldwork experience, both for the student and agency, students continue in Fieldwork through the January intersession, with only a one-week break for the winter holidays; they also have a one-week Spring break. Students are required to record their fieldwork hours using an attendance sheet on which they document the hours and number of process recording completed each week. Their Field Instructor initials each week's entry. The completed timesheet is signed by the student and Field Instructor and submitted to the faculty adviser at the end of each semester.

The total number of required field hours appears in the *Field Education Manual* (Volume 3) and the school's *Course Catalog*, which can be found on the school's website

<http://lehman.edu/academics/health-human-services-nursing/social-work/documents/MSWHandbook8-2017.pdf>.

2.2.6: The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

Fieldwork and Fieldwork Seminar I-IV are 5-credit courses required by all students admitted to the program. All students admitted to Fieldwork must have been admitted into either Track A, B, or C, must remain in good standing in the program, and, be taking the full program associated with each Track.

All entering Track A and Track C students must complete and submit a Fieldwork Application to the Director of Field Education within a specified time period after being informed of their admission to the program. Incoming students are sent this application along with a letter from the Director of Field Education after the students confirm their intention to begin the program. Track B (3-year extended students) submit the Application for Fieldwork for 1st Year Students during the Spring semester of their first year in the program. Students in their first year of

Fieldwork meet individually with the Director of Field Education to review their Application for Fieldwork and plan their placement for the following year during the Spring semester prior to their second-year placement.

All students entering Fieldwork must complete the Pre- and Co-requisites of Fieldwork and Seminar. All students are informed at the time of admission to the program that if they are requesting a work-study field placement, their admission is contingent upon their agency's willingness and ability to meet the specified requirements to serve as a fieldwork site.

2.2.7: The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

Policies, Criteria, and Procedures for Selecting Field Settings

As noted in the Fall 2017 MSW *Student Handbook and Field Education Manual* (See Volume III and the Department's website: <http://lehman.edu/academics/health-human-services-nursing/social-work/field-education.php>), Fieldwork agencies participating with the Lehman College MSW Social Work Program are expected to have a strong commitment to the education of social work student in urban areas. Participating agencies must reflect a commitment to social justice and to issues related to human diversity. They are selected on the basis of their potential to:

- Fulfill the mission of and goals of our MSW Social Work Program as reflected in the program's competencies and operationalized in the behaviors;
- Apply the knowledge, values, skills, and cognitive-affective processes acquired in the classroom with individuals, families, groups, communities, and organizations in the urban environment;
- Meet the learning needs of our students through structured learning opportunities, including 1 hour of weekly individual supervision and weekly review of process recordings; and
- Enter into a Field Education Plan with the Lehman College Program and the student that assures that the student will have the opportunity to attain and demonstrate the core competencies.

The Director or Assistant Director of Field Education visits all agencies that are being considered as new fieldwork sites to determine the capacity of the agency to meet the above criteria. The Director or Assistant Director of Field Education also orients the Educational Coordinator and the Fieldwork Instructor to the mission and goals of the Lehman College MSW Program and to our specific requirements. Together they determine the potential of the agency to both fulfill our program mission and to meet the needs of the clients of the agency. An Agency File, which includes the Agency Request Form, is kept in the office of the Director of Field Education for each agency serving as a fieldwork site.

Agencies must be able to provide a Field Instructor who has an M.S.W. degree from a CSWE-accredited Social Work Program, has experience as an M.S.W. social worker for a minimum of 2 years, has a New York State license to practice social work, has taken or is willing to take the SIFI, and who subscribes to the values and commitments described in the previous section. When a Field Instructor has been assigned, the Director of Field Education or Assistant talks with him/her and secures a resume indicating degrees earned and experience. This is then placed in the Agency File kept in the office of the Director of Field Education.

Placing and monitoring students

Fieldwork begins only in the Fall semester; students continue in the same agency through the Spring semester. All students except those entering Track B complete a Fieldwork Application during the Spring prior to beginning Fieldwork in the Fall. The Fieldwork Application includes a section on students' preference for specific fields of

practice, and students are asked to indicate special needs, such as “transportation, child care, employment, health factors, work-study, etc.” Students are also asked if they can provide services in any languages other than English, and to indicate which languages. The Director of Field Education, in consultation with the Social Work faculty and staff, as indicated, considers the student’s requests and makes a determination about the setting that will best serve the student’s learning needs.

When students are notified about their agency assignment, they contact the agency to obtain travel directions and make an appointment to meet with their Fieldwork Instructor or with the Educational Coordinator. They set up a schedule of days and hours for placement, discuss dress code, and learn about any special requirements the agency may have, such as physical exam or clearances, that need to be completed prior to the start of Fieldwork.

The Program carefully monitors all aspects of fieldwork to ensure that the Advanced Generalist curriculum is supported by the field education experience. Agencies are selected by the Director of Field Education based on their suitability to provide maximum opportunities for students in the various levels of practice. Field Faculty Advisors, all of whom are full-time faculty members, closely monitor the appropriateness of assignments given to students, as well as students’ progress and field instructors’ commitment to the program’s competencies and the ability of the placement agency to help the students attain and demonstrate these competencies. For students in the Advanced Year, assignments including supervision and administration are required.

Maintaining Field Liaison Contacts

Field liaison contacts are maintained by the Field Faculty Advisor, who is also the student’s Fieldwork Seminar instructor. In the Advanced Year, the Fieldwork Seminar instructor is also the instructor for the student in Advanced Practice I and II (SWK 713 and 714). Each student’s Field Faculty Advisor makes an onsite visit to the agency during both the Fall and Spring semesters to meet together with the Fieldwork Instructor, the student, and Task Supervisor (if applicable). Additional onsite visits are made if needed, as in the case of a student who is performing marginally in fieldwork. Fieldwork Instructors also contact the student’s Field Faculty Advisor if questions or problems arise.

Support student safety

As stated in the Fall 2017 MSW *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>),

“Students may be required to make home visits as part of their fieldwork. These visits are a valuable field learning experience and can be extremely beneficial to the client and the social work relationship. Community visits may include: accompanying clients to schools, courts, medical appointments, public assistance, etc. In addition to the preparations necessary for the delivery of services to the clients and organizations to be visited, the agency and the student need to consider and make provisions for issues relating to the student’s safety on such visits. These provisions include, but are not limited to:

- Appropriate time of day for home visits
- Appropriate dress for visits, care in carrying purses and avoiding expensive jewelry
- Selection of transportation mode, including routing of safest streets if walking
- Traveling with official agency identification
- Using caution in entering elevators, stairwells, and buildings
- Making certain that the agency is aware of the date, time, location, purpose of the visit
- Informing the person they are visiting of the expected time of arrival.

Students should be accompanied by an agency staff member during their first (at a minimum) home visit or community visit so that the student is familiarized with the process and assisted in mastering the requisite skills and overcoming related fears and uneasiness.”

In addition, during an early seminar class, instructors address issues of student safety in the field placement, ensuring that students are aware of the agencies’ policies and procedures in responding to emergencies.

Evaluating student learning and field setting effectiveness congruent with the social work competencies

Student learning and agency effectiveness in providing field instruction takes place through the following activities of the Field Faculty Advisor:

1. *Classroom activities in Fieldwork Seminar:* The Fieldwork Seminar Instructor (who is also the Field Faculty Advisor) reads and reviews the students’ weekly process recordings, including comments written by the Fieldwork Instructor. Students are required to submit journal entries reflecting their daily activities at the agency and four supervisory agendas in each semester of Fieldwork Seminar. Written and oral Seminar assignments reflect the extent of students’ learning and their understanding and work in the agency.
2. *Three evaluations of students’ performance in the field.* These are prepared by the Fieldwork Instructor and include the student’s comments if needed. The Mid-Semester Evaluation in the Fall semester is a strategy to identify serious problems in a student’s performance in Fieldwork early enough to intervene. The two end-of-semester evaluations report on the full semester of the fieldwork placement.
3. *At the end of each academic year all students are asked to complete a questionnaire evaluating the students’ field placement experience.* These evaluations are used by the Fieldwork Department in determining whether or not to continue working with a particular agency and Field Instructor. At the end 2017-2018, 93 percent of students indicated that they would recommend the continued use of the agency as a field placement site.

2.2.8: The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

Field liaison contacts are maintained by the Field Faculty Advisor (who is also the student’s Fieldwork Seminar Instructor). Each student’s Field Faculty Advisor makes an onsite visit to the agency during both the Fall and Spring semesters to meet together with the Fieldwork Instructor, the student, and Task Supervisor (if applicable). Additional onsite visits are made if needed, as in the case of a student who is performing marginally in fieldwork. Fieldwork Instructors also contact the student’s Field Faculty Advisor if questions or problems arise. The final contact for the year takes place at the Celebration of Conclusion of Fieldwork event where both students and Fieldwork Instructors are honored. Students receive Certificates of Completion of Fieldwork, and Fieldwork Instructors receive Certificates of Appreciation from the Department.

M2.2.9: The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program and have 2 years post-master’s social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

All Fieldwork Instructors hold a Master's degree in Social Work from a CSWE-accredited program and have a minimum of 2 years post-MSW practice experience. All are licensed to practice social work in New York State. This is indicated on the Field Instructor's resume, which is kept in the Social Work Department's "Agency File" in the office of the Director of Field Education.

It is the responsibility of the Fieldwork Instructor to help the student integrate and apply the knowledge, values, skills and cognitive and affective processes acquired in their classes to their work in the specific agency. Students are expected to integrate empirically-based knowledge and incorporate policy practice skills. This is accomplished through the Field Instructor's assignments of tasks to students that allow the student to attain and demonstrate the Program's competencies.

2.2.10: The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

The Lehman College Social Work Department offers three programs for continuing education for Fieldwork Instructors:

1. Prior to the start of the Fall semester, an *Orientation for Fieldwork Instructors* is held at Lehman College. All fieldwork instructors who will be supervising Lehman students for the first time are expected to attend this orientation in order to become familiar with the Program and the expectations of the field placement. Fieldwork instructors who have been with the Program are also invited to refresh their understanding of the Program, learn about any changes in the Program, renew acquaintances, and assist new fieldwork instructors.
2. A Seminar in Field Instruction (SIFI) course is required for all new Fieldwork Instructors. The 12 social work programs in the greater New York City area have created a standardized curriculum that all schools use. A committee with representatives from all of the schools meets on an ongoing basis to revise the curriculum as needed. The SIFI includes 12 two-hour sessions spread out over the academic year. A calendar of these sessions is e-mailed to all Field Instructors and Educational Coordinators each summer and is included on the Department website.
3. As described under AS 2.2.1, throughout the academic year, workshops are held for Fieldwork Instructors and other agency staff. These workshops provide an opportunity for integration of classroom learning and the fieldwork experience as faculty members present on topics of their specialization.

2.2.11: The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Agencies offering employment-based field placements for their employees must meet all the criteria described above in "Selection of Agencies" and, in addition, they must enter into an agreement with the Lehman College Social Work Program, specifying that:

- students will conform to all the requirements and procedures of Fieldwork, including hours, supervision, and process recording requirements;
- assignments for the student placement will be different than their ongoing assignments as employees;
- students will work with a different Fieldwork Instructor for their fieldwork assignment than the supervisor they work with as employees;
- employment-based field placement agreements between the Lehman College Department of Social Work, the agency, and the student will be in effect for one academic year.

Either the Director or Assistant Director of Field Education visits each agency and meets with the student and the proposed Field Instructor to discuss the details of the field placement, such as student having a different assignment and field instructor that their current work assignment and supervisor. The Program retains the right not to approve any work-study arrangement that it does not deem academically sound. This information is included in the *MSW 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>), and in the school's *Course Catalog*: (<http://lehman.smartcatalogiq.com/en/2017-2019/Graduate-Bulletin/Academic-Programs-and-Courses/Social-Work/Social-Work-M-S-W-Program>). An Employment-Based Field Placement Agreement is signed by the Educational Coordinator, Field Instructor, Student, and representative of the Lehman Social Work Field Education.

IMPLICIT CURRICULUM

EDUCATIONAL POLICY 3.0—DIVERSITY

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

Deriving from its mission to prepare social workers “for practice in the urban environment,” and “guided by the ethical imperative of respect for human rights and diversity,” the M.S.W. Program at Lehman College is committed to making specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity are both modeled and practiced.

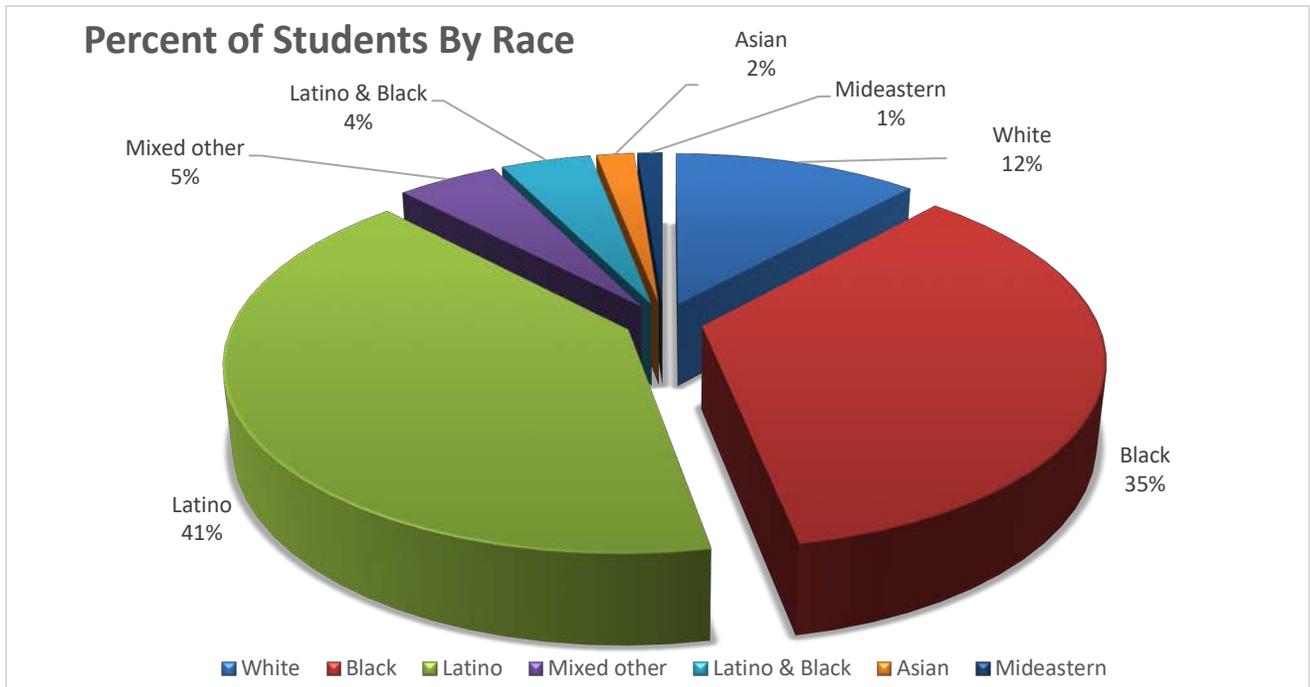
Lehman College, its environs, and especially the Social Work Programs, provide a rich context for learning about diversity. This learning is facilitated by the composition of the population of New York City and particularly of the Bronx, by the students in the Programs, and by the geographic location of the College.

We begin this section with brief descriptions of the diversity of our faculty, staff, and students and the foundational policies and procedures in place in the school to ensure that we continue to recruit and support a diverse group of students, faculty, and staff and maintain a safe environment free of discrimination and harassment. In Section 3.0.1, we highlight our specific and continuous efforts to strengthen our implicit curriculum through institutionalized improvements. This is followed, in Section 3.0.2, with a description of how these efforts help promote an inclusive environment in which an array of conversations and forums organized and promoted by our students and faculty can flourish. In Section 3.0.3, we outline our plans to improve the learning environment and to ensure that we model and reaffirm core social work values for diversity and cultural humility.

Lehman Diversity Demographic Make-Up of Students

Lehman College of the City University of New York (CUNY), located in Bronx, New York, is a federally designated Hispanic-Serving Institution. Over half of the Bronx population (56%) is of Hispanic descent (U.S. Census Bureau, 2016). Our MSW Program mirrors the Bronx population. Figure 3.1 documents that during 2017-18 academic year, 41% of our MSW students identified as Latino and 4% identified as Latino and Black. Additionally, thirty-five percent (35%) of our students indicated that they were fluent in Spanish and another 11% had some ability to speak Spanish. This puts our program in the unique position of being able to provide culturally and linguistically relevant services to vulnerable, underserved populations across the lifespan, many of whom cannot speak English.

Figure 3.1: The institutional setting - Demographic Make-Up of the Graduate Social Work Student Body:



Further mirroring the population of the Bronx and surrounding communities, 35 percent of the students identified as black. Of our students, 31 percent were born outside the U.S., and two-thirds of the students’ parents were born outside the United States. Countries of origin for the students include:

Students’ Parents Born Outside of the United States	Languages Spoken by Students in Addition to Spanish
Albania	Akau (Twi)
Azerbaijan	Albanian
Colombia	Arabic
Dominican Republic	ASL
Ecuador	Cantonese
Gambia	Dutch
Ghana	French
Grenada	Haitian Creole
Haiti	Hausa
Honduras	Hindi
India	Italian
Iraq	Malayalam
Jamaica	Mandinka
Kyrgyzstan	Polish
Mexico	Portuguese
Nigeria	Russian
Poland	Soninke

Surinam Syria Trinidad	Serbo-Croatian
------------------------------	----------------

Fourteen percent of the students in the MSW program at Lehman identified as male and 86 percent as female. Seven percent of the students identified their sexual orientation as being other than heterosexual. The students ranged in age from 21 to 61, with a mean of 32. Reflecting many students' need to support themselves financially while in school, 54 percent were working full-time and 28 percent were working part-time while attending the MSW program.

Demographic make-up of Faculty and Administrative Staff

Faculty and administrative staff, represent a range of diversity, including culture, life experience, race, religion, sexual orientation, and immigration experience, all of which serve as means for modeling affirmation and respect for diversity. In the highly competitive climate of the many social work programs and schools in the New York City area, recruitment of a diverse faculty has been a challenge. Our undergraduate Social Work Program, which has been continuously accredited by CSWE since 1983, has always been highly regarded for the contributions our graduates of the Undergraduate Program have made to the professional community, and as a feeder school for the local MSW programs. Since 2005, when we began the MSW program, the Department has gained in visibility and regard. With the rapid expansion and increased visibility, we have made great a great effort to hire a more diverse faculty. There are currently 13 new full-time faculty that were hired since the MSW program began in 2005. Of these, 6 (46%) identify as non-white, 4 are male (31%), and 2 (15%) identify as gay. During this period, we have grown from a full-time faculty of 6 to a full-time faculty of 18, with an additional 5 full-time professional administrative staff on Higher Education Officer lines. Of the 12-adjunct faculty in the 2017-2018 Academic Year, (6) 50% identify as non-white and 3 (25%) identify as male. All faculty members are expected to teach in both the undergraduate and graduate programs.

Lehman College at CUNY Policies

Lehman College's is committed to a campus climate that fosters respect and understanding among students, faculty, staff, and administration, providing the highest quality education in a caring and supportive environment where respect, integrity, creativity, and diversity contribute to individual achievement and the transformation of lives and communities. In a recent email address to the Lehman College Community, President Cruz, reaffirmed the college's commitment to the policies and practices that promote affirmative action, a discrimination-free environment, and diversity and inclusion in the workplace.

The College's [Office of Compliance and Diversity](#) serves as a community resource for diversity, equal opportunity, and affirmative action.

The Office issues a variety of reports including the annual *Equal Opportunity and Affirmative Action Report* and the progress report for the [Strategic Plan for Faculty Diversity](#). The primary goals of the *Strategic Plan for Faculty Diversity* are to: develop a campus climate that respects and values diverse perspectives; refine and strengthen the search process to recruit an excellent and diverse faculty; and retain diverse faculty and maximize the likelihood of tenure and promotion. Some additional efforts to create a respectful and inclusive environment include:

- Safe Zone training (LGBTQ+ awareness), as well as a wide array of cultural events and performances in the Performing Arts Center.
- More than 60 student clubs and organizations ranging from academic societies to co-curricular, social, social justice/advocacy, and pre-professional groups, sponsored by the Office of Campus Life.
- Coordination of events and activities that celebrate history, culture, and contributions of diverse groups such as Women’s History Month, Hispanic Heritage Month, Ramadan, Disability Awareness Month, and African American History Month.
- Renovation of a multi-use Reflection Space in the Library to provide a designated, quiet area for all to rest, reflect, and meditate, particularly when students do not have a home or community environment that is conducive to studying.
- Domestic and international service projects that transport students to different parts of the country and the world to expose them to many different kinds of people, cultures, and situations.

Lehman’s approach to Equal Opportunity and Affirmative Action is contained in [CUNY's Policy on Equal Opportunity and Non-Discrimination](#). As a federal contractor, CUNY engages in affirmative action consistent with federal requirements. To ensure Lehman remains a positive and welcoming environment for students, faculty, and staff, the Chief Diversity Officer offers a variety of professional development training workshops and webinars. Additional policies and procedures contribute to a positive campus climate. Lehman’s own policies on [Sexual Assault and related offenses](#) adhere to [CUNY’s Policy on Sexual Misconduct](#), which provides direction on matters related to sexual harassment and sexual assault, as well as a process for filing complaints. Lehman has [dedicated resources](#) to these programs including:

- Materials and training programs to educate students, faculty, and staff on the nature, dynamics, common circumstances, and effects of sexual assault, domestic/intimate partner violence and stalking, and the means to reduce their occurrence and prevent them.
- As part of New York State’s Enough is Enough (“EIE”) statute, all NYS colleges must provide ongoing education and training about sexual misconduct to their students. To be in full compliance with this law, CUNY implemented the Sexual and Interpersonal Violence Prevention and Response Course (SPARC). All students, upon entering Lehman, are mandated to complete the online SPARC training, which includes issues of domestic violence, dating violence, stalking, sexual harassment, gender-based harassment, and sexual violence.
- Workshops for all relevant personnel, including Public Safety officers, Counselors, and Student Affairs staff, are conducted throughout the year related to prevention and handling of sexual assault, stalking, and domestic/intimate partner violence by Safe Horizon, Urban Justice Center, and the Kings County District Attorney Victim Services Unit.

Additional Information about the policies and procedures related to nondiscrimination, sexual harassment and workplace violence can be found below.

[CUNY Policy on Equal Opportunity and Non-Discrimination](#) and the CUNY Policy on Sexual Misconduct by visiting the College Policies website: <http://www.lehman.edu/academics/policies.php>.

- The booklet , “CUNY/Lehman Policies and Procedures, What You Must Know,” which contains general information about the policies is available [here](#).

- Notice of Non-Discrimination; <http://lehman.edu/documents/2017/Notice-of-Non-Discrimination-customized-Final.pdf>
- CUNY Policy on Equal Opportunity and Non-Discrimination; <http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/hr/policies-and-procedures/CUNYPolicy-Equal-Opportunity-and-Non-Discrimination-010115-procedures.pdf>
- CUNY Policy on Sexual Misconduct; <http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/POLICY-ON-SEXUAL-MISCONDUCT-10.1.2015-with-links.pdf>
- There are other workplace policies posted to the College Policies page such as the CUNY Workplace Violence Prevention Policy and the Domestic Violence in the Workplace as well as several policies pertaining to students <http://www.lehman.cuny.edu/human-resources/documents/2019/Workplace-Policy-Specific-Training.pdf>.
- Lehman's Title IX website, <http://www1.cuny.edu/sites/title-ix/campus/lehman-college/>, provides ways to learn about combatting sexual assault and other unwelcome sexual behaviors. Additionally, there is contact information for the campus personnel trained to address sexual harassment and sexual violence.

Lehman College has also dedicated resources to better prepare the community for an active shooter scenario. The CUNY Department of Public Safety at Lehman College conducts Active Shooter Training, or Alert, Lockdown, Information, Counter, and Evacuation (A.L.I.C.E), and encourages faculty and staff at the college to participate in the training. This "common sense" training has been readily adopted by many educational law enforcement institutions throughout the United States. In March 2018, the faculty and staff in the Department of Social Work participated in this two-hour Active Shooter Training.

3.0.1: The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

The City University of New York has long been recognized as one of the most diverse university systems in the nation. As such, the University has a long-standing commitment to diversity and inclusion, and in providing public education that leads the way towards greater access for all. The University's 21st-century mission remains true to the founding principles of academic excellence, scholarship, and opportunity for all. In addition to demographic diversity among students, faculty, and staff and consistent and clear university and college policies that provide a foundation for a diverse learning environment for students, we recognize that continual and critical self-reflection about our institutional practices is necessary to truly be an inclusive and culturally responsive department and program.

Faculty and staff have access to a range of university and college-wide resources that provide professional development, promote dialogues to build awareness, and allow opportunities to share, showcase, and progress the design and execution of faculty research projects related to issues of diversity, equity, and inclusion.

University and College-Wide Resources

The University's Office of Recruitment and Diversity (ORD) is responsible for the development and implementation of policies, processes, and practices in support of CUNY's commitment to diversity, equity and inclusion. Through its innovative and inclusive programming, CUNY's ORD provides a number of important resources for faculty and staff. These include:

Faculty Diversity & Inclusion Conference

The Faculty Diversity and Inclusion Conference is offered in the Spring once every two years at CUNY's Graduate Center. CUNY faculty have the opportunity to share research-based evidence, present new ideas, discuss experiences with colleagues, and develop constructive actions for positive change in the belief that diversity in all its manifestations is a driver of success for the CUNY community. Faculty in the Social Work Department have served as proposal reviewers (Professors Williams-Gray and Senreich) and have presented on their work at the conference (Professors Kolb, McGovern, Senreich, Vinjamuri, and Williams-Gray).

Diversity Projects Development Fund

The Diversity Projects Development Fund (DPDF) was established by the Office of the Vice Chancellor for Human Resources Management to support educational projects, scholarly research, creative activities and other programmatic initiatives that promote multiculturalism, diversity and inclusion, affirmative action and nondiscrimination for the benefit of the University community. The Fund is administered by the University Advisory Council on Diversity. The Council establishes the operating guidelines for the use of the monies in the Fund, develops procedures for implementing the guidelines, and selects Fund grant recipients. The Office of Recruitment and Diversity provides administrative oversight to support the Diversity Projects Development Fund. Faculty in the Social Work Department have received funding for their research through this funding source.

Faculty Diversity Dialogues

Led by experts in the field, CUNY Faculty Diversity Dialogues are forums for CUNY administration, staff, and faculty to build awareness around a range of issues related to diversity, equity, and inclusion. This series provides a forum for discussion focused on matters of inclusion, implicit bias, intercultural communications, and efforts to increase diversity through faculty and staff recruitment, retention, and advancement in the workplace.

Faculty Fellowship Publication Program

The Faculty Fellowship Publication Program (FFPP) is sponsored by the Office of the Dean for Recruitment and Diversity in order to advance CUNY's institutional commitment to diversity. This University-wide initiative assists full-time untenured CUNY faculty (assistant professors) in the design and execution of writing projects essential to progress toward tenure. These projects may include research-based scholarly articles for juried journals, books for academic presses and creative writing projects. This program provides three credit hours of course release for the spring semester, a writing group, and the guidance of a senior faculty member. Faculty in the in the Social Work Department have been accepted into the fellowship to work on their writing projects.

The Center for Human Rights and Peace Studies

The Center for Human Rights and Peace Studies advances social justice and human dignity in an interdisciplinary fashion through active involvement of faculty, students, and community in research and teaching. The Center builds on the College's unique history: the drafting of the Universal Declaration of Human Rights began at Lehman College when the United Nations met at the College. Lehman College students, often immigrants and the first in their families to access higher education, engender a broad understanding of human rights. The Center unites student and faculty engagement on local and global rights issues in New York and the greater world community. The Social Work Department has faculty representation on the Steering Committee for the Center.

Lehman College's Writing Across the Curriculum (WAC)

The WAC program at Lehman is grounded in research and tailored to meet the particular interests and needs of our faculty and students. Faculty development workshops extend the rich scholarly material

available in the writing-to-learn and writing-in-the-disciplines movements by making use of the resources uniquely available at Lehman. The Faculty Writing Development Program sensitizes faculty to the diversity of our students writing abilities and learning styles. A number of faculty from the Social Work Department have participated in the development program and Lehman's WAC workshops. (See link for past participants from the Department's website: <http://www.lehman.edu/academics/wac/past-faculty-participants.php>).

Departmental Initiatives and Programs ***Committees, Communication, and Curriculum***

Since 2017, we have had extensive dialogues in Departmental Faculty and Staff, Policy, and Curriculum Meetings about diversity. Students have been invited to attend the Department Faculty and Staff Meetings in order to voice their opinions. In Spring 2019, the faculty voted in a Departmental Meeting to create a new faculty, staff, and student Diversity and Inclusion Committee, that has been tasked with creating a statement on our commitment to racial justice. We have also begun to assess and improve the way we do our work to enhance our climate of inclusion. At a meeting of all faculty of the Lehman College Department of Social Work in Fall 2017, it was decided that an instrument would be created to assess students' comfort and feelings of safety regarding diversity and self-expression in the classroom. A Diversity Evaluation Committee was formed to create this instrument that could assess this significant aspect of the implicit curriculum before students graduate in Spring 2018.

Additional strategies to enhance our inclusive environment, include securing an outside expert to conduct professional development with the faculty on strategies for discussing race and racism in the classroom. Faculty are compiling a short list of recommended experts to present to the Chair of the Social Work Department. In addition to outside training, the faculty and staff have discussed other initiatives such as a speaker series, faculty journal club, and faculty curriculum discussions. The planning and specifics of each of these will fall under the purview of the Diversity and Inclusion Committee. Suggestions for the speaker series will draw from the expertise and experiences of Departmental faculty and staff as well as from outside. These sessions may include faculty discussions of research or the invitation of an agency to provide professional development. The journal club has been suggested as a way for faculty to read academic literature that are written by authors of color or that speak to themes of oppression, and resilience and that might later be incorporated into the curriculum. Faculty curriculum conversations have been suggested as a space for faculty to meet one or two times per semester to discuss their experiences in addressing race in the classroom around a certain topic or theme.

Faculty expertise and research with diversity

Our faculty has a wide range of research interests related to diversity, including substance misuse among different populations, working with LGBT clients, theoretical approaches to ethnicity, gerontology, oncology, child welfare, men in the criminal justice system and children of incarcerated parents, urban social problems and inequality, social welfare policy and social justice. Activities related to these interests include publication of many books, chapters, and journal articles; and many presentations at numerous professional conferences in the U.S. and abroad.

The interest and commitment of faculty to issues related to diversity are readily apparent in their research and published works. Over the past five years, these have included:

Professor Greenberg and Kahn's work on inequality in early childhood education and care;
Professors Greenberg, Vinjamuri, Williams-Gray, and Senreich's work on racial concordance and discordance in the social work relationship;

Professor Kolb's work on aging and diversity;
 Professor Mazza's work on incarcerated parents and their children;
 Professor McGovern's work on issues of aging;
 Professor Monk's work on racial micro-aggressions;
 Professor Saint-Louis' work on oncology in urban hospital units;
 Professor Sisselman-Borgia's work on low-income African-American families;
 Professor Senreich's work on substance use among the Puerto Rican and West African populations;
 Professor Vinjamuri's work with the LGBT population;
 Professor Warde's work on inequality and US social policy;
 Professor Williams-Gray's work on military social work practice and her work on use of ethnic sharing techniques in the classroom;
 Professor Williams-Gray and Senreich's work on medical care for adults with sickle cell disease.

Professor Warde published a book in 2017, entitled *Inequality in US Social Policy: An Historic Analysis*, in which he illuminates the pervasive and powerful role that social inequality based on race and ethnicity, gender, immigration status, sexual orientation, class, and disability plays and has historically played in informing social policy. He uses critical race theory and other structural oppression theoretical frameworks, to examine social inequalities as they relate to social welfare, education, housing, employment, health care, and child welfare, immigration, and criminal justice. This book is currently being used in the Social Welfare Policy (SWK 443) course to help our undergraduate social work students better understand the origins of inequalities that their clients face.

Inclusion of LGBT Issues

Evan Senreich, an Associate Professor, is a Lehman College representative for the Bronx Borough's LGBT Policy Task Force in order to increase LGBT Lehman College students' access to resources in the Bronx. In the past decade, he has had nine articles as well as a book chapter published regarding the needs of LGBT clients in substance abuse programs.

Mohan Vinjamuri, an Assistant Professor of social work, had a recent article published based on his experiences teaching an elective course at Lehman College regarding working with LGBT and has had articles and chapters published regarding gay couples raising children. Professor Vinjamuri and Chair of the Department, Professor Mazza have initiated and chair a college-wide committee to increase support services for the LGBT Community on campus.

The Latino Social Work Coalition and Scholarship Fund and the Latino Social Work Task Force

The Latino Social work Task force focuses on assuring there are adequate numbers of culturally and linguistically competent Latino social workers in New York City in addition to enhancing services to the Latino Community. This group has named Professor Manuel Munoz for an award to be granted in April 2019 for his outstanding service to the Latino Population of New York. Past recipients of the Lehman Faculty have included Professor Carl Mazza, Mr. Peter Niedt, and Professor Joy Pastan Greenberg.

Elective Courses

The interest and expertise of faculty members with diversity have been utilized in the development by faculty of approximately 10 elective courses for the M.S.W. Program (SWK 681-690) with about 7 being offered in any given year. These courses are described in **AS3.3.5**.

Federal Grant Awards

These grants are described in **AS 1.0.3**. Additionally, faculty have been awarded federal grants that have helped us to uphold the mission and values of the Department and underscore our commitment to diversity. The Co-Principal Investigators, Professors Kahn and Sisselman-Borgia, for the most recent (2017-2021) HRSA grant led by (See Departmental webpage link: <http://lehman.edu/academics/health->

human-services-nursing/social-work/hrsa-training-grant.php) articulate the purpose of the grant, which is to increase the number and improve the educational preparation of a diverse group of MSW-level social workers to provide behavioral health services in medically under-served communities and/or with medically under-served populations. The focus is on mental health and substance abuse care across the lifespan in integrated and inter-disciplinary settings. Student trainees will be better prepared to work individually and on the community level to improve services, access, and outcomes. This project has created several different educational enhancements, which focus on culturally- and linguistically-sensitive interventions in integrated primary care settings with the target population (See below for additional details).

Learning from Personal Experiences of Institutional Oppression and Injustice

The most poignant and ongoing learning about diversity in our graduate program does not come from occasional visiting speakers, but rather it is a process that continually takes place within our own program. The richness of learning based on the range of diversity and difference among the students, faculty, and staff contributes to the learning environment, which models affirmation and respect for diversity and difference. In this setting, guided by faculty and staff modeling an understanding of, and respect for diversity, students are able to learn first-hand about a broad range of cultures, races, religions, and life-styles. This is encouraged through classroom exercises and discussions, presentations by students, and informal student contacts. As a result, the classroom is a true “learning laboratory.” Many of our students have experienced social and economic injustices in their personal lives, including students who have lived in the U.S. and those who have emigrated from countries where they experienced war, torture, and devastation. Many are immigrants or children of immigrants. Some live in fear of deportation, either for themselves or family members. Many face the continuous uncertainty of DACA status. As students share their stories, everyone’s understanding of diversity and oppression is enriched. Such experiences help to reinforce professional purposes, values, and the profession’s fundamental tenet of nondiscrimination and respect for diversity, that are also reflected in the curriculum. Through this sharing, students are able to gain a deeper understanding of the impact of social, political, and economic forces on individuals, families, groups, and communities. This profound understanding gives students a broad context for appreciating the potential of social welfare policies to advance or curtail human rights and social and economic justice, and to recognize mechanisms of oppression and also opportunities for empowerment. This learning is reinforced through the experience of fieldwork.

Studying and having fieldwork experiences with this wide range of diversity in the college, the classroom, departmental activities, fieldwork agencies, and the community facilitates the modeling of affirmation and respect for people from a wide range of diverse backgrounds, ages, and identities. In addition, each semester we have students who are registered with the Office of Student Disability Services at Lehman College based on a variety of conditions. Those students who have observable disabilities and those who speak about their invisible disabilities contribute to the richness of the classroom and fieldwork learning experience. Through an arrangement with the Office of Student Disability Services, some students serve as note-takers for students who are unable to do so themselves and meet the criteria for eligibility due to the nature of their disability. All students are given information about the availability of services for the disabled on campus. Syllabi for all courses include the statement: “Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.”

Also contributing to opportunities for students to learn about diversity is the Program’s growing film library and the extensive DVD and online video collection available through the Lehman Library.

Recruitment Strategies

In addition to recruiting at colleges offering an accredited undergraduate social work major, the MSW Director of Admissions goes to a number of municipal social service agencies whose own goal to professionalize their staff aligns with Lehman's goal to enable workers already in the field to advance in the profession. Most notably, she visits New York City's Administration for Children's Services and the New York City Human Resources Administration, which employ many human service workers who may have had limited access to graduate education. We recognize that this pool of potential students represents a rich resource of experience and motivation, and that their participation in our program enriches the educational experience for all students. Our Admissions Director also recruits at City University of New York (CUNY)-wide MSW recruitment events that are publicized to current and prospective students throughout the entire city. In these venues Lehman reaches potential students who might not otherwise seek out graduate social work education. During CSWE's Annual Program Meeting, we have a table in Exhibit Hall; however, since our mission is to "is to educate students to become ethical and competent graduate level social workers for practice in the urban environment" (See **AS 1.01**), the majority of our students come from our neighboring communities.

We also recognize that applicants who transition from other careers can bring valuable and relevant experience to the program. Some have experience in helping professions such as health care or education, while other students enter the MSW program from the retail industry, human resources, finance, customer service, and sales. This speaks to Lehman's diversity beyond the dimensions of race, ethnicity and country of origin. The student population reflects a wide range of ages, life stages, and professional backgrounds. Lehman recognizes the contributions and transferable skills that come with this diversity. These future social workers bring rich experience to the classroom and to their clients.

Diversity of Fieldwork Placements and Clientele

Fieldwork offers opportunities for students to be exposed to a range of urban social problems; to numerous fields of practice and diverse services; and to client populations, client needs, and life styles that represent the multiple manifestations of privilege and power. The selection of fieldwork agencies for our students is influenced by our efforts to provide students with this broad exposure. Given the scope of urban social problems in the Bronx and neighboring communities, there is a wide range of agencies and diverse population groups that our students can encounter through fieldwork. These include both public and voluntary agencies, and represent non-sectarian and sectarian auspices. They are located largely in the borough of the Bronx, but many of the agencies are also located in other boroughs, including Manhattan, Brooklyn, Queens, and Staten Island, and also are in Westchester County and as far north as Putnam and Orange counties. As learning experiences in Fieldwork are shared in many courses, this exposure becomes beneficial to all students.

University and College Student Groups

The College also offers a wide range of special interest clubs, which many of our students join. These include:

- African & Caribbean Student Association
- Association of Latino Professionals for America
- Black Student Union
- Black Male Initiative
- Dominican Student Association
- Herbert H. Lehman Center for Student Leadership Association
- Intersectional Feminist Club

- Latin American Student Organization
- Leadership Initiative & Advocacy Club
- Lehman College D.R.E.A.M. Team
- Lehman College Food Pantry
- LGBTQ & Alliance
- Muslim Student Association
- Student Research Club
- Urban Male Leadership Program—
- Professor Mazza and Professor Monk are on the Board of Advisors of the Urban Male Program, an effort of the university to provide mentorship for young black and Latino men, a group most under-represented in the college and also a group that has been identified as most likely to drop out. Professor Mazza and Professor Warde have served as mentors in this program. In the past, Professor Mazza was honored by this group.
- Veteran's Club
- THRIVE (a grant concerning students who are in reentry)

Composition of Social Work Advisory Committee

There is one Advisory Committee which addresses issues related to both the undergraduate and MSW programs. This allows for an inclusive and comprehensive agenda that also attends to overlapping concerns. The Advisory Committee includes representatives from the social work professional community, including staff of agencies and organizations serving diverse urban populations; the social work educational communities, including community colleges with whom we work closely; Lehman College staff, including representatives of Student Disability Services and Student Affairs; undergraduate and graduate students; alumni from both programs; and the faculty and staff of the Social Work Department. These members have been instrumental in guiding the direction of the M.S.W. Program, including the articulation of agency needs for social workers prepared for advanced generalist practice, and for social workers who are able to work with clients representing a range of cultures and languages spoken. This input contributed to the determination of the Advanced Generalist curriculum for the M.S.W. program as the most appropriate model to meet the needs of our community.

Creation of Bronx Social Work Education Consortium

As part of the 2017-2021 training grant from the Health Resources and Services Administration (HRSA), an operating division of the U.S. Department of Health and Human Services (HHS), the Lehman College Department of Social Work and others from the Bronx community have launched an effort to establish a Bronx Social Work Education Consortium. The Consortium will be a way to develop, collaborate, and promote trainings, networking events, and joint advocacy efforts. Through a newsletter and other events, information about best practices, news, job opportunities, agency profiles and resources, trainings, and other common causes can be disseminated to the Bronx and larger social work communities.

Educational and Social Resources, Special Programs, Resource Allocation

The M.S.W. Program has benefited from numerous projects and resources from several sources:

- Each year the Department arranges for the College to pay for a chartered bus to take students and faculty to Albany to join with the New York State Social Work Education Association and other social work programs around New York State for Legislative Advocacy Day. Here students

confront varied political ideologies and have first-hand experience canvassing for issues related to social justice for under-served populations with state legislators.

- The Department sponsors Common Day programs for both graduate and undergraduate students several times each semester. Many of these programs address issues of diversity. For example, during Fall 2018, Dr. Shannon Lane, Associate Professor from Sacred Heart University spoke about ways for students to become more involved in the political process in her talk entitled, “Political Social Work: Using Power to Create Social Change.” In Fall 2017, by Diane Machado, Career Advisor for Social Work Students at the Lehman Career Services Center presented on “Mastering the Art of Resumes and Interviewing for Positions in Social Work.”
- Diversity is a core topic in the Seminar in Field Instruction (SIFI), which is a required seminar for all fieldwork instructors working with MSW students. We follow a city-wide curriculum for the SIFI, which includes a two-hour session devoted to diversity, equity and inclusion. In addition to the SIFI, beginning in Fall 2018 the Lehman Social Work Department offers at least one two-hour continuing education training open to all field instructors (not just those enrolled in the SIFI) which will be dedicated to the topic of diversity in the workplace. This additional training was added in response to the results of the Graduating Students Diversity Survey (See **AS 4.0** and **Figure 4.18**).
- Professor Carl Mazza is a founding committee member of the newly formed “Social Justice Committee,” which is charged with presenting speakers, films, and theatrical performances on a variety of social justice issues, the first even was a showing of the documentary, “The Bronx is Burning” about the housing crisis in the Bronx in the 1970s and the issues related to recent gentrification of the Bronx.

3.0.2: The program explains how these efforts provide a supportive and inclusive learning environment.

All the efforts described in the previous section affirm the department’s respect for diversity and difference and commitment to creating an inclusive environment. These efforts help to create an academic environment that is open to celebrating diversity as well as confronting tough issues related to structural oppression. The emphasis on diversity, respect for difference, and inclusion at the University, College, and Departmental levels, are implicitly and explicitly present in nearly every aspect of the learning environment, as the many examples in **AS 3.0.1** above make clear.

As of January 1st, 2015, the New York State Education Department requires Licensed Master Social Worker (LMSW) and Licensed Clinical Social Worker (LCSW) to complete 36 hours of approved continuing education courses for each triennial period in order to renew their license. Since that time, Lehman has been approved as a NYS Continuing Education Provider. As a result of the four Federal grants described in **AS 1.0.3**, the Lehman Social Work Department operationalizes its prioritization of diversity and inclusion through innovative teaching approaches and a number of professional development opportunities for continuing education credits. These grants have funded 20 different professional development sessions (See **Table 3.0.1**) which are offered free to field instructors and agency staff that work with our students and also provide an opportunity to Lehman faculty and staff to obtain continuing education credits as well.

Teaching Initiatives in Classes

- In response to the need of community agencies for social workers who can provide professional services in Spanish, during 2017-2018, as part of the 2017-2021 HRSA grant (See Departmental webpage: <http://lehman.edu/academics/health-human-services-nursing/social-work/hrsa-training-grant.php>), the program introduced a Dual Language section of Advanced Practice and Fieldwork for second year MSW students who are fluent in Spanish. The class is conducted both in English and Spanish so that students can focus on development of professional use of the Spanish language. This innovative program is the only such approach in the New York metropolitan area. It has been very well-received by students and we expect the Dual Language section will become a permanent feature of our program even after the 2017-2021 grant is completed.
- All trainees under the HRSA 2017-2021 HRSA grant complete a community action project related to needs at their field placement during the year and exhibit this at the annual conference. These projects are designed and carried out with the support of one of the Lehman social work faculty mentors who meets with the trainees in groups and individually. The projects are designed to create a sustainable improvement to the agencies, communities, and/or target population to meet behavior health care needs. During the first year of the grant, students designed better systems for intakes and discharge processes, developed curricula for therapeutic groups, improved vocational preparation, developed community resources referrals, and designed psychoeducational outreach initiatives. These projects will continue to help the target population even after the students have left their fieldwork sites.
- As a result of the grant from the U.S Dept. of Health and Human Services and the Substance Abuse and Mental Health Services Administration (SAMHSA), 2013-2016, all undergraduate and MSW students were trained in motivational interviewing and the Screening, Brief Intervention, and Referral to Treatment (SBIRT) model of intervention for assessing and working with substance-using clients. The training was found to be important and effective, and an ongoing online training was added to both the undergraduate and MSW curriculum; all students now receive the training. Motivational interviewing has been added to the practice curriculum for all undergraduate students. All students were provided with screening tools in both English and Spanish.

Training for Field Instructors and Faculty

- As noted above, Lehman College Department of Social Work has been approved as a continuing education provider for social workers in New York State renewing their license. These are offered free to all attendees, including field instructors and agency staff that work with our students. A list of most of the professional development sessions follows (**See Table 3.0.1**):

Table 3.0.1: Professional Development Session	Date
The Power of a Gestalt Therapy Approach to Social Work Practice with Children, Adolescents, and Young Adults <ul style="list-style-type: none"> • Presenter: Evan Senreich, Ph.D. 	January 2015
Culturally- Informed Behavioral Health Services for At-Risk Children and Transitional-Age Youth: Collaboration & Best Practices <ul style="list-style-type: none"> • Guest Speakers: Gerry Costa, Ph.D., Clinical Director of the Center for Autism and Early Childhood Mental Health in the College of Education and Human Services at Montclair State University • Claudia Montoya, Esq. Staff Attorney, Legal Aid Society, Criminal Defense Practice, MICA Project 	March 2015
Traumatized Youth and Protective Factors that Promote Resiliency	March 2015

<ul style="list-style-type: none"> Presenter: Brenda William-Gray, D.S.W. 	
Being in the Crossroads: Social Work Practice with Lesbian, Gay, Bisexual, Transgendered and Questioning Adolescents and Emerging Adults <ul style="list-style-type: none"> Presenter: Mohan Vinjamuri, Ph.D 	April 2015
My Brother's Keeper: Contemporary Challenges for Black and Latino Males in 21st Century <ul style="list-style-type: none"> Presenter: Jermaine J. Monk, MSW, Ph.D. 	June 2015
Professional Writing Skills <ul style="list-style-type: none"> Presenter: Jessica Kahn, M.S.W., Ph.D. 	November 2015
Social Work Practice with Lesbian, Gay, Bisexual, Transgender and Questioning Adolescents and Emerging Adults: Being in the Crossroads <ul style="list-style-type: none"> Presenter: Mohan Vinjamuri, Ph.D. 	December 2015
Children of Incarcerated Parents: Living in a Strange World <ul style="list-style-type: none"> Presenter: Carl Mazza, DSW 	March 2016
Responding to the Needs of Homeless Youth <ul style="list-style-type: none"> Presenter: Amanda Sisselman-Borgia, PhD, LMSW 	October 2016
Social Work Practice with Lesbian, Gay, Bisexual, Transgender and Questioning Adolescents and Emerging Adults: Being in the Crossroads <ul style="list-style-type: none"> Presenter: Mohan Vinjamuri, Ph.D. 	December 2016
Working with Veterans: Trauma and Resilience <ul style="list-style-type: none"> Presenters: Luis Soltero-Rodriguez, M.A., Director of the Office of Veterans Affairs at Lehman College, CUNY Jonathan Alex, M.S.W., Lecturer, Department of Social Work, Lehman College, CUNY 	September 2017
Working with Families with Same-Sex Parents: Applying a "Family-in-Environment" Perspective <ul style="list-style-type: none"> Presenters: Mohan Vinjamuri, Ph.D., LMSW & Adam L. Benson, Psy.D., Licensed Psychologist 	November 2017
Working with older adults: Wellness and the life course perspective <ul style="list-style-type: none"> Presenters: Justine McGovern, Ph.D., LMSW & Sabrina Esbitt, PhD 	December 2017
Putting Theory into Practice <ul style="list-style-type: none"> Presenter: Bryan Warde, Ph.D. 	March 2018
Health Issues and Reentry from Prison Presenters: Anibal Cortes, MPH & Carl Mazza, DSW	April 2018
Changing Futures Program Presents: Recovery and Healing for Children and Families Impacted by Trauma <ul style="list-style-type: none"> Presented by: Kingsbridge Heights Community Center's (KHCC) 	October 2018
Understanding and Addressing Trauma in the LGBTQ+ Community <ul style="list-style-type: none"> Presenter: Edward Alessi, Ph.D., LCSW 	November 2018
Trauma and Immigration Experiences: Cross-disciplinary Perspectives <ul style="list-style-type: none"> Presented by: The Bronx Defenders 	February 2019

- A "train-the-trainer" model was utilized for the SAMHSA grant in order to prepare faculty to teach students SBIRT and Motivational Interviewing in the classroom, and also to prepare field instructors to help students utilize the model in their internships. Several series of workshops were set up for field instructors, faculty, and other social workers in agencies providing internships for students. At the same time that these workshops were going on, New York State adopted a requirement for continuing education for licensed social workers, and in March 2015 the Social Work Department at Lehman College was approved as a continuing education

provider. All our workshops were approved by the New York State Education Department for continuing education credits. Consequently, we were able to provide continuing education hours at no cost. This was a way we could “give back” to the agencies that provided field instruction for our students, as well as supporting other social workers and agencies in the community.

- An all-day conference, “Building on Strengths: Promoting the Behavioral and Physical Health of Urban Youth” was held at the conclusion of the 2014-2017 HRSA grant, with participation of students, faculty, and professionals from many agencies. It was structured so that licensed social workers could also earn continuing education hours at no cost. About 300 people attended, half licensed social workers and half students, both undergraduate and graduate. This conference was so successful that we built an annual conference into the 2017-2021 grant. The first conference, “Homelessness and Housing Insecurity: Challenges and Solution” was held March 23, 2018. This too was well attended and well-received by students and the community. As part of this conference there was also an exhibit area where the 29 participating student trainees exhibited the community projects they developed at their internships. Subsequently in the spring of each HRSA (2017-2021) grant year, the Social Work Department and grant staff host an inter-disciplinary conference attended by all trainees plus professionals serving the target population. The first conference in spring 2018 addressed homelessness and housing insecurity with presentations from formerly homeless individuals, social workers, and others. Topics included people without homes who are children, veterans, older adults, LGBTQ young adults, have physical disabilities, are street homeless, and others. The spring 2019 conference (to be held on Friday, March 29th, 2019) will focus on creative therapies and approaches to working with trauma, including art therapy, pet therapy, and other creative treatment modalities that may be unfamiliar to many social workers.

Training Non-Social Work Professionals in the Community

In accordance with the U. S. Federal SAMSHA grant the Department of Social Work received in 2013-2016, our faculty trained the leaders of the outpatient pediatric unit at Bronx-Lebanon Hospital in SBIRT and Motivational Interviewing in that period over 50 pediatric medical residents received the training. As a result, SBIRT has continued to be a required part of the residents’ training.

3.0.3: The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

The various activities and efforts detailed above demonstrate our commitment to fostering a diverse and inclusive school community and learning environment to affirm and support persons with diverse identities. As such, administrators, faculty and staff will work to create ongoing spaces in which to welcome critical reflection on the school climate. We will continue the work toward these efforts in the following specific ways:

For instance, plans are underway to expand the gains of the new programs resulting from the grants.

1) Half the students in the Dual Language section are participating in the HRSA grant, and half are not; this design was implemented to give opportunities for this new program to all qualified students. Students who are not participating in it have asked for workshops regarding bilingual social work practice that could reach additional students. This could also be useful in the undergraduate program.

2) We will assess the need and our capacity to expand the Dual Language sections.

3) The interest of field instructors and others in social service agencies in the community in our trainings and workshops has continued to grow. Consequently, as part of the 2017-2021 grant proposal we included the development of the Bronx Consortium for Social Work Education, working collaboratively with social work educational programs and agencies located in the Bronx to identify gaps and needed programs to improve and expand social work education in the borough. This will be further developed in the near future.

4) The interest and commitment of faculty to issues related to diversity are readily apparent in their research and publications. Faculty is at work on a very wide range of research projects, as seen in faculty CV's, see AS 3.2. Several of these projects and publications are related to the findings of grant activities.

Program Leadership

As a Federally-designated Hispanic Serving Institution, and given our location in the Bronx, with its great diversity, we do not lose sight of the importance of diversity among students, faculty, staff, and curriculum. The mission statement of Lehman College speaks of embracing diversity, and our own mission statement speaks to respect for diversity. Both the College and the Department are continually vigilant about addressing diversity issues.

Faculty Searches - The Affirmative Action Officer, located in the President's office, is very helpful in guiding us through faculty searches. There is a clear protocol for recruitment and the Affirmative Action Officer is very supportive of our efforts to reach out to a diverse pool of candidates for faculty and administrative staff.

Student Diversity – As described above under “Lehman Diversity” and “Demographic Make-up of Students” the wide diversity among our student body is representative of the demographics of the Bronx and of New York City.

Curriculum Design – The second HBSE course, Human Diversity in the Social Environment (SWK 606), taken during the Foundation Year, focuses on diversity. In addition, the faculty has designed the curriculum so that diversity issues are infused throughout the curriculum (See AS 2.0 in this volume and Volume II, Course Syllabi and Course Materials).

EDUCATIONAL POLICY 3.1—STUDENT DEVELOPMENT

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

M3.1.1: The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

Admissions Criteria

The program has admissions criteria and procedures that reflect the program's mission and goals. Clear admissions criteria and procedures, including deadlines for application, are on the Department's website and are described in detail at each of the three Information Sessions scheduled during the Fall and early in the Spring semesters. In addition, our Director of Admissions for the MSW Program, Ms. Deborah Rubin, meets with students individually to discuss their concerns and also responds to students' phone calls and e-mails. The MSW Program Brochure (See **Figure 3.2**) which includes the mission of the Program and describes the Advanced Generalist concentration of the program and the three tracks, is given or mailed to prospective students inquiring about the Program. Students receive sufficient information about the Program so that they can make an informed choice about the "fit" between their interests and the Program's offerings, as well as the Track for which they apply.

The stated Admissions criteria promote and support our efforts to admit students with excellent potential, both as scholars and as effective social work professionals and leaders in urban communities. Offering all 3 Tracks, including the 2-Year Track, the Extended 3-Year Track, and the one-year Advanced Standing Track in evening classes enables qualified applicants who are working in social service agencies or who have a variety of other responsibilities to complete their studies. This scheduling is imperative in order to provide access to graduate social work education for nontraditional students. Information about the three Tracks, included in **AS 2.0**, is given or sent to people requesting information, as are the instructions for using the online application.

Admission Requirements for all tracks are:

- Bachelor's degree from an accredited college or university, including 45 liberal arts credits
- Minimum undergraduate grade point average of 3.0 is desired (consideration for admission includes other strengths in the application)
- Application to the program, including a personal statement that addresses the student's preparation for the program, career goals, and commitment to social work values
- Three letters of recommendation, at least two of which should be from college faculty and/or professionals in fields related to social work. Letters should address applicant's suitability for the

- social work profession and preparedness to enter a rigorous academic program
- Resume
- An interview may be required

Additional Admission Requirements for Applicants to Track C, Advanced Standing Program.

- Have completed a bachelor's degree with a social work major from a social work program accredited by the Council on Social Work Education;
- Have attained a minimum 3.2 cumulative index in the major is desired (consideration for admission includes other strengths in the application);
- Include, among three recommendations, one from the most recent Faculty Advisor or from the Program Director of the baccalaureate social work program, and another recommendation from a fieldwork instructor;
- Complete additional essay questions that focus on an illustration from the field.

3.1.2: The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

Application Evaluation

Applications are evaluated on the basis of:

- Academic history;
- Quality of personal statement, including degree of self-awareness, conceptual ability, understanding of the social work profession, including an interest in urban issues, and ability to communicate in writing; for advanced standing students, the quality of the applicant's practice example from the field;
- Recommendation letters.

Applications for all graduate programs at the college are online. A modified application for MSW applicants includes additional requirements, including an additional essay for Advanced Standing applicants who must answer questions about their practice with a client of their choice.

Procedure for Evaluating Applications and Notifying Applicants:

Applications are reviewed by the MSW Admissions Committee, consisting of the MSW Director of Admissions, Deborah Rubin and the MSW Program Director, Joy Greenberg and multiple faculty members who serve as readers. An Application Review Sheet is completed for every application on which readers record details about the applicant's academic background, professional and volunteer experience, source and substance of recommendations, and content and writing ability reflected in the personal statement. Readers note how well admissions criteria are met, and a recommendation is documented with an overall rating from 0 to 5. Finally, the reader notes whether s/he judges the applicant to merit an interview. The MSW Program Director and the Director of Admissions then discuss their findings and determine who will be called in for a small group interview consisting of 4 to 8 applicants. The Admissions Director and Program Director meet all applicants being considered for admission in order to ensure the evaluation is three-dimensional. Interviews require attendees to respond orally to several open-ended questions and to complete a short writing sample. All applicants being considered are seen in an interview except for Advanced Standing applicants who are currently completing our undergraduate social work program if the committee thinks an interview is not necessary, for example if the student is doing outstanding work in all coursework and Field. Following the interview and taking all information into consideration, the Program Director and Director of Admissions determine who will be accepted, denied, or placed on a waiting list. Applicants are initially notified of the admissions decision

electronically by the Department's Director of Admissions. The electronic decision is relayed to Lehman's Office of Graduate Admissions as well.

The Academic Program Coordinator, Yuleidy De La Cruz, sends out a letter to the applicants who are accepted, including a schedule of classes and a "Letter of Commitment" for the student to sign and send back to the Social Work Department. The "Letter of Commitment" reiterates the required fieldwork hours. Students in the one and two-year tracks also receive a fieldwork application with their acceptance letter. Once the signed Letter of Commitment is returned, the prospective student receives information about the Orientation for entering students. Since the review process continues through the spring semester, accepted students are asked to respond to the offer of admissions within two weeks. In that way, the Admissions Director is always aware of the number of spaces still available in the program. The Academic Program Coordinator sets up a folder for each committed student, which is kept in the M.S.W. Student File in the Department's Chair's office. Lehman's Office of Graduate Admissions processes the students for registration once the Graduate Commitment Deposit, or waiver of such, is submitted to the college Bursar. The M.S.W. Graduate Advisor later contacts the students to guide them through the course registration process.

M3.1.3: The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services*, or covered under a memorandum of understanding with international social work accreditors.

The program awards advanced standing status only to graduates of baccalaureate social work programs that are accredited by CSWE. The admissions criteria for advanced standing students, Track C, is listed above (See **M3.1.1**). This information is included in the 2017-2019 Lehman College Bulletin, the MSW Brochure (See **Figure 3.2**), the application to the graduate program, and on the Department website.

Also See the Following links:

- <http://lehman.smartcatalogiq.com/en/2017-2019/Graduate-Bulletin/Academic-Programs-and-Courses/Social-Work/Social-Work-M-S-W-Program>
- <http://lehman.edu/academics/health-human-services-nursing/social-work/masters-admissions.php>

The MSW Director of Admissions, Deborah Rubin, and the MSW Program Director, Joy Greenberg evaluate transcripts, course descriptions, and grades earned to ensure that advanced standing students who have applied to the program have the required knowledge and skills related to foundation courses.

3.1.4: The program describes its policies and procedures concerning the transfer of credits.

The M.S.W. Program does not accept transfer credits except for a 3-credit elective course that may be transferred only with approval of the M.S.W. Graduate Advisor. This policy is included in the 2017-2019 Lehman College Bulletin, the MSW Program Brochure, and on the College website (See **Figure 3.2** and <http://lehman.edu/academics/health-human-services-nursing/social-work/masters-admissions.php>).

3.1.5: The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

The program does not grant social work course credit for life experience or previous work experience. This policy is included in the 2017-2019 Lehman College Graduate Bulletin, the MSW Program Brochure (See **Figure 3.2**), on the College website, and each year it is included in the *M.S.W. Program Student*

Handbook and Field Education Manual (See <http://lehman.edu/academics/health-human-services-nursing/social-work/field-education.php>).

Advisement, Retention, and Termination

3.1.6: The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

There are a number of ways MSW students receive academic and professional advising. First, the MSW Graduate Advisor provides advisement that includes assistance with registration and program planning, serving as the faculty advisor to all Track B students during their first year in the program, meeting with students who are experiencing academic challenges while in the program, and consulting with students on employment and other post-graduate plans. Advising takes place by email, phone, and in-person, including at the Program Orientation, Program Preview, and during individual meetings. Students are provided with the course of study in writing so they can see which courses they take in which semesters.

The Graduate Advisor meets with the students at least once per semester to plan for upcoming courses, address issues related to registration, and ensure a smooth transition through the program. In addition, the Graduate Advisor hosts advisory meetings specific to first year Track B students who are not yet in fieldwork and thus do not have a seminar faculty advisor.

In addition to having the MSW Graduate Advisor as one's academic and professional advisor, students also are assigned a faculty advisor. This person is the student's fieldwork seminar instructor and, as such, serves as the student's advisor during the year in which the student is in her or his fieldwork seminar (Fieldwork and Fieldwork Seminar I-IV - SWK 671, 672, 773, 774). Faculty advisors serve as liaisons between students and the professional community and also provide academic advisement for their seminar students. They also write letters of reference for students applying to social work employment positions.

Each semester, the MSW Program Director and Graduate Advisor host student forums (See **AS 3.1.9**), which also allow informal advising. In addition to speaking with the MSW Program Director and Graduate Advisor, the Director of the Lehman Center for Academic Excellence meets with students individually and in groups to advise about job opportunities, preparation for professional licensure, and other credentialing.

Finally, Lehman College's Graduate Studies Advisor, who supervises the Office of Graduate Studies, is available to help students navigate the policies and procedures of both the Social Work Department and the college. The MSW Program Advisor works with the Graduate Studies Advisor, for example, on assisting students on academic probation so that they may successfully complete the program.

Faculty Advisor

For Tracks A and C (the 2-year and Advanced Standing Tracks), the Fieldwork Seminar instructor serves as the academic faculty advisor. This policy was made in recognition of the importance of integrating field education with both the explicit and implicit curricula. Track meetings for all faculty teaching students in that Track are held regularly, so the students' progress in all aspects of the Program can be monitored. Further, for students in the Advanced Year, the Fieldwork and Seminar instructor is also the instructor for the Advanced Generalist Practice I and II courses. This makes an in-depth learning experience possible, as faculty can closely monitor students' learning, and also provides opportunities for modeling with students.

MSW Advisor

Professor Jessica Kahn, a full-time faculty member, serves as MSW Advisor. The MSW Advisor provides advisement around course planning and registration and focuses on students' professional development. She also addresses students' plans following completion of the Program. In this capacity, she is liaison to several career fairs and works with students around their future plans. The MSW Advisor also serves as Faculty Advisor for Track B (three-year Program) students during their first year, prior to beginning Fieldwork. Once Track B students begin Fieldwork, the Seminar instructor assumes the advisor role, as with the 2-year and Advanced Standing Tracks.

Advisement Support from MSW Program Director

Professor Greenberg, the MSW Program Director, regularly holds weekly meetings with faculty to discuss student progress. Discussion of students in each track (one-year, two-year, advanced standing) occurs twice each semester. Here faculty can present academic or other types of issues or concerns about particular students and receive feedback from one another on how an identified student is doing in each of her or his classes and how to best support her or him. This way the Department does not lose track of any one student.

Advisement from College Office of Graduate Studies

In addition, the College has an Office of Graduate Studies which works with all graduate programs in the College. Staff in that office advise students who are on academic probation or are confronting other types of situations that threaten their progress in the Program.

Advisement Related to Fieldwork

The Director of Field Education, Mr. Peter Niedt, provides advisement around planning for and implementing field placement for all MSW students. Once the student begins Fieldwork and Seminar, the faculty member teaching seminar assumes responsibility for academic advisement. However, if difficulties with the placement develop, the Director of Field Education works closely with the Fieldwork and Seminar instructor to resolve the problems. If problems in the field persist, the Director of Field Education may step in to help resolve the problem. The MSW Program Director is included as needed.

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.

Evaluation of Academic and Professional Performance

In addition to being evaluated by their individual instructors (according to the rubrics in each syllabus), students must maintain an average of 3.0 grade point average (GPA) in order to both remain in the program and graduate. They must also demonstrate professional behavior consistent with the *Code of Ethics* of NASW. The majority of students are successful in both areas; however, there are times that require the attention of the administration.

As per the Lehman College Graduate Bulletin, the lowest passing grade is a C in any MSW-level course. Should a student's cumulative GPA fall between a 2.7 and a 3.0, he or she is placed on academic probation. Students on academic probation must raise their GPAs to 3.0 or higher at the end of the

following semester in order to continue in the program. If a student's GPA remains below 3.0 after the subsequent semester, she or he is dismissed from the program. Should a student's GPA fall below a 2.7, the student is dismissed from the program; however, students can appeal to the Lehman College Graduate Studies Committee to remain in the program. Students are required to submit a plan for improving their GPA when filing an appeal. The student meets with the MSW Program Director and MSW Program Advisor to discuss both what the student can do in the future to improve their grades in courses in subsequent semesters and what the MSW Program can do to support the student in doing so.

Students who receive less than a C in fieldwork (an F) are automatically dismissed from the program and may only continue in the program upon successful appeal to the Lehman College Graduate Studies Committee.

Students who receive an F in a course other than fieldwork may not progress into any courses for which those courses were prerequisites. They may enroll in the classes for which they received the failing grades in the next semester the courses are offered, if their GPAs meets the criteria for probation and continuation.

At the end of each semester, once final grades are submitted, the MSW Program Director and MSW Program Advisor send letters to those students who have been placed on academic probation or have been dismissed from the program with directions on how to proceed.

Grievance Policies and Procedures

Grade Appeals

As per the Lehman College Graduate Bulletin, a student has the right to appeal a grade for a course. The procedure to do so is as follows and is outlined in the MSW Student Handbook and Fieldwork Manual.

A student dissatisfied with her or his grade should first discuss the situation with the instructor who assigned the grade. The instructor must explain how the grade was calculated. If the student feels that the grade is unfair, she or he can appeal the grade in writing to the Department Chair. (If the Chair is the instructor, then the senior member of the Department Personnel and Budget Committee will act on the Chair's behalf.) The Chair will appoint a Graduate Grade Appeal Committee, which must consist of three faculty members from the Department, all of whom have taught graduate courses. The Committee must examine materials provided from both the student and the student's instructor. The Committee will prepare a written report of their findings to the Chair, either sustaining the current grade or recommending a change. The Chair will notify the student, the instructor, and the Lehman College Office of Graduate Studies. If the Committee recommends a grade change, the Chair will forward a grade change form reflecting the decision. Grade appeals must be initiated during the semester following the entry of the permanent grade, and no grades can be changed after the date of graduation.

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

3.1.8: The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

In addition to the letters that go out to students on academic probation, students may be brought before the Department's Retention and Review Committee for issues related to professional behavior. This

applies to behavior in the classroom, in fieldwork, in departmental and college activities, and on the Lehman College campus. As per the MSW Student Handbook and Fieldwork Manual, any grade earned in a social work course supersedes a student's current standing in the MSW Program. Failure to comply with the Code of Ethics can result in dismissal from the program.

The Retention and Review Committee reviews situations that are of a professional, rather than an academic nature. This includes situations that have to do with violations of professional or ethical conduct. The committee can recommend dismissal of a student from the MSW Program. Students have the right to appeal such a decision with the Department Chair and the Lehman College Office of Graduate Studies. Should the incident relate to conduct that encompasses CUNY Rules and Regulations on Campus Conduct, the classroom instructor will refer the situation to the Vice President of the Lehman College Student Affairs.

According to the MSW Student Handbook and Fieldwork Manual, the MSW Program Director will convene the Retention and Review Committee, as needed. It should be comprised of three full-time faculty members within the Social Work Department. The MSW Program Director and the Chair of the Social Work Department will not serve on the committee. The MSW Program Director will designate one of the three faculty members to serve as Committee Chair.

The student and the classroom instructor should attempt to resolve any issues prior to referral to the Retention and Review Committee. Either person - student or instructor - may invite the student's faculty advisor or if related to fieldwork, the Director of Field Education, to the meeting. If the issue is related to a classroom situation, a Compliance Plan and Agreement form will be completed. This paperwork must be completed before student is referred to the Retention and Review Committee, unless the situation warrants immediate and direct referral to the Committee.

Should the student not comply with the Compliance Plan, the instructor makes a written request to the Department Chair for a review by the Retention and Review Committee. The Committee Chair will contact the student and the committee members to schedule a mutually convenient time for the Retention and Review Committee meeting to occur. The student and instructor will provide supporting documents for the committee. The Committee Chair will distribute all documents to the committee members. Upon completion of the review, the committee will submit in writing its determination to the Chair of the Department, who will then inform the student. As previously stated, the student has the right to submit a written appeal to the Department Chair and the Lehman College Office of Graduate Admissions. This must be done within 5 school days.

If these agreements are not sufficient to resolve the difficulties, there is a Procedure for Review and Termination for Violation of Professional Behavior in Field Education (See Student Handbook and Field Education Manual, <http://lehman.edu/academics/health-human-services-nursing/social-work/documents/MSWHandbook8-2017.pdf>).

3.1.9: The program describes its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

There are several formats/venues for students to participate in policymaking for the MSW Program's academic and student affairs. In 2015, the MSW Program Director and MSW Program Advisor began holding bi-annual student forums. Students are invited to meet with the Director and Advisor once per semester by year of study (Foundation Year vs. Advanced Year) to discuss issues of concern and/or ask questions on items related to the program. Students can also provide general feedback on the program at the forums. Student forums are scheduled in the late afternoon before classes begin to accommodate

students' schedules. Rather than hear about student issues or complaints indirectly, the forums provide an important and appropriate venue where students can get answers to their questions directly from members of the administration. These forums have also been instrumental in modifications to the curriculum and assignments. One example of this occurred last year when graduating students asked to discuss the assignments related to the third policy course, SWK 745 Social Welfare Policy Practice. Students provided an excellent assessment on both the number and quality of assignments in that course. The Director and Advisor presented the information to those instructors teaching the course, where it was further discussed and ultimately agreed upon that the assignments needed improvement. Minor changes were made mid-semester. Students were thankful for the opportunity to share their feedback and for the rapid response to their suggestions.

A second area for student participation is the student representative position to the Department meetings. Each year, the MSW Program identifies one or two MSW students to attend the monthly Department meetings. This allows for a student's perspective present at the meeting as well as for information to be disseminated to the larger student body by the representative.

Another example where students participated in student affairs resulted in the annual MSW Program Preview. In 2015, students provided feedback on what they felt would have made their transition to the program easier. Students wanted a way to meet their peers prior to class so that they would have a familiar face or two on the first day and an introduction to APA-style writing. The Department put together a 2-hour evening event for incoming students to accomplish this. This occurs annually during the week prior to classes beginning. There is an icebreaker activity, followed by a presentation on APA-style writing, a presentation on what to expect in fieldwork, and a discussion portion, conducted in small groups facilitated by a faculty member. Pizza is served during the discussion portion of the program. The event has been very well attended with at least 90% of incoming students attending and most, if not all, of the Department faculty. We also have representatives from current students and alumni at these MSW Program Previews to provide the incoming students with the perspectives of their near peers.

3.1.10: The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Students are encouraged to organize in their interests in several ways. The MSW Social Work Club is one way in which students can come together to share ideas and organize events for their fellow students. The MSW Club Faculty Advisor serves as a liaison between the Club and the MSW Program. He or she advises the Club when they have questions or concerns.

The MSW Club at Lehman College, Department of Social Work has hosted a number of events during the 2017-2018 academic year. The executive board, which consists, of a president, vice president, secretary and treasurer has met and maintained the requirements outlined by Lehman College to be recognized and eligible for funding. The MSW Club has held a number of programs including a food and coat drive, a book signing, and a job fair (which they coordinated with the MSW program and career services). The MSW club maintains a membership of about 25 MSW students in addition to the executive board. The executive team meets every two weeks and holds full membership meetings once a month.

In addition to the Social Work Club, students are involved each year in one Common Day per semester. The fall Common Day is organized around an interest expressed by a student or faculty member. This is typically a guest speaker or panel of speakers who present on a timely topic. Past topics have included: 1) a panel of Lehman MSW alumni involved in policy practice discussing their job responsibilities and career trajectories; 2) faculty members presenting their research; and 3) resume writing and interviewing skills led by a member of the Lehman College Career Services Department. These are typically very well attended. They are held during the field seminar time slot on days when their seminar does not meet.

Each year during the spring semester, Lehman participates in Legislative Education Advocacy Day in Albany, New York. We take a busload of social work students to meet with state lawmakers and advocate for legislation that is important to clients and the profession. The day is organized by NASW. Students visit the capitol, see the government buildings, and learn first-hand about policy practice. They can choose to meet with a legislator (or his or her staff) or canvass the Assembly and Senate with information related to a particular bill.

Figure 3.2: MSW Program Brochure

Earning the CASAC-T Credential

Students who successfully complete the full M.S.W. curriculum (Tracks A and B) and the 2 elective courses, SWK 688 and SWK 692, will have completed all educational requirements for the CASAC in New York State and are eligible to receive the OASAS CASAC-T 350 Hour Standardized Certificate of Completion from the Lehman College Social Work Department. Additional employment and testing requirements designated by OASAS are necessary in order to complete the CASAC credentialing process in New York State.

About Lehman

Lehman College, a senior college of the City University of New York, is a public, coeducational liberal arts college with more than 90 undergraduate and graduate degree programs and a current enrollment of over 10,000 students. At Lehman, students develop their intellectual, social, and professional potential.

Our campus is a regional center for the visual and performing arts, recreation, and fitness through the Lehman Center for the Performing Arts, Lovinger Theater, Art Gallery, and The APEX. Lehman students have opportunities to attend theatrical productions, concerts, lectures, films, and other cultural events throughout the school year. They may also participate in a wide variety of clubs, professional organizations, and intramural athletic teams.

Directions to Lehman College

Lehman College is located in the Kingsbridge Heights/Bedford Park Boulevard community in the northwest Bronx. Our tree-lined 37-acre campus is convenient to public transportation and major roads. Students have access to convenient parking in attended lots.

By subway

No. 4 or D trains to the Bedford Park Boulevard station. A short walk west to the campus. For more information, call (718) 330-1234.

By Bronx buses

Bronx buses 2, 3, 5, 10, 22, 26, 28, 12 and 34 have stops near campus. For the latest bus schedules, call (718) 330-1234.

By Manhattan express buses

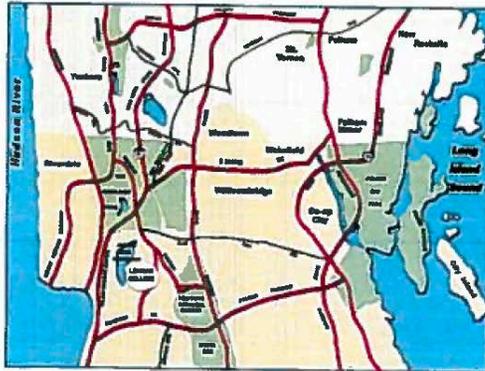
Liberty Lines' BQM4A or 4B buses serve Bedford Park Boulevard and the Grand Concourse. For information, call (212) 652-8400.

By Westchester buses

The following bus lines end at Bedford Park Boulevard near campus: No. 20 or 20X bus from White Plains, Hartsdale, Scarsdale and Yonkers via Central Park Avenue and No. 4 from Yonkers (Gerry Square, South Broadway, McLean and Central Park Avenue).

By car

There are several ways to approach the campus. Many drivers take the Major Deegan Expressway (I-87) to the Van Cortlandt Park South exit or the Sewall/Henry Hudson to the Mosholu Parkway exit. The campus is a short distance from either road, as you can see from the map on this page.



LEHMAN COLLEGE

THE CITY UNIVERSITY OF NEW YORK

Master of Social Work



The Mission

The mission of the Master of Social Work (M.S.W.) Program at Lehman College, City University of New York, the only graduate social work program in the Bronx, is to educate students to become ethical and competent graduate level social workers for practice in the urban environment. Through the implementation of an Advanced Generalist Practice curriculum, built on a liberal arts foundation and guided by a global perspective, scientific inquiry and the ethical imperative of respect for human rights and diversity, the program prepares students for leadership in urban communities. Graduates will strengthen opportunities, resources, and capacities of urban populations as they provide direct services, provide agency administration and supervision, utilize research, and formulate and promote policies that advance social and economic justice and human and community well-being within the context of the rich diversity of the Bronx and its surrounding urban areas.

About the Program

The Lehman College M.S.W. Program is fully accredited by the Council on Social Work Education (C.S.W.E.). When students earn their M.S.W. degree they are immediately eligible to take the New York State Licensed Master Social Worker (L.M.S.W.) exam. The M.S.W. Program at Lehman College prepares students to assume positions of leadership in public and voluntary sector social service agencies located in urban areas. The *Advanced Generalist* curriculum prepares all students for the following:

- direct practice with individuals, families, groups, communities and organizations
- supervision
- administration
- policy practice
- research

The Lehman College Department of Social Work has been designated by the New York State Office of Alcoholism and Substance Abuse Services (OASAS) as an Education and Training Provider for M.S.W. students who wish to obtain certification as a Credentialed Alcoholism and Substance Abuse Counselor Trainee (CASAC-T). See back panel for details.

Programs of Study: The M.S.W. Program offers three tracks

Track A: 2-Year Full-time (63 credits)

YEAR ONE
Fall Semester Credits

SWK 611	Generalist Social Work Practice I	3
SWK 603	Human Behavior and the Social Environment	3
SWK 639	Social Welfare Institutions and Programs	3
*SWK 671	Fieldwork and Seminar I	5
<i>Spring Semester</i> Credits		
SWK 612	Generalist Social Work Practice II	3
SWK 606	Human Diversity and the Social Environment	3
SWK 643	Social Welfare Policy Analysis	3
SWK 646	Social Work Research I	3
*SWK 672	Fieldwork and Seminar II	5

YEAR TWO
Fall Semester Credits

SWK 715	Advanced Social Work Practice in the Urban Environment I	3
SWK 707	Understanding Clinical Assessment and Diagnosis	3
SWK 727	Supervision in Agency-Based Practice	3
*SWK 773	Fieldwork and Seminar III	5
SWK600-SWK694	Special Topics in Social Work or one elective from SWK 601-694	5

Spring Semester Credits

SWK 714	Advanced Social Work Practice in the Urban Environment II	3
SWK 729	Administration in Urban Agencies	3
SWK 745	Social Welfare Policy Practice	3
SWK 747	Social Work Research II	3
*SWK 774	Fieldwork and Seminar IV	5

Track B: 3-Year Extended Program (63 credits)

Extended students are masterized students and are subject to the same admission requirements as full-time students. Extended students complete the Year One curriculum in two years and take the Year Two curriculum on a full-time basis in the third year.

Track C: Advanced Standing Program (34 credits)

This track is available only to qualified graduates of baccalaureate social work programs that are accredited by the Council on Social Work Education. Students may be given credit for up to one year of the MSW curriculum.

Applicants for Advanced Standing must provide descriptions of courses in the undergraduate Social Work major; the Graduate Advisor will determine exemption from courses in the Year One curriculum.

Admission Requirements for All Tracks:

- Candidates must:
- Hold an earned Bachelor's degree from a college or university accredited by a recognized regional accrediting association, including 45 liberal arts credits;
 - Have attained a minimum undergraduate grade point average of 3.0;
 - Submit an application to the program, including a personal statement related to the student's career goals and preparation for this program, a resume, and three letters of recommendation addressing applicant's suitability for the social work profession and preparation to enter a rigorous academic program, at least two of which should be from college faculty and/or professionals in the fields related to social work;
 - An interview may be required.

Admission Requirements for Applicants to Track C, Advanced Standing Program:

- In addition to the above, candidates must:
- Have completed a bachelor's degree with a social work major from a social work program accredited by the Council on Social Work Education, with a minimum of 3.2 cumulative index in the major;
 - Complete additional application questions related to a practice example;
 - Include, among three references one reference from the advisor in the baccalaureate social work program, or the program director, and one from an agency supervisor.

Selection Process

- Applications will be evaluated on:
- Academic history;
 - Quality of personal statement, including degree of self-awareness, conceptual ability, understanding of the social work profession, and ability to communicate in writing; and
 - References.

The program does not grant social work course credits for life experience or previous work experience.

Curriculum

Notes: students take all courses including one elective SWK 600-SWK 694. Transfer credits are not accepted, except the 3-credit elective with approval of the Social Work Graduate Advisor.

SWK 603: Human Behavior and the Social Environment, 3 hours, 3 credits. Examination of individuals, families, groups, and communities in relation to human biological, psychological, social, spiritual, and cultural forces. Theories and knowledge emphasizing critical life events from conception through later adulthood will provide a coherent framework for viewing human beings developing over time.

SWK 606: Human Diversity and the Social Environment, 3 hours, 3 credits. Exploration of theoretical perspectives of developmental processes as well as interactions at all levels of social organization. Impact of life transitions, the physical environment and social processes on clients systems in the urban environment. Self-examination of one's values and ethics. PREREQ: SWK 605.

SWK 611: Generalist Social Work Practice I, 3 hours, 3 credits. Introduction to generalist social work practice within a life model framework, including skills and techniques, integrated with professional values and ethics, for the beginning phase of generalist practice. COREQ: SWK 671.

SWK 612: Generalist Social Work Practice II, 3 hours, 3 credits. Generalist social work practice within an ecological systems perspective; emphasis is placed on skills and innovative strategies with populations-at-risk during the middle and ending phases of practice. Case management skills in urban organizations. PREREQ: SWK 611; COREQ: SWK 672.

SWK 639: Social Welfare Institutions and Programs, 3 hours, 3 credits. History of social services in the United States and overview of services in key contemporary fields of practice are studied through the lens of social justice and professional ethics. Special attention to social welfare policies that impact negatively on populations-at-risk in urban environments.

SWK 643: Social Welfare Policy Analysis, 3 hours, 3 credits. Understanding and analyzing social welfare policies, especially those negatively impacting on urban populations. Empowerment of students to act as agents of change in the pursuit of social justice within agency and societal systems. PREREQ: SWK 639.

SWK 646: Social Work Research I, 3 hours, 3 credits. Social work research skills, methods, and processes needed to conceptualize social problems; research project design; critical evaluation of research designs. Utilization of social work research to identify conditions contributing to the oppression of at-risk populations in an urban environment.

SWK 671: Fieldwork and Seminar I, 21 field, 1 lesson, 5 credits. 300-hour supervised internship in a social service agency as structured by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice. COREQ: SWK 611.

SWK 672: Fieldwork and Seminar II, 21 field, 1 lesson, 5 credits. 300-hour supervised internship continued in the same social service agency as in SWK 671. Students further develop social work ethics as they provide increasingly complex services to diverse urban populations, particularly to populations-at-risk. Integration of classroom content with agency practice. PREREQ: SWK 671; COREQ: SWK 612.

SWK 707: Understanding Clinical Assessment and Diagnosis, 3 hours, 3 credits. Definitions of mental health and mental illness in various cultural contexts. DSM-IV-TR diagnosis, and clinical interventions. Implications of social welfare policies for clinical practice. PREREQ: SWK 606; COREQ: SWK 611 and SWK 671, or SWK 715 and SWK 773.

SWK 713: Advanced Social Work Practice in the Urban Environment I, 3 hours, 3 credits. First course in a two-semester advanced integrated practice sequence. Empowerment approach with urban populations-at-risk. Emphasis on intervention in a larger community context. PREREQ: SWK 612, SWK 672; COREQ: SWK 727, SWK 773; PRE OR COREQ: SWK 707.

SWK 714: Advanced Social Work Practice in the Urban Environment II, 3 hours, 3 credits. Builds on the application of advanced social work practice skills, knowledge, and values. Deepens understanding of the social worker's role in mobilizing power and building relationships with diverse systems of various sizes. Particular attention to concepts on multiculturalism, diversity, social justice, value dilemmas, and social change issues. PREREQ: SWK 713, SWK 773; COREQ: SWK 729, SWK 774. PRE OR COREQ: SWK 745, SWK 747.

SWK 727: Supervision in Agency-Based Practice, 3 hours, 3 credits. Principles of agency-based supervision in a variety of practice settings. Administrative, clinical, and educational functions: concepts of power, authority and accountability; ethical and clinical issues; skills and self awareness; staff development; and evaluation. COREQ: SWK 713, SWK 773; PRE OR COREQ: SWK 707.

SWK 729: Administration in Urban Agencies, 3 hours, 3 credits. Administration of public and private urban social services agencies responding to the needs of diverse urban clients. Designing and structuring service organizations; funding sources; developing and maintaining a diverse staff; understanding the relationship of the organization to the community; analyzing and evaluating relevant policies and examining ethical dilemmas. PREREQ: SWK 727; COREQ: SWK 714, SWK 774; PRE OR COREQ: SWK 747.

SWK 745: Social Welfare Policy Practice, 3 hours, 3 credits. Influencing, formulating, and advocating for social welfare policies that are culturally relevant, consistent with the value of social justice, and ensure that social services meet the needs of recipients. Particular emphasis on impacting policies affecting urban populations at risk. PREREQ: SWK 643, SWK 612, SWK 672.

SWK 747: Social Work Research II, 3 hours, 3 credits. Design of research instruments; collection of data; and descriptive and inferential statistical analysis of data using SPSS. Submission of a research proposal that seeks to contribute to social work knowledge. The proposal will include an understanding of diversity and/or the needs of at-risk populations in the urban environment. PREREQ: SWK 646.

SWK 773: Fieldwork and Seminar III, 21 field, 1 lesson, 5 credits. 300-hour supervised internship in a practice area different from Fieldwork and Seminar I and II; advanced standing students enter Fieldwork and Seminar III. Development of advanced integrated social work practice through clinical practice, supervision, administration, research, and policy practice assignments. Integration of classroom content with agency practice. PREREQ: SWK 612, SWK 672; COREQ: SWK 714, SWK 727; PRE OR COREQ: SWK 707.

SWK 774: Fieldwork and Seminar IV, 21 field, 1 lesson, 5 credits. 300-hour supervised internship in the same agency as SWK 773. Students continue to learn advanced integrated social work practice through increasingly challenging assignments in clinical practice, supervision, administration, research, and policy practice. Integration of classroom content with agency practice. PREREQ: SWK 723; COREQ: SWK 714, SWK 773; PRE OR COREQ: SWK 743, SWK 747.

Students take one elective course from among the following:

- SWK 680: Special Topics in Social Work, 3 hours, 3 credits.
- SWK 681: Social Work with Immigrants, 3 hours, 3 credits.
- SWK 682: The Criminal Justice System and Its Impact on Urban Families, 3 hours, 3 credits.
- SWK 683: Issues in Urban Child Welfare, 3 hours, 3 credits.
- SWK 684: Mass Violence: Dynamics of Helping Urban Populations, 3 hours, 3 credits.
- SWK 685: Gender Issues and the Practice of Social Work, 3 hours, 3 credits.
- SWK 686: Social Work Practice with Urban Older Adults, 3 hours, 3 credits.
- SWK 687: Social Work in Urban Schools, 3 hours, 3 credits.
- SWK 688: Social Work Practice with Substance Abusing Clients in the Urban Environment, 3 hours, 3 credits.
- SWK 689: Social Work Practice with Military Service Personnel, Families and Communities, 3 hours, 3 credits.
- SWK 690: Social Work Practice with Children and Adolescents in an Urban Environment, 3 hours, 3 credits.
- SWK 691: Social Work with Lesbian, Gay, Bisexual and Transgender (LGBT) Clients and their Families Practice and Policy Issues, 3 hours, 3 credits.
- SWK 692: Social Work and Suburban Abuse Theories and Interventions, 3 hours, 3 credits.
- SWK 693: Understanding Hispanic/Latino Communities: Implications for Social Work Practice, 3 hours, 3 credits.

Applications are available online at www.lehman.edu/admissions

SOCIAL WORK DEPARTMENT Deborah Rubin, M.S.W., Admissions Director Deborah.rubin@lehman.cuny.edu Cormus Hall, B-18 718-960-8536; fax 718-960-7402	LEHMAN COLLEGE/CUNY Office of Graduate Admissions Shuster Hall, Room 150 250 Bedford Park Boulevard West Bronx, NY 10468 www.lehman.edu
---	---



EDUCATIONAL POLICY 3.2 —FACULTY

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

3.2.1: The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

The faculty has the qualifications, competence, expertise in social work education and practice, and for many, long years of service to the program. There is long history of stability of our full-time faculty. Half the 18-member full-time faculty have been with the program over 11 years, with 4 of those over 20 years. Of the newer half, 5 have been with the program from 1 to 5 years, and 4 from 6-10 years. This gives a good balance between faculty with experience and institutional memory, and newer faculty members who have enriched both the undergraduate and graduate programs.

In addition to full-time faculty, we are fortunate to have 5 full-time professional administrative staff 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.

Two have primary responsibility to the undergraduate program:

- Ms. Catherine Cassidy, M.S.W., Higher Education Associate (HEA)
Undergraduate Social Work Program Coordinator
- Ms. Julie Aquilato, M.S.W., Higher Education Associate (HEA).
Assistant Director of Field Education

Three have primary responsibility to the M.S.W. program:

- Mr. Conard Mark Miller, M.S.W., ABD, Higher Education Assistant (HEA)
Coordinator of the Academic Support Center
- Mr. Peter Niedt, M.S.W., ABD, Higher Education Associate (HEA)
Director of Field Education
- Ms. Deborah Rubin, M.S.W., M.P.H., Higher Education Associate (HEA)
Director of Admissions for M.S.W. Program

TABLE 3.2.1: FULL-TIME FACULTY			
YEARS OF SERVICE AT LEHMAN; TEACHES PRACTICE; MAJOR ASSIGNMENT IN DEPARTMENT			
Name	Years of Service	Teaches Practice	Major Assignment in Department
Jonathan Alex	16		Undergraduate
Graciela Castex	31	Practice	MSW
Sharon Freedberg	33	Practice	MSW
Joy Greenberg	11		MSW
Jessica Kahn	11		MSW
Patricia Kolb	18		MSW
Carl Mazza	24	Practice	MSW
Justine McGovern	5		Undergraduate
Jermaine Monk	5		Undergraduate
Manuel Munoz	8	Practice	Undergraduate
Norma Phillips	36.5 (Travia leave - pre-retirement, Spring 2018)		Undergraduate
Nicole Saint-Louis	3		Undergraduate
Evan Senreich	10	Practice	MSW
Amanda Sisselman	3	Practice	MSW
Mohan Vinjamuri	5		Undergraduate
Bryan Warde	14	Practice	MSW
Brenda Williams-Gray	10	Practice	MSW
Barbara Zerzan	6		Undergraduate

**TABLE 3.2.2: PART-TIME FACULTY AND PROFESSIONAL ADMINISTRATIVE STAFF
YEARS OF SERVICE AT LEHMAN; AY2017-2018 TEACHING ASSIGNMENTS;
TEACHES PRACTICE; MAJOR ASSIGNMENT IN DEPARTMENT**

Name	Years of Service at Lehman	Teaching Credits Undergrad AY2017-18	Teaching Credits MSW AY2017-18	Teaches Practice	Major Assignment
Julie Aquilato**	6				Undergraduate
Catherine Cassidy**	8	3			Undergraduate
Jill Feigeles	8		16	Practice	MSW
Efrat Fridman	3	6			Undergraduate
LeShan Gaulman	2	3			Undergraduate
Crystal George-Moses	3		16		MSW
Jayatta (Jaye) Jones	3		3		MSW
Mayra Juliao-Nunez	5	6			Undergraduate
Dan Lowy	12	12		Practice	Undergraduate
Sadie Mahoney	2	12			Undergraduate
Conard Mark Miller*	7		6		MSW
Peter Niedt**	13		10		MSW
Olatunde Olusesi	3		6		MSW
Erin Quinn	7	6			Undergraduate
Deborah Rubin**	11				Undergraduate
Lori Spector	16	18			Undergraduate
Diane Strom	12	12		Practice	Undergraduate

*Higher Education Assistant (Full-Time administrative position)

**Higher Education Associate (Full-Time administrative position)

TABLE 3.2.3: THE FACULTY DATA FORM, PART 1 – FULL TIME FACULTY

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Teaches Practice	Years of Practice Experience		Years of Employment as Full-Time Educator – Previous Positions		Years of Employment as Full-time Educator – Current Position		PERCENTAGE OF TIME ASSIGNED TO PROGRAM, AY 2017-18	
			Yes or No	BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW
J. Alex	2002	Caucasian	No		23				16	90	10
G. Castex	1987	Latina	Yes	2	9	7		18	13		100
S. Freedberg	1984	Caucasian	Yes		8		2	22	12	30	70
J. Greenberg	2007	Caucasian	No		8		2		11		100
J. Kahn	2006	Caucasian	No		7		2	2	10		100
P. Kolb	2000	Caucasian	No	1	25		3	7	12	10	90
C. Mazza	1994	Caucasian	Yes		40	5	2	12	12	10	90
J. McGovern	2013	Caucasian	No		9		3		5	100	
J. Monk	2013	African American	No		5	5	5	5		100	
M. Munoz	2010	Latino	Yes		40			5	8	75	25

N. Phillips	1981	Caucasian	No		21			100		100	
N. Saint Louis	2015	Caucasian	No		13	7	4	3		100	
E. Senreich	2008	Caucasian	Yes		20	1	2	2	8	20	80
A. Sisselman	2015	Caucasian	Yes		11	4	3		3		100
M.K. Vinjamuri	2013	Indian American	No		9		2	4	1	90	10
B. Warde	2004	African American	Yes		10	3	3	5	9	10	90
B. Williams-Gray	2008	African American	Yes		23	3	5	3	7	20	80
B. Zerzan	2012	Caucasian	No		26		3	6		100	

TABLE 3.2.4: FACULTY DATA FORM, PART 1 –PART-TIME FACULTY

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Teaches Practice	Years of Practice Experience		Years of Employment as Full-Time Educator – Previous Positions		Years of Employment as Full-time Educator – Current Position		PERCENTAGE OF TIME ASSIGNED (based on 2017-2018)	
			Yes or No	BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW
J. Aquilato	2012	Caucasian	No		29	2	3	3		100	
C.Cassidy	2012	Caucasian	No		2		3	9		100	
J. Feigeles	2010	Caucasian	Yes		3		6		5		100
E Fridman	2016	Caucasian	No		20		1	2		100	
L. Gaulman	2017	African-American	No		11				1	100	
C, George-Moses	2006	African-American	No		18	11	9		2	30	70
J. Jones	2014	African-American	No		12		9		2		100
M. Juliao-Nunez	2013	Latino	No		40	7	2	3		100	

D. Lowy	2006	Caucasian	Yes		16		0	10		100	
S. Mahoney	2017	Caucasian	No		20			1		100	
C. Miller	2011	Caucasian	No	13	6		3		7		100
P Niedt	2005	Caucasian	No	6	11		4	4	9		100
O. Olusesi	2016	African	No		26	9	2	2		60	40
E. Quinn	2011	Caucasian	No		22	1		7	1	100	
D. Rubin	2009	Caucasian	No		15		5	8		100	
L Spector	2002	Caucasian	No		22		19	16		100	
D. Strom	2011	Caucasian	Yes	4	41	8	3	7		100	

TABLE 3.2.5: FACULTY DATA FORM PART II – FULL TIME FACULTY

Initials & Surname of Faculty Member	Current Rank or Title	(x One)		Tenure-Track		Tenure			Gender	
		Part-Time	Full-Time	Yes	No	Yes	No	NA	M	F
J. Alex	Lecturer		x		x			x	x	
G. Castex	Associate Professor		x	x		x				x
S. Freedberg	Associate Professor		x	x		x				x
J. Greenberg	Associate Professor		x	x		x				x
J. Kahn	Associate Professor		x	x		x				x
P. Kolb	Professor		x	x		x				x
C. Mazza	Professor		x	x		x			x	
J. McGovern	Assistant Professor		x	x			x			x
J. Monk	Assistant Professor		x	x			x		x	
M. Munoz	Lecturer		x		x			x	x	
N. Phillips	Professor		x	x		x				x
N. Saint Louis	Assistant Professor		x	x			x			x
E. Senreich	Associate Professor		x	x		x			x	
A. Sisselman	Assistant Professor		x	x			x			x

M. Vinjamuri	Assistant Professor		x	x			x		x	
B. Warde	Associate Professor		x	x		x			x	
B. Williams-Gray	Associate Professor		x	x		x				x
B. Zerzan	Lecturer		x		x			x		x

TABLE 3.2.6: FACULTY DATA FORM, PART II – PART-TIME FACULTY AND PROFESSIONAL ADMINISTRATIVE STAFF (may also teach as Adjunct Lecturer)

Initials and Surname of Faculty Member	Current Rank or Title	(✓ One)		Tenure-Track (✓ One)		Tenure (✓ One)			Gender (✓ One)	
		Part-Time	Full-Time	Yes	No	Yes	No	NA	M	F
J. Aquilato**	Higher Education Associate + Adjunct Lecturer	Adjunct Lecturer	HEA		x			x		x
C. Cassidy**	Higher Education Associate + Adjunct Lecturer	Adjunct Lecturer	HEA		x			x		x
J. Feigeles	Adjunct Ass't. Prof.	x			x			x		x
E. Fridman	Adjunct Lecturer	x			x			x		x
L. Gaulman	Adjunct Lecturer	x			x			x	x	
C. George-Moses	Adjunct Lecturer	x			x			x		x
J. Jones	Adjunct Ass't. Prof.	x			x			x		x
M. Juliao-Nunez	Adjunct Ass't. Prof.	x			x			x		x
D. Lowy	Adjunct Lecturer	x			x			x	x	
S. Mahoney	Adjunct Lecturer	x			x			x		x
C.M. Miller*	Higher Education Assistant + Adjunct Lecturer	Adjunct Lecturer	HEa		x			x	x	

P. Niedt**	Higher Education Associate + Adjunct Lecturer	Adjunct Lecturer	HEA		x			x	x	
O. Olusessi	Adjunct Ass't. Prof.	x			x			x	x	
E. Quinn	Adjunct Lecturer	x			x			x		x
D. Rubin**	Higher Education Associate + Adjunct Lecturer	Adjunct Lecturer	HEA		x			x		x
L. Spector	Adjunct Lecturer	x			x			x		x
D. Strom	Adjunct Lecturer	x			x			x		x

*Higher Education Assistant (Full-Time administrative position)

**Higher Education Associate (Full-Time administrative position)

BIO-SKETCHES: FULL-TIME FACULTY

Jonathan Alex, MSW, ABD, Lecturer, has been teaching on the Lehman faculty since 2002. He came to the college with a background working with military veterans and their families, and specifically with spinal cord injured veterans and those with multiple sclerosis. He has also brought this knowledge into the classroom preparing interested students to work with veterans, and created a new MSW level elective called Working with Veterans, Families, and Communities.

Graciela Castex, MSW, EdD, Associate Professor, has been teaching with the Social Work Department at Lehman College since 1987; she has taught in both the undergraduate and MSW programs. She has also taught at the Wurzweiler School of Social Work at Yeshiva University, at the Westchester Social Work Education Consortium at Mercy College, and at Florida International University. Exploration of diversity issues has been central to her teaching, practice, and research. Presenting and publishing widely on ethnicity and ethnic identity, Latinos, immigration, and stereotyping processes, she has also worked directly with immigrant and refugee populations from throughout the world.

Sharon Freedberg, MSW, PhD, Associate Professor, has been teaching at Lehman for 33 years she has taught practice, human behavior, fieldwork, and the integrative fieldwork seminar. She has practiced with individuals, families, couples, and groups for the past 40 years in the fields of substance abuse, juvenile justice, and mental health. She has published and lectured widely on the life and work of Bertha Capen Reynolds. Her book, *Relational theory for clinical practice* (2nd ed.), was published by Routledge Press in 2015.

Joy Greenberg, MSW, PhD, is Associate Professor and MSW Program Director. She received her Ph.D. from Columbia University School of Social Work in 2007 and has been teaching at Lehman College/CUNY since. She teaches research, policy, administration, and an elective on school social work. Her research areas of interest include: immigrant children and education, early childhood education and care policy, and school social work in the urban environment. She has published in journals including *Social Service Review*, *Journal of Early Childhood Research*, *Children and Schools*, and *Journal of Ethnic and Cultural Diversity in Social Work*. She has co-authored a book on early children education and care and social work published by NASW Press in Spring, 2018. She was the Principal Investigator on two federal grants funded by the Health Resources and Services Administration which provided a little over \$1 million dollars in student stipends and training for 117 MSW students working with underserved populations in field placements in the Bronx.

Jessica M. Kahn, MSW, PhD, Associate Professor and MSW Program Advisor, has taught policy, research, and fieldwork seminar courses at Lehman College for 11 years. Her research interests include family policy, child welfare broadly defined, and early childhood education and care specifically plus evidence-based practice and social work pedagogy. Dr. Kahn's direct practice and administrative work was primarily in child welfare with maltreated and vulnerable children and their families. She co-authored a book on early children education and care and social work, which was published by NASW Press in Spring, 2018.

Patricia Kolb, MSW, PhD, Professor, has taught in the Department of Social Work at Lehman College since 1999, teaching in the B.A. and MSW programs. Dr. Kolb is a gerontological social worker and sociologist who has worked in the social work field since 1970. She has had extensive experience in direct practice, supervision, administration, teaching, writing, and research. Dr. Kolb She is the author of *Understanding Aging and Diversity* (Routledge, 2014), editor of the book, *Social Work Practice with Ethnically and Racially Diverse Nursing Home Residents and Their*

Families (Columbia, 2007), and author of *Caring for Our Elders* (Columbia, 2003). She is a Fellow of the Gerontological Society of America and Fellow of the New York Academy of Medicine.

Carl Mazza, MSW, DSW, Professor, has been on the faculty of the Lehman College Social Work Department since 1999, and has been Chair of the Social Work Department since 2013. He has 40 years' experience practicing in criminal and juvenile justice, child welfare, and issues effecting boys and men. He has published in all of these areas. In 2017 he co-edited a book entitled *Fatherhood in America* (Charles C. Thomas Publisher.) He is currently working on a book on social work with wrongfully convicted and exonerated people.

Justine McGovern, MSW, PhD, Assistant Professor, has been with the Lehman Social Work Department since 2013, teaching in the undergraduate and MSW programs. She also has been the Director of Undergraduate Engagement at the college. Her research focuses on community-based gerontology topics, such as older adults and substance abuse, living with dementia, and LGBTQ aging. She has contributed peer reviews and been a guest editor for academic journals and conferences. Her practice experience includes child welfare, senior services, intergenerational programming, community mental health, dementia services, and parental care consulting.

Jermaine Monk, MSW, PhD, is an Assistant Professor in the Department of Social Work at Lehman College. He first started teaching with the Social Work Department as a full-time Lecturer in 2014, and after receiving his PhD, he moved into the position of Assistant Professor. Prior to coming to Lehman, he taught for seven years at several institutions including Temple, Rutgers and Drew Universities. Upon graduation with his MSW, he worked for four years in HIV/AIDS case management, crisis intervention, and foster care case management in Pennsylvania and New York.

Manuel Munoz, MSW, LCSW-R, Lecturer, has been a faculty member in the Social Work Department of Lehman College since 2010, teaching courses in social work practice, field seminar and assessment and diagnosis. He has also been a faculty member of the Ackerman Institute for the Family, a post-graduate family and couple training institute, and has taught and supervised in the family therapy training programs of the Roberto Clemente Family Guidance Center and the Institute of Family and Community Care sponsored by the NYC Health and Hospitals Corporation. In addition he was an Adjunct Associate Professor of Social Work at both New York University and the Hunter College School of Social Work. He is a licensed, bi-lingual (Spanish), clinical social worker with over 30 years of post-master's experience working with children, adolescents and adults utilizing individual, couple and family therapy modalities in a range of settings. A graduate of the Hunter College School of Social Work he has co-authored two articles and has presented on various topics related to providing mental health services to poor, multiply stressed families and maintains a private practice.

Norma Phillips, MSW, DSW, Professor, worked for 16 years in the areas of family services, child welfare, and medical and psychiatric social work before joining the Lehman faculty in 1981. In 1986, when the Social Work Program was still part of the combined Department of Sociology and Social Work, she became Social Work Program Director and continued in that position until 2008, when the Social Work Department was formed. As chair of the new department she worked closely with faculty to expand the undergraduate program and to create the M.S.W. program, which admitted its first class in 2005. Her research has focused on the relationship between social welfare policy and social work practice. She has co-authored *Urban Social Work: Policy and Practice in the Cities* and co-edited two other books, *Children in the Urban Environment: Linking Clinical Practice and Social Welfare Policy*, now in its 3rd edition, and *Understanding Mass Violence: A Social Work Perspective*. She has been instrumental in preparing the CSWE accreditation and re-affirmation self-studies for the Lehman College graduate and undergraduate programs.

Nicole Saint-Louis, MSW, DSW, Assistant Professor, joined the Lehman Department of Social Work in 2017. She earned her doctorate in clinical social work at the University of Pennsylvania School of Social Policy and Practice in Philadelphia, where she researched job stress, burnout, compassion fatigue and the use of narrative interventions with oncology professionals. She has over 17 years of healthcare and hospital clinical practice experience. Prior to joining Lehman, she was a founding faculty member and Coordinator of the Human Services Program at CUNY's Guttman Community college (2011-2017), where she contributed significantly to the building of the institution, curricula of the first-year experience and the human services program, and the fieldwork component of the human services major. Her research interests include health operations and social work practice; health disparities; palliative and end-of-life care; resilience and trauma-informed practice, and motivational interviewing.

Evan Senreich, MSW, PhD, Associate Professor, has been on the Lehman College Social Work faculty since 2008. Prior to coming to Lehman College, he worked for 20 years in the fields of mental health, substance misuse, and developmental disabilities at outpatient programs, residential treatment centers, vocational programs, and in private practice. He also was an adjunct faculty member of Iona College's social work program from 1992 to 1994, and was an Adjunct Assistant Professor at New York University Silver School of Social Work from 1998 to 2008. At Lehman, he has taught in both the bachelor's and master's programs. During thistime, he has published 22 articles in peer-reviewed journals, as well as two book chapters. His research has focused on educating social workers to work with substance misusing clients, the experiences of LGBT clients in substance misuse programs, the attitudes of West African immigrants towards substance misuse in the U.S., the challenges of adults with sickle cell disease, and behavioral health issues of licensed social workers. He has also published on a new inclusive definition of spirituality for social work practice and a Gestalt Therapy approach to social work. While at Lehman he has served as Project Director of a three-year grant project from SAMHSA, whose purpose was to educate social workers and physicians in SBIRT, an evidence-based protocol for screening and providing brief interventions with substance-misusing clients. For the last six years he has also been the Project Evaluator for four federal HRSA training grants, and coordinates most of the evaluation processes for the Department.

Amanda Sisselman-Borgia, MSW, PhD, Assistant Professor, has been teaching in the Department of Social Work at Lehman College since 2015 and has taught across the social work curriculum in other programs since 2003. She studies the impact of discrimination on homeless youth and adults, trauma, at-risk youth and families, and the intersection between spirituality, religion, and domestic violence/family trauma. She has been practicing as a licensed social worker since 2000, focusing mainly on working with underserved families and at-risk women and children who have experienced trauma, including domestic violence. Prior to becoming a full-time academic, she worked in family shelter programs, as a psychiatric and hospital social worker, and in community mental health clinics.

Mohan Vinjamuri, MSW, PhD, Assistant Professor, has been Assistant Professor in the Lehman College Department of Social Work since 2013. His research, publications and presentations include topics related to social work with lesbian, gay, bisexual and transgender (LGBT) populations, contemporary fatherhood, and pedagogical strategies for teaching evidence-based practice. Dr. Vinjamuri teaches a wide range of courses including Human Behavior and the Social Environment, Social Work Practice, Research Methods, and Fieldwork Seminar, as well as elective course on Social Work Practice with LGBT Populations, which he co-developed. He has practiced with adolescents and young adults as a teacher and social worker for over 25 years in various educational and social service settings. He has provided trainings to child welfare professionals and other youth service providers on a number of topics related to vulnerable youth.

Bryan Warde, MSW, PhD, Associate Professor, held the position of Director of Foster Care and Adoption at Lakeside Family and Children's Services for 11 years prior to joining the Lehman College Social Work Department. Additionally, he was a faculty member at the Ackerman Institute for the Family and had a small private practice. He has published a book and many peer-reviewed articles. His research interests include the experiences of African American and Latino males in higher education, the underrepresentation of male social workers of color, and disproportionality in child welfare and the criminal justice system.

Brenda Williams-Gray, MSW, DSW, Associate Professor, teaches in both the undergraduate and master's program. Courses include: practice, HBSE, youth and behavioral health, supervision and administration. She has over 20 years of clinical, supervisory and leadership experience in social service agencies including work with children and families with emotional and behavioral challenges. Research interests and expertise are in the areas of trauma and resiliency, cultural diversity, organizational capacity, and social work education and leadership. She is Co-Editor-in-Chief of the journal *Urban Social Work*.

Barbara Zerzan, MSW, Lecturer, has taught at Lehman College in the Social Work Department since 2012 teaching in both the undergraduate and MSW programs. Prior to that she held numerous management positions in a variety of agencies serving low income New Yorkers. She has developed, reformed and overseen programs for children, adolescents, adults and older adults and has expertise in fund raising, establishing partnerships in the public and private sectors and has expertise in public assistance, early childhood education, homelessness, employment, financial management and rental assistance programs. She was also hired as a consultant to both the New York City Human Resources Department and the Department of Homeless Services to help design a viable employment initiative within the shelter system. She also participated in a psychoanalytic training program and worked for three years with children and adolescents and their families.

BIO-SKETCHES: PART-TIME FACULTY AND PROFESSIONAL ADMINISTRATIVE STAFF

Julie Aquilato, MSW, Adjunct Lecturer and Higher Education Associate, has been Assistant Director of Field Education since 2012. Prior to this she worked as an administrator and a clinician for seventeen years in the field of disabilities. For the next ten years, her field of practice was bereavement of all types and family practice with a specialty in Autism and other disabilities including psychiatric issues of anxiety and depression. She has taught as an Adjunct in both undergraduate and graduate social work programs since 2002, and at Lehman she has taught as an Adjunct for four years. Currently, she oversees fieldwork placements for Lehman's Undergraduate Social Work Program.

Catherine Cassidy, MSW, Adjunct Lecturer and Higher Education Associate, has been Coordinator of the Undergraduate Social Work Program at Lehman College since 2009. Ms. Cassidy came to Lehman from Yeshiva University where she had over 17 years' experience in higher education both with doctoral and master's level students. Her many responsibilities at Yeshiva included supervision of administrative staff, as well as the administrative liaison to students and faculty. She received her Master's at Yeshiva University majoring in group social work. At Lehman Ms. Cassidy's work includes admissions, recruitment, and advisement, and she also works collaboratively with various departments in the college to enhance the navigation process for students ensuring a smoother transition to the college. She also participates with various committees throughout Lehman College and the various community colleges connected to Lehman. She has been instrumental in collaborating with special projects, particularly, the CASAC-T and the Interdisciplinary Minor in Aging. Ms. Cassidy regularly teaches undergraduate students in the course, Social Welfare Institutions.

Jill Feigeles, MSW, PhD, Adjunct Assistant Professor, has been teaching Social Work courses at the graduate level since 2003. In addition to her courses, she has led the Seminar in Field Instruction (SIFI). Dr. Becker Feigeles also has several research interests including the benefits of intergenerational relationships to older adults, experiences of aging with chronic illness, and professional social work education. She has published or presented in all of these areas. Dr. Becker Feigeles received her PhD in 2006 and her MSW in 1997 from the Wurzweiler School of Social Work at Yeshiva University. Prior to teaching Dr. Becker-Feigeles was director of the Ridgewood-Bushwick Senior Center on Brooklyn, NY. She has a background in both community social work and group work, in clinical experience counseling seniors and adolescents, and supervision.

Efrat Fridman, MSW, DSW, Adjunct Lecturer since 2016, received her DSW degree from Silver School of Social Work in 2018. She has had 18 years of experience in clinical and administrative positions, specializing in female addiction, with an emphasis on drug-addicted and dual-diagnosed women and families. She was founder of the first single gender Day Center for addicted women in Israel. At Lehman's Social Work Department, she teaches courses in substance abuse, social welfare policy, and gender studies.

LeShan A. Gaulman, MSW, Adjunct Lecturer, is a 2007 graduate of the Lehman College MSW program. He began teaching at Lehman as an Adjunct Lecturer in 2017. He has a long history of working in the field of housing, homelessness, and mental health. He has worked with various programs at Barrier Free Living since 2009, and he now holds the position of Program Director with Barrier Free Living, Transitional Housing. Since earning in MSW, he has presented at Social Work conferences discussing issues related to homelessness and specifically to homeless fathers. In 2015, he was awarded the *Emerging Social Work Leadership Award* by the New York City Chapter of the National Association of Social Workers. His book chapter, "Homeless Fathers" appeared in the

book, *Fatherhood in America: Social Work Perspectives on a Changing Society*, edited by Mazza and Perry, published in 2017 by Charles C. Thomas.

Crystal George-Mason, MSW, PhD candidate, Adjunct Lecturer, has been teaching within CUNY since 2009 and at Lehman College since 2016. She has taught a variety of social work courses. She is a doctoral candidate in Social Welfare at the CUNY Graduate Center. Her social work practice experience extends over 25 years. In the nonprofit sector, her work involved managing preventive service programs in child welfare and adolescent parenting, sexuality and pregnancy prevention; overseeing social services in shelters for families experiencing homelessness; developing parenting curriculum; and, staff training. Broadening her child welfare experience, she conducted quality assurance and program evaluation systems within the public sector, and she continues to consult with organizations. She uses her practice experience to enhance her teaching of undergraduates and graduate students.

Jayatta Jones, “Jaye”, Adjunct Assistant Professor, is currently Executive Director of the Lehman College Institute for Literacy Studies and oversees professional development, program evaluation, direct services and research activities conducted under four affiliated programs: the NYC Math Project, the NYC Writing Project, the Adult Learning Center and Writing Across the Curriculum. For the past four years she has also been teaching in the Social Work Department at Lehman College, focusing in the areas of Research Methods (MSW) and Social Policy analysis (MSW & BA). She received her PhD in Social Work from the University of Chicago, an MS degree from Columbia University’s School of Social Work, an MA in Women’s Studies from George Washington University, and a BA in Psychology from the University of Iowa. These experiences have cultivated an interdisciplinary research agenda focusing on adult learners with histories of trauma, and a parallel commitment to creating learning contexts dedicated to collective empowerment and social justice.

Mayra Juliao-Nunez, MSW, PhD, has been Adjunct Instructor with the Lehman College Department of Social Work since 2013, teaching in the undergraduate program. She previously taught at the Wurzweiler School of Social Work of Yeshiva University, Columbia University, and Hostos Community College. She has 25 years of administrative experience working with New York City’s Administration for Children’s Services, and has 11 years of practice experience in child welfare in the private sector. In 1993, Dr. Juliao-Nunez was elected to serve a two-year term as Member-at-large on the Board for the National Association of Social Workers (NASW), New York City Chapter.

Daniel Lowy, Adjunct Lecturer, has been working in the field of social work for 16 years and has been licensed as a Clinical Social Worker since 2008. He has worked with Argus Community, Inc. since 2002, where he moved from working in the ACCESS COBRA Case Management Program as a Clinical Case Manager Supervisor to his current position as Senior Vice President of Argus Community. He oversees the organization’s Ryan White HIV/AIDS Care Coordination program and the Health Home Chronic Illness Care Management program. In addition to his role at Argus, Mr. Lowy has been teaching undergraduate and graduate courses as an Adjunct Lecturer at Lehman College since 2006, where he teaches in both the undergraduate and graduate programs.

Sadie Mahoney, Adjunct Lecturer, is a first year adjunct instructor and advisor for the Lehman College undergraduate program. For the past 16 years she has worked as a social work practitioner, administrator and advocate for Bronx youth and families at Kingsbridge Heights Community Center (KHCC), a North West Bronx settlement house. Her work at KHCC entails collaboration with several social work programs throughout the city to support learning for interns who in turn, support the work at KHCC. She has worked as a family counselor for parents in recovery from substance

abuse at St. Luke's Hospital before settling at KHCC. She has a Bachelor's in Psychology from the College of Wooster in Ohio, and a Master's in Social Work from Columbia University.

Conard Mark Miller, MSW, ABD, Adjunct Lecturer and Higher Education Assistant, has been full-time Coordinator of MSW Academic Support Center since 2011. His focus is on preparing MSW students for the ASWB licensing exams, and in addition he provides academic support for MSW students needing instruction in writing and using APA style. He is also an adjunct Assistant Professor and has taught in the both the undergraduate and graduate programs. Before coming to Lehman College he was employed at Yeshiva University where he worked with alumni in the MSW program on professional licensing and institutional development. He also maintains a private psychotherapy practice.

Peter Niedt, MSW, Adjunct Lecturer and Higher Education Associate, assumed the position of Director of Field education in January of 2005. Prior to this Mr. Niedt worked in the field of child welfare for nearly 17 years. Over those years Mr. Niedt moved quickly to greater levels of responsibility, beginning as a foster care caseworker in 1988 and being promoted to Director of Foster Care, Adoption, and Preventive Services in 1995. Since coming to Lehman Mr. Niedt has: overseen the development of field placements for the new MSW program, and served for two years as chair of the Greater New York Area Directors of Field Education. In the 13 years that Mr. has directed the field education program, the number of students placed in internships has grown from 100 undergraduates to 150 undergraduates and 150 graduate students.

Olatunde Olusesi, Ph.D., MSW has been an adjunct assistant professor at Lehman College for the past three years. Dr. Olusesi received his doctorate from New York University in Clinical Social Work and his masters from SUNY Stony Brook. He is the recipient of several awards for excellence in social work both in the U.S. and Nigeria. Dr. Olusesi has worked for the Administration for Children's Services for almost twenty years and heads ACS's Project Stay and Pre-Placement Services. Project Stay was developed by Dr. Olusesi and uses social work interns to provide clinical and concrete services to runaway youth in New York City. He has published two articles on the experiences of African immigrants.

Erin Quinn, Adjunct Lecturer, has been teaching both undergraduate and MSW students in the Lehman College Social Work Department since 2011. She has an MSW degree from Adelphi University School of Social Work and is ABD from the School of Social Work at New York University. She has had extensive clinical practice and administration experience in the areas of health and mental health. Currently Executive Director of the EAP for the New York City Department of Correction, she most recently worked from 2007 to 2017 as Director of Chronic Disease Prevention and Tobacco Control with the New York City Department of Health and Mental Hygiene. In addition to her work in the area of addiction she has studied Positive Psychology and Transcendental Meditation, all of which enrich her teaching.

Deborah Rubin, MSW, MPH, Adjunct Lecturer and Higher Education Associate, has served as Lehman's MSW Admissions Director since 2007. She holds master's degrees in both social work and in public health. Her professional experience prior to Lehman includes direct services with clients, supervision of students and staff, and reviewing and writing grant proposals. This background lends knowledge and credibility when communicating with prospective graduate students. She is an articulate public speaker, essential when providing details about the field, the college and the application process. Ms. Rubin has a strong rapport with Lehman's Graduate Admissions Office and other college departments that interact with students from recruitment through graduation. Ms. Rubin teaches as an adjunct professor in the undergraduate social work

program and serves on the planning committee for Lehman's chapter of the American Council on Education (ACE) Women's Network Group.

Lori Spector, MSW, Adjunct Lecturer, has been adjunct faculty in the Social Work Department at Lehman College since 2002. Her more than 30 years of settlement house work has included direct service to individuals, families, groups and couples in the Bronx, as well as administration and program development. She received her M.S. in Social Work from Columbia University and her B.A. in Interpersonal Communication from Hunter College of the City University of New York. In addition to teaching, she currently has a private psychotherapy practice.

Diane Strom, MSW, Adjunct Lecturer, has been adjunct faculty member with the Social Work Department at Lehman College since 2008. She has been working as clinician, supervisor and administrator at Bronx-Lebanon Hospital Center since 1993. Since 2004 she has been Senior Project Manager with the Department of Pediatrics. She also had many years of working with the HIV-AIDS program at Bronx-Lebanon Hospital Center. She has brought her broad experience to the Social Work Department at Lehman College, developing several elective courses, including courses on Urban Health and HIV-AIDS. She also facilitated the collaboration of Bronx-Lebanon Hospital with the Social Work Department at Lehman College for the SAMHSA grant, extending the preparation for work with the SBIRT model to medical students.

CV's FULL-TIME FACULTY**JONATHAN F. ALEX, MSW, ABD****EDUCATION****New York University**

ABD, PhD program, 1999-2008
2-Year Clinical Social Work Certificate Program, 1997-1999
MSW, 1994

Lehman College, CUNY

Master of Science in Education, 2015
B.A., Social Work, 1992

ACADEMIC APPOINTMENTS

Lehman College
Lecturer
Bronx, New York
2002- present

PROFESSIONAL WORK EXPERIENCE

Veterans Administration
Consultant
New York, New York
July 1995-November 2018

PROFESSIONAL MEMBERSHIPS

NASW
CSWE
Paralyzed Veteran's Association

COMMUNITY SERVICE

Independent humanitarian services in South Asia, specifically Pakistan.

GRACIELA M. CASTEX**DEGREES****Doctor of Education (Ed.D.)**

Columbia University
Ethnicity; May 1990

Master of Social Work

Virginia Commonwealth University
Community Organization; June 1976

Bachelor of Science in Social Work

Florida International University
Social Work; December 1974

Associate of Arts

Miami-Dade Community College
Social Work; May 1972

ACADEMIC APPOINTMENTS**Lehman College, City University of New York**

Associate Professor, Department of Social Work
Bronx, NY
September 1987 – Present

Wurzweiler School of Social Work, Yeshiva University

Adjunct Associate Professor
New York, NY
June 1991 - Present

Mercy College, Westchester Social Work Education Consortium

Assistant Professor
Westchester and Bronx Counties, NY
September 1982 - May 1987

Florida International University

Instructor and Assistant Project Director for Fieldwork
Miami, FL
June 1979 - August 1981

PROF. POST-BACCALAUREATE & POST-MASTER'S SOCIAL WORK EXPERIENCE**Institute for Child Mental Health, Adelphi University**

Conference Coordinator; Trainer for Program in Human Services for Emigres.
New York, NY; September 1987 - August 1990

Institute of Puerto Rican Urban Studies.

Conference Co-Coordinator and Trainer, New York, NY; April-May 1988.

Addiction Research and Treatment Corporation

Clinic Director, Brooklyn, NY; October 1981 - September 1982

Children's Psychiatric Center,

Director for Refugee Services, Hialeah, FL; June 1980 - September 1981

Physician's and Surgeons Community Hospital

Director of Social Services, Atlanta, GA; June 1978 - May 1979

Jackson Memorial Hospital

Clinical Social Worker and Field Instructor, Miami, FL; July 1976 - June 1978

P.L. Dodge Memorial Psychiatric Hospital

Social Worker I, Miami, FL; July 1974 - March 1975

PROFESSIONAL MEMBERSHIPS

National Association of Social Workers

Council on Social Work Education

NY State Social Work Education Association

NYS Ed. Dept. Licensed Master Social Worker, 031484-1

AWARDS, GRANTS OR OTHER RECOGNITION

Consulting Editor, *Social Work*, 2014-present

Named a "Lehman Hero," 2015.

Dual-Language Section Developer and Implementer: Under Behavioral Health Workforce Education and Training Program grant from HRSA3., 2017-2021.

Chair of Education and Training Team for HRSA-2 Project Title: Culturally Informed Behavioral Health Services for At-Risk Children, Adolescents, and Transitional-Age Youth and Their Families in the Bronx, New York and Surrounding Communities.

--Member of Training Team, 2nd year of 3-year grant: U.S. Department of Health and Human Services, SAMHSA). SBIRT, Medical Professional Training Program.

--Developed and presented a three-contact-hour C.E.U. course approved by the New York State Education Department, State Board for Social Work, October 15, 2015.

--Reviewed book for Sage Publications: *Social Work and the City: Themes, Issues, and Interventions in the 21st Century Urban Context*. September 2014.

PROFESSIONAL PRESENTATIONS--Juried and Invitational Papers Presented

--"White Absence in Social Work Journals: Testing Reality." 16th International Conference on Diversity in Organizations, Communities, and Nations, U. of Granada, Spain, 7/27-29, 2016

--"The Silent Treatment of Whites in Social Work Journals: Reality and Significance." Oxford Symposium on Population, Migration, and the Environment, Wadham College, Oxford University, Oxford, England, March 21-23, 2016.

-- "Are White People Missing from the Social Work Literature? Or Are They?" 47th Annual Conference of the New York State Social Work Education Association, Saratoga Springs, NY, October 8-10, 2014.

-- "Who Counts? Biases in NYS Reporting of Social Work Licensing Exam Results." 47th Annual Conference of the New York State Social Work Education Association, Saratoga Springs, NY, October 8-10, 2014.

-- "Is Whiteness Invisible in the Social Work Literature?" Keynote Speaker, Fall Colloquium Bronx-Lebanon Social Work, November 5, 2014.

--"Integrating Core Competencies Into Field Education," Keynote Speaker, Annual Workshop, Greater New York Metropolitan Area Directors of Field Education. April 25, 2014. Columbia University, New York City.

--Phillips, N., Miller, M., and Castex, G. "Reporting Results of the ASWB Licensing Exams: Utilizing a Strengths Perspective." 46th Annual Conference of the New York State Social Work Education Association, October 11, 2013, Saratoga Springs, NY.

PUBLICATIONS-Last Five Years

Castex, G. (2016). "Immigrant Children in the United States," In Phillips, N. K. & Straussner, S. L., Eds. In *Children in the Urban Environment: Linking Social Policy and Clinical Practice*, (3rd. ed.). Springfield, Ill.: Charles C. Thomas.

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES**Service to Lehman College and the Dept. of Social Work**

Member of the Departmental Personnel and Budget Committee, 2003 – present

Member of the Social Work Program Search Committee, 2003 – present.

Member of Lehman College Committee on Excellence in Teaching, 2002 - present.

Panel member, Lehman College Sexual Harassment Panel, 2002 - present.

Participated development, and reaccreditation of the Lehman College MSW Program,

Chair of the Human Behavior Sequence

SHARON FREEDBERG, MSW, PhD**EDUCATION**

Columbia University, New York, NY
Ph.D., Social Welfare

State University of New York at Buffalo, Buffalo, NY
M.S.W., Masters of Social Welfare

City College of the City University of New York, New York, NY
B.A., Sociology

ACADEMIC APPOINTMENTS

Lehman College of the City University of New York
Associate Professor, Social Work, 1992 – present
Interim Associate Dean, School of Health Sciences, Human Services, and Nursing,
September 2014-September 2015
Associate Dean, School of Natural and Social Sciences, 2009-2014
Graduate Program Adviser, Social Work, 2006-2009
Interim Director, Social Work Program, Fall, 2003
Director, Interdisciplinary Program in Women's Studies, 2001-2006
Assistant Professor, Social Work, 1984-1992

Fordham University Graduate School of Social Service, New York, NY
Visiting Assistant Professor, Graduate School of Social Service, 1992-1994

POST MASTER'S SOCIAL WORK EXPERIENCE

Long Island Consultation Center, Rego Park, NY.
Staff Psychotherapist, 1979-1984

Samuel Field YM-YWHA Drug Therapy Program, Little Neck, NY
Social Worker, Little Neck, NY, 1976-1979

PROFESSIONAL MEMBERSHIPS

Social Welfare Action Alliance

SERVICE

Founder, member and former chair of the Lehman College American Council on Education
Women's Network
Faculty reviewer for the City University of New York Guttman Transfer Scholarship
Program

PROFESSIONAL PUBLICATIONS

Freedberg, S. (2016). Bertha Capen Reynolds and the progressive tradition in social work (1885-1978): from professional maverick to forgotten woman. *Critical and Radical Social Work*, 94(2).

Freedberg, S. (2015). *Relational theory for clinical practice* (2nd ed.). NY: Routledge Press.

JOY GREENBERG, MBA, MSW, PhD**Degree information**

B.A. Tufts University, International Relations/French May, 1984
 M.B.A. New York University May, 1992
 M.S.W. New York University May, 1994
 Ph.D. Columbia University October, 2007

Academic appointments

Lehman College, CUNY, Department of Social Work
 Associate Professor 9/14-present
 Assistant Professor 9/07-9/14
 MSW Program Director 2014-present

Columbia University School of Social Work Preceptor 2003-2006

Professional post-master's social work experience

Larchmont Temple Nursery School, Group Facilitator, 1997-2001
 West 11th Street Pediatrics, Group Facilitator, 1995-1998
 Educational Alliance, Associate Director of Parenting Programs, 1994-1995

Current professional, academic, memberships

National Association of Social Workers
 Council on Social Work Education
 New York State Social Work Education Association

Community service (2015-19)

Consulting editor, *Children and Schools*
 Consulting editor and Manuscript reviewer, *Social Work*
 Manuscript reviewer, *Learning and Individual Differences*
 Manuscript reviewer, *Children and Schools*
 Manuscript reviewer, *Children and Youth Services Review*
 Manuscript reviewer, *Social Science Research*

Member, Carleton College Parents Advisory Council (PAC), 2014-2018
 Volunteer, Larchmont Friends of the Family, 2008-present
 Member, University Settlement Program Committee, 2015-present

Awards, grants (2015-19)

U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA)

"Culturally Informed Behavioral Health Services for At-Risk Children, Adolescents, and Transitional-Age Youth and Their Families in Bronx, New York and Surrounding Communities" \$1,385,174 three year grant awarded September, 2014-2017
 Principal Investigator

U.S. Dept. of Health and Human Services-Substance Abuse and Mental Health Services Administration (SAMHSA).

"Screening, Brief Intervention, and Referral to Treatment (SBIRT) Medical Professional Training Program" \$943,608 three year grant, Awarded September, 2013-2016
 Co-Investigator and Chair of Evaluation Team,

(Evan Senreich, Principal Investigator-Project Director; Lydia Ogden, Chair of Training Supervisory Team; Norma Phillips, Chair of Community Agency Team)

Professional presentations (2013-19)

- Kahn, J.M., & Greenberg, J. P. (2017). Social work roles in early childhood education and care, Presentation, New York State Social Work Education Association, Saratoga Springs, NY.
- Greenberg, Vinjamuri, Williams-Gray (2016). Shining the Light on Intersectionality: The Complexities of Similarities and Differences in the Therapeutic Process from the Perspectives of Black and Hispanic Social Workers Presentation, NYS Social Work Education Association, Saratoga Springs, NY.
- Senreich, E., & Greenberg, J. P. (2015). Infusing “SBIRT” Training into Practice Courses to Prepare Students to Work with Substance Using Clients: A One-Year Evaluation, NYS Social Work Education Association, Saratoga Springs, NY.
- Kahn, J. M., & Greenberg, J. P. Latinos’ Differential Use of Early Education and Care: A Social Justice Issue. Presentation, Council on Social Work Education Annual Program Meeting, Dallas, TX, November, 2013.
- Greenberg, J.P. Meeting the Mental and Behavioral Health Needs of Underserved Populations in Bronx, NY. Panel discussion, Greater New York Area Schools of Social Work 29th Annual Symposium for Field Educators, New York, NY, March 2013.

Professional publications (2013-2019)

- Greenberg, J.P., & Kahn, J.M. (2018). *Early childhood education and care: History, policy, and social work practice*. Washington, DC: NASW Press.
- Greenberg, J.P., Vinjamuri, M., Williams-Gray, B., & Senreich, E. (2018). Shining the light on intersectionality: The complexities of similarity and differences in the therapeutic process from the perspectives of black and Hispanic social workers. *Smith College Studies in Social Work*, 88(1), 59-81.
- Kahn, J.M., & Greenberg, J.P. (2017). Urban children in foster care placements. In N.K. Phillips & S.L.A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice*, 3rd ed., (253-277). Springfield, IL: Charles C. Thomas Publisher, Ltd.
- Senreich, E., Ogden, L.P., & Greenberg, J.P. (2017). Enhancing social work students’ knowledge and attitudes regarding substance-using clients through SBIRT training. *Journal of Social Work Education*, 53(2), 260-275.
- Senreich, E., Ogden, L.P., & Greenberg, J.P. (2017). A postgraduation follow-up of students trained in “SBIRT”: Rates of usage and perceptions of effectiveness. *Social Work in Health Care*, 56(5), 412-434.
- Greenberg, J. P. (2014). Significance of After-School Programming for Immigrant Children during Middle Childhood: Opportunities for School Social Work. *Social Work*, 59(3), 243-251.
- Greenberg, J. P., Herman-Smith, R., Allen, S.F., & Fram, M. S. (2013). Early childhood education and care content for the social work curriculum. *Journal of Teaching in Social Work*, 33(3), 308-324.
- Greenberg, J. P. (2013). Determinants of after-school programming for school-age immigrant children. *Children & Schools*, 35(2), 101-111.

JESSICA M. KAHN, MSW, PhD**DEGREE INFORMATION**

October 2006 COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK *Doctor of Philosophy*
 May 2005 COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK *Master of Philosophy*
 May 1998 WASHINGTON UNIVERSITY (St. Louis) *Master of Social Work*
 June 1996 DAVIDSON COLLEGE *Bachelor of Arts*

ACADEMIC APPOINTMENTS

LEHMAN COLLEGE/CITY UNIVERSITY OF NEW YORK, Bronx NY
 September 2014-present *Associate Professor and MSW Program Advisor*
 September 2006-September *Assistant Professor*
 August 2005-May 2006 *Adjunct Assistant Professor*

NEW YORK UNIVERSITY, New York NY January 2006-August 2006 *Adjunct Faculty*

COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK, New York NY
 January 2004-May 2004 *Teaching Assistant*
 September 2001-May 2002 *Adjunct Lecturer*

PROFESSIONAL EXPERIENCE

NEW ALTERNATIVES FOR CHILDREN, INC., New York, NY
 September 2002-June 2006 *Social Work Consultant*
 January 2000-August 2002 *Foster Care and Adoption Services Social Worker*

BIG BROTHERS BIG SISTERS OF NYC, New York, NY March 2004-August 2005 *Interviewer*

COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK, New York, NY August 2002-May 2004, *Research Assistant*

CHILD GUIDANCE CLINIC OF SOUTHEASTERN CONNECTICUT, New London, CT
 November 1998-January 2000, *Psychotherapist*

HOPE CLINIC FOR WOMEN, LTD., Granite City, IL, October 1996-November 1998, *Counselor*

COMMUNITY SERVICE (LAST 3 YEARS)

Davidson College Job Shadowing Program volunteer
 New York City Medical Reserve Corps Volunteer Mental Health Service
 Reviewer for:

Child Abuse and Neglect (2016-present)
Families in Society journal (2011 – present)
Social Science Research journal (2011-present)
Social Work Education journal (2010 – present)
Child Maltreatment journal (2009 – present)

Reviewer for The Society for Social Work and Research Conference (2013-2017)

Lehman College/City University of New York

American Council on Education Women's Network Steering Committee (2012-present)

Foundation Fieldwork and Seminar Curriculum Committee (2015-present)

Middle States' and CSWE Assessment Teams (2013-present)

Review and Retention Committee (2012-present)

Research Curriculum Committee (2009-present)

Policy Curriculum Committee (2009-present)

MSW Admissions Committee

AWARDS AND GRANTS (LAST 3 YEARS)

2017-2021 **Health Resources and Services Administration (HRSA)**

Behavioral Health in Medically Underserved Communities Training Grant

Co-Principal Investigator

2014-2017 **Health Resources and Services Administration (HRSA)**

Training Program for Working with At-Risk Children, Adolescents, and Transitional-Age Youth

Evaluation Team member

2013-2016 **Substance Abuse and Mental Health Services Administration (SAMHSA)**

Screening, Brief Intervention, and Referral to Treatment

Evaluation Team member

Training Team member (2013-2014)

PROFESSIONAL PRESENTATIONS (LAST 5 YEARS)

October 2017: "A model for implementing an evidence-based practice in real-world settings" invited continuing education workshop, at the National Association of Social Workers–New York City chapter, New York, NY

October 2017: "Promoting social work leadership in higher education", presentation, New York State Social Work Education Association Annual Conference, Saratoga Springs, NY

October 2017: "Social work roles in early childhood education and care: Bringing this social justice issue to the forefront", presentation, New York State Social Work Education Association Annual Conference, Saratoga Springs, NY

April 2017: "A model for implementing an evidence-based practice in real-world settings" workshop, National Association of Social Workers–New York City Annual Conference, NYC

October 2016: "Implementing an evidence-based practice: Barriers and facilitators in the classroom and in the field", paper presentation, New York State Social Work Education Association Annual Conference, Saratoga Springs, NY

January 2016: "Research and advocacy in early education and child care: Where is social work?" roundtable presentation, Society for Social Work and Research Annual Program Meeting, Washington, DC

November 2015: "Professional writing and fieldwork" workshop presentation, Lehman College Fieldwork Instructors' workshop (invited)

October 2015: "Using "SBIRT": How students approach evidence-based material and assimilate it into practice", interactive poster presentation, CSWE Annual Program Meeting, Denver, CO

December 2014: “Professional writing and fieldwork”, workshop presentation, Seminar in Fieldwork Education (Lehman College) (invited)

January 2014: “Promoting student engagement”, roundtable presentation, Writing Across the Curriculum Symposium (invited)

November 2013: “Social work scholarship: Changes and implications”, roundtable presentation, CSWE Annual Program Meeting, Dallas, TX

November 2013: “Latinos' differential use of early education and care: A social justice issue”, paper presentation with Joy Greenberg, CSWE Annual Program Meeting, Dallas, TX

November December 2014: “Professional writing and fieldwork”, workshop presentation, Seminar in Fieldwork Education (Lehman College) (invited)

PROFESSIONAL PUBLICATIONS (LAST 5 YEARS)

Greenberg, J.P., & **Kahn, J.M.** (2018). *Early childhood education and care: History, policy, and social work practice*. Washington, DC: NASW Press.

Kahn, J.M. & Greenberg. (2017). Urban children in foster care placements. In N.K. Phillips & S.L.A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed., pp. 253-277). Springfield, IL: Charles C Thomas, Publisher.

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*. doi: 10.1080/01488376.2016.1182097

Kahn, J.M. (2014). Social work scholarship: Authorship over time. *Journal of Social Work Education*, 50(2), 262-273. doi: 10.1080/10437797.2014.885253

Kahn, J.M. (2014). Early childhood education and care as a social work issue. *Child and Adolescent Social Work Journal*. 31(5), 419-433. doi: 10.1007/s10560-014-0332-x

Kahn, J.M. (2013). Writing in internship settings. *Experience*, 3(1), 14-19. Available via: <http://www.ceiainc.org/sub.asp?PageID=350>

PATRICIA JANE KOLB, MSSA (Social Work), PhD**DEGREE INFORMATION**

Ph.D., M.A., Sociology, New School for Social Research, 1984, 1978

M.S.S.A., Social Work, Case Western Reserve University, 1971

B.A., Sociology & Spanish, Butler University, 1968

ACADEMIC APPOINTMENTS

Lehman College, CUNY, Bronx, NY, 1999-Present

Professor, Associate Professor, Assistant Professor, Adjunct Assistant Professor

Columbia University, NY, NY, 1991-2006

Adjunct Associate Professor, Adjunct Assistant Professor, Lecturer
Wurzweiler School of Social Work, Yeshiva University, NY, NY, 2002-2003
Adjunct Assistant Professor

College of Mount St. Vincent/Manhattan College, Bronx, NY, 1989-1999

Adjunct Instructor

Hunter College, CUNY, NY, NY, 1985-1990, Adjunct Instructor

Mercy College, Bronx, NY Campus, 1983-1984, Adjunct Instructor

PROFESSIONAL SOCIAL WORK EXPERIENCE

Lehman College, Bronx, 2000-2005, Fieldwork Coordinator

Columbia University, NY, NY, 1999-2000, Assistant Director of Fieldwork

Jewish Home and Hospital, NY, NY, 1991-1996, Social Work Education
Coordinator, Admissions Coordinator (Kaufmann Residence), Social Worker
Aging in America, Bronx, 1989-1991, Consultant

Union Settlement, NY, NY, 1987-1988, Coordinator, Integrated Program for
Sighted & Visually Impaired Elderly

Co-op City Multi-Service Center for Senior Citizens, Bronx, 1975-1986, Director

Community Service Society, NY, NY, 1974-1975, Social Worker

Salvation Army, Cleveland, Ohio, 1971-1974, Director, Tremont Coordinated
Program for the Elderly; Social Worker, Family Service Department

Indianapolis Public Schools, Indianapolis, Indiana, 1969-1970, Social Worker

CURRENT MEMBERSHIPS

Academy of Certified Social Workers

National Association of Social Workers

New York State Social Work Education Association

New York Academy of Medicine (Social Work Fellow)

State Society on Aging of New York

American Society on Aging

Association for Gerontology Education/Social Work (AGE/SW)

Association for Gerontology in Higher Education

Board of Directors, Carnegie East House (James Lenox House Association)

Gerontological Society of America (Fellow)

New York State licensed social worker (LMSW)

COMMUNITY SERVICE (LAST 3 YEARS)

Member, Lehman Senate Facilities Committee

Member, Departmental Educational Policy Committee

Curriculum Committees: Human Behavior, Research, Supervision and Administration

SPECIAL AWARDS AND GRANTS

PSC-CUNY Round 46 Homelessness, Aging, and Health Care, 7/1/15-12/31/16

SELECTED PROFESSIONAL PRESENTATIONS (LAST 5 YEARS)

P. Kolb (2018). "Teaching About Homelessness and Aging: Research Perspectives." Association for Gerontology in Higher Education.

P. Kolb (2017). "Evidence-Based Practice: The Need for Education to Address Controversies and Barriers to Implementation." State Society on Aging of New York.

P. Kolb (2017). "On the Frontiers of Gerontological Advocacy: Assignments and Resources for Student Activism." New York State Social Work Education Association.

C. Cox & P. Kolb (2017). "Health and Health Care as Human Rights." IAGG World Congress of Gerontology and Geriatrics.

P. Kolb & C. Cox (2017). "Teaching Aging Policy Courses with International Human Rights and Social Justice Perspectives." Association for Gerontology in Higher Education.

P. Kolb, N. Phillips, S. Cavallo (2016). "Educational Leadership in Development of an Interdisciplinary Minor in Aging: Preparing Students Across Disciplines for Empowering Older Adults." Association for Gerontology in Higher Education.

B. Zerzan, J. McGovern, P. Kolb (2015). "Supporting Quality of Life: End-of-Life and the Future of Social Work." New York State Social Work Education Association.

J. McGovern, P. Kolb, L. Ogden (2015). "Brave New World: Cultural Humility in the Context of Global Aging." Council on Social Work Education Annual Program Meeting.

J. McGovern, P. Kolb, L. Ogden (2015). "Many Shades of Gray: Diversity in the Context of Aging and the Life Course." CUNY Faculty Diversity and Inclusion Conference.

T. Teasdale & P. Kolb (2015). "Successes in Linking Research, Education, and Practice: Exemplar Initiatives in the Three-Legged Stool." Association for Gerontology in Higher Education.

PROFESSIONAL PUBLICATIONS (LAST 5 YEARS, 2014-2019)

Vinjamuri, M., Warde, B., & Kolb, P. (2017). The reflective diary: An experiential tool for enhancing social work students' research learning. *Social Work Education: An International Journal*, 36 (8), 933-945.

Kolb, P. & Conway, F. (2015). Roles for education in development and implementation of evidence-based practices for community programs for older adults. *Gerontology and Geriatrics Education*, 36 (3), 226-241.

Kolb, P. (2015). Foreword: The Three-Legged Stool: Linkages Among Education, Research, and Practice in Gerontology and Geriatrics. *Gerontology and Geriatrics Education*, 36 (3), 223-225. (Special issue coordinator)

Kolb, P. (2014). *Understanding aging and diversity: Theories and concepts*. Routledge.

CARL MAZZA, MSW, DSW**DEGREE INFORMATION:**

Dowling College, Sociology, Anthropology	5/74-9/70	B.A.
Wurzweiler School of Social Work of Yeshiva University M.S.W.	9/75-5/77	
Wurzweiler School of Social Work of Yeshiva University D.S.W.	9/89-5/95	

ACADEMIC APPOINTMENTS:

Lehman College/CUNY
 8/09-Present, Assoc. Prof, Social Work Dept. (Chair, 2013-present)
 8/08-8/13, MSW Program Director
 7/08-8/09, Ass't Prof., Social Work Dept.
 1/99-6/08, Ass't Prof., Sociology and Social Work Dept.
 9/94-12/98, Adjunct Asst. Prof, Sociology and Social Work Dept.
 Wurzweiler School of Social Work of Yeshiva University, 6/01-7/06, Adj. Prof,
 (summer program)
 Dowling College, 6/95-8/96 Adj. Prof, Sociology
 Osborne Association, 9/95-6/06 Consultant Prison Education
 Bronx Community College/CUNY, 2/81-6/95 Adj. Prof, Social Sciences
 N.Y. Theological Seminary, 1/95-6/95 Adj. Prof, Social Sciences
 College of New Rochelle, 9/79-6/81 Adj. Prof, Social Sciences

PROFESSIONAL POST-MASTERS EXPERIENCE**Administration**

Louise Wise Services	3/98-9/98	Acting Executive Director
	3/93-3/98	Director of Programs
	9/98-3/93	Director of Group Homes and Independent Living
Lincoln Hall Independent Living Supervisor Direct Practice <i>North Shore Child & Family</i> Guidance Center	11/80-8/89	Director of Group Homes and
Louise Wise Services Program	12/98-Present 6/96-9/98	Psychiatric Social Worker (PT) Social Worker-Young Fathers'
Private Practice	11/89-9/98	Social Worker
Lincoln Hall	11/80-5/85	Social Worker
Brookwood Child Care	6/77-11/80	Social Worker

MEMBERSHIPS (current)

NYS Social Work Education Association
 President 2007-2010
 Vice President 2004-2006,
 Treasurer 2002-2004
 Council on Social Work Education National Association of Social Workers
 Baccalaureate Program Directors
 Association of Policy Practitioners for Social Change
 Association for the Advancement of Social Work with Groups
 Academy of Certified Social Workers

Family & Corrections Network
 National Practitioners Network for Fathers and Families
 Association of Forensic Social Workers
 American Corrections Association
 International Association for the Advancement of Social Work in Groups
 National Association of Deans & Directors of Schools of Social Work
 New York State Association of Deans and Directors of Schools of Social Work

COMMUNITY SERVICE (2015-2019)

Board member, *In Arms Reach*, 2005-present.
 Advisory consultant, *College Initiative Program*, 2004-present.
 Advisory Board Member, *Social Work Program at the College of New Rochelle*, 2008-2015.
 Forensic Mitigator, certified by *National Association of Forensic Counselors*, 2005-present.
 Pro Bono consultant, *Project Build Incarcerated Fathers Initiative at Greenhaven Correctional Facility*, 2004-present.
 Board member, *Harlem Restoration Project*, 1999-2000, 2003-2004, 2011-Present.

SPECIAL AWARDS, FELLOWSHIPS, GRANTS (2015-2019)

New York Community Trust for start-up funds for the journal *Urban Social Work*. \$50,000 (2015). Renewed additional \$50,000 (2017)
 Bronx Net, Interviewed on book, *Fatherhood in America: Social Work Perspectives in a Changing Society* (Television)
WBLS, on coming of age in prison, January 2015. (Radio interview)
Community Notebook, *WBAI* on suburban gangs, January 2015. Radio interview)

SELECTED PROFESSIONAL PRESENTATIONS (2013-2019)

Incarcerated Father, *Annual Conference of the New York State Social Work Education Association*, Saratoga Springs, NY, October 2017.
 Incarcerated Fathers and their Children, *Forensic Social Work Conference, Fordham University School of Social Service*, NY, August 2017.
 Working with the Exonerated and Wrongfully Convicted, *Annual Conference of the National Organization of Forensic Social Workers*, Boston, MA, July 2017.
 Engaging At-Risk Adolescent Males in Social Work Relationships (co-presented with a BSW alumni), *International Association for the Advancement of Social Work in Groups*, New York, June 2017.
 Getting to 'Yes': Working with At-Risk Youth, *HRSA Conference on Children & Adolescents, Lehman College*, Bronx, NY, March 2017.
 Healthy Disparities in the Bronx, panel participant, *Institute for Health Equities*, Lehman College, Bronx, NY, May 2017.
 Emotional Factors Effecting Exonerated People, *Restorative Justice Conference, Lehman College*, Bronx, NY, May 2017.
 Justice Inequities (invited panel member) *New York University, Silverman School of Social Work*, New York, December 2016.
 Building Upon Strengths, *Annual Conference of the New York State Social Work Education Association*, Saratoga Springs, NY, October 2016.
 Using Groups to Promote Self Esteem with Men Transitioning from Prison, *International Association for the Advancement of Social Work in Groups*, New York, June, 2016.
 Working with the Exonerated, *Restorative Justice Conference, Lehman College*, Bronx, NY June 2016.
 Latino Men in Social Work, moderator (panel composed of current MSW Students, *National Association of Latino Social Workers*, New York, April 2016.
 Fathers in Prison, *American Men & Masculinities Association*, Ann Arbor, MI, April 2016

PROFESSIONAL PUBLICATIONS (2013-2019)**Book:**

Mazza, C. & Perry, A. (2017). *Fatherhood in America: Social Work Perspectives in a Changing Society*. Springfield, IL: Charles C. Thomas.

Book Chapters:

Mazza, C. (2017). Children of Incarcerated Parents. In *Children in the Urban Environment: Linking Social Policy and Clinical Practice*, (3rd ed.). In N. K. Phillips & S.L.A. Straussner (Eds.), (pp. 303-335). Springfield, IL: Charles C. Thomas.

Mazza, C., Leibowitz, G., Hayward-Everson, R.A. (2017). Child Welfare. In *Forensic Social Work: Psychosocial & Legal Issues Across Diverse Populations and Settings*, (2nd ed.). T. Maschi & G. Liebowitz, (pp. 167-183). NY: Springer Publishers.

Mazza, C. (2017). Introduction, *Social Work in Juvenile & Criminal Justice Systems*, (4th ed.). D.W. Springer & A.R. Roberts. (pp. xi-xiii). Springfield, IL: Charles C. Thomas.

JUSTINE McGOVERN, MSW, PhD**DEGREE INFORMATION**

PhD, NYU School of Social Work, 2012

MSW, NYU School of Social Work, 2003

ACADEMIC APPOINTMENTS

Lehman College Department of Social Work, Assistant Professor, Bronx, NY, 2013-present

NYU School of Social Work, Adjunct Lecturer, New York, NY, 2008-2013

PROFESSIONAL WORK EXPERIENCE

Alzheimer's Association, dementia caregiver support group leader, New York, NY 2008-2013

Aging Families Consulting, parental care consultant, Brooklyn, NY 2005-2013

Brooklyn Center for Psychotherapy, clinical social worker, Brooklyn, NY 2004-2006

CURRENT PROFESSIONAL MEMBERSHIPS

CSWE

NASW

BPD

Gerontological Society of America

Association for Gerontology in Higher Education

Association of Gerontology Education in Social Work

American Council on Education

International Federation of Social Workers

Association for Social Work Research

Yale Alumni Non-Profit Alliance

Yale Women

COMMUNITY SERVICE (selected) last 3 years

Chair, Lehman College Student Research Advisory Board

Director, Lehman Student Engagement Board

CUNY Faculty Senate

CUNY Institute on Health Equity

Associate Editor, *The Arts Collection*

Associate Editor, *Journal of Aging and Society*

Lehman Department of Social Work curriculum committees (Field, Research, Electives)

SPECIAL AWARDS, FELLOWING, GRANTS (last 3 years)

Robert Wood Johnson Fund research award 7/2017, \$180,000

PSC-CUNY Cycle 47 research award, 7/2016-12/2017, \$5,595

CUNY Research Foundation Interdisciplinary Research award, 8/2016-12/2017, \$21,000

CUNY Research Foundation Interdisciplinary Student-Faculty Team Research award, 1-6/2016, \$4,000;

CUNY Research Foundation IDEA/Research in the Classroom, finalist, 7/2017, \$1,000

Provost Travel Fund award (Visiting Scholar to Linkoping University, Sweden), 7/2017, \$1,000

CUNY Diversity Project Development Fund, 1-6/2014

CUNY Faculty Fellowship for Publishing Program, 1-6/2014.

PRESENTATIONS (selected) last 5 years

McGovern, J. & Esbitt, S. *Wellness and the life course perspective: Working with older adults*, training, Lehman College, 12/2017.

- McGovern, J., Sisselman-Borgia, A., & George-Moses, C. *Student research: Taking experiential learning to the front lines of social justice*. NYS Social Work Education Assoc. Annual Meeting, Saratoga, NY. paper, 10/2017.
- McGovern, J., & Kahn, J. *From the sidelines to the frontlines: Promoting social work leadership in higher education*. NYS Social Work Education Assoc. annual meeting. Saratoga, NY, workshop, 10/2017.
- McGovern, J., & Gardner, D. *Long-term care planning and the changing landscape of LGBTQ aging*. 21st World Congress of Gerontology and Geriatrics. San Francisco, CA, paper, 7/2017.
- McGovern, J., Schwittek, D., & Seepersaud, D. *Challenging Ageism in the Bronx and Beyond with Community-based Arts Activism*. Arts in Societies Research Network Conference, Paris, paper, 6/2017.
- McGovern, J., Vinjamuri, M., & Rojasmena, L. *Challenging the intersection of ageism and heterosexism in the classroom: Pedagogical strategies*. CUNY Faculty Diversity and Inclusion Conference. New York, workshop, 4/2017.
- McGovern, J. *Challenging ageism in the classroom: The impact of experiential learning on college students considering a career in the helping professionals* (session Chair). Association for Gerontology in Higher Education's 43rd Annual Meeting and Educational Leadership Conference. Miami, FL, paper, 3/2017.
- McGovern, J. *Lessons learned from LGBTQ care partnering*. 26th Annual Alzheimer's Europe Conference, Copenhagen, Denmark, paper, 11/2016.
- McGovern, J. *Communal Caring: An Alternative Paradigm for Dementia Care Among LGBT Older Adults*. Aging and Society Sixth Interdisciplinary Conference, Linkoping, Sweden, paper, 9/2016.

PROFESSIONAL PUBLICATIONS, last 5 years

- Sarabia, S.E. & McGovern, J. (2018). Improving social work student competence in Practice with older adults affected by substance misuse: Spotlight on the Bronx. *Urban Social Work*. 2(1), 66-79.
- McGovern, J., Schwittek, D., & Seepersaud, D. (2018). Through the lens of age: Challenging ageism in the Bronx and beyond with community-based arts activism. *International Journal of Social, Political and Community Agendas in the Arts* 13(2), 1-8.
- McGovern, J. & Sarabia, S. (2018). Substance abuse among older adults: Context, assessment and treatment, pp.111-124. In, T. MacMillan & A. Sisselman-Borgia (Eds.), *New Directions in Treatment, Education, and Outreach for Mental Health and Addiction*. Cham, Switzerland: Springer International.
- McGovern, J. (2018). Strengths-based strategies for reducing resistance among dementia-affected care partnerships, pp. 405-417. In R. Rooney & R. Mirick, (Eds.) *Strategies for Work with Involuntary Clients* (3rd ed.). New York, NY: Columbia University Press.
- McGovern, J., Gardner, D., Brown, D., & Gasparro, V. (2017). Long-term care planning and the changing landscape of LGBTQ aging: Student research with diverse elders in the Bronx. *Journal of Urban Social Work*, 1:130-143.
- McGovern, J. (2017). Capturing the lived experience: Getting started with Phenomenology. SAGE Publishing Research Methods Cases. London, UK: SAGE Publications, Ltd.

- 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, 496-511.
- McGovern, J. (2016). When actions speak louder than words: Extending the reach of qualitative data collecting. *Global Qualitative Nursing Research*, 3:1-7.
- McGovern, J. (2016). Capturing the significance of place in the lived experience of dementia. *Qualitative Social Work*,
- McGovern, J., and Vinjamuri, M. (2016). Intergenerational practice with different LGBTQ cohorts: A strengths-based, affirmative approach to increasing wellbeing. *International Journal of Diverse Identities*, 16(3): 11-20.
- McGovern, J. (2015). Living better with dementia: Strengths-based social work practice and dementia care. *Social Work In Health Care*, vol. 54(5), 408-421.
- McGovern, J. & Gardner, D. (2015). Aging siblings: Supporting new care partnerships. *Journal of Social Work Practice*, vol. 29(4), 475-485.
- McGovern, J. (2014). The forgotten: Dementia and the LGBT community. *The Journal of Gerontological Social Work*, vol. 57(4): 845-857.

JERMAINE J. MONK, MSW, PhD**Degree Information****PhD Urban Systems**

Institution: Rutgers and New Jersey Institute of Technology

Major: Urban Systems - Urban Education

Date awarded: 1/2016

Master of Social Work

Institution: Temple University

Major: Social Work

Date awarded: 8/2007

Master of Arts in Theological Studies

Institution: LaSalle University

Major: Theology

Date awarded: 5/2008

Degree 4: Bachelor of Arts

Institution: Rutgers

Major: Urban Studies

Date awarded 10/2004

Academic Appointments**Lehman College, CUNY**

Assistant Professor

Bronx, NY

January 2016 - Present

Lecturer

August 2013 – January 2016

Rutgers University

Part-Time Lecturer

Newark and New Brunswick, NJ

September 2008 – August 2013

Professional post-baccalaureate and post master's social work experience**City of Philadelphia- Division of Human Services**

Social Work Case Manager

Philadelphia, PA

December 2008 – August 2010

Drexel University- College of Medicine

HIV Outreach Case Manager

Philadelphia, PA

September 2006 – August 2008

Concord Family Services

Foster Care Case Manager
 Brooklyn, NY
 February 2005 – August 2006

Memberships:

Association of Baccalaureate Social Work Program Directors

Special awards:

National Association of Social Workers- NYC Chapter, Emerging Social Work
 Leadership Award- December 2016
 Urban Male Leadership Program- Lehman College/ CUNY, Outstanding
 Excellence in Social Leadership Award

Professional presentations - last 5 years:

- Mazza, C., Monk, J., Vinjamuri, M., Williams-Gray, B. (January, 2016).
 Understanding and Providing Support for Specialized College Populations
 often Marginalized. *2016 MetroCounseling Conference*. Moving Beyond
 Resilience: From Surviving to Thriving. Lehman College, City University
 of New York. Bronx, NY.
- Williams-Gray, B. & Monk, J. (November, 2015). Student Experiences with
 Micro-Aggressions and How They Cope: The Role of Resilience in the
 Face of Understated Bias. *New York State Social Work Education
 Association Conference*. Saratoga Springs, NY.
- Monk, J. (May, 2015). Turn My Swag On: Identity and Academic Success among
 Black and Latino Males. *Transformative Practices & Restorative Justice
 Conference*. Lehman College, City University of New York: Bronx, NY.
- Monk, J. (April, 2015). "I'm so, Swaggerific:" Black Male Identity and Higher
 Educational Outcomes. *Pathways to Success within Higher Education:
 From Enrollment to Employment*. American Association of Blacks in
 Higher Education. Charleston, SC.
- Monk, J. (October, 2015, 2013). "Turn My Swag On:" Identity and Academic
 Outcomes. *Urban Male Leadership Program Retreat*. Bryn Mawr, PA.
- Monk, J. (October, 2015, 2013). "Throw Some Ds" On It: What Happens After
 Graduation. *Urban Male Leadership Program Retreat*. Bryn Mawr, PA.
- Mazza, C. & Monk, J. (October, 2013). Sustaining Men in Undergraduate
 Programs in Social Work. *New York State Social Work Education
 Association Conference*. Saratoga Springs, NY.
- Monk, J. (July, 2013). Conference Reviewer. *The Changing World and the Facts
 of Social Work Education*. The Association of Baccalaureate Social Work
 Program Directors. Alexandria, VA.

Professional publications:

Redding-Raines, A., & Monk, J.J. (2018). Portrait of addiction. In T. MacMillan &
 A. Sisselman-Borgia, *New directions in treatment, education, and outreach for
 mental health and addiction*, (pp. 57-71). Cham, Switzerland: Springer
 International.

MANUEL MUNOZ, MSW**Degree Information:**

MSW, Hunter College School of Social Work

New York City

1983

BA, Fordham University, Sociology Major

New York City

1979

Academic Appointments:

Lehman College, Lecturer

Bronx, NY

2010 to present

Ackerman Institute for the Family, Faculty

New York, NY

September 2000- June 2013

Hunter College School of Social Work, Adjunct Faculty

New York, NY

September 2003 – December 2003

Professional post-master's social work experience

Children's Aid Society

New York, NY

July 1998-June 2010

Director of Community Schools

Director of East Harlem Counseling Center

Director of Training and Clinical Services

Ackerman Institute for the Family, Senior Consultant

New York

September 1996-June 1998

Roberto Family Guidance Center, Clinical Coordinator ?

New York, NY

August 1990-September 1996

Inwood Community Services, Therapist and Clinical Administrator

New York, NY

May 1986-July 1990

New York City Board of Education, School Social Worker

Queens, NY

May 1983 – May 1986

Edwin Gould Services for Children, Caseworker

New York, NY

September 1979 – August 1981

Current Professional, academic, community related and scientific memberships

NASW
 AFTA
 IASWG
 AHMHP

Grant Activity at Lehman College

U.S Dept. of Health and Human Services- SAMHSA, SBIRT Medical Professional Training Program

(\$943,608), 2013-2016, Teaching Faculty

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, Instructor, Language Workshops.

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),

September 2017- September 2021, Community Project Mentor

Professional Presentations:

Clinical Reflections from the Field Panel Presentation at Lehman College's Conference Building on Strengths: Promoting the Behavioral and Physical Health of Urban Youth. March 31, 2017.

Enhancing a Generalist Social Work Curriculum through Motivational Interviewing and Screening, Brief Intervention and Referral to Treatment (SBIRT) at NYSSWEA 47th Annual Conference Paths to Wellness: Traditional and Innovative Approaches for Individuals, Families and Communities October 8-10, 2014

NORMA PHILLIPS, MSW, DSW**Degree Information**

DSW, Wurzweiler School of Social Work, Yeshiva University, 1981
 MSW, Hunter College School of Social Work, (Casework), 1965
 BA, Hunter College, 1959

Academic Appointments

Lehman College/CUNY, 1981-present
 Department of Social Work (established 2008)
 Professor, 2008-present
 Founding Chair, 2008-2014
 Undergraduate Program Director, 2008-2018
 Department of Sociology and Social Work, Social Work Program
 Professor, 2004-2008
 Associate Professor, 1989-2003
 Assistant Professor, 1981-1989, tenured 1986
 Social Work Program Director, 1986-2008

Dominican College, Blauvelt, NY
 Adjunct Lecturer, 1980

Post-MSW Professional Experience

Jewish Child Care Association, 1989-2003
 Adoption Consultant (part-time), N.Y.C.
 Jewish Board of Family and Children's Services, 1973-1981
 Administrative Supervisor, Infant Care Center, N.Y.C.
 Hillside Hospital, 1970-1973
 Psychiatric Social Worker, Queens, New York
 Harlem Hospital, 1968-1970
 Medical Social Worker, N.Y.C.
 Community Service Society, 1965-1968
 Family Services Social Worker, Bronx, N.Y.

Memberships

National Association of Social Workers
 New York State Social Work Education Association

Community Service (last 3 years)Lehman College:

Coordinator, Interdisciplinary Minor in Aging at Lehman College (with Patricia Kolb)
 Coordinator, NYS Office of Alcohol and Drug Abuse Services (OASAS) - approved CASAC-T
 Program (Credentialed Alcohol and Substance Abuse Counselor-Trainee) at Lehman
 undergraduate and MSW Programs (with Evan Senreich)
 Coordinator, Federal Work Study grants for undergraduate Social Work and MSW students in
 Fieldwork
 Coordinator, NYS Education Department-approved Continuing Education provider for licensed
 social
 workers

City University of New York and State University of New York:
 Advisory Committee, CUNY/Borough of Manhattan Community College
 Advisory Committee, CUNY/Bronx Community College
 Outside reviewer for CASAC program, SUNY/Westchester Community College

Service to the Profession:

Assistant Editor, *Journal of Social Work Practice in the Addictions* (2006-present)

Grants and Special Awards

Grants

U.S Dept. of Health and Human Services- SAMHSA, SBIRT Medical Professional Training Program

(\$943,608), 2013-2016, Chair, Community Agency Team.

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, Chair, Community Liaison Team.

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), September 2017-September 2021), Initial Grant Development Coordinator, 2017-2018.

Awards

Latino Social Work Task Force of the Puerto Rican Family Institute and NASW - NYC chapter, Leadership Award, 2013

New York State Social Work Educ. Assoc., Lifetime Achievement Award, 2014

Professional Presentations (last 5 years)

Social Injustice Toward Latino and Other Ethnic Groups in the Social Work Profession: The Social Work Licensing Exams. (with Graciela Castex and Evan Senreich).

(October 2016). Latino Social Workers Organization Conference. Chicago, IL.

Educational Leadership in Development of an Interdisciplinary Minor in Aging: Preparing Students Across Disciplines for Empowering Older Adults. (with Patricia Kolb and Stephen Cavallo). (2016). Association for Gerontology in Higher Education, Long Beach, CA.

Who Counts? Biases in NYS Reporting of Social Work Licensing Exam Results. (with Graciela Castex,

and Conard Mark Miller (Oct. 9, 2014). Annual Conference of New York State Social Work Education Association, Saratoga Springs, NY.

Opportunities, Challenges, and Survival: Self-Care for Social work Professionals and Educators. Faculty

Workshop, (October 10, 2014). Annual Conference of New York State Social Work Education

Association, Saratoga Springs, NY.

Reporting Results of the ASWB Licensing Exams: Utilizing a Strengths Perspective. (with Graciela Castex and Conard Mark Miller) (Oct. 11, 2013). Annual Conference of New York State

Social

Work Education Association, Saratoga Springs, NY.

Publications (last 5 years)

Books

Phillips, N.K. & Straussner, L., Eds. (2017). *Children in the urban environment: Linking social policy and clinical practice, 3rd ed.* Springfield, Ill.: Charles C. Thomas.

Book Chapters

Phillips, N.K. (2017). Growing up in the urban environment: Opportunities and obstacles for children.

In N.K. Phillips & L. Straussner, (Eds.). *Children in the urban environment: Linking social policy and clinical practice, 3rd ed.*, (pp. 5-25). Springfield, Ill.: Charles C. Thomas.

Peer Reviewed Journal Articles

Engel, M.H.; Phillips, N.K.; & Della Cava, F.A. (2018). Forced migration and immigration programs for children: The emergence of a social movement. *International Journal of Children's Rights*, 26, 1-22.

Engel, M.H.; Phillips, N.K.; & Della Cava, F.A. (2015). Inter-Country Adoption of Children Born in the United States. *Sociology Between the Gaps: Forgotten and Neglected Topics*: Vol. 1. Available at: <https://digitalcommons.providence.edu/sbg/vol1/iss1/1>

NICOLE SAINT-LOUIS, MSW, DSW**Degree information**

University of Pennsylvania; Social Work
 DSW (5/2010),
 MSW (5/1998)

Academic appointments

Lehman College/City University of New York (CUNY)
 Assistant Professor, (8/2017-present)
 Adjunct Assistant Professor, (1/2015-5/2017) (Spring Semesters)
 Bronx, NY

Stella & Charles Guttman Community College at CUNY (formerly New Community College),
 Assistant Professor, (6/2012-8/2017), New York, NY
 New Community College Initiative, CUNY (appointed at Bronx Community College),
 (1/2011-6/2012), New York, NY

Temple University, Adjunct Faculty Lecturer/Instructor, (8/2008-5/2010)
 Philadelphia, Pa

University of Pennsylvania, Adjunct, (1/2007-5-2011); Teaching Assistant (8/2009-12/2009); Field
 Liaison (8/2003-5/2004), Philadelphia, Pa

Cairn University, Adjunct Faculty, (1/2010-5/2010), Philadelphia, PA

Professional post-baccalaureate and post-master's social work experience

Penn Medicine/Hospital of the University of Pennsylvania
 Senior Social Worker/Psychotherapist (7/2000-1/2011)
 Case and Utilization Manager/Unit Leader (7/2000-11/2007)
 Temporary Renal Social Worker (1999-2000)
 Medical-Surgical Social Worker (5/1998-7/2000); Medical Faculty Training Consultant
 (6/2006-1/2011)
 Philadelphia, Pa

Penn Medicine/Home Care and Hospice Division,
 Private Management Consultant (1/2001-7/2004), Bala-Cynwyd, Pa

University of Pennsylvania,
 Research Associate (2004-2008); Trauma Center Program Manager for *Contributing
 Factors* Study (2003-2005), Philadelphia, Pa

Child Welfare League of America,
 Private Consultant/Case Reader (5/1997-3/1998)

Memberships

American Association for Psychoanalysis in Clinical Social Work
 National Association of Social Workers
 Social Work Hospice & Palliative Care Network
 Advisory Board, Lehman College Social Work Department, Bronx, NY

Community service responsibilities and activities (last 3 years)

New York City Department of Health, Medical Reserve Corps, New York City
 Walker/fundraiser, Making Strides Against Breast Cancer Walk, New York City
 Judge, Junior Science and Humanities Symposia (JSHS) Program, New York
 New York Road Runners (NYRR) volunteer, New York City
 Volunteer, Back On My Feet (BOMF), New York City
 Walker/fundraiser, NYC AIDS Walk, New York City
 Judge, New York City Science and Engineering Fair (NYCSEF), New York City

Awards, fellowships, grants (last 3 years)

Chancellor's Reception to Celebrate Scholarly and Creative Accomplishment of Faculty, CUNY
 President's Award for Community Engagement, Guttman Community College, CUNY
 Provost Travel Award, Lehman College
 William Stewart Travel Award
 NILOA Assignment Design Charrette Travel Grant
 CUNY Faculty Fellowship Publication Program (FFPP)

Professional Presentations (last 5 years)**Academic Peer Reviewed Presentations – Selected**

Saint-Louis, N. (Oct., 2017). Experiential Pedagogies: Using classroom debate and student led peer debate workshops to promote critical thinking, research and argumentation skills. Paper presentation at 50th Annual Conference New York State Social Work Education Association, Saratoga Springs, New York.

Saint-Louis, N. (April, 2016). "The Use of Narrative to Cope with the Rigors of Front Line Staff: An Example from Oncology Practitioners" Promoting Integrated Care for Serious Illness, Social Work General Assembly of Social Work Hospice and Palliative Care Network, Chicago, IL.

Fuller, K., Seth, N., & Saint-Louis, N. (April, 2016). "CI-206 The Evolution of an Integrated First-Year Experience" 35th Annual First Year Experience and Student in Transition Conference, National Resource Center, Orlando, Florida.

Saint-Louis, N & Fuller, K. (February, 2016). "Linked Assignments: Health and Human Services Policy Proposal Paper & Human Biology Research Paper" NILOA Assignment Design Charrette, New Orleans, LA.

Fuller, K., Seth, N., & Saint-Louis, N. (May, 2013). "Curriculum Integration: Conception to Delivery, the Experience of Three NCC founding faculty" Ninth Annual CUNY Undergraduate Education (CUE), John Jay College of Criminal Justice, New York, NY.

Tyner-Mullings, A., Fuller, K., King, C., Saint-Louis, N., & Moore, R. (May 2013). "Implementation of an Evidenced-Based High Impact Practice: The Stepping Stones of One Instructional Team. Ninth Annual CUNY Undergraduate Education (CUE), John Jay College of Criminal Justice, NY, NY.

Saint-Louis, N. (April, 2013). "The Use of Narrative to Cope with the Rigors of Front Line" Mid-Atlantic

Consortium for Human Services Regional Conference of the National Organization of Human Services (NOHS), St. Joseph's College, Brooklyn, NY.

Saint-Louis, N. (Oct., 2013). "The Use of Narrative to Cope with the Rigors of Front Line Social Work: Stories about the Interdisciplinary Group Process: An Example from Oncology Practitioners" Society for Social Work Leadership in Health Care (SSWLHC) 48th Annual Meeting & Conference, Phila., Pa

Lectures and Workshops Conducted – Invited

Saint-Louis, N. (April, 2016). "Sharing Stories: A Narrative Intervention with Oncology Practitioners" Doctoral Colloquium, NYU College of Global Public Health, New York, NY.

Saint-Louis, N. (Feb., 2014). "The Use of Narrative to Cope with the Rigors of Front-Line Health Care: Stories about the Interdisciplinary Group Process: An Example from Oncology Professionals" Social Work Grand Rounds, Bellevue University Hospital, Farber Auditorium, New York, NY.

Saint-Louis, N. (Feb., 2014). "The Use of Narrative to Cope with the Rigors of Front-Line Health Care: Stories about the Interdisciplinary Group Process: An Example from Oncology Professionals" Psychiatry Grand Rounds, Brookdale University Hospital, Kahn Auditorium, Brooklyn, NY.

Saint-Louis, N. (Jan., 2014). "The Use of Narrative to Cope with the Rigors of Front-Line Health Care: Stories about the Interdisciplinary Group Process: An Example from Oncology Professionals" Psychiatry Grand Rounds, Bellevue University Hospital, Farber Auditorium, New York, NY.

Saint-Louis, N. (June, 2013). "Caring for Our Spirits as Professional Using Narrative and Group Support to Reduce Job Stress, Compassion Fatigue and Burnout" Penn Medicine's Sixteenth Annual Spirituality Research Symposium, University of Pennsylvania, Perelman Center for the Advanced Medicine/Smilow Center for Translational Research, Philadelphia, Pa.

Professional Publications (last 5 years)

Saint-Louis, N. & Bourjolly, J. (2018). Narrative intervention: Stories from the front lines of oncology health care. *Social Work in Health Care*.
<https://doi.org/10.1080/00981389.2018.1474836>

Saint-Louis, N. (*in press*). Active Learning in Policy Classroom: Debate and Student Led Peer Debate Workshop. *Journal of Baccalaureate Social Work*.

Saint-Louis, N (2016). The complicated process of caregiving: The case of Mr. S (James) and Ms. Q (Sherry). *Reflections: Narratives of Professional Helping*, 21 (1), 15-31. (Cleveland, OH)

Saint-Louis, N., Fuller, K., & Seth, N. (2016). Curriculum integration: The experience of three founding faculty at a new community college. *International Journal of Teaching and Learning in Higher Education*, 27 (3), 423-433. (Columbia, SC)

Fuller, K., King, C., Moore, R., Saint-Louis, N., & Tyner-Mullings, A. (2016). Implementation of an evidenced-based high impact practice: An integrated learning community model in action. *Schools: Studies in Education* (fully-co-authored; names listed alphabetically). (Chicago, IL)

Fuller, K.S., & Saint-Louis, N. (2016). Research Essay and Policy Paper Integrated Writing Assignment. Guttman Community College (CUNY). (fully-co-authored; names listed alphabetically).
<https://www.assignmentlibrary.org/assignments/58333cef1be0dde600000008> (Champaign, IL)
(Assignment article, peer-reviewed)

Saint-Louis, N (2014) (Published December 2015). Narratives and writing to cope: Meaning Making for professionals caring for the cancer patient. *Reflections: Narratives of Professional Helping*, 20 (4), 26-39. (Cleveland, OH)

EVAN SENREICH, MSW, Ph.D.**Degree Information:**

Ph.D. New York University School of Social Work, September 2007
 MSW New York University School of Social Work, June 1988
 DDS New York University College of Dentistry, February 1975
 BA New York University-University Height (Biology), June 1971

Academic Appointments:

Iona College- New Rochelle, NY: September 1992-May 1994: Adjunct Faculty-Social Work
 New York University Silver School of Social Work-New York, NY:
 September 1998-August 2006-Adjunct Faculty-Social Work
 September 2006-May 2008-Adjunct Assistant Professor-Social Work
 Lehman College-City University of New York (CUNY)
 September 2008-August 2015-Assistant Professor of Social Work
 September 2015-Current-Associate Professor of Social Work

Professional Post-Master's Social Work Experience

Jewish Board of Family and Children's Services- Bronx/REAL, Bronx, NY
 Social Worker: June 1988-May 1989
 Social Work Supervisor; May 1989-May 1992
 Social Work Supervisor: September 1999-January 2000
 Jewish Board of Family and Children's Services-Geller House, Staten Island, NY
 Social Worker: February 1989-October 1989
 Gestalt Associates for Psychotherapy- New York, NY
 Psychotherapist: September 1989-February 1994, New York, NY
 Bridge Back to Life-Brooklyn, NY-Social Worker-April 1994-April 1996
 Contemporary Guidance Services-New York, NY
 Social Worker: May 1992-July 1993
 Director of Mental Health Services: July 1993-August 1996
 Samaritan Village-Queens, NY-Social Worker: September 1996-July 1998
 ACI, New York, NY- Social Worker: November 1998-June 1999
 Long Island Consultation Center-Queens, NY-Psychotherapist: June 1998-January 2003
 Private Practice, New York, NY & Queens, NY: Psychotherapist: January 1996-July 2008

Current Memberships

National Association of Social Workers (NASW)
 Academy of Certified Social Workers (ACSW)
 Council on Social Work Education (CSWE)
 Association of Baccalaureate Program Directors (BPD)

Community Service

Assistant Editor-Journal of Social Work Practice in the Addictions
 Reviewer-Journal of Social Work Education; Substance Use and Misuse; LGBT Health;
 Journal of Drug and Alcohol Dependence; Social Work in Mental Health
 City University of New York Behavioral Health Task Force
 Continuing Education Provider for National Association of Social Work; NYC Chapter

Grants and Special Awards

Principal Investigator (Project Director): The U.S Dept. of Health and Human Services-Substance Abuse and Mental Health Services Administration (SAMHSA). Screening, Brief Intervention, and

Referral to Treatment (SBIRT) Medical Professional Training Program. (\$943,608), September 2013-August 2017).

Project Evaluator: U.S. Dept. of Health and Human Services, Health Resources and Services Administration (HRSA). Behavioral Health Workforce Education and Training for Professionals. (\$1,385,174), September 2014-September 2017).

Project Evaluator: U.S. Dept. of Health and Human Services, Health Resources and Services Administration (HRSA). Behavioral Health Workforce Education and Training for Professionals. (\$1,906,410), September 2017-September 2021).

Journal of Social Work Education Best Conceptual Articles Awards-2014: Honorable Mention for article, "An inclusive definition of spirituality for social work education and practice."

Professional Presentations (2015-Present)

Teaching SBIRT to Social Work Students: A Three-Year Evaluation Study. (November 2017). AMERSA (Association for Medical Education and Research in Substance Abuse). Annual Conference. Washington DC.

Wounded Healers: Examining Alcohol and Other Drug Problems and Treatment Among Licensed Social Workers (with Jeffrey Steen and Shulamith Lala Ashenberg Straussner). (Poster Presentation) (November 2017). AMERSA (Association for Medical Education and Research in Substance Abuse). Annual Conference. Washington DC.

The Social Work Licensing Exams as a Possible Barrier to Culturally-Informed Behavioral Health Services for Latino Clients: The Results of a Survey from City University of New York. (October 2017). *Issues and Strategies for Latino Immigration and Health Care Entitlement*

Services. Latino Social Work Coalition and Scholarship Fund. Long Island University-C.W. Post, Brookville, NY.

The Adverse Childhood Experiences of Social Workers in 13 States: Implications for Social Work Education (October 2017). New York State Social Work Education Conference, Saratoga Springs, NY.

"SBIRT": An Evidence Based Practice to Screen and Provide Brief Interventions to Substance Misusing Clients (August 2017). National Association of Social Workers, New York City

Chapter (NASW-NYC) Continuing Education Series. New York, NY.

On the Other Side of the Table: Findings from a Multistate Study of Social Workers' Alcohol and Other Drug Problems and Utilization of Treatment (with Shulamith Lala Ashenberg Straussner & Jeffrey Steen)(June 2017). National Association of Social Workers (NASW)

49th Annual Addictions Institute. New York, NY.

An Introduction to a Gestalt Therapy Approach to Social Work Practice (April 2017). National Association of Social Workers, New York City Chapter (NASW-NYC) Continuing Education Series. New York, NY.

Wounded Healers: A Multistate Study of Social Workers' Behavioral Health Problems by Race, Sex, and Age. (with Shulamith Lala Ashenberg Straussner & Jeffrey Steen) (April 2017). National Association of Social Workers (NASW) Conference: Social Work in the City. New York, NY.

Culturally-Informed Mental Health and Substance Abuse Prevention and Treatment Strategies for West African Immigrants (with Olatunde Olusesi) (March 2017). Bronx-Lebanon Hospital Cultural Competence and Health Literacy Training Series. Bronx, NY.

Wounded Healers: Health, Mental Health, and Substance Use Among Baccalaureate Social Workers. (with Shulamith Lala Ashenberg Straussner & Jeffrey Steen). (March 2017).

- The Association of Baccalaureate Social Work Program Directors Annual Program Directors (BPD) 34th Annual Conference. New Orleans, LA.
- Teaching BSW Students an Evidence-Based Practice Framework for Substance Using Clients: “SBIRT.” (March 2017). The Association of Baccalaureate Social Work Program Directors Annual Program Directors (BPD) 34th Annual Conference. New Orleans, LA.
- Social Workers’ Wellness: Initial Findings from a Large-Scale Study (with Jeff Steen). (January 2017). Society for Social Work and Research, 21st. Annual Conference, New Orleans, LA.
- Adverse Childhood Experiences and Problems with Substance Abuse: Results from a Large-Scale Survey of Social Workers (with Jeff Steen and Josey Madison). (January 2017) Society for Social Work and Research, 21st. Annual Conference, New Orleans, LA.
- “Adversity is Not the End”: Exploring Social Workers’ Childhood Traumas. (with Shulamith Lala Ashenberg Straussner & Jeffrey Steen). (November 2016). Annual Program Meeting: Council on Social Work Education (CSWE), Atlanta, GA.
- Attitudes of West African Immigrants in the United States Toward Substance Misuse. (with Olatunde Olusesi) (November 2016). Annual Program Meeting: Council on Social Work Education (CSWE), Atlanta, GA.
- Examining Work Satisfaction and Workplace Stress among Latino Social Workers: Findings from a National Online Survey. (with Shulamith. Lala. Ashenberg Straussner & Jeffrey. Steen) (October 2016). Latino Social Workers Organization Conference. Chicago, IL.
- Social Injustice Toward Latino and Other Ethnic Groups in the Social Work Profession: The Social Work Licensing Exams. (with Graciela Castex & Norma Phillips). (October 2016). Latino Social Workers Organization Conference. Chicago, IL.
- Infusing SBIRT Training into Practice Courses to Prepare Students to Work with Substance Using Clients: A One-Year Evaluation. (with Joy Greenberg) (November 2015). New York State Social Work Education Conference, Saratoga Springs, NY.

Professional Publications (2013-Present)

- Straussner, S.L.A., Senreich, E., & Steen, J. (2018). Wounded Healers: A multistate study of licensed social workers’ behavioral health problems. *Social Work, 63*(2), 125-133.
- Senreich, E., & Straussner, S.L.A. (2018). Screenings and Brief Interventions. In V. Stanhope & S.L.A. Straussner (Eds.), *Social work and integrated health care: From policy to practice and back* (pp. 127-146). New York: Oxford University Press.
- Greenberg, J.P., Vinjamuri, M., Williams-Gray, B., & Senreich, E. (2018). Shining the Light on Intersectionality: The complexities of similarity and differences in the therapeutic process from the perspectives of black and Hispanic social workers. *Smith College Studies in Social Work, 88*(1), 59-81.
- Straussner, S.L.A., Steen, J.T., & Senreich, E. (October 2017). What do we know about social workers’ use of heroin? *Behavioral Health News, 5* (2), 10, 34.
- Senreich, E., Ogden, L.P., & Greenberg, J.P. (April 2017). A post-graduation follow-up of social work students trained in “SBIRT”: Rates of usage and perceptions of effectiveness. *Social Work in Health Care, 56*(5), 412-434.
- Senreich, E., Ogden, L.P., & Greenberg, J.P. (March 2017). Enhancing social work students’ knowledge and attitudes regarding substance-using clients through SBIRT training. *Journal of Social Work Education, 53*(2), 260-275.
- Senreich, E. (January 2017). The perceptions of white clients in a substance abuse program in which they are in the minority. *Substance Use and Misuse, 52*, 134-138.
- Senreich, E., & Olusesi, O. A. (April 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*, 153-167.

- Senreich, E. (August 2015). When white clients are in the minority in a substance used disorders (SUDS) treatment program: An exploratory study. *Alcoholism Treatment Quarterly*, 33, 296-311.
- Senreich, E. (March 2015) Self-identified heterosexual clients in substance abuse treatment with a history of same-gender sexual contact. *Journal of Homosexuality*, 62, 433-462.
- Williams-Gray, B., & Senreich, E. (February 2015) Challenges and resilience in the lives of adults with sickle cell disease. *Social Work in Public Health*, 30, 88-105.
- Senreich, E. (February 2014). A Gestalt approach to social work practice. *Smith College Studies in Social Work*, 84, 55-75.
- Senreich, E. & Vairo, E. (January 2014). Assessment and treatment of lesbian, gay, and bisexual clients with substance use disorders. In S.L.A. Straussner (Ed.), *Clinical work with substance-abusing clients* (3rd ed.) (pp. 466-494). New York: Guilford Press.
- Senreich, E. (August 2013). An inclusive definition of spirituality for social work education and practice. *Journal of Social Work Education*, 49, 548-263.
- Senreich, E. & Straussner, S.L.A. (April 2013). The effect of MSW education on students' knowledge and attitudes regarding substance abusing clients. *Journal of Social Work Education*, 49, 321-336.
- Senreich, E., & Straussner, S.L.A. (March 2013). Does bachelor's-level social work education impact students' knowledge and attitudes regarding substance-abusing clients? *Journal of Teaching in Social Work*, 33, 87-103.

AMANDA SISSELMAN-BORGIA, MSW, PhD**DEGREE INFORMATION**

PhD, State University of New York at Albany, Social Welfare, August 2009

MSW, Adelphi University, Social Work, May 2000

BA, State University of New York at Albany, Psychology, May 1998

ACADEMIC APPOINTMENTS

Yeshiva University, Wurzweiler School of Social Work, NYC

Lecturer, Aug 2008 - Aug 2009

Ass't. Prof., Aug. 2009 - Aug 2011

Empire State College, SUNY, Assistant Professor, Sept 2011 - July 2015

Lehman College, CUNY, Assistant Professor, August 2015 to present

PROFESSIONAL SOCIAL WORK EXPERIENCNE

Grace Smith House, Resident Assistant

Poughkeepsie, NY, July 1999 - January 2001

Jamaica Hospital, Social Worker (Physical Rehab, Psychiatry, Outpatient Mental Health),
Jamaica, NY

Feb. 2001 - July 2003

Marillac Family Shelter, Resident Assistant, Albany NY, August 2003 - December 2005

Bleuler Psychotherapy Center, Psychotherapist, Forest Hills, NY January 2006 - July
2007

Advanced Psychotherapy Center, Psychotherapist and Clinical Assistant Director
January 2006 - August 2008

Long Island Consultation Center, Psychotherapist, May 2010 - May 2012

MEMBERSHIPS

National Association of Social Workers

Society for Prevention Research

GRANTS (last 3 years)

2017 Principal Investigator, HRSA BHWET Program Grantee

2017 Principal Investigator, American Psychological Foundation, Impact of Microaggressions on Homeless Youth

2017 Principal Investigator, PSC CUNY Award, Title: "Microaggressions in Adults: Validation of a Homelessness Microaggressions Scale"

2016 Co-Investigator, PSC CUNY award Title: "Racial microaggressions and health behaviors among adolescents: A multilevel examination"

PRESENTATIONS (last 5 years)

Taking Experiential Learning to the Front Lines, NYS Social Work Education Association, Saratoga Springs, NY, October 2017, McGovern, **Sisselman-Borgia**, & George-Moses

Association between discrimination based on homeless status and mental health among homeless youth, Institute of Mental Health Services Research Branch Conference, Bethesda, MD, August, 2016, **Sisselman-Borgia**, Budescu, and Torino

Responding to the needs of homeless youth, NYS Social Work Educaiton Association, Saratoga Springs, NY, October 2016, **Sisselman-Borgia**

- Rabbinical Response to Domestic Violence, NYS Social Work Education Association, Saratoga Springs, NY, October 2016, **Sisselman-Borgia** & Bonanno
- A Transformative Collaborative Community Model: Meeting the Complex Needs of People in Transition, National Association for Social Workers National Conference, Washington, DC, June 2015, Lightburn and **Sisselman**
- Blended Learning for Non-Traditional Students in the Human Services, Society for Social Work Research, Washington DC, 2016, Bonanno and **Sisselman-Borgia**
- Domestic Violence and the Jewish Community, Society for Social Work Research, Washington, DC, January 2016, **Sisselman-Borgia**
- A Trauma Informed Community Based Grassroots Approach to Homelessness, Society for Prevention Research, Washington, DC, June, 2015, **Sisselman** and Lightburn
- The Relationship between School Based Health Center Usage and Academic Outcomes, Society for Social Work Research, New Orleans, January 2015, Strolin, Sisselman, and Auerbach
- Blended Learning: Opportunities for Non-Traditional Students in Social Work and Human Services, New York State Social Work Education Association Conference, Saratoga, NY, October 2014, Sisselman and Bonanno
- Supporting Transitions from Homelessness, Post-Incarceration, and Domestic Violence, Internat'l. Assoc. of Social Work with Groups Conference, Boston, MA, June 2013, Lightburn and **Sisselman**

PUBLICATIONS (last 5 years)

- Sisselman-Borgia, A., Budescu, M., & Taylor, R. D. (2018). The impact of religion on family functioning in low-income African American families with adolescents. *Journal of Black Psychology*, 0095798418771808.
- Budescu, M., Sisselman-Borgia, A., & Taylor, R. D. (2018). Perceptions of adequate personal time and wellbeing among African American families with adolescents. *Journal of Child and Family Studies*, 27(6), 1763-1773.
- MacMillan, T., & Sisselman-Borgia, A., Eds. (2018). *New Directions in Treatment, Education, and Outreach for Mental Health and Addiction*. Springer.
- Sisselman, A. (2017) SAGE Encyclopedia of Psychology and Gender**, invited chapters (New York, NY)
- a. Adolescence Overview (4,000 words)
 - b. Intimate Partner Violence (2,000 words)
 - c. Bullying in Childhood (2,000 words)
 - d. Judaism and Gender (3,000 words)
 - e. Help Seeking in Women (2,000 words)
- Sisselman-Borgia, A.G. & Torino, O.C. (2017). Innovations in Experiential Learning for Adult Learners. *Applied Learning in Higher Education*, 7, 3-13.**
- Torino, G. C., & **Sisselman-Borgia, A. (2017). Homeless Microaggressions: Implications for Education, Research, and Practice. *Journal of Ethnic & Cultural Diversity in Social Work*, 26(1-2), 153-165.**
- Sisselman-Borgia, A., & Bonanno, R. (2016). Rabbinical response to domestic violence: A qualitative study. *Journal of Religion & Spirituality in Social Work: Social Thought*, 4, 434-455.**
- Bonanno, R., & **Sisselman, A. (2017). Blended learning for non-traditional students in the human services. *Digital Universities V. 3 (2016): International best practices and applications*, (2-3), 5.**
- Strolin-Goltzman, J., **Sisselman, A.,** Melekis, K., & Auerbach, C. (2014). Understanding the relationship between school based health center use, school connection, and academic performance. *Health and Social Work*, 39(2), 83-91.

MOHAN VINJAMURI, MSW, PhD**Degree Information:**

PhD, Social Welfare, CUNY Graduate Center, September 2012

MSW, Silberman School of Social Work, Hunter College, CUNY, May 2002

Academic Appointments:

Lehman College, CUNY

Assistant Professor

Bronx, NY

9/2013 – present

Silberman School of Social Work, Hunter College CUNY

Adjunct Lecturer

New York, NY

9/2007 – 5/2011

Professional post-baccalaureate and post-master's social work experience

Lesbian, Gay, Bisexual, & Transgender Community Center

Project Evaluator, LGBT Foster Care Project

New York NY

2010-2011

Independent Program Consultant and Trainer

2007-2013

Green Chimneys Children's Services, New York, NY

Educational Coordinator

2005-2007

The Bridge, Philadelphia Health Management Corporation, Philadelphia, PA

Residential Therapist

6/2004 – 12/2004

The Children's Hospital of Philadelphia, Adolescent HIV Initiative, Philadelphia, PA

Prevention Case Manager

2003-2004

New Alternatives for Children, Inc., New York, NY

Foster Care/Adoption Social Worker

2002-2003

Current professional, academic, community-related, and scientific memberships:

Council on Social Work Education

New York State Social Work Education Association

Awards, fellowships and grants:

Global Ideas for U.S. Solutions Grant, 2017-2018. Awarded by Robert Wood Johnson Foundation. Intergenerational LGBTQ practice: Building bridges to a better future. (\$180,000)

PSC-CUNY Research Award (Cycle 47), 2016-17. Awarded by Research Foundation of The City University of New York. Bridging generations among different cohorts of LGBTQ New Yorkers: Understanding risk, resiliency, and expectations about the future. (\$5595)

Shuster Award Program, 2016-17. Awarded by the George N. Shuster Fellowship Fund. The Personal and Professional Journeys of Graduate Social Work Students in a Course on Social Work with LGBT Populations. (\$4000)

Selected professional presentations:

Vinjamuri, M. (2017, 5 October). Moving Beyond “Bridging” Micro and Macro: Integrating Different Ways of Thinking, Feeling and Being in Social Work Practice and Education. Presentation at The New York State Social Work Education Association 50th Annual Conference.

Vinjamuri, M., & Johnston, C. (2017, 21 October). Using Reflective Journaling to Support Professional Growth in Practice with LGBTQ Communities. Interactive Workshop at 2017 Annual Program Meeting of the Council on Social Work Education. Dallas, TX.

Vinjamuri, M., McGovern, J., & Rojas Mena, L. (2017, 22 July). Intergenerational Practice with LGBTQ Older Adults: Promoting Mental Health Wellness Across Age Groups. Poster Presentation at National Hartford Center of Gerontological Nursing Excellence (NHCGNE) Interdisciplinary Leadership Conference. San Francisco, CA.

Vinjamuri, M., & Kahn, J. (2017, 18 April). A Model for Implementing an Evidence-Based Practice in Real-World Settings. Social Work in the City: Challenges, Uncertainty, and New Opportunities. National Association of Social Workers, NYC Chapter. New York, NY

McGovern, J., **Vinjamuri, M.,** & Rojas-Mena, L. (2017, 31 March). Challenging the Intersection of Ageism and Heterosexism in the Classroom: Pedagogical Strategies. CUNY at the Crossroads: Diversity and Intersectionality in Action. CUNY Faculty Diversity and Inclusion Conference 2017. New York, NY.

Vinjamuri, M. (2016, 4 November). Silence, Voice and Reflection in the Roads to Parenthood for Gay Adoptive Fathers. 2016 Annual Program Meeting of the Council on Social Work Education. Atlanta, GA.

Vinjamuri, M. (2016, 3 April). ‘It’s So Important to Talk and Talk’: How Gay Adoptive Fathers Respond to Their Children’s Encounters with Heteronormativity. American Men’s Studies Association 24th Annual Interdisciplinary Conference. Ann Arbor, MI.

Selected professional publications:

Greenberg, J.P., Vinjamuri, M., Williams-Gray, B., & Senreich, E. (2018). Shining the Light on Intersectionality: The complexities of similarity and differences in the therapeutic process from the perspectives of black and Hispanic social workers. *Smith College Studies in Social Work*, 88(1), 59-81.

Burghardt, S., DeSuze, K., Lausell-Bryant, L., & **Vinjamuri, M.** (2017). *A Guide for Sustaining Conversations on Racism, Identity and Our Mutual Humanity*. San Diego, CA: Cognella Academic Publishing.

- Vinjamuri, M. K.,** Warde, B., & Kolb, P. (2017). The reflective diary: An experiential tool for enhancing social work students' research learning, *Social Work Education – The International Journal*.
- Vinjamuri, M. K. (2017). Using reflection and dialogue to prepare social work students for practice with LGBT populations: An emerging pedagogical model. *Journal of Gay & Lesbian Social Services*.
- Vinjamuri, M. K. (2017). Gay fathers: Forging new relationships in changing times. In C. Mazza and A. R. Perry (Eds.), *Fatherhood in America: Social Work Perspectives on a Changing Society*. Springfield, IL: Charles C. Thomas Publishers.
- McGovern, J., & **Vinjamuri, M. K.** (2016). Intergenerational practice with different LGBTQ cohorts: A strengths-based, affirmative approach to increasing wellbeing. *The International Journal of Diverse Identities*, 16(3), 11-20.
- Ogden, L., **Vinjamuri, M. K.**, & Kahn, J. (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*, DOI:10.1080/01488376.2016.1182097.
- 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.
- Vinjamuri, M. K. (2015). Reminders of heteronormativity: Gay adoptive fathers navigating uninvited social interactions. *Family Relations*, 64, 263-277.

BRYAN WARDE, MSW, PhD**Degree information**

Ph.D., Graduate Center (CUNY), New York, NY
Social Welfare, October 2005

M.S., Columbia University Graduate School of Social Work
October 1993

B.S., York College/CUNY
Major: Social Work, June 1991

Academic appointments

Lehman College (CUNY), Bronx, NY,
Associate Professor
8/16 – to present
Assistant Professor
9/05 – 7/16
Adjunct Lecturer
9/04-6/05

NYU School of Social Work, New York, NY
Adjunct Lecturer
01/06-05/06

Hunter College School of Social Work (CUNY), New York, NY.
Adjunct Lecturer
07/03-6/05

Ackerman Institute for the Family, New York, NY
Instructor
08/98-08/01

**Professional post–baccalaureate and post–master’s social work experience
Lakeside Family and Children’s Services, Jamaica, NY.**

Director of Foster Care and Adoption, 03/00-04/05
Director of Foster Care, 02/96-02/00
Senior Supervisor, 07/94-02/96
Foster Care Unit Supervisor, 12/93-06/94

Catholic Home Bureau, New York, NY.
Supervisor, 06/93-11/93
Foster Care Caseworker, 09/91-05/93

Safe Space: Queens, NY

Psychotherapist, 06/99-12/03

Beverly Mack-Harry, Brooklyn, NY

In-Home Psychotherapist, 06/93-10/98

Current professional, academic, community-related, and scientific memberships.

Member and Co Vice President of the New York State Social Work Education Association, 2/05 to present

Community service responsibilities and activities for the last 3 years.

Judge for the Museum of the New York City's, New York City's History Day, 2015, 2016, 2017.

Awards, fellowships, grants, last 3 years.

Exemplary Mid-Career Social Work Leadership in New York City Award recipient from *The National Association of Social Workers, New York City Chapter*, Dec 1, 2016.

Certificate of recognition and appreciation for contribution to the knowledge base available to social services community worldwide, and to readers of *Families in Society, Families in Society*, November, 2015.

Nominated for excellence in teaching and outstanding commitment to student success award by Lehman College Student Affairs Committee, May, 2015

Professional presentations (last 5 years)

Vinjamuri, M., Warde, B., & Kolb, P. The reflective diary: An experiential tool for enhancing social work students' research learning. *NYSWEA Annual Conference, Saratoga Springs, NY, 2013*

Professional publications (last 5 years)

Book

Warde, B. (2016). *Inequality in US Social Policy: An Historical Analysis*. New York, NY: Routledge

Book Chapter

Male Foster Carers: A Little Understood, But Much Needed and Untapped Resource. In *Fatherhood in America: Social Work Perspective*, (2017). C. Mazza & A. Perry, A. (Eds.), Springfield, Ill: Charles C Thomas.

Journal Articles (Peer Reviewed)

Vinjamuri, M., Warde, B., & Kolb, P. (2017). The reflective diary: An experiential tool for enhancing social work students' research learning. *Social Work Education: The International Journal*, 1-13.

Warde, B. (2014). Infusing Criminal Justice Content into the Graduate Social Work Curriculum. *Journal of Teaching in Social Work*, 34 (4), 413–426.

Warde, B. (2014). Why Race Still Matters 50 Years After the Enactment of the 1964 Civil Rights Act. *Journal of African American Studies*, 18 (2), 251-259.

Warde, B. (2013). Black Male Disproportionality in the Criminal Justice Systems of the USA, Canada, and England: a Comparative Analysis of Incarceration. *Journal of African American Studies*, 17 (4), 461-479.

BRENDA WILLIAMS-GRAY, MSW, DSW**Education**

Graduate School & University Center/CUNY, Hunter College, School of Social Work
 Doctorate in Social Work (DSW), February 2009

Fordham University, Graduate School of Social Services
 Post Graduate Certificate in Child & Adolescent Therapy, 1991
 Masters Degree in Social Work (MSW), Concentration – Administration, 1980

Adelphi University, School of Social Work, Cum Laude, Bachelor of Science in Social Welfare
 (BSW), 1979

Academic appointments

Lehman College/CUNY Social Work Department, NY
 2016 – Present, Associate Professor; 2008 – 2015, Assistant Professor
 Fordham University, Post Graduate Certificate Program in Child & Adolescent Therapy, NY, 2007
 – Adjunct Staff
 Hunter College, School of Social Work, Post Graduate Certificate Program in Social Work
 Administration, NY. 2005 - Adjunct Staff
 Fordham University, Graduate School of Social Services, NY
 1994 – 2004, Adjunct Assistant Professor
 Social Work Department, Marymount College, Tarrytown, New York 1993- 2001, Adjunct Staff

Professional post–baccalaureate and post–master’s social work experience

The New York Foundling Fontana Center for Child Protection, NY, NY
 Assistant Director 2008

The Council on Accreditation (COA) New York, NY 2003- 2008
 Director of the Accreditation Commission & Director of Accreditation Programs

Family Services of Westchester (FSW), NY 2000- 2003, Vice President, Community Based
 Services
 The Children’s Village, NY, 1986- 2000, Unit Director

Current professional & academic memberships

License: New York State

Grants, and Award (during the last 3 years).

Co-Editor in Chief, *Urban Social Work*, Springer Publications, since 2016

Grant, New York Community Trust, for the development of the Journal of Social Work in the Urban
 Environment in collaboration with Morgan State University and Springer Publishing Co., June 2016

Federal HRSA/SAMHSA Grant Education and Training Committee Member, Culturally- Informed
 Behavioral Health Services for At-Risk Children, Adolescents, and Transitional-Age Youth and
 their Families in Bronx, N.Y. and Neighboring Communities; specific responsibility for developing
 and teaching the course, *Culturally- Informed Behavioral Health Services for At- Risk Children,
 Adolescents, and Transitional Youth and Their Families*, a key enhancement developed for this
 project, 2014-2017.

Faculty Fellowship Publication Program/ CUNY Office of Diversity (FFPP) 2012

Professional Presentations (last 5 years)

A Trauma- Informed Resiliency Perspective: A Win-Win School Community, Restorative Justice Conference: Creating an Equitable and Just Society- Challenges and Possibilities, Lehman College/CUNY, May 5, 2017

Race: A Developmental and social contextual perspective to understanding the impact of race on adolescents' behavioral health. Building on Strengths: Promoting the Behavior & Physical Health of Urban Youth, HRSA Conference, March 31, 2017, Bronx, New York

Microaggressions: Promoting understanding, awareness, resiliency and social justice through social work. The Association of Baccalaureate Social Work Program Directors, 34th Annual BPD Conference, Brenda Williams-Gray & Jermaine Monk. March 3, 2017, New Orleans, LA.

Microaggressions and the Workplace: The Role of Resilience in the Face of Understated Bias, Bronx Lebanon Hospital Wellness Center, Bronx Health Access Cultural Competence and Health Literacy Training Series, Jermaine Monk & Brenda Williams-Gray, January 18, 2017

Culturally Relevant and Resiliency Based Practice, Bronx Lebanon Hospital Wellness Center Bronx Health Access Cultural Competence and Health Literacy Training Series, November 30, 2016

Roundtable Session: Understanding and Providing Support for Specialized College Populations Often Marginalized, Annual Metro Counseling Conference, Carl Mazza, Jermaine Monk, Mohan Vinjamari & Brenda Williams-Gray, January 13, 2016, Bronx New York.

Student Experiences with Micro-aggressions and how they cope: The role of resilience in the face of understated bias, New York State Social Work Education Association Annual Conference, with Jermaine Monk, Nov 2015, Saratoga Springs, NY.

Ethnic Sharing: An Experiential Exercise to Create Dialogue about Culture and Diversity, CUNY Faculty Diversity and Inclusion Conference 2015, March 20, 2015

The Intersection of: Healthcare and Race Best Practices for Sickle Cell Disease, Health Track, Annual Program Meeting Conference (APM), CSWE, with Evan Senreich November 2014

Lack of Services for Individuals with Sickle Cell Disease: Race, Politics and Social Justice, New York State Social Work Education Association (NYSSWEA) 46th Annual Conference, October 9-11, 2013, with E. Senreich and M. Goodwin.

Publications

Williams-Gray, Brenda. (2018). Resiliency and culturally- responsive practice for adolescents and young adults with substance abuse and mental health challenges. In Sisselman-Borgia, A. & MacMillian, T. (Eds.) *New Directions in Treatment, Education and Outreach for Mental Health and Addiction*. Cham, Switzerland: Springer Publications.

Greenberg, J.P., Vinjamuri, M., **Williams-Gray, B.** & Senreich, E. 2018. Shining the light on intersectionality: The complexities of similarity and difference in the therapeutic process from the perspectives of Black and Hispanic social workers. *Smith College Studies in Social Work*.

Williams-Gray, B. (2016). Building capacity in nonprofit human service agencies through

organizational assessment during the accreditation process. *Journal of Nonprofit Education & Leadership*. 6: 2, 99-114.

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.

Williams-Gray, B. & Senreich, E., (2015). Challenges and resilience in the lives of adults with sickle cell disease, *Social Work in Public Health*, 30:1, 88-105.

Williams-Gray, B. (2014). Ethnic Sharing: Laying the foundation for culturally-informed BSW social work practice, *Journal of Baccalaureate Social Work*, 19, 151-159.

Williams-Gray, B. (2014). Preparation for social service leadership: Field work and virtual organizations that promote critical thinking in administration practice. *The Journal of Teaching in Social Work*, 34: 2, 113-128.

BARBARA ZERZAN, MSW, ABD**DEGREE INFORMATION**

ABD, CUNY Graduate Center, NY, NY
Social Welfare 1996

MSW, Hunter College School of Social Work
December 1985

BA, Empire State College
1983

ACADEMIC APPOINTMENTS

Lehman College, CUNY
Lecturer
August 2012 – present

Hunter College School of Social Work, CUNY
Adjunct Lecturer
New York, NY
September 1992 – Spring 1996

PROFESSIONAL EXPERIENCE

Partnership with Children
NY, NY
Consultant
May 2005 – October 2005

East River Development Alliance,
NY, NY
Vice President, programs and operations
November 2009 – June 2012

Community Service Society
NY, NY
Director, Center for Benefits and Services
September 2007 – November 2009

New York City Department of Homeless Services and Human Resources Administration, NY,
NY
Consultant
June 2007 – December 2007

Women's Housing and Economic Development Corporation
Bronx NY
Executive Vice President
January 2004-December 2007

Workforce Development,

NY, NY
Divisional Director
January 2002 – January 2004

Consortium for Worker Education
NY, NY
Director, Policy and Development
September 2000 – June 2002,

Satellite Child Care Program NY, NY
Director
September 1997 – September 2000

Federation Employment and Guidance Services (FEGS)
NY, NY
Assistant Vice President
January 1987 – September 1997

Membership

NASW

Service at Lehman College

Social Work Club advisor
Assisted with coordination of Federal Work Study Program for students in Fieldwork
Chair, Policy curriculum committee,
Participant, curriculum and evaluation committees

CV'S: PART-TIME FACULTY AND PROFESSIONAL ADMINISTRATIVE STAFF

JULIE AQUILATO, MSW**Degree Information**

Master of Social Work
 New York University
 Social Work
 May, 1992

Bachelor of Arts
 Pace University
 Human Relations
 December, 1987

Academic Appointments

Lehman College/CUNY
Assistant Director of Social Work, Higher Education Associate
 Bronx, New York
 January 2012-present
Fieldwork and Seminar, Adjunct Associate Professor
 Bronx, New York
 September 2012-present

Westchester Community College
Adjunct Professor
 Valhalla, New York
 Fall 2011-Spring 2012

College of New Rochelle
Adjunct Professor
 New Rochelle, NY
 Summer 2009-Fall 2012

Fordham University,
Adjunct Professor
 Westchester, NY
 Fall 2005-Spring 2011
Field Coordinator
 New York, NY
 Summer 2006-Summer 2010
Adjunct Faculty Advisor
 New York, NY
 Fall 2007-Spring 2007
 Fall 2009-Spring 2010

Post-MSW Professional Experience

Alssaro Counseling Center
Fee for Service Clinician
 New Rochelle, NY
 2013-2016

Westchester Jewish Community Services
Bereavement and HIV Clinician
Hartsdale, NY
2008-2011

Bereavement Center of Westchester
Fee for Service Clinician
Tuckahoe, NY
2003-2008
Treehouse Volunteer
2006-2009
Fund Board Member
2008-2011

The Guidance Center
Project Liberty Social Worker
Mamaroneck, NY
2002-2003

Jewish Community Center
Director of Special Children's Program
Tarrytown, NY
1995-2001
Social Worker, Special Children's Program
1992-1995

YAI-National Institute for People with Disabilities
Clinician
1995-2005
Bronx, NY
Senior Supervisor, Residential Services
1988-1996
Yonkers, NY

CATHERINE CASSIDY, MSW**Degree Information**

Master of Social Work

Wurzweiler School of Social Work, Yeshiva University

Group Work

May 2008

Bachelor of Arts

Lehman College, City University of New York

History –English Minor

January 2004

ACADEMIC APPOINTMENTS

Lehman College, City University of New York

Higher Education Associate; Adjunct Lecturer

Bronx, NY

HEA appointment, 2009–present

Adjunct Lecturer appointment (SWK 239, Social Welfare Institutions), 2010-present

A) Professional post-baccalaureate and post-master’s social work experience

Family Services of Westchester (Peer Counseling Program) Group dynamics with adolescents and young adults, White Plains, NY, 2007

Bronxwood Residential Home (Assisted Living Facility)

Casework, advocacy, group dynamics with seniors, Bronx, NY, 2006

Mosholu Montefiore Community Center

Casework and group work with grade school and middle school children, Bronx, NY, 2005

B) Professional post-baccalaureate and post-master’s administrative experience

Lehman College, City University of New York, Bronx, NY

Higher Education Associate, Social Work Department

Undergraduate Program Coordinator and Director of Special Programs

July 2009 – present

Wurzweiler School of Social Work, Yeshiva University, NYC

Director of Operations, May 2005 – July 2009

Office Manager, May 1998 – May 2005

Executive Assistant, Doctoral Program, Nov. 1995 – May 1998

Professional, academic, community-related and scientific memberships.

National Association of Social Workers

New York State Social Work Education Association

National Deans and Directors of Social Work Admissions

Member Council of Social Work Education

Community service responsibility and activities

Social Work Representative at Lehman College & Bronx Institute Major Fair, sophomore fair and high school fairs

Presenter & Speaker at Lehman College’s Sophomore Initiative Informational Sessions

Additional Relevant Information: Service to Lehman College

Member of articulation agreement member of committee designing special topics in human services and administrative liaison of Lehman College to Guttman Community College, New York, New York.

Lehman college representative for advisory board for Bronx Community College

Lehman College representative for advisory board for Westchester Com. College

Lehman college representative for advisory board for Borough of Manhattan Community College

Lehman College representative for Fordham Baccalaureate Program Event

Lehman College advisory Board member for York College, CUNY

Member of Faculty Advising Group Lehman College

Member of Sub-Group Academic Advising Committee, Lehman College

Member of VEST Committee for Veterans, Lehman College

Member of ACE Women's Committee at Lehman College

Member of CAFÉ Council & Advising Forum for Excellence

Advisor for undergraduate students currently in specific social work courses

Interviewer and advisor for all undergraduate social work students - ongoing

Advisor for Special Topic Programs for social work students - ongoing

Social Work Representative at Articulation Meetings with community colleges

Focus group member for 2nd degree students – creating a post-baccalaureate certificate program for Lehman College

Recruitment representative at: Bronx Community College, Westchester Community College, Hostos Community College, Nassau Community College, Dutchess Community College

JILL BECKER FEIGELES**DEGREE INFORMATION**

Wurzweiler School of Social Work, Yeshiva University
 Ph.D., Social Welfare
 May, 2006
 MSW
 May 1997

ACADEMIC APPOINTMENTS

Wurzweiler School of Social Work, Yeshiva University
 Assistant Clinical Professor
 9/2015 - present
 Adjunct Assistant Professor
 New York, N.Y.
 9/2003 – 9/15

Lehman College, CUNY
 Adjunct Assistant Professor
 Sept, 2010 – 12/10
 Substitute Assistant Professor
 1/11 – 8/12
 Adjunct Assistant Professor
 9/12 - present

PROFESSIONAL POST-BACCALAUREATE AND POST-MASTER'S SOCIAL WORK EXPERIENCE

Ridgewood-Bushwick Senior Citizen Center (RBSC)
 Director
 Brooklyn, N.Y.
 July 1997 - September 2000

PROFESSIONAL- ACADEMIC-COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NASW
 NYSSCSW

PROFESSIONAL PRESENTATIONS IN LAST 3 YEARS

Cuellar, M., Elswick, S.E, Theriot, M., & **Becker-Feigeles, J.** (2017, Oct 21).
 School police and school social workers: Implications for healthy development of
 youth. Paper presented at *Annual Program Meeting Council on Social Work
 Education: Educating for the Social Work Grand Challenges, Dallas, Texas.*

PROFESSIONAL PUBLICATIONS LAST 5 YEARS.

Becker-Feigeles, J. (2018) Developing an SBIRT Curriculum in Advanced
 Practice. In T. MacMillan & A. Sisselman (Eds.), *New Directions in Treatment,
 Education, and Outreach for Mental Health and Addiction.* (pp. 265-280),
 Cham, Switzerland: Springer International

ANY OTHER RELEVANT INFORMATION

- Responsibilities at RBSC included counseling seniors and intergenerational adolescents as well as supervision of BSW students.

EFRAT FRIDMAN**DEGREE INFORMATION**

Doctor of Social Work, NYU/Silver School of Social Work, New York, 2018
 Master of Social Work, Wurzweiler School of Social Work, Yeshiva University, New York, 2005
 Bachelor of Arts in Social Work, Bar Ilan University, Israel, 1998

ACADEMIC APPOINTMENTS

NYU-Silver School of Social Work, Adjunct Lecturer, January 2018-Present
 Lehman College, CUNY, Adjunct Lecturer, January 2017 –Present

PROFESSIONAL POST-BACCALAUREATE AND POST-MASTER'S SOCIAL WORK EXPERIENCE

Private Practice — New York, NY, 2007-present
 Catholic Charities Neighborhood Services Inc. — New York, NY
 Director of Field Operations, 2009-2014
 Clinical Manager, 2007-2009
 Program Manager, 2006-2007
 Transitional Services for New York, Inc. — New York, NY 2005 – 2006
 Comorbidity Specialist
 Rehabilitation Authority — Ashdod, Israel, 2000 – 2005
 Program Developer/Coordinator CDT/Social Worker
 Shaar Hatikva: Shelter for Male Drug Addicts and Prisoners — Ofakim, Israel,
 1998 – 2000
 Therapist/Welfare Department

PROFESSIONAL PUBLICATIONS LAST 5 YEARS

Straussner, S.L.A. & Fridman, E. S. (2018). Substance use by urban children.
 In N.K. Phillips & S.L.A. Straussner, *Children in the Urban Environment: Linking Social Policy and Clinical Practice* (3rd ed.). (pp. 223-250). Springfield, IL: Charles C. Thomas.

LeSHAN A. GAULMAN, MSW**DEGREE INFORMATION**

Master of Social Work
Lehman College CUNY, Bronx, NY
Social Work
June 2007

Bachelor of Science
Lehman College CUNY, Bronx, NY
Social Work
June 2005

Associate of Science
DeKalb College, Clarkston, GA
Psychology
June 1998

ACADEMIC APPOINTMENT

Lehman College, CUNY
Adjunct Lecturer
Bronx, NY
January 2017 - present

PROFESSIONAL EXPERIENCE

Integrity Senior Services
Fee for service Mental Health Counselor
New York, NY
July 2016

Barrier Free Living Inc.
Program Director of Transitional Housing
New York, NY
January 2013

Independence Care Systems
Program Coordinator at Barrier Free Living
New York, NY
September 2009 - December 2012

Independence Care Systems
Social Worker/Care Manager
New York, NY
July 2005 - September 2009

AWARDS

National Association of Social Workers (NASW) – New York City Chapter
Emerging Social work Leadership Award, December 2015

PRESENTATION (last 3 years)

Gaulman, L. *Homeless Fatherhood: A look at male parents juggling fatherhood, disability and homelessness in New York City*. New York State Social Work Education Association 49th Annual Conference, Saratoga Springs, NY, “Social Work’s Global Agenda: Engaging the Four Pillars”, October 6, 2016.

PUBLICATION

Gaulman, L. (2017). Homeless Fathers. In C. Mazza & A.R. Perry, (Eds.). *Fatherhood in America: Social work perspectives on a changing society*, (pp. 108-124). Springfield, IL: Charles C Thomas, Publisher, Ltd.

CRYSTAL L. GEORGE-MOSES, MSW, LMSW**Degree Information:**

Doctoral Candidate
 The Graduate Center of the City University of New York
 New York, New York
 2011 – present

Master of Social Work (MSW)
 Fordham University Graduate School of Social Service
 New York, New York
 1984-1985

Bachelor of Science (BS)
 Syracuse University School of Social Work
 Syracuse, New York
 1980-1984

Academic Appointments:

Lehman College of the City University of New York
 Adjunct Lecturer; August 2017 - Present
 Substitute Lecturer; August 2016 – August 2017
 250 Bedford Park Boulevard West
 Bronx, NY

Molloy College
 Adjunct Assistant Professor; January 2016 - Present
 1000 Hempstead Avenue
 Rockville Centre, NY

York College of the City University of New York
 Substitute Lecturer; August 2013 – August 2015
 Adjunct Lecturer; August 2015 – May 2016
 Adjunct Assistant Professor: August 2009 – August 2013
 94-20 Guy R. Brewer Boulevard
 Jamaica, NY

Long Island University – Brooklyn & Post campuses
 Adjunct Assistant Professor; September 2006 – December 2017
 1 University Plaza
 Brooklyn, NY

Post-baccalaureate and Post-Master's social work degree practice experience**Social Work Consultant**

September 2008– Present

Family Dynamics/SCO Family of Services
 Program Director; January 2006 – August 2008

NYC Administration for Children's Services

Child Welfare Specialist/Supervisor II; Program Evaluation Systems; August 2003 – January 2006
 Child Welfare Specialist/Supervisor II; Quality Improvement; July 2001 – August 2003

Family Dynamics, a member service of SCO Family of Services
 Director, Parents' Support Services; May 1994 – July 2001
 Program Director; September 1992 – May 1994

Memberships:

Association for Community Organization and Social Administration

Awards and Honors:

Adjunct Faculty of the Year Award in recognition of Distinguished Service as a part-time member of the Social Work Department, York College, March 14, 2016

Professional Activities - Seminars/Conference Presentations/Grants:

Conference Presentations

Co-Presenter. Taking Experiential Learning to the Front Lines of Social Justice. New York State Social Work Education Association, *Annual Conference*. Saratoga Springs, New York. October 2017.

Presenter. The Impact of Neoliberalism, Privatization, Managerialism, and Contracting on Child Welfare. Influencing Social Policy, *Annual Conference*. St. Louis, Missouri, June 2017

Co-Presenter. Linking Policy Analysis to Policy Practice in a Capstone Social Work Course: Integrating Students and Professor Perspectives. New York State Social Work Education Association, *Annual Conference*. Saratoga Springs, New York. November 2015.

Presenter. Sparking Commitment to Social Reform: Developing Social Work Students' Macro Social Work Skills through Experiential Learning. New York State Social Work Education Association, *Annual Conference*. Saratoga Springs, New York. October 2014.

Grants

PSC-CUNY, Adjunct/CET Professional Development Fund. 2015: \$848.

Publications

Speakes-Lewis, A., Gill, L., and George-Moses, C. (2011). The Move Toward American Modernity: Empowerment and Individualism in the Black Mega Church. *Journal of African American Studies*, 15, 236-247.

JAYATTA (JAYE) JONES, MS, Ph.D.**EDUCATION**

PhD	University of Chicago, School of Social Service Administration , Chicago, IL Social Work	12/2012
MS	Columbia University School of Social Work , New York, NY Social Work. Method: Clinical Practice.	5/2000
MA	George Washington University , Washington, DC Women's Studies.	5/1997
BA	University of Iowa , Iowa City, IA Psychology (Honors with Highest Distinction)	8/1993

ACADEMIC APPOINTMENTS

Lehman College, Department of Social Work , Bronx, NY <i>Adjunct Assistant Professor</i>	1/2014–present
University of Chicago, School of Social Service Administration , Chicago, IL 4/2012 <i>Administrative & Teaching Assistant/Research Assistant</i>	8/2003 –

PROFESSIONAL EXPERIENCE

Lehman College, The City University of New York (CUNY) , Bronx, NY <i>Executive Director, Institute for Literacy Studies (ILS)</i> present	4/2016 –
<i>Project Director, Adult Learning Center (ALC), Institute for Literacy Studies</i> 2/2016	6/2012 –
Literacy Chicago , Chicago, IL <i>Senior Program Manager /ESL Instructor/Volunteer Reading Group Facilitator</i>	8/2004 –6/2012
Bridges Juvenile Detention Center , Bronx, NY <i>Social Worker (Temporary/Part-time)</i>	5/2003 – 8/2003
The DOME Project, Juvenile Justice Program , New York, NY <i>Social Worker/Senior Case Manager</i>	4/2002–8/2003
Jewish Board of Family & Children Services (JBFCFS) , New York, NY <i>Social Work Intern (1999 – 2000)/Social Worker (2000 – 2002)</i>	8/1999–4/2002

PROFESSIONAL AFFILIATIONS & SERVICE TO THE COMMUNITY

Lehman College, School of Education, Annual Lehman Lecture Steering Committee, 2017 – present
PSC-CUNY Lehman College Chapter, Social Justice Committee, 2016-present
Lehman College, School of Continuing & Professional Studies, ESOL Advisory Board, 2016-present
NYC Adult Education Advisory Board, 2016-present
Coalition of Adult Basic Education (COABE), 2010-present
Women Expanding: Literacy Education Action Resource Network (WE LEARN), 2005 – present;
 Board Member: 2014-present
Total Equity Now (TEN), Harlem, NY, Volunteer Programs Coordinator, Harlem Adult Education Conference and Literacy Across Harlem March, 2013-present

NOTABLE HONORS

Co-recipient, Phyllis Cunningham Social Justice Award, Adult Education Research Conference (AERC) 2014

CONFERENCE PRESENTATIONS

Jones, J. (2017). *Problematizing post-truths: Critical adult literacy in the United States in the era of "alternative facts."* Paper presented at the Standing Conference on University Teaching and Research in the Education of Adults (SCUTREA), Centre for Research in Education Inclusion & Diversity, University of Edinburgh.

Ramdeholl, D., Heaney, T., **Jones, J.**, & Strohschen, G. (2017). *Reimagining doctoral education as a practice of adult education.* Paper presented remotely at the Adult Education Research Conference (AERC), Norman, Oklahoma.

Tally, P., Ramdeholl, D. & **Jones, J.** (2016, July). *Talking back: Resisting neoliberalization in the academy through feminist/womanist lenses.* Distributed paper presented at 3rd ISA forum of Sociology, Vienna, Austria.

Jones, J. & Ramdeholl, D. (2016). *Austerity and NYC adult literacy: A what cost and to whom?* Paper presented at the Standing Conference on University Teaching and Research in the Education of Adults (SCUTREA), Vaughn Center for Lifelong Learning, University of Leicester.

Jones, J. (2016). *"We're all on the same journey, but [are taking] different paths:" Relational connection, critical consciousness and visions of possibility among female adult literacy learners.* Paper presented at the Adult Education Research Conference (AERC), Charlotte, NC.

Ramdeholl, D. & **Jones, J.** (2015, June). *Weaving quilts and building community: Study circles to reimagine women's spaces/places in adult literacy.* Paper presented at the Canadian Association for the Study of Adult Education Conference, Montreal, QC.

Jones, J. (2014, October). *Women Reading for Education Affinity and Development (WREAD): Emotionally responsive learning spaces for adult learners.* Paper presented at the XI International Transformative Learning Conference, Teachers College, Columbia University, New York, NY.

Jones, J. & Ramdeholl, D. (2014, June). *Weaving quilts: Remaking and reimagining women's spaces and places in adult literacy.* Paper presented at the Adult Education Research Conference (AERC), Harrisburg, PA. Recipient of the Phyllis Cunningham Social Justice Award.

PUBLICATIONS

Jones, J. (2015). You gotta be: Embracing embodied knowledges in doctoral study. *New Directions for Adult & Continuing Education*, 147, 71-80.

Jones, J. (2012). The impact of women reading for education affinity & development (WREAD). *English Quarterly*, 43(3-4), 27-39.

MAYRA JUALIAO-NUNEZ, MSW, Ph.D.**Degree Information:**

2006 - Yeshiva University, Wurzweiler School of Social Work, Doctoral Program, Ph.D. Degree
 1988 - Hunter College, NYC, Master in Social Work (MSW),
 1981 - Brooklyn College, NYC, Master in Science in Education (MS),
 1979 - Brooklyn College, NYC, Bachelors of Art (BA),

Academic Appointments:

Lehman College, City University of New York, Department of Social Work Adjunct Instructor:
 9/2013 – Present
 Yeshiva University - Wurzweiler School of Social work (1/2012 – 2016)
 Adjunct Instructor
 Hostos Community College, City University of New York (9/1987 – 6/1997)
 Adjunct Instructor
 Columbia University, School of Social Work, New York. (1994 School Year)
 Field Advisor
 Graduate Schools of Social Work at Universities around New York City - (*Fordham, Columbia, Stony
 Brooks, Hunter, and Yeshiva*). (1989 to present); Field Instructor
 National Puerto Rican Forum, New York (1979 - 1981)
 Counselor / Instructor

Professional /Employment Experience:

New York City Administration for Children's Services (ACS), 1986-2014
 4/2012 – 5/2014 -Division of Policy, Planning and Measurement (DPPM), James Satterwhite
 Academy, NY.
 Acting Executive Director (4/1/12- 11/1/12), concurrently with permanent responsibilities as
 Executive Deputy Director for Administration, Professional Development, Registration, and
 Curriculum Development
 6/2000 – 3/31/12 - Executive Deputy Director for Training Operations
 8/1999 - Director of Special Projects
 9/1996 - Special Assistant to Associate Commissioner
 2/1995 - Borough Director for the Bronx Field Office
 6/1991 - Borough Director, Brooklyn & Queens - Family Preservation Program
 8/1989 - Acting Deputy Director, Office of Program Planning
 6/1986 - Program Planner, Office of Program Planning

Private Sector - Foster Care, Preventive Services and Educational Programs (1975 – 1986):

6/1984 - St Joseph's Children Services, Preventive services Program, Brooklyn, New York.
 Director - Preventive Services

8/1982 - Puis XII Youth & Family Services, Poughkeepsie, New York
 Director- Foster Care Program

11/1980 - National Puerto Rican Forum, New York
 Counselor / Instructor

Memberships:

National Association of Social workers

NYC Managers Employee Association (MEA) (*Retiree*)

NYC Organization of Staff analysts (OSA) (*Retiree*)

Other Contributions to the Fields of Education & Social Work:

Professional Engagements (1990 - to present)

Participated in professional conferences as invited guest speaker, some as honoree (*i.e., Latino Social Work Task Force*); Stony Brook University Social Welfare Department Conference “Counseling & Treating People of Colour: an International Perspective”; Hunter College School of Social work, Center for the Study of Social Administration, Workshop Leader at the Conference “Understanding and Valuing Diversity in the Latino Community”; Yeshiva University – Wuzweiler School of Social work, Presentation at conference for Field Instructors on Clinical Practice with high Risk Adolescents – Individual and Family Dynamics, Field Instructors Challenges; Served as member of various committees addressing Important issues of social services and field practice (*i.e., ACS Quality Supervision Committee*).

National Association of Social Workers (NASW) - New York City Chapter (1992 - 1994)

Board of Directors Member at Large: Participated in two committees, “Children and Family Services”, and the committee on “Latinos Affairs”; Advocated strongly for Social Work Administration to be recognized as an important fields in the social work profession, Advocated for “Child & Family Welfare” issues to be in the forefront of the social work intervention, particularly, efforts around the importance of building competence among child welfare staff; gained the respect of professional colleagues who frequently seek her opinion and advice on circumstances related to matters of child welfare with particular emphasis on preventive and protective services.

DANIEL L. LOWY, MSW

Degree Information:

Institution: SUNY Cortland
 Dates Attended: 9/92-5/97
 Degree and Major: B.S. Psychology
 Date Awarded: 5/97

Institution: Adelphi University
 Dates Attended: 9/98-5/02
 Degree and Major: Masters in Social Work
 Date Awarded: 5/02

Academic Appointments:

Academic Institution: Lehman College
Title: Adjunct Assistant Professor
City/State: Bronx, New York
Start Date: 8/30/06
End Date: Present

Professional post-baccalaureate and post-master's social work experience:

Employer: Argus Community, Inc.
Positions: Clinical Case Manager Supervisor
 (Starting) Deputy Director
 Director
 Executive Oversight Director
 Vice President
 Senior Vice President (Current)
City/State: Bronx, New York
Start Date: 11/02
End Date: Present

Current professional, academic, community-related, and scientific memberships:

Co-Chair DOH AIDS Institute Technical Assistance Group
 Board Member Community Care Management Partners, LLC
 Board Member iHealth, Inc.
 Executive Committee Member of the New York and Presbyterian Hospital PPS

Special awards, fellowships, grants or any other recognition received:

2015 Consortium for Workers Education Jobs to Build On Grant
 2015 NYS OASAS Prevention Service Grant
 2016 DYCD High School Educational Support Grant
 2016 DYCD Opportunity Youth Grant
 2016 DYCD Adult Basic Education Grant
 2016 NYS OASAS HIV Early Intervention Services Grant

Professional presentations:

04/16 K-2/Spice Training for New York City Department of Probation

- 05/16 Transformation in New York State: Will Town and Gown Really Partner? The DSRIP Experience of the Behavioral Health Team at New York Presbyterian Hospital for the Annual American Psychiatric Association Conference
- 10/16 Engaging Families Training for the Administration for Childrens Services
- 03/17 Motivational Interviewing Training for New York and Presbyterian Hospital PPS
- 05/17 Motivational Interviewing Training for New York and Presbyterian Hospital PPS
- 07/17 Motivational Interviewing Training for New York and Presbyterian Hospital PPS
- 12/17 Motivational Interviewing Training for New York and Presbyterian Hospital PPS

SADIE MAHONEY, MSW**EDUCATION**

Master of Science in Social Work; Columbia University; New York, NY; Clinical Track/Children and Family Services/Research Minor; Graduated May 1998
 Bachelor of Psychology; College of Wooster; Wooster, OH; Minor in Communications/Phi Beta Kappa; Graduated May 1996; Departmental and Thesis Honors

ACADEMIC APPOINTMENTS

Columbia University, New York, NY; Adjunct Faculty/Advisor; 2017-Present
 Lehman College, Bronx, NY; Adjunct Faculty; 2017-Present: Fieldwork and Seminar

PROFESSIONAL WORK EXPERIENCE

Kingsbridge Heights Community Center/KHCC; Program Coordinator/Director/Department Director/Chief Officer of Youth and Family Services; September 2001-Present
 St. Luke's/Roosevelt Hospital; Community Services for Children and Families/Very Intensive Preventive Services; Case Planner and Family Therapist; 1998-2001

PROFESSIONAL MEMBERSHIPS

Partnership for Afterschool Education (PASE), National Association of Social Workers (NASW), United Neighborhood Houses (UNH)

SPECIAL AWARDS/FELLOWSHIPS/GRANTS/RECOGNITION

Certificate in Nonprofit Management from Columbia University Business School, 2014
 Recipient of the PASEsetter Award for excellence in afterschool education 2012
 Lead and contributing grant writer on proposals to multiple public and private foundation grants secured by KHCC, including
 Public solicitations via COMPASS, SONYC, and NDA funding streams through the Department of Youth and Community Development (DYCD)
 Private grants through the Pinkerton and Charles Hayden Foundations and the Lincoln and Hagedorn Funds

PROFESSIONAL PRESENTATIONS

Poverty Symposium, "From Poverty to opportunity," Sponsored by the Department of Youth and Community Development (DYCD) in conjunction with the New York State Community Action Association (NYSCAA), August 12, 2014 at the New York Law School, *Retaining and Engaging High School Age Youth in Afterschool Programs*

PROFESSIONAL PUBLICATIONS

OnlineMSWprograms.com, June 2017, 2U, Inc. New York, NY "Perspective on Community Based Social Work" <https://www.onlinemswprograms.com/in-focus/interview-with-sadie-mahoney-lcsw-community-social-work/>

CONARD MARK MILLER, MSW, ABD**Degree Information**

ABD
 Wurzweiler School of Social Work, Yeshiva University
 2006 – Present (*Class work completed 2010*)

M.S.W.
 Wurzweiler School of Social Work, Yeshiva University
 2006

B.F.A.
 Denison University
 Granville, Ohio
 1980

Teaching Experience

Lehman College/CUNY, Department of Social Work,
Adjunct Assistant Professor, HBSE, Clinical Diagnosis, Research I
 2011- Present

Wurzweiler School of Social, Yeshiva University
MSW Fieldwork Instructor
 2008-2011, SIFI qualified, 2008

Teaching Assistant- Research I (SSD) and Research II (SPSS)
 June – July, 2005

Other Academic Experience

Lehman College/ CUNY, Department of Social Work,
Coordinator (HEa), Academic Support Center, Licensing prep and academic skills
workshops, March 2011 – Present

Wurzweiler School of Social, Yeshiva University
State License (LMSW) Licensing Instructor
 Developed curriculum for year-long weekly LMSW Preparation course for alumni
 and graduating students
 2007 – 2011

Director, Alumni Relations
 Fundraising
 Program development
 Communications
 Managing Editor, *The Update* (alumni magazine)
 2006 – 2011

Clinical Practice

Private Psychotherapy Practice – Sole Practitioner, 2011- Present

Experience Pre-MSW

Andrew W. Mellon Foundation, New York
Consultant – Due diligence and research related to funding grantee organizations, mission
and legal qualifications, 2001-2002

Burden Center for the Aging- New York
Senior Counselor, 1989-1995

Fulton Senior Center/Hudson Guild, New York
Community Coordinator/Case Manager, 1987-1989

City Harvest, Inc., New York
Director of Operations, 1985-1987

St. Bartholomew's, New York
Assistant Director, Homeless Outreach, 1982-1984

Memberships

National Association of Social Workers – New York City Chapter
 2004- Present

New York State Society for Clinical Social Work
 2010-Present

Community Service

Co –chair/Member of SOGIE (LGBT) Steering Committee
 NASW – New York City Chapter, 2010- Present

Professional, academic, community-related memberships

2008- Present, Council on Social Work Education
 2004- Present, National Association of Social Workers
 2010- Present, Co-Chair LGBTQ Steering Committee NASW NYC
 2005-2006, President, Student Government, Wurzweiler School of Social Work
 2004-2006, Member, GLLC Democratic National Committee
 1998-2000, District Leader, 66th North Congressional District, Manhattan

Awards, fellowships, grants, recognition

June, 2006 Research Award –Wurzweiler School of Social Work
 June, 2006 Deans Award – Wurzweiler School of Social Work

PETER NIEDT, MSW**Degree information:**

City College, City University of New York – New York, NY
 Bachelor of Arts
 05/88
 Psychology

Columbia University School of Social Work – New York, NY
 Master of Science
 05/94
 Social Work

Academic appointments:

Lehman College, City University of New York
 Director of Field Education
 New York, NY
 January 2005 to Present

Columbia University School of Social Work
 Adjunct Assistant Professor
 New York, NY
 September 1996 to June 2004

Professional post-baccalaureate and post-Master's social work experience

Seamen's Society for Children & Families
 Director of Foster Care and Adoption- August 1995 to January 2005
 Administrative Supervisor Independent Living - April 1994 to August 1995
 Supervisor Permanency Planning Unit – November 1992 to March 1994
 Assistant Compliance & Training Coordinator - April 1990 to October 1992
 Caseworker – Brooklyn Site – July 1988 to April 1990
 New York , NY July 1, 1988 to January 2005

OLATUNDE ATANDA OLUSESI, MSW, PhD**Degree information**

Ph.D.	New York University, NY, NY	Social Work	May 2008
M.S.W.	Stony Brook University, Stony Brook, NY	Social Work	May 1993
B.A.	Obafemi Awolowo University, Nigeria	English Studies (1st Class Honors)	July 1987

Academic Appointments

Lehman College, CUNY	Adjunct Assistant Professor	Bronx, NY	January 2016 – Present
Stony Brook University	Adjunct Lecturer	Manhattan, NY	January 2010 – Present
New York University	Adjunct Assistant Professor	Manhattan, NY	January 2009 – Present

Professional Post-Baccalaureate and Post-Master's Social Work Experience

NYC Administration for Children's Services	Program Evaluator/ Internship Program Coordinator	Manhattan, NY	July 2017 – Present
NYC Administration for Children's Services	Administrative Community Relations Specialist/ Internship Program/Training Coordinator	Manhattan, NY	August 2016 – July 2017
NYC Administration for Children's Services	Administrative Staff Analyst/Internship Program/Training Coordinator	Manhattan, NY	February 2012- August 2016
NYC Administration for Children's Services	Associate Staff Analyst/ Internship Program Coordinator	Manhattan, NY	September 2005- February 2012
NYC Administration for Children's Services	Child Evaluation Specialist/Special Assistant to Program Director	Manhattan, NY	April 2000- September 2005
NYC Administration for Children's Services	Child Evaluation Specialist	Manhattan, NY	July 1997 – April 2000
Children and Family Mental Health Services	Therapist:	Amityville, NY	July 1996 – October 1999
NYC Administration for Children's Services	Family and Community Advocate	Brooklyn, NY.	July 1995 – November 1997
NYC Child Welfare Administration	Family Preservationist	Bronx, NY	August 1993 –July 1995
NYC Child Welfare Administration	Child Protective and Diagnostic Caseworker	Brooklyn, New York	June 1992 – August 1993

Professional, Academic, Community-Related, and Scientific Memberships

National Association of Social Workers, Member	May 1993 – Present
Council on Social Work Education, Member	2011 – Present

Community Service Responsibilities and Activities:

Baptist Boys' High School Old Boys' Association (USA/Canada Chapter), President.	September 2013 to Present
---	---------------------------

Nigeria Independence Parade Committee (NIDC) Member	June 2008 – Present
Nigerian Organizations Outreach Committee of NIDC, Chair.	January 2011- February 2016
Pan African Unity Dialogue, Member	June 2010 – Present

Special Awards, Fellowships, Grants or Any Other Recognition:

Baptist Boys' High School Old Boys' Association's 2013 Alumni Merit Award	January	2014
Nigeria Centenary U.S. Award	September	2014

Professional Presentations

The Professional Development of a Social Worker: Discussion on Values and Ethics with Agency Partners, Orientation for New MSW Students (panel discussion).	New York University, Silver School of Social Work	New York, NY	August 2017
Harm Reduction for Quick Feet: Providing Support, Treatment, and Advocacy for youth Who Go Missing from Foster Care (presentation)	Lehman College, Department of Social Work	Bronx, NY	March 2017
Attitudes of West African Immigrants Towards Mental Health Problems and Substance Misuse: Recommendations for Treatment, Workshop	Bronx Lebanon Hospital Workshop Series	Bronx, NY	March 2017
Attitudes of West African Immigrants in the United States Towards Substance Misuse (presentation)	CSWE APM	Atlanta, GA	November 2016
Servicing Strangers in Sweltering Paradise: Challenges Confronting Newest Immigrants in the US and What Social Workers must do about them (Keynote Address).	NYU's Silver School of Social Work Immigration Series	New York, NY	April 2014

Professional Publication

Attitudes of West African immigrants in the United States towards substance misuse: Exploring culturally informed prevention and treatment strategies.	Social Work in Public Health.	March 2016
--	-------------------------------	------------

ERIN C. QUINN, MSW, ABD**Degree Information**

PhD - ABD
 New York University
 Social Work

Master of Social Work (MSW)
 Adelphi University
 Social Work
 May 1995

Bachelor of Arts
 State University of New York at Albany
 Psychology and Women's Studies
 May 1992

Academic Appointments

Lehman College, City University of New York
 Adjunct Lecturer
 Bronx, NY
 October 2011–Present

Guttman Community College, City University of New York
 Adjunct Lecturer
 New York, NY
 September 2014-May 2015

Professional Social Work Experience

New York City Department of Correction
 Executive Director of C.A.R.E./EAP
 Queens, New York
 June 2017– Present

New York City Department of Health & Mental Hygiene
 Director- Chronic Disease Prevention & Tobacco Control
 Queens, New York
 January 2007 – June, 2017

Sanctuary East Limited
 Senior Clinical Social Worker
 East Islip, NY
 June 2006 – October 2011

NYU Downtown Hospital
 Director Trinity MMTP
 New York, NY
 September 1997-May 2006

Nepenthe Counseling Center
 Senior Clinical Social Worker

West Babylon, NY
August 1996-September 1997

S.A.I.L. Supportive Housing Program
Program Supervisor- Group Home
Lynbrook, NY
November 1995-January 1997

Current professional, academic, community-related, and scientific memberships

International Positive Psychology Association
NAADAC, the Association for Addiction Professionals
Transcendental Meditation Community
Mindful New York City

Community Service

NYC Medical Reserve Corps-Mental Health Responder
American Red Cross-Disaster Relief
Al-Anon Family Group- Board of Directors
Sanctuary East LTD- Board of Directors

Special Awards

NYC Distinguished Service Mayoral Award

Professional Presentations

National Tobacco Conference: Health Disparities in Russian & Chinese Speaking Communities in NYC
Public Health Detailing Campaign: Using Motivational Interviewing in Behavior Change
Preventative Medicine Residency Program: Counseling Strategies to Help Patients Quit Smoking
Harvey the Harp Advocacy Training Program: Treating Tobacco Dependence

Professional Publications

Development of Culturally appropriate support strategies to increase uptake of nicotine replacement therapy among Russian and Chinese speaking smokers in New York City.
Journal of Community Health, October, 2016

Additional Relevant Information

Licensed Clinical Social Worker (LCSW)
Credentialed Alcohol and Substance Abuse Counselor (CASAC)
Certified Worksite Wellness Program Manager (CWWPM)
Certified in Positive Psychology (CiPP)

DEBORAH RUBIN, MSW, MPH**Degree Information**

Master of Public Health
Columbia University
October 1982

Master of Science (Social Work)
Columbia University
May 1982

Bachelor of Arts
Yale University
Psychology
May 1978

Academic Appointments

Lehman College, CUNY
Adjunct Assistant Professor of Social Work
Bronx, NY
Fall 2009-present (Fall semesters only)

Columbia University School of Social Work
Lecturer; Field Instructor
New York, NY
September 2001-February 2006

Fordham University Graduate School of Social Service
Fieldwork Instructor
Tarrytown, NY
September 2002-May 2003

Professional post- master's social work experience

Lehman College, CUNY
Higher Education Associate (HEA), Director of Admissions, MSW Program, Department of
Social Work
Bronx, NY
February 2007—present

Hebrew Home for the Aged at Riverdale
Group Services Supervisor, ElderServe on the Palisades medical adult day care
Bronx, NY
December 1998-February 2007

Self-employed
Grant writer and reviewer
New Rochelle, NY
September 1988-February 1991

New York Community Trust
Associate Program Officer
New York, NY

August 1985-November 1987

Vacations and Senior Centers Association
Outreach Coordinator
New York, NY
April 1983-August 1985

Professional, academic, community-related and scientific memberships, 2015-2019

National Deans & Directors of Graduate Social Work Admissions
New York State Social Work Education Association
Lehman Chapter, New York State, American Council on Education Women's Network
Member Board of Trustees, Temple Israel of New Rochelle

Professional presentations, 2013-2019

Present Lehman MSW program at numerous recruiting events, conferences and career fairs,
including at New York State Social Work Education conference.

Service to Lehman College

Lehman College Diversity Advisory Council, 2013-2016
Graduate Appeals Committee, Lehman Office of Graduate Studies
Participated in year-long Quantitative Reasoning Faculty Development workshop 2013-2014

LORI SPECTOR, MSW**Degrees Earned:**

MSW, Columbia University School of Social Work
Major: Social Work
Awarded 10/1977

Academic Appointments:

Lehman College, City University of New York
Adjunct Assistant Professor, Bronx, New York
2002 – present

Adelphi University School of Social Work
Adjunct Lecturer, Garden City, New York 2000-present

Columbia University School of Social Work, Adjunct Lecturer,
Advisor, New York, New York 20016 – present

Touro College School of Social Work, Adjunct Assistant Prof., New
York, New York
September 2016 – present

Wurzweiler School of Social Work, Adjunct Assistant Prof., New
York, New York
September 1999 – May 2017

Professional Social Work Experience:

Kingsbridge Heights Community Center
Chief Operating Officer
Bronx, New York
1992 – 2014

Awards:

Leadership Award
Latino Social Work Task Force
April, 2014

DIANE STROM, MSW, ABD**EDUCATION:**

- 1983 - 1986 New York University School of Social Work/PhD Program - ABD
 1976 New York University School of Social Work/ Masters Degree in Social Work
 1970 City College, City University of New York/Bachelor of Arts Degree, Major in Sociology

ACADEMIC APPOINTMENTS:**Lehman College, Bronx, NY**

Adjunct Lecturer, Department of Health Sciences – Health Counseling; Perspectives on HIV/AIDS
 2008-present

Adjunct Lecturer, Department of Social Work – Social Work Practice I and II, Perspectives on HIV/AIDS; Social Work, Urban Health; Substance Abuse in the Urban Setting
 2011-present

College of New Rochelle, New Rochelle, NY

Adjunct Lecturer, Division of Arts and Sciences, Department of Social Work
 Perspectives on HIV/AIDS
 2007-2015

New York University School of Social Work

Instructor, Post Graduate Certificate Program
 1987-1990

PROFESSIONAL EXPERIENCE:**BRONX-LEBANON HOSPITAL CENTER, Bronx, NY**

- 2004 – present Senior Project Manager, Department of Pediatrics
 Director, Community Health Education Center (CHEC)
 Administrator, Department of Pediatric Infectious Disease
- 2016 - present Administrator/Supervisor, Healthy Steps Program
- 2013 - present Administrator, Successfully Transitioning Youth to Adolescence
- 2005 - present Director, Managing Asthma in Daycare
- 2011 - 2016 Administrator, Pediatric Sickle Cell Transition and New Born Screening Programs
- 2004 - 2012 Administrator, South Bronx Asthma Partnership
- 2008 - 2013 Administrator, Start Strong Bronx
- 2007 - 2012 Director, Asthma Literacy Program
- 1996 - 2004 Administrator, Department of Medicine
- 1993 - 2004 Administrative Director, A.I.D.S. Program
- 1993 – 1998 Project Director: Family Outreach Program

Services to children with HIV infected parents at Bronx-Lebanon Hospital Center

- 1996 – 2004 Project Director: Project ACCESS (HIV outreach to the homeless and community)
- 1996 – 2004 Administrator: HIV Mobile Primary Care Unit, (Ryan White funded primary care program for HIV infected individuals in SROs)
- 2000 – 2004 Administrator: Treatment Adherence Program (Ryan White funded program to maintain at risk patients in primary care)

- 2000 - 2004 Administrator: Directly Observed Therapy for Tuberculosis
- 2001 - 2004 Administrator: Integrated Mental Health and Primary Care Services (AIDS Institute funded program to bring mental health care to HIV Primary Care Clinic)
- 2001-2004 Administrator: Hepatitis C Screening and Treatment Program (Ryan White funded program to screen, treat and support co-infected patient)
- 2001 - 2004 Administrator: Treatment Education Program (Ryan White funded program to provide education related to medications)
- 2002 - 2004 Administrator: Emergency Room Intervention Program (Ryan White funded program to identify HIV infected patients in the Emergency Room)
- 1990 - 1993 Associate Director for AIDS Services, Department of Social Work
- 1987 - 1990 Clinical Supervisor for AIDS Services, Department of Social Work
- 1983 - 1987 Senior Social Worker, Department of Social Work, Dialysis Program
- 1976 - 1983 Social Worker, Department of Social Work, Medical/Surgical and Dialysis Programs
- 1970 - 1974 Social Work Assistant, Department of Social Work, Child Life Program, Pediatric Service

Professional Memberships/Activities:

- 2015 - Co-Chair Bronx Health Access PPS (DSRIP) Cultural Competence and Health Literacy Committee
- 2015 - Member, Bronx Health Access PPS (DSRIP) Work Group on Asthma and Home Visiting Program
- 2013 - Bronx-Lebanon Hospital Center Department of Pediatrics SBIRT Trainer
- 2004 - Member, Bronx-Lebanon Hospital Center Ethics Committee

Posters/Presentations:

D. Strom, W. Weil, D. Granston “Developing and Implementing a Cultural Competence/Health Literacy Training Program: The Long and Winding Road” DSRIP Learning Symposium, Staten Island, NY, February 6-8, 2018.

D. Strom, A.M. Emeh, A. Smith “Developing and Implementing a Comprehensive Identification, Outreach, Education, and Treatment Program for Children and Families Affected by Asthma” Lehman College Conference - Building on Strengths: Promoting the Behavioral and Physical Health of Urban Youth. Bronx, NY: March 31, 2017.

D. Strom, A. Khan, K. Martin “Improving Access to Autism-Related Educational and Support Services: Implementation of an Autism Parent Support Group and Autism Tool-Kit.” Lehman College Conference - Building on Strengths: Promoting the Behavioral and Physical Health of Urban Youth. Bronx, NY: March 31, 2017.

A Smith, A. Adeniyi, C. Lewis, **D. Strom**, P. Sherman “Pediatric Residency Initiative in Dating Education (PRIDE).” Pediatric Advocacy Conference, New York, NY; March 2015

Honors/Awards: 2013 Recipient, Leadership Award, Latino Social Work Task Force

3.2.2: The program documents that faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least 2 years of post–master’s social work degree practice experience.

All faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least two years of social work practice experience. This can be seen in the CV’s included above in 3.2.1.

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.

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 Julaio-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

CALCULATION 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

Deborah 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 150 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.

M3.2.4: The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.

Every faculty member holds an MSW degree in social work from a CSWE-accredited program. All full-time faculty with professorial rank hold a doctoral degree; all doctorates are in Social Work except three -- Prof. Castex, who holds an Ed.D. in Diversity Studies from Teachers' College, Columbia University; Professors Kolb who holds a Ph.D. in Sociology from the New School for Social Research; and Professor Monk who holds a Ph.D. in Urban Systems from Rutgers University.

3.2.5: The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

As mentioned previously, the faculty, including administrative staff, at Lehman College is unionized and all faculty and staff members are held to the contract between the Professional Staff Congress of the City University of New York (PSC/CUNY) and City University of New York. This contract includes faculty workloads. Consequently, all full-time faculty members at Lehman College with professorial rank have had a workload of 21 credits per academic year and Lecturers have had a workload of 27 hours per academic year. As a consequence of union negotiations, the workload is being reduced from 21 to 18 hours per academic year for faculty in professorial rank, and from 27 to 24 hours for Lecturers. This is being implemented over a 3-year period, beginning 2018-2019, with a 1-hour reduction over a 3-year period. This policy will enable all faculty to pursue additional research and writing interests, while also developing their teaching skills and providing service to the department, institution, community and profession. All faculty members have excellent opportunities for research grants from the union and CUNY foundations, allowing for financial support of their research.

In 2008 the contract between the union and the University moved the tenure clock from five to seven years, thereby supporting the college's efforts to propel faculty forward towards scholarship and ultimately towards tenure. Also, as part of this contract, all new faculty members with professorial rank were given 24 credits of union-negotiated release time during their first five years at the College, rather than the 12 credits of release time formerly awarded. This increase in release time for new faculty certainly provides additional time for faculty to devote to scholarly pursuits.

3.2.6: Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

Being very productive and active as a whole, our faculty demonstrate ongoing professional development as teachers, scholars, and practitioners in many ways. Below are some highlights of the types of activities that demonstrate the breadth of activity in which faculty regularly and consistently engage to advance the profession of social work and achieve institutional priorities:

Our faculty has demonstrated ongoing professional development and made valuable contributions with respect to research and scholarship, as evidenced in the Curriculum Vitae.

Following is a list of publications of peer-reviewed articles, chapters and books that were published by Departmental faculty during the 2017 – 2018 academic year:

GRACIELA CASTEX

Castex, G. M. (2017). Immigrant children in the United States. In N.K. Phillips & S.L.A. Straussner (Eds.) *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.), (pp. 52-81). Springfield, IL: Charles C Thomas.

EFRAT FRIDMAN

Straussner, S.L.A. & **Fridman, E. S.** (2018). Substance use by urban children. In N.K. Phillips & S.L.A. Straussner, *Children in the Urban Environment: Linking Social Policy and Clinical Practice* (3rd ed.). (pp. 223-250). Springfield, IL: Charles C. Thomas.

JOY GREENBERG

Greenberg, J.P., Vinjamuri, M., Williams-Gray, B., & Senreich, E. (2018). Shining the Light on Intersectionality: The complexities of similarity and differences in the therapeutic process from the perspectives of black and Hispanic social workers. *Smith College Studies in Social Work*, 88(1), 59-81.

Greenberg, J.P., & Kahn, J.M. (2018). *Early childhood education and care: History, policy, and social work practice*. Washington, DC: NASW Press.

Senreich, E., Ogden, L., & **Greenberg, J.P.** (2017). A Post-Graduation Follow-Up of Social Work Students Trained in "SBIRT:" Rates of Usage and Perceptions of Effectiveness. *Social Work in Health Care, Online*, 1-23.

Senreich, E., Ogden, L., & **Greenberg, J.** (2017). Enhancing Social Work Students' Knowledge and Attitudes Regarding Substance Using Clients through "SBIRT" Training. *Journal of Social Work Education*.

Kahn, J.M., & **Greenberg, J.P.** (2017). Urban children in foster care placements. In N.K. Phillips & S.L.A. Straussner (Eds.). *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.), (pp. 253-277). Springfield, IL: Charles C Thomas, Publisher.

JESSICA KAHN

Greenberg, J.P., & **Kahn, J.M.** (2018). *Early childhood education and care: History, policy, and social work practice*. Washington, DC: NASW Press.

Kahn, J.M, & Greenberg, J.P. (2017). Urban children in foster care placements. In N.K. Phillips & S.L.A. Straussner (Eds.) *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.), (pp. 253-277). Springfield, IL: Charles C Thomas.

PATRICIA KOLB

Vinjamuri, M., Warde, B., & Kolb, P. (2017). The reflective diary: An experiential tool for enhancing social work students' research learning. *Social Work Education: The International Journal*, 36(8), 933-945.

CARL MAZZA

Mazza, C., Liebowitz, G. S., & Hayward-Everson, R. A. (2017). Child Welfare in Forensic Social Work: Psychosocial and Legal Issues Across Diverse Populations and Settings. In Maschi, T. & Liebowitz, G. S. (Eds.), (pp. 167-182). New York: Springer.

Mazza, C. (2017). *Foreword in Social Work in Juvenile and Criminal Justice Systems*. Springfield, IL: Charles C. Thomas.

Mazza, C., & Perry, A. (2017). *Fatherhood in America: Social Work Perspectives in a Changing Society*. Springfield, IL: Charles C. Thomas.

Mazza, C. (2017). Children of Incarcerated Parents. In Phillips, N. K., & Straussner, S. L. A. (Eds.), *Children in the Urban Environment: Linking Social Policy and Clinical Practice*, (3rd ed.), (pp. 308-334). Springfield, IL: Charles C. Thomas.

JUSTINE McGOVERN

Sarabia, S.E. & McGovern, J. (2018). Improving social work student competence in practice with older adults affected by substance misuse: Spotlight on the Bronx. *Urban Social Work*, 2(1), 66-79.

McGovern, J., Schwittek, D., & Seepersaud, D. (2018). Through the lens of age: Challenging ageism in the Bronx and beyond with community-based arts activism. *The International Journal of Social, Political and Community Agendas in the Arts* 13(2), 1-8.

McGovern, J. & Sarabia, S. (2018). Substance abuse among older adults: Context, assessment and treatment. In, T. MacMillan & A. Sisselman-Borgia (Eds.), *New Directions in Treatment, Education, and Outreach for Mental Health and Addiction* (pp. 111-124). Cham, Switzerland: Springer International.

McGovern, J. (2018). Strengths-based strategies for reducing resistance among dementia-affected care partnerships. In R. Rooney & R. Mirick, (Eds.) *Strategies for Work with Involuntary Clients* (3rd ed.) (pp. 405-417). New York, NY: Columbia University Press.

McGovern, J. (2017). Integrating student research across the social work curriculum: A photovoice case study. *Journal of Baccalaureate Social Work*, 22, 43-51.

McGovern, J., Gardner, D., Brown, D., & Gasparro, V. (2017). Long-term care planning and the changing landscape of LGBT aging: Student research with diverse elders in the Bronx. *Urban Social Work*, 1, 130-143.

McGovern, J. (2017). Capturing the Lived Experience: Getting Started with Interpretive Phenomenology. *SAGE Research Methods Cases*, 11.

JERMAINE MONK

Raines, A.R. & Monk, J. (2018). Portrait of addiction. In A, Sisselman-Borgia.& T. MacMillian, (Eds.) *New Directions in Treatment, Education and Outreach for Mental Health and Addiction*. (pp.57-72). Cham, Switzerland: Springer.

NORMA KOLKO PHILLIPS

Engel, M.H., Phillips, N.K., & Della Cava, F.A. (2018). Forced migration and immigration programs for children: The emergence of a social movement. *International Journal of Children's Rights*, 26, 1-22.

Phillips, N.K. & Straussner, S.L.A. (Eds.). (2017). *Children in the urban environment: Linking social policy and clinical practice*, (3rd ed.). Springfield, Ill.: Charles C. Thomas.

NICOLE SAINT-LOUIS

Saint-Louis, N. & Bourjolly, J. (2018). Narrative intervention: Stories from the front lines of oncology health care. *Social Work in Health Care*.

<https://doi.org/10.1080/00981389.2018.1474836>

Saint-Louis, N. (in press). Active Learning in Policy Classroom: Debate and Student Led Peer Debate Workshop. *Journal of Baccalaureate Social Work*.

EVAN SENREICH

Straussner, S.L.A., **Senreich, E.**, & Steen, J. (2018). Wounded Healers: A multistate study of licensed social workers' behavioral health problems. *Social Work*, 63(2), 125-133.

Senreich, E., & Straussner, S.L.A. (2018). Screenings and Brief Interventions. In V. Stanhope & S.L.A. Straussner (Eds.), *Social work and integrated health care: From policy to practice and back* (pp. 127-146). New York: Oxford University Press.

Greenberg, J.P., Vinjamuri, M., Williams-Gray, B., & **Senreich, E.** (2018). Shining the Light on Intersectionality: The complexities of similarity and differences in the therapeutic process from the perspectives of black and Hispanic social workers. *Smith College Studies in Social Work*, 88(1), 59-81.

Senreich, E., Ogden, L., & Greenberg, J. (2017). A Post-Graduation Follow-Up of Social Work Students Trained in "SBIRT:" Rates of Usage and Perceptions of Effectiveness. *Social Work in Health Care, Online*, 1-23.

Senreich, E., Ogden, L., & Greenberg, J. (2017). Enhancing Social Work Students' Knowledge and Attitudes Regarding Substance Using Clients through "SBIRT" Training. *Journal of Social Work Education*.

Senreich, E. (2017). The Perceptions of White Clients in a Substance Abuse Program in Which They are in the Minority. *Substance Use & Misuse*, 52, 34-38.

AMANDA SISSELMAN-BORGIA

Sisselman-Borgia, A., Budescu, M., & Taylor, R. D. (2018). The impact of religion on family functioning in low-income African American families with adolescents. *Journal of Black Psychology*, 0095798418771808.

Budescu, M., Sisselman-Borgia, A., & Taylor, R. D. (2018). Perceptions of adequate personal time and wellbeing among African American families with adolescents. *Journal of Child and Family Studies*, 27(6), 1763-1773.

MacMillan, T., & **Sisselman-Borgia, A.** (Eds.) 2018). *New Directions in Treatment, Education, and Outreach for Mental Health and Addiction*. Cham, Switzerland: Springer.

Sisselman-Borgia, A. & Bonanno, R. (2017). Rabbinical Response to Domestic Violence: A Qualitative Study. *Journal of Religion and Spirituality in Social Work*, 36(4), 434-455.

Torino, G. & **Sisselman-Borgia, A.** (2017). Homelessness Microaggressions: Implications for Education, Research, and Practice. *Journal of Ethnic and Cultural Diversity in Social Work*, 26(1-2), 153-165.

Sisselman-Borgia, A. G., & Torino, G. C. (2017). Innovations in Experiential Learning for Adult Learners. *Applied Learning in Higher Education*, 7, 3-13.

Sisselman, A. (2017) *SAGE Encyclopedia of Psychology and Gender*, invited chapters (New York, NY)

- a. Adolescence Overview (4,000 words)
- b. Intimate Partner Violence (2,000 words)
- c. Bullying in Childhood (2,000 words)
- d. Judaism and Gender (3,000 words)
- e. Help Seeking in Women (2,000 words)

MOHAN VINJAMURI

- Greenberg, J.P., **Vinjamuri, M.**, Williams-Gray, B., & Senreich, E. (2018). Shining the Light on Intersectionality: The complexities of similarity and differences in the therapeutic process from the perspectives of black and Hispanic social workers. *Smith College Studies in Social Work*, 88(1), 59-81.
- Burghardt, S., DeSuze, K., Lausell-Bryant, L., & **Vinjamuri, M.** (2017). *A Guide for Sustaining Conversations on Racism, Identity and Our Mutual Humanity*. San Diego, CA: Cognella Academic Publishing.
- Vinjamuri, M. K. (2017). Using reflection and dialogue to prepare social work students for practice with LGBT populations: An emerging pedagogical model. *Journal of Gay & Lesbian Social Services*, 29(2), 144-166.
- Vinjamuri, M.**, Warde, B., & Kolb, P. (2017). The reflective diary: An experiential tool for enhancing social work students' research learning. *Social Work Education: The International Journal*, 36 (8), 933-945.
- Vinjamuri, M. K. (2017). Gay fathers: A relational perspective. In C. Mazza, & A. R. Perry (Eds.), *Fatherhood in America: Social Work Perspectives on a Changing Society*. (pp. 183-206). Springfield, IL: Charles C. Thomas Publishers.

BRYAN WARDE

- Warde, B. (2016). *Inequality in US social policy: An historical analysis*. New York, NY: Routledge
- Warde, B. (2017). Male foster carers: A little understood, but much needed and untapped resource. In C. Mazza & A. Perry, (Eds.), *Fatherhood in America: Social work perspectives in a changing society* (pp. 156-166). Springfield, Ill: Charles C Thomas.
- Vinjamuri, M.K., **Warde, B.**, & Kolb, P. (2017). The reflective diary: An experiential tool for enhancing social work students' research learning. *Social Work Education: The International Journal*, 36 (8), 933-945.

BRENDA WILLIAMS-GRAY

- Williams-Gray, Brenda. (2018). Resiliency and culturally- responsive practice for adolescents and young adults with substance abuse and mental health challenges. In A, Sisselman-Borgia.& T. MacMillian, (Eds.) *New Directions in Treatment, Education and Outreach for Mental Health and Addiction*. (pp.193-210). New York: Springer Publications.
- Greenberg, J.P., Vinjamuri, M., **Williams-Gray, B.** & Senreich, E. (2018). Shining the light on intersectionality: The complexities of similarity and difference in the therapeutic process from the perspectives of Black and Hispanic social workers. *Smith College Studies in Social Work*, 88 (1), 59-81.

BOOKS PUBLISHED BY FACULTY

We note that on this list, for the period of 2017-2018 alone, there was a total of six books published by seven of the 18 full-time faculty members. While this level of productivity is not typical, it certainly is noteworthy. These books represent a broad range of scholarly and practice interests of our faculty, each of which has critical relevance to our curriculum. These books are used in classes, either as texts or supplemental readings, and are available in the college library.

- Greenberg, J.P.**, & **Kahn, J.M.** (2018). *Early childhood education and care history, policy, and practice: An emerging field for social work*. Washington, DC: NASW Press.
- Mazza, C.**, & Perry, A. (Eds.). (2017). *Fatherhood in America: Social work perspectives in a changing society*. Springfield, IL: Charles C. Thomas.

- Phillips, N.K.** & Straussner, S.L.A. (Eds.). (2017). *Children in the urban environment: Linking social policy and clinical practice*, (3rd ed.). Springfield, Ill.: Charles C. Thomas.
- MacMillan, T., & **Sisselman-Borgia, A.** (Eds.) 2018). *New directions in treatment, education, and outreach for mental health and addiction*. Cham, Switzerland: Springer.
- Burghardt, S., DeSuze, K., Lausell-Bryant, L., & **Vinjamuri, M.** (2017). *A guide for sustaining conversations on racism, identity and our mutual humanity*. San Diego, CA: Cognella Academic Publishing.
- Warde, B.** (2016). *Inequality in US social policy: An historical analysis*. New York, NY: Routledge

CHAPTERS PUBLISHED BY FACULTY

Further, included in the three edited books from our faculty, in addition to their own chapters, are chapters from 13 other members of the faculty, including:

- Castex, G. M. (2017). Immigrant children in the United States. In N.K. Phillips & S.L.A. Straussner (Eds.). *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.), (pp. 52-81). Springfield, IL: Charles C Thomas.
- Feigeles, J.B. (2018). Developing an SBIRT curriculum in advanced practice. In T. MacMillian & A, Sisselman-Borgia, (Eds.). *New directions in treatment, education, and outreach for mental health and addiction*. (pp.265-280). Cham, Switzerland: Springer.
- Straussner, S.L.A. & **Fridman, E. S.** (2018). Substance use by urban children. In N.K. Phillips & S.L.A. Straussner, *Children in the Urban Environment: Linking Social Policy and Clinical Practice* (3rd ed.). (pp. 223-250).Springfield, IL: Charles C. Thomas.
- Gaulman, L. (2017). Homeless fathers. In C. Mazza & A. Perry, (Eds.), *Fatherhood in America: Social work perspectives in a changing society*, (pp. 108-124.). Springfield, Ill: Charles C Thomas.
- Greene, C. (2017). Young fathers: A contextual profile. In C. Mazza & A. Perry, (Eds.), *Fatherhood in America: Social work perspectives in a changing society* (pp. 24-36). Springfield, Ill: Charles C Thomas.
- Kahn, J.M., & Greenberg, J.P.** (2017). Urban children in foster care placements. In N.K. Phillips & S.L.A. Straussner (Eds.). *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.), (pp. 253-277). Springfield, IL: Charles C Thomas.
- Mazza, C. (2017). Children of incarcerated parents. In Phillips, N. K., & Straussner, S. L. A. (Eds.), *Children in the urban environment: Linking social policy and clinical practice*, (3rd ed.), (pp. 308-334). Springfield, IL: Charles C. Thomas.
- McGovern, J.** & Sarabia, S. (2018). Substance abuse among older adult: Context, assessment and treatment. In T. MacMillian & A, Sisselman-Borgia, (Eds.). *New directions in treatment, education and outreach for mental health and addiction*, (pp.111-124). Cham, Switzerland: Springer
- Raines, A.R. & **Monk, J.** (2018). Portrait of addiction. In A, Sisselman-Borgia.& T. MacMillian, (Eds.) *New directions in treatment, education and outreach for mental health and Addiction*, (pp.57-71). Cham, Switzerland: Springer International.
- Vinjamuri, M. K. (2017). Gay fathers: A relational perspective. In C. Mazza, & A. R. Perry (Eds.), *Fatherhood in America: Social work perspectives on a changing society*, (pp. 183-206). Springfield, IL: Charles C. Thomas.
- Warde, B. (2017). Male foster carers: A little understood, but much needed and untapped resource. In C. Mazza & A. Perry, (Eds.), *Fatherhood in America: Social work perspectives in a changing society* (pp. 156-166). Springfield, Ill: Charles C Thomas.
- Williams-Gray, B. (2018). Resiliency and culturally- responsive practice for adolescents and young adults with substance abuse and mental health challenges. In A, Sisselman-Borgia.& T. MacMillian, (Eds.) *New directions in treatment, education and outreach*

for mental health and addiction, (pp.193-210). Chan, Switzerland: Springer.

NEW SOCIAL WORK JOURNAL

In addition to these books, we have seen the first social work journal introduced by faculty members of our department, *Journal of Urban Social Work*, co-edited by Carl Mazza and Brenda Williams-Gray, together with colleagues from Morgan State University. Published by Springer, the journal addresses a gap that the editors noted in education for the social work profession. This journal also receives grant support from the New York Community Trust.

PRESENTATIONS

Lehman College faculty members have always been very active giving presentations at professional conferences, and 2017-2018 has been no exception. Presentations have been local, state-wide, national and international, as evident on faculty CV's. Presentations as well as publications also represent work done on the federal training grants.

3.2.7: The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

As indicated by faculty curriculum vitae (see Volume 3), social work faculty are active scholars who embrace social work's long-standing commitment to human rights and social equality. Every faculty member is expected to publish and contribute to the social work literature and grant funding is encouraged. In addition to research and scholarship, community service is also highly valued. Faculty participation in campus-wide groups; local, state, and national associations; councils, task forces; and boards further demonstrates social work values in action. Those who are involved in these key activities will be more effective in the classroom and be in better positions to shape the profession of social work in the Bronx, New York State, and nationally. Through service and scholarship, faculty members also extend their influence to national arenas. Community service is reflected in the workload report or end-of-year statement given to the dean and provost. The scholarship and community service areas are also evaluated by the Personnel and Budget Committee when decisions are to be made concerning promotion and tenure.

Through active research agendas and service contributions, the faculty models various core social work values and behaviors for students, such as those of life-long learning, civility and cultural humility, professionalism and commitment to advancing the profession of social work, and the pursuit of scientifically based interventions and policy advocacy.

The respect and concern for students is seen day-by-day, as students come into our offices to meet with faculty. Our offices have been designed around a large central area, making it possible for students to meet informally and for faculty to be easily accessible to students. This accessibility also facilitates faculty working collegially. Modeling professional behavior and values is ongoing in many activities within the department, the college, and in the community. This is apparent in faculty members' activities with students, with each other, and also with Fieldwork Instructors and other agency personnel in the community.

Participation with faculty in off-campus activities: As a commuter school, with students and faculty returning to their homes each day, we value opportunities for students and faculty to share activities together. Modeling that takes place off-campus is very powerful. Every year, both undergraduate and graduate students, along with faculty, attend Legislative Education Action Day in Albany to advocate for

an agenda that includes protective policies for under-represented groups. The agenda is set by NASW. Lehman College holds an orientation for students a few weeks before the trip to Albany. Here, students learn about the Albany Senate and Assembly, how a bill becomes law, and the details related to the particular advocacy items. We travel together on a campus-sponsored bus for the 3-hour trip, where further discussions about the issues on the agenda take place. However, since the orientations have begun in Spring 2018, the conversations during travel are more informal. This is also an opportunity for undergraduates and graduates to interact and to emphasize the importance of professional development.

In addition, faculty members and students work together on:

- Joint presentation of papers and panel discussions at conferences
- Writing papers for publication
- Mentoring students for presentations, such as the New York Academy of Medicine, the Lehman Student Scholars Conference, and the annual scholarship award dinner at the New York State Society for Clinical Social Work Metropolitan Chapter,
- Faculty research

Also, students and faculty attend the annual Latino Task Force dinner together.

In addition, three faculty members work closely as mentors with the 29 MSW students participating in the 2017-2021 HRSA grant on their Community Projects. They also work with these students to prepare them to exhibit their work at the annual conference funded by the grant. All students, including those in both the undergraduate and graduate programs, are invited to attend the conference, and many have shown a great deal of interest in the Community Projects.

In addition, during 2017-2018, members of the social work faculty have provided leadership within the college, the university, the community and the profession. Social work faculty members have served as members of numerous committees and boards including,

College Committees

- Adult Degree Program
- American Council on Education, Women's Network, Steering Committee
- Black Male Leadership Program
- Campus Safety & Security Committee
- Center for Global Engagement Advisory Board
- COACHE (Faculty Satisfaction Survey) Committee
- College Initiative Program, Advisory consultant
- Excellence in Teaching Committee
- Experiential Learning Opportunities Committee
- Faculty & Student Disciplinary Committee
- Faculty Executive Committee
- Faculty Research Advisory Board HS2N
- Graduate Studies Committee
- Interdisciplinary Minor in Aging
- Lehman College Senate
- Lehman College Senate Governance Committee
- LGBTQ Student Support Committee
- Reentry Support Committee
- Search Committee for Provost
- Search Committee for Graduate Admissions Advisor position

- Search Committee for Head of Student Counseling Center
- Sexual Harassment Committee
- Student Research Advisory Board
- Tenure/Promotion CCE Committee
- Ad Hoc Transition Committee School of Human Services, Social Work and Nursing, 2018
- Onboarding Committee for New Provost

Committees of the City University of New York

- CUNY Behavioral Health Workforce Task Force
- CUNY/Borough of Manhattan Community College, Advisory Committee
- CUNY/Bronx Community College, Advisory Committee
- CUNY Committee on Social Justice
- CUNY Faculty Senate, State of the Faculty Committee
- CUNY Health Equities Institute
- CUNY Interdisciplinary Health Professions Council
- PSC-CUNY Grants Review Committee
- UFS Committee on Higher Education & Prisons

Community Social Service Agencies

- Bronx LGBTQ Senior Center
- The F.A.R.M., Board Member
- Harlem Restoration Project, Board Member
- In Arms Reach, Board Member
- New Alternatives
- R.A.I.N.
- Safe Horizon Streetworks Project
- SAGE
- Sheltering Arms
- Staten Island Pride Center
- University Settlement, Program Committee Member
- Xavier Mission

Reviewers and on editorial boards of the following professional journals:

- *The Arts Collection*
- *Child Abuse and Neglect*
- *Child Maltreatment*
- *Children and Poverty*
- *Children and Schools*
- *Children and Youth Services Review*
- *Drug and Alcohol Dependence*
- *Families in Society*
- *International Journal of Aging and Society*
- *Journal of Aging and Society*
- *Journal of Applied Gerontology*
- *Journal of Baccalaureate Education*
- *Journal of Family Social Work*
- *Journal of Gerontological Social Work*
- *Journal on Social Work Education*
- *Journal of Social Work Practice in the Addictions*
- *Journal of Practice*
- *Journal of Public Child welfare*

- *Learning and Individual Differences*
- *LGBT Health*
- *Qualitative Health Research*
- *Reflections: Narratives of Professional Helping*
- *Social Science Research*
- *Social Work*
- *Social Work Education*
- *Social work and health*
- *Social Work and Mental Health*
- *Social Work and Society*
- *Social Work Practice in the Addictions*
- *Substance Abuse*
- *Substance Use and Misuse*
- *Urban Social Work-founding editor*

EDUCATIONAL POLICY 3.3—ADMINISTRATIVE AND GOVERNANCE STRUCTURE

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

3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

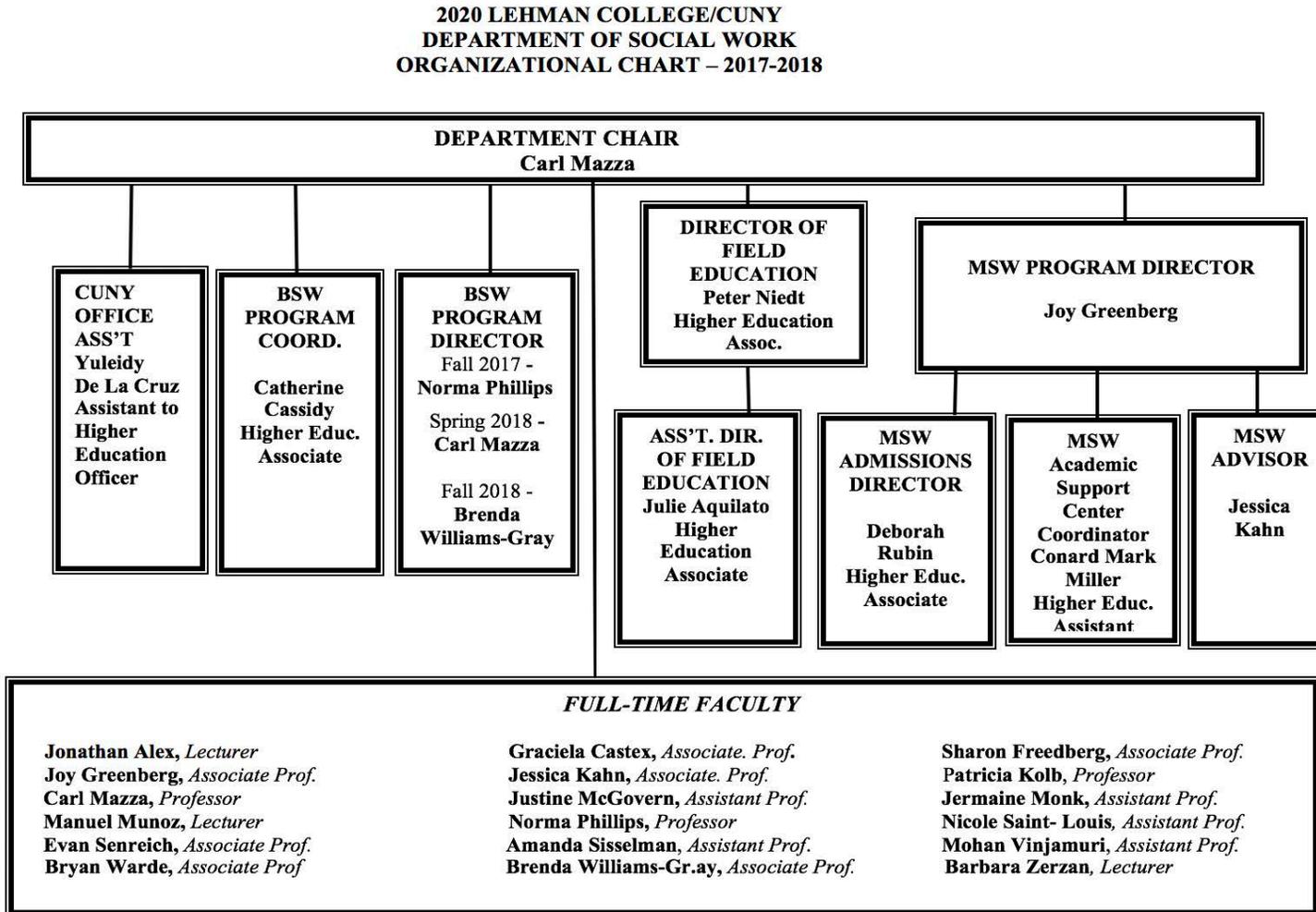
From 1983, when the undergraduate Social Work Program received its first CSWE accreditation, until 2008, we functioned as part of the combined Department of Sociology and Social Work. Within that structure, the program had a Social Work Program Director, appointed by the Department Chair.

On July 1, 2008, following the first full accreditation of the M.S.W. program by CSWE, the Department of Social Work was created and became a fully autonomous department within the college. Simultaneously the Department of Sociology was restored, separate from the Social Work Department. Both had a department Chair, Personnel and Budget Committee, and voting status along with other departments in the College. Both functioned within the Division of Natural and Social Sciences. When a new system of Schools replaced the Divisional structure, the Social Work Department became part of the newly formed School of Health Sciences, Human Services, and Nursing.

The new Department of Social Work was designed to include both the undergraduate and graduate Social Work programs, with faculty teaching in both programs, as discussed above. The departmental faculty and professional administrative staff increased from six in 2005, when we accepted our first MSW class, to today's number of 23, including 18 full-time faculty and 5 professional administrative staff members.

The following is the Organization Chart for the Department (**See Figure 3.3.1**):

Figure 3.3.1 Lehman Department of Social Work Organizational Chart—2017-2018



3.3.2: The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

Both the Undergraduate Program Director and the MSW Program Director have worked closely with the Social Work faculty and the Undergraduate and Graduate Curriculum Committees of the College in the determination of program policies, ensuring that they are consistent with the policies of the College.

Beginning in Fall 2016, the faculty worked in Curriculum Committees to re-conceptualize the explicit curriculum in accordance with the 2015 EPAS. We reviewed choice of textbooks for all courses and made changes that better suited the revised EPAS. An assessment plan and assessment assignments were developed. During Spring 2017, Curriculum Committees completed the matrices for both the undergraduate and MSW programs. Funding was requested and provided by the Provost for several faculty members to continue the work during the Summer of 2017, finalizing syllabi and assignments for the coming academic year, and working on the self-studies. The revised curriculum was put into effect at the start of the Fall 2017 semester, with the assessment plan and all assessment assignments in place.

During 2016-2017, changes to the graduate curriculum included moving the Capstone Project from Advanced Practice in the Urban Environment II (SWK 714) to the final policy course, Policy Practice (SWK 745). Changes were submitted to the Departmental Curriculum Committee for discussion and approval, and to the full Department for a vote. This was particularly important in the review of the student retention policy and grievance procedure, which had been and continues to be in compliance with College policy.

3.3.3: The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

The college functions administratively within the structure of the City University of New York and personnel policies are established across the university. The entire faculty at Lehman College, as all faculty of the City University of New York, is unionized; each faculty member, including professional administrative staff and adjunct faculty, is subject to the contract in place between the Professional Staff Congress/City University of New York (PSC/CUNY) and City University of New York. Personnel guidelines and procedures, including procedures for tenure and promotion, workload, academic calendars, and salary scales are determined through union negotiations and contracts with the City University of New York. While some faculty and administrative staff members choose not to be members of the union, as employees of CUNY, they are nevertheless subject to the terms of the contract.

That said, the administration and faculty of the Department participate fully in matters having to do with recruitment, hiring, retention, promotion, and tenure of program personnel. Long-range planning for new faculty and administrative staff lines begins with the Department's Strategic Plan, presented to the Divisional Executive Committee. Requests for new faculty lines grow out of that document. However, most recently it was determined by the School of Health Sciences, Human Services and Nursing that other departments in the School are in greater need of faculty lines than our Department. Generally, though, job descriptions for new faculty and administrative staff are determined by the Social Work Department's Search Committee, which consists of all full-time social work faculty members. When the Chair is informed by the Dean that the Department is being

assigned a faculty line (including a replacement line), the Chair prepares a Budget Authorization Form to the Divisional Dean, who then routes it for further administrative approval. As an independent department, we have our own Personnel and Budget (P&B) Committee, which includes 5 faculty members, including the Chair. Members of the Personnel and Budget Committee are voted every three years by the full faculty. The Search Committee, composed of the members of the Department's Personnel & Budget Committee, develops a recruitment plan, which the Chair presents to the Dean and the Affirmative Action Officer. When all approvals are in place, a Position Vacancy Announcement is prepared by the Search Committee, approved by Administration, and the position is posted by the Human Resources Department. All positions are advertised on the college and university websites, the job listing on the website of the New York City chapter of NASW, in the *Chronicle of Higher Education*, and in *The New York Times*. The Affirmative Action Officer and Chair arranges for additional advertisements. All new lines are also announced to our Advisory Committee. Resumes are reviewed by the Search Committee and those deemed as meeting or exceeding the requirements of the position are selected and sent to the Office of Compliance & Diversity. Once this Office approves the resumes, the candidates are scheduled for individual SKYPE interviews conducted by the Search Committee. Of those SKYPE-ed several candidates are selected and invited to campus after the Office of Compliance & Diversity approves the invited lists. Each candidate then makes a presentation of 20-30 minutes to the entire Department faculty and student representatives from both the undergraduate and the graduate programs. The candidates then meet with the Dean of our School as well as the Provost. After all the presentations are discussed in-depth by the Department faculty and student representatives, the Search committee makes a list recommended names in rank order to both the Dean and the Provost. Once the Dean and the Provost approve, according to university procedures, these matters are then acted upon by College and University administration and an employment offer is made. If no suitable candidate for a position is identified by the Search Committee, or by the Personnel and Budget Committee, the search is extended or terminated as a failed search. From time to time when new lines become available, the same process is followed.

Reappointments and recommendations for tenure and promotion are voted by the P&B Committee. If the vote is in favor tenure or promotion the recommendation is made to the Dean and the candidate is reviewed by the Tenure Committee or the Promotions Committee of the Faculty Personnel and Budget Committee. The Chair makes presentations of Departmental faculty to the College Tenure Committee and to the Promotion Committee. The candidate is then presented to the Faculty Personnel and Budget Committee, which also votes on the new hire, reappointment, tenure or promotion. The recommendation of that committee is sent to the President, who makes a determination and sends it to the University Board of Trustees for approval. Only with the approval of the Board of Trustees does the action become official.

It is important to note that all procedures related to faculty hires, reappointments, tenure and promotion are a result of negotiations between the faculty union and CUNY Board of Trustees. They are universal not only throughout the college but also throughout the university.

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.

Prof. Joy Greenberg is the MSW Program Director. The MSW Program Director is appointed by the Chair, who is Prof. Carl Mazza. Prof. Mazza had been Graduate Program Director from 2008 until he became Chair of the Department in 2014. M3.3.4 (a): The program describes the master's 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 an accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.

M3.3.4 (a): The program describes the master’s 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. In addition, it is preferred that the master’s program director have a doctoral degree, preferably in social work.

During the Spring 2018, Professor Carl Mazza, chair of the Social Work Department, also assumed the position of baccalaureate program director. Dr. Mazza received both his MSW and DSW from the Wurzweiler School of Social Work of Yeshiva University. He is past chair of the Criminal & Juvenile Justice track of the Council on Social Work Education, and past president of the New York State Social Work Education Association. In 2018 he was named chairperson of the NYS Association of Deans & Directors of Schools of Social Work. He was named Teacher of the Year by Lehman College in 2005 and Social Work Educator of the Year by the NYS Social Work Education Association in 2018. Prior to being department chair, he was the founding director of Lehman’s MSW program. Dr. Mazza is one of four founding editors of *Urban Social Work*, published by Springer, and the only professional journal in the U.S. dedicated exclusively to issues in the urban landscape.

Joy Pastan Greenberg is an Associate Professor and the MSW Program Director. She received her MSW from New York University and her Ph.D. Concentration in Social Policy, Planning, and Policy Analysis in 2007 from the Columbia University School of Social Work. 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, P.I. on the 2012-2015 and the 2014-2017 HRSA grant as well as her participation in the other two HRSA grants. She teaches research, policy, administration, field seminar, and an elective she created entitled Social Work in Urban Schools. She also has an MBA from NYU, which enhances her leadership and program development which also enriches her teaching especially in the administration and supervision courses as well as leadership of the program. Her research areas of interest include: immigrant children and education, early childhood education and care policy, and school social work in the urban environment. She has published in journals including *Social Service Review*, *Journal of Early Childhood Research*, *Children and Schools*, and the *Journal of Ethnic and Cultural Diversity in Social Work*. She has co-authored a book on early childhood education and care and social work published by NASW Press in 2018.

M3.3.4 (b): The program provides documentation that the director has a full-time appointment to the social work master’s program.

Prof. Greenberg, who serves as MSW Program Director, has a full-time appointment to the social work master’s program.

M3.3.4 (c): The program describes the procedures for determining 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 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

Prof. Greenberg receives the minimum 50% assigned time as Program Director. In addition to This administrative time She leads, organizes, and attends weekly MSW Track Meetings as well as monthly MSW Policy Meetings.

3.3.5: The program identifies the field education director.

Mr. Peter Niedt is the Director of Field Education. He is assisted by the Assistant Director of Field Education, Ms. Julie Aquilato.

3.3.5 (a): The program describes the field education director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

The Director of Field Education has demonstrated leadership in our broad field education program. Mr. Niedt has extensive practice and field instruction experience, and had years of administrative experience in social work, as previously described. He applies this experience as he carries out a multi-pronged field education program, both for students and for field educators. 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 150 undergraduate students in their senior year.

Mr. Niedt also supervises the educational programs for Fieldwork Instructors. We have several programs for Fieldwork Instructors aimed at maximizing learning experiences for students.

- a. At the start of each Fall semester, prior to the start of fieldwork, the Field Education Department holds an Orientation for new Fieldwork Instructors; however, many returning Fieldwork Instructors find this useful and come every year. This also provides an opportunity for our Fieldwork Seminar instructors to meet the Fieldwork Instructors they will be working with. There is a full discussion of our policies related to numerous aspects of fieldwork with opportunity for questions and also for networking.
- b. During the course of the academic year, monthly workshops are held for Fieldwork Instructors. **As referenced in section 2.2.1**, these workshops are organized by Mr. Niedt, with faculty members presenting on their areas of expertise.
- c. Seminars in Field Instruction (SIFI) are held throughout the year, using the curriculum designed by the New York Area Directors of Field Education. This is required for all Fieldwork Instructors. It is required that anyone taking the SIFI be supervising a student at the same time. Mr. Niedt began the SIFI program at Lehman College shortly after joining us. Enrollment was so high that a second SIFI has been established.

In addition, Mr. Niedt has been actively involved in forging and expanding relationships between our Programs and professional organizations in the community. For example, Mr. Niedt had been the chair of the New York Area Directors of Field Education and also represented our program at the meetings of the Executive Steering Committee of the New York State Deans Association, which works closely with the Administration for Children's Services. Mr. Niedt also attends meetings of Directors of Fieldwork at the Annual Program Meetings. These leadership activities serve to

connect our programs with the professional community, benefiting both the community and our programs.

M3.3.5 (b): The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work practice experience.

The Director of Field Education, Mr. Peter Niedt, holds a master's degree in Social Work from the Columbia University School of Social Work and is ABD at the Graduate Center of City University of New York, where he was a student in the Ph.D. program in Social Welfare. He had 11 years post-Master's experience as a clinician and administrator in the field of child and family welfare prior to joining our Program in January 2005.

Ms. Julie Aquilato has been Assistant Director of Field Education since 2012. In 1992 she received a master's degree in Social Work from New York University. She worked as an administrator and a clinician for 17 years in the field of disabilities, and for 10 years worked as a social worker in the area of bereavement.

M3.3.5 (c): The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's program. The program demonstrates this time is sufficient.

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.

If either works on an adjunct basis, the work is done outside regular work hours and is paid for on an adjunct basis, in addition to regular salary.

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.

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.

EDUCATIONAL POLICY 3.4—RESOURCES

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.

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 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 several budgets within the Department – a small OTPS budget to fund ongoing supplies such as paper and printer cartridges, and a budget for some larger expenses such as printing student handbooks. 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.

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					
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%

3.4.2: The program describes how it uses resources to address challenges and continuously improve the program.

The need to address the low pass rates of our graduates on the New York State licensing exam was recognized soon after the program was established. Many of our students have not had experience with standardized tests, and for many English is not their first language; both have contributed to this problem. With special funding for the MSW program, we have developed the Academic Support Center specifically for MSW students. A full-time Coordinator for the Center is providing daytime, weekend and evening workshops to prepare students and our alumni for the State licensing exams and to provide academic skills training. There is no cost to students for this, and we have seen a steady increase in our pass rates. The Coordinator also works with the College Alumni Office to develop programs and supports for our graduates, including offering test support for alumni who are not yet licensed by New York State. An annual picnic is held each June for alumni and current graduates and their families, together with faculty and staff to meet informally in order to network and share their experiences of preparing for the licensing exam.

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.

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.

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

Library Report

Lehman College, a senior college of the City University of New York (CUNY), is located in the borough of the Bronx. As of the Fall 2017 semester, the student FTE was 9,755: 8,505 undergraduate students and

1,250 graduate students. The Leonard Lief Library, named for Lehman founding President Leonard Lief, is the single institutional library at Lehman College. The Library is housed in a modern, four-story building.

As of February 2017, the collection included 304,733 monograph titles in print and 649,695 in electronic format. 1,871 print titles included “social work” or “social welfare,” or “social service” or “social work administration” in the Subject Headings.

Journals:

The Library’s journal holdings include 1,016 journals in Library of Congress Subject Headings of social welfare and social work, including: child and youth development; criminology, penology, and juvenile delinquency; disabilities; family violence; gerontology and substance abuse.

The following list is a selection of journals collected to specifically support Social Work students and faculty.

- | | | |
|---|--|--|
| <i>Administration in Social Work</i> | <i>Health Care Management Review</i> | <i>Journal of Studies on Alcohol and Drugs, Supplement</i> |
| <i>Advances in Social Work</i> | <i>Human Service Organizations: Management Leadership & Governance</i> | <i>Journal of Substance Abuse Treatment</i> |
| <i>Affilia</i> | <i>International Social Work</i> | <i>Journal of Systemic Therapies</i> |
| <i>Alzheimer’s & Dementia</i> | <i>Journal of Addiction and Mental Health</i> | <i>Journal of Teaching in Social Work</i> |
| <i>American Journal of Family Therapy</i> | <i>Journal of Baccalaureate Social Work</i> | <i>Journal of Technology in Human Services</i> |
| <i>Australian and New Zealand Journal of Family Therapy</i> | <i>Journal of Child and Family Studies</i> | <i>Long-Term Living</i> |
| <i>Child & Adolescent Social Work Journal</i> | <i>Journal of Child Sexual Abuse</i> | <i>Open Addiction Journal</i> |
| <i>Child & Family Social Work</i> | <i>Journal of Community Practice</i> | <i>Policy & Practice</i> |
| <i>Child & Youth Services</i> | <i>Journal of Community Psychology</i> | <i>Professional Development: The International Journal of Continuing Social Work Education</i> |
| <i>Child Abuse & Neglect</i> | <i>Journal of Ethnic & Cultural Diversity in Social Work</i> | <i>Psychoanalytic Social Work</i> |
| <i>Child Development</i> | <i>Journal of Evidence-Based Social Work</i> | <i>Qualitative Social Work: Research and Practice</i> |
| <i>Child Development Perspectives</i> | <i>Journal of Family Psychology</i> | <i>Scientific Review of Mental Health Practice</i> |
| <i>Child Welfare</i> | <i>Journal of Family Theory & Review</i> | <i>Relational Child & Youth Care Practice</i> |
| <i>Children and Youth Services Review</i> | <i>Journal of Gay & Lesbian Social Services</i> | <i>Research on Social Work Practice</i> |
| <i>Children’s Voice</i> | <i>Journal of Housing for the Elderly</i> | <i>School Social Work Journal</i> |
| <i>Clinical Gerontologist</i> | <i>Journal of Human Behavior in the Social Environment</i> | <i>Smith College Studies in Social Work</i> |
| <i>Clinical Social Work Journal</i> | <i>Journal of Marital and Family Therapy</i> | <i>Social Forces</i> |
| <i>Community Mental Health Journal</i> | <i>Journal of Marriage and Family</i> | <i>Social Policy & Administration</i> |
| <i>Contemporary Family Therapy</i> | <i>Journal of Offender Rehabilitation</i> | <i>Social Service Review</i> |
| <i>Critical Social Work</i> | <i>Journal of Policy Practice</i> | <i>Social Work</i> |
| <i>Cross Currents</i> | <i>Journal of Public Child Welfare</i> | <i>Social Work Education – London</i> |
| <i>Culture, Health & Sexuality</i> | <i>Journal of Social Policy</i> | <i>Social Work in Health Care</i> |
| <i>Ethnic & Racial Studies</i> | <i>Journal of Social Service Research</i> | <i>Social Work in Mental Health</i> |
| <i>Families in Society: The Journal of Contemporary Social Services</i> | <i>Journal of Social Work (JSW)</i> | <i>Social Work in Public Health</i> |
| <i>Families Systems & Health</i> | <i>Journal of Social Work Education</i> | <i>Social Work Research</i> |
| <i>Family Journal</i> | <i>Journal of Social Work in Disability & Rehabilitation</i> | <i>Social Work with Groups</i> |
| <i>Family Process</i> | <i>Journal of Social Work Practice</i> | <i>Substance Abuse: Research and Treatment</i> |
| <i>Family Relations</i> | <i>Journal of Social Work Practice in the Addictions</i> | |
| <i>Family Therapy</i> | <i>Journal of Sociology and Social Welfare</i> | |
| <i>Future of Children</i> | <i>Journal of Studies on Alcohol and Drugs</i> | |
| <i>Generations: The Journal of the American Society on Aging</i> | | |
| <i>Health & Social Work</i> | | |

Hours:

The Library is open seven days a week for a total of 92 hours during Fall and Spring semesters. Extended Hours (24 hours) are provided during Reading Days and Final Exams. During the Winter and Summer sessions, the Library is closed on Saturday and Sunday.

Library Hours During Academic Year	
Monday – Thursday	8:00 am - 10:45 pm
Friday	8:00 am - 8:45 pm
Saturday	11:00 am - 8:45 pm
Sunday	11:00 am – 7:45 pm

Lehman students, faculty, and staff also have access to all 24 CUNY libraries whenever open. Leonard Lief Library only closes when the College is closed for a total of 49 days per year: Fall semester – 9 days; Winter Session – 8 days; Spring Session – 6 days; and Summer Session – 26 days. However, electronic resources are always available, even when the physical library is closed. Students have access to library faculty 24 hours a day/7 days a week through the 24/7 Ask-a-Librarian Chat Service.

Equipment:

The Library provides: more than 200 computer workstations (PCs and iMacs) for student use with Internet access; all electronic library resources (databases, eJournals, and eBooks); Microsoft Office (word processing, spreadsheet, presentation, etc.) and other software. Laptops and iPads are available for Library use and iPads are also available to borrow for home use. Managed printing accounts are used for student printing and photocopying throughout the campus. Scanners are available for use throughout the building.

Three computer labs with 75 computers are used as hands-on classrooms and open labs. A Graduate Research Lab with six workstations, Wi-Fi access, and a seminar table provides graduate students with extra work space.

Computers: 200+; Printers: 10; Scanners: 8; Copiers: 6

Library Faculty and Staff

Leonard Lief Library is staffed by 48 individuals, including 15 full-time professional librarians and eight adjunct professional librarians. The adjuncts provide staffing at the Reference Desk during the day, in the evenings, and on weekends. In addition, the Library hires student workers to assist with services and general maintenance of the collection.

Librarians at Lehman College and the 24 other campuses of City University of New York have faculty status and rank which was granted academic librarians in 1965.

Robin Wright, the Health and Human Services Librarian, is Liaison to the Social Work Department. Her background includes an undergraduate degree in Sociology and Master's degrees in Library and Information Science and in Health Care Administration. She has experience as a hospital, medical and academic librarian.

She provides collection development, information literacy instruction, and individual research support to undergraduate and graduate students and faculty in the Department, and creates and maintains online subject guides (<https://libguides.lehman.edu/social-work>).

Social work instruction and research is augmented by the Library serving as a designated depository for State and Federal documents, overseen by the Government Documents Librarian.

In addition, the Open Resources Librarian-STEM Liaison works with faculty in all Schools to promote and increase use of Open Educational Resources among faculty.

The Open Resources Librarian-STEM Liaison works in conjunction with academic departments to organize a Reading and Discussion series that provides a venue for discipline faculty and Lehman alumni to highlight recent scholarly and creative work. Two such recent events include a discussion led by a Social Work faculty member following recent publication of his book. (Spring 2017 – March 7 – Bryan Warde). The faculty member shared motivation for writing the book, process of shaping the narrative, and some key findings.

In another recent event, two Social Work faculty, co-editors of the new journal, *Urban Social Work* (Fall 2017 – November 14 – Carl Mazza & Brenda Williams-Gray) shared their experience in going from an idea to production of a journal.

Library faculty Scholarly Communication Co-Chairs support faculty in uploading content to Lehman *Academic Works*, the College's institutional repository, linked with other CUNY colleges to the University's institutional repository. The repository allows faculty to preserve and share their scholarly and creative work.

Access Services

The Library has an online catalog/discovery system shared with the 31 other CUNY Libraries. The system “provides access to information about the holdings at all campuses, including print and electronic books, videos, maps, serials, zines, and titles that are on order. The catalog may be searched by author, title, subject, or keyword, and is accessible from any computer. Patrons using mobile devices will be automatically rerouted to the mobile version of the catalog for an optimal browsing experience.”

OneSearch, the discovery tool, allows users to search simultaneously for books and articles, along with all other holdings of CUNY Libraries. OneSearch provides links to fulltext for articles. OneSearch is featured prominently on the Library's homepage (www.lehman.edu/library), and is available on the Book Search page of the Social Work Research Guide.

The Leonard Lief Library website provides access to over 200 online subscription databases.

Borrowing/Access Policies:

Access is granted to 14 classes of Patrons delineated in the listing below:

- Lehman College – Students, Faculty, Staff
 - Access is granted to all Lehman students, faculty, and staff
- CUNY – City University of New York
 - Students, faculty, and staff from other CUNY colleges
- SUNY – State University of New York
 - Access granted to SUNY students, faculty, and staff

- Friends of the Lehman Library
 - Community members with membership in Friends of the Lehman Library
- Retired Lehman Faculty
- Lehman Alumni
- METRO (Metropolitan New York Library Council) referrals
- Visitors
 - To view Exhibits
 - To access Government Documents
 - To access Special Collections
- High School of American Studies (HSAS)
- High School Students in special Lehman programs, including College Now
- Children-Spouses of current Lehman students or staff
- CUNY School of Professional Studies
- New York Botanical Garden
- Manhattan College students enrolled in Lehman language courses

Circulation Policy Overview

Borrower Status	Books
Undergraduate Students	4 weeks, 2 renewals
Graduate Students	6 weeks, 2 renewals
Doctoral Students	8 weeks, 2 renewals
Faculty	8 weeks, 2 renewals

Interlibrary Loan:

CUNY Libraries Inter-Campus Service (CLICS) allows for materials held by any CUNY library to be delivered to any other CUNY library at the patron's request. Delivery of items typically takes about a week. Materials may be requested through the shared online catalog/discovery service.

Interlibrary Loan service (ILLiad) provides access for Lehman College faculty, staff, and students to materials (articles, books, media, etc.) not available on campus or through CUNY Libraries Inter-Campus Service (CLICS).

Course Reserves/Electronic Reserves:

Course reserves (print and electronic) ensure access to high-demand and course required (textbook) resources. Faculty can submit requests using online forms on the Library's webpage.

Services for Students with Disabilities:

The Library houses the Access and Technology Center (part of Office of Student Disability Services) equipped with assistive technology software programs and hardware devices to support students with special needs. The Center is overseen by an Access and Technology Specialist.

Federal Copyright and Fair Use Awareness Efforts:

The Office of Library Services (OLS) of City University of New York has created a subject guide, Fair Use and Copyright, on the Springshare Libguides platform (<https://guides.cuny.edu/cunyfairuse>). This

guide is available to libraries throughout CUNY to be shared with faculty and students at each institution. The Guide is divided into three sections to address major constituencies: Faculty, Librarians, and Students. Concepts central to scholarship and teaching, fair use, photocopying, scanning, and digitization are covered in depth. Scanners provided by the Library display the Copyright notice in the software program when scanning is commenced.

Reference Services

The Library offers public reference service at the Reference Desk, staffed by professional librarians for 71 of the 92 hours (77%) per week that the Library is open:

Reference Desk Hours During Academic Year	
Monday – Thursday	9:00 am – 9:00 pm
Friday	9:00 am – 6:00 pm
Saturday	11:00 am – 6:00 pm
Sunday	11:00 am – 6:00 pm

Students can request that the Reference Desk Librarian contact the Health and Human Services Librarian to inquire about availability, who will meet with students for consultations.

When the Reference Desk is closed, students are provided access to professional librarians through 24/7 Chat Service.

Students can make appointments to meet with the Health and Human Services Librarian, the Liaison to the Social Work Department for reference and consultation services.

Consultations can be scheduled for face-to-face or telephone. Telephone consultations are conducted using free screen sharing and online meeting software. This software connects through web browsers and does not require download.

Research Consultations: August 2017 – August 2018

	Undergraduate (BA) Social Work Students	Graduate (MSW) Students
Scheduled		3
Drop-in	3	

Reference questions can be submitted by e-mail through the Library homepage using the **Ask Us** icon by selecting the **E-mail Us** option. These requests are then routed through OCLC's QuestionPoint 24/7 Chat Reference Services – Follow-up by Patron Library. The Government Documents Librarian monitors this queue and routes all Social Work queries to the Health and Human Services Librarian.

The Library provides access to a live online chat service with a librarian through OCLC's QuestionPoint 24/7 Chat Reference Services. OCLC is a global library cooperative with 17,983 members in 123 countries that serves the following library types: research, academic, public, school, medical, law, corporate, government, special, state and national libraries, groups and consortia. OCLC provides the

following major services: library management, discovery, cataloging, digital libraries, virtual reference, and resource sharing.

Instruction Services

All library faculty of Leonard Lief Library conduct information literacy classes. Freshman students attend two library workshops during their first semester: one focused on the Library's services and how to use OneSearch; the second on critical thinking and evaluating information. In their second semester, all students attend a workshop introducing them to inquiry using the Library as it relates to the research writing process. Sessions are integrated into required, freshman-level courses.

Information literacy classes are offered to all departments upon request to address specific course content and resources. During 2017-2018, library faculty conducted 318 classes.

The Health and Human Services Librarian introduces discipline-specific resources in the faculty requested sessions that student will need to complete their assignments. In order to maximize time and allow students sufficient time to master concepts, the librarian utilizes the flipped classroom methodology by assigning a pre-class homework assignment posted to the Social Work Research Guide (<https://libguides.lehman.edu/social-work>).

The assignment entails watching several brief videos (total 12 minutes) that provide a foundation for effective searching of online databases. Students then complete a worksheet which they bring with them to class. This pre-class exercise provides students with the opportunity to learn lower-level skills and put them into practice. When students come to class, worksheets are reviewed and students may ask questions about what they have observed and practiced.

The Health and Human Services Librarian conducted eleven instruction classes for the Social Work Department during the 2017-2018 academic year. Undergraduate instruction sessions average 90 minutes, and graduate classes, 110 minutes:

Course	Semester	Number of sessions
SWK 237 Introduction to Social Work	Fall 2017	4
SWK 237 Introduction to Social Work	Spring 2018	1
SWK 239 Social Welfare Institutions	Fall 2017	1
SWK 639 Social Work Policy	Fall 2017	3
SWK 747 Social Work Research II	Fall 2017	2

The effectiveness of library instruction is assessed by Social Work faculty through the quality of the journal articles and books selected by students for their research papers.

Instruction sessions are supported by the Social Work Research Guide provided on the Springshare LibGuides platform (<https://libguides.lehman.edu/social-work>). Guide pages contain the following resources:

- Book Search
 - Access to the Library Catalog / OneSearch (Discovery tool)
 - Searching Tips – Subject Headings & Keywords

- Reference – Print & E-Books
 - Recommended Reference Books – Print & Electronic
- Videos-Finding Articles
 - Brief videos (5) 12 minutes viewing time that provide a foundation for searching online databases for scholarly articles
 - Worksheet exercises
- Databases
 - Links to online subscription databases specific or relevant to Social Work, e.g., SocINDEX; Social Work Abstracts, PsycINFO, etc. - see **Social Work Resources/Collection Development** section for further info
- Journals
 - E-Journals Search Tool
 - Search by Title or by Subject
 - Links to Social Work journals in key practice areas
- Searching Tips / Social Work Search Example
- Find Social Service Agencies
 - Link to HITE – Health Information Tool for Empowerment – the online searchable directory to 5,000 + agencies/organizations offering health and social services in the Greater NY area. HITE is operated by the Greater NY Hospital Association
 - Step-by-Step instructions
- Web Resources
 - Links to professional organizations; Child Information Gateway; Occupational Outlook Handbook/Social Workers – national career information source; Information for Practice: site developed by Dr. Gary Holden, NYU, for social service professionals to maintain an awareness of news regarding the profession and emerging scholarship
- APA Citation Style
 - Most common social work resources cited in APA (American Psychological Assn) style
 - In-text and Reference Listing formatting provided
 - Links to key sites: APA, Purdue OWL (Online Writing Lab)
 - PDF attachment featuring more source types – can be viewed online or printed
- SWK 237/SWK639/SWK 747
 - Library Pre-Class Assignments
 - Instructions, videos, and worksheets

The Social Work Research Guide had 6,159 views for the 2017-2018 academic year (AY). Gerontology Research Guide, created to support Social Work 686 – Social Work Practice with Older Adults had 327 views during the 2017-2018 AY.

Social Work Resources/Collection Development

Social Work faculty and students may submit recommendations for items to be purchased to the Social Work Department's Liaison to the Library, to the Health and Human Services Librarian, or the Reserve Manager. Requests for Reserve Textbooks/Readings, which have a separate budget line, are processed by the Reserve Manager. All other requests are handled by the Health and Human Services Librarian. New acquisitions relevant to Social Work teaching and research are reported to Social Work faculty whenever they are received.

Primary Abstracting and Indexing Databases/Content Packages:

These resources are available online and fully accessible 24/7 from off-campus to all Lehman faculty, students, and staff

Resources listed below are used extensively, but not exclusively by students and faculty in Social Work. Statistics for calendar year 2018, representative for 2017-2018, reflect the number of times these resources were accessed:

- SocINDEX 30,614
- Social Sciences Full Text 20,722
- PsycINFO 27,279
- PsycARTICLES 18,438
- Social Work Abstracts 594
- Encyclopedia of Social Work 860
- Sage Journals Online Premier 9,868
- Springer Journals 5,772
- Gale Virtual Reference Library 7,255
 - Online encyclopedias, almanacs, and specialized reference sources such as:
Encyclopedia of Homelessness; Encyclopedia of Social Welfare History in North America; Encyclopedia of Sociology; Encyclopedia of World Poverty; Social Policy: Essential Primary Sources; Structural Approach to Direct Practice in Social Work: A Social Constructionist Perspective

Strengths:

Strong historical collection

Weakness/Concerns:

Continual rising costs of journals and flat resource budgets result in difficult collection decisions. Library faculty continually assess usage and format to most effectively manage available resources.

Elimination of \$20,000 Public Health budget impacted Library's ability to license competitive resources in this area

Outreach

The Social Work Department conducts an annual Undergraduate Orientation during the week prior to the start of the Fall semester for incoming students who have been accepted into the program. The Health and Human Services Librarian attends the Orientation to introduce herself and the Library's resources to students. This Orientation provides students a face and awareness of available support.

Biblio-Tech, the Library newsletter, produced biannually, is distributed online to the college community through the campus listserv, addressing topics relevant to the community of scholars and highlighting Library resources and services.

Health and Human Services Librarian sends e-mails to Social Work as needed to keep them apprised of new acquisitions, databases, trials for resources under consideration, and upcoming events.

Chief Librarian communicates with the campus through the college-wide listserv.

Library faculty communicates through Twitter with news, reminders, and updates for the campus. The Health and Human Services Librarian is an invited member of the Social Work Advisory Committee. Comprised of Social Work Department faculty, social service agency directors, and fieldwork instructors, the Committee meets annually to discuss the program, providing a critical forum in which to share needs and resources.

Submitted by,
Robin Wright
Health and Human Services Librarian
Lehman College, CUNY
January 18, 2019

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.

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.)



Appendix

Lehman College, CUNY

Department of Social Work Renovation and Expansion Project

All Social Work Students complete internships, which provide opportunities for educational experiences for the students while also providing service to the community. Senior students in the undergraduate Social Work program complete a two-semester field placement in which they spend two days (15 hours) a week in one of the many community agencies that provide services to children, adults, families and communities. M.S.W. students are required to complete a 21 hour a week internship for each of 2 years in the program. Student placements are made by the Director and Assistant Director of Field Education at the Department of Social Work. Each year undergraduate students provide approximately 66,600 hours of service to the community through their internships in social service agencies and institutions; M.S.W. students provide over 67,000 hours. Last year there were 182 internship sites utilized for Lehman College Social Work students. While the majority of these sites are in the Bronx, there are also sites in all boroughs and also in surrounding counties.

The following community service agencies are among those that provide fieldwork placements:

Arc XVI Fort Washington, Inc.	Jewish Board of Family & Children's Services
Beacon of Hope House	Jewish Home & Hospital for the Aged
Bellevue Hospital	Kingsbridge Heights Community Center
Big Brothers/Big Sisters	Leake and Watts Family Services
Bronx Connect	Legal Aid Society
Bronx Defenders	Lenox Hill Neighborhood Association
Bronx Educational Alliance	Metropolitan Jewish Geriatric Center
Bronx Jewish Community Council	Montefiore Hospital
Bronx-Lebanon Hospital	Mosholu-Montefiore Community Services
Cardinal McCloskey Children and Family Services	New York City Administration for Children's Services
Catholic Charities Alhambra Day Treatment Program	New York-Presbyterian Medical Center
Catholic Guardian Society and Home Bureau	North Central Bronx Hospital
Center for Urban Community Services	Part of the Solution
Children's Village	Project Greenhope Services for Women
Citizens Advice Bureau	Promesa
Court Appointed Special Advocates	Puerto Rican Family Institute
Department of Veterans' Affairs	Public School 9
East Side House Settlement	Riverdale Senior Services
Family Services of Westchester	Salvation Army
Federation Employment and Guidance Services	Sanctuary for Families
Fordham High School for the Arts	Seamen's Society for Children & Families
Fordham-Tremont Mental Health Center	Stanley Isaacs Center
Green Chimneys	The Bridge
Harlem Hospital	Urban Justice Center
Hebrew Hospital Home	University Heights High School
Henry Street Settlement House	Volunteers of America
Hispanic AIDS Forum	Westchester Disabled on the Move
Institute for Puerto Rican/Hispanic Elderly	WHEDCO (Women's Housing & Economic Development Corporation)
Inwood House	
Jacobi Medical Center	
Jewish Association for Services to the Aged	

Lehman College, CUNY
Department of Social Work Renovation and Expansion Project
MSW GRADUATES CURRENTLY EMPLOYED
IN THE BRONX
(partial list, as of January 2013)

CHILD WELFARE

- M. Duran - **Graham-Windham Services** Lead Therapeutic Intervention Worker with children in foster homes who have been diagnosed with severe psychiatric diagnosis and often have additional developmental, behavioral and/or physical disabilities
- F. Duran-Pena - **New York Foundling** Adoption social worker
- F. Eilets - **Cardinal McCloskey Services for Families and Children** Project supervisor working in foster care unit with discharge goal of Return to Parents
- D. Fries – **NYC Children’s Services** Social worker
- M. Junious - **NYC Children’s Services** Bronx site, Supervisor of unit doing initial investigations of abuse/neglect of children. This includes making assessments on whether to immediately remove children from unsafe and potential deadly living situations
- P. Marshall - **Cardinal McCloskey Community Services** Social worker, Child Care Program
- J. Marquez-**Kingsbridge Heights Community Center, Child Sexual Abuse Services** Social worker with children who have been victims of sexual abuse and adolescents with substance abuse issues
- S. Morris - **Good Shepherd Preventive Services** Social worker
- B. Munien - **St. Dominic’s Home for Children** Adoption social worker
- H. Nolan - **St. Dominic’s Home for Children** Assessment specialist
- J. Paul – **NYC Children’s Services** Social worker working with youth in foster care who are gang affiliated and at risk for criminal involvement
- K. Querty – **NYS Office of Family and Children’s Services** Social Worker with children needing placement and their families
- H. Ramharrach - **New York Foundling** Adoption social worker
- S. Romulus - **Good Shepherd Services** Program director for after-school program
- S. Sargent - **Preventive Services Unit** Program supervisor with families at-risk for foster care placement referred by NYC children’s Services
- A. Rodriguez - **Dominican Sisters** Family worker in preventive services
- K. Torres - **New York Foundling, Youth Suicide Prevention Center** Regional Training Coordinator providing suicide prevention training to parents, educators, and community groups
- J. Ziel - **City Kids** Social worker with latency age children and young adolescents to prevent dropping out of school and working with children to see college as a realistic possibility in their lives

COMMUNITY SERVICES

- S. Carr - **Mosholu Community Center** Social worker
- S. Torres - **East Side Settlement House** Social worker

DISABILITIES

- A. Abrams - **Young Adult Institute** Social worker in residential program with adults with developmental disabilities
- M. Garcia - **Young Adult Institute** Early Intervention Specialist for children with intellectual and development disabilities
- S. Pagan - **Young Adult Institute** Social worker in residential program with adults with developmental disabilities
- O. Pagan - **Young Adult Institute** Social worker with adolescents with developmental disabilities and their families

Lehman College, CUNY
Department of Social Work Renovation and Expansion Project
MSW GRADUATES CURRENTLY EMPLOYED
IN THE BRONX
(partial list, as of January 2013)

EDUCATION

- K. Butler - **NYC Department of Education** Social worker with gang affiliated youth and youth at-risk for dropping out of school
- A. Casimiro - **SoBRO- Croton Academy High School** and **NYC Montessori School** At SoBRO, high school social worker; at Montessori School, Behavioral specialist/ Assistant program supervisor
- O. Crossdale - **Partnership for Children** Site director at Lehman High School in drop-out prevention program and directing pregnancy prevention program
- S. Diaz - **Morris Heights Health Center** School social worker
- M. Garcia - **NYC Department of Education** Social worker in drop-out prevention unit for older adolescents
- E. Guerrero - **The Incarnation School** Teacher/counselor
- S. Martinez - **Morris Heights Health Center** School social worker J.
- Rivera – **NYC Department of Education** Social worker
- M. Rodriguez – **NYC Department of Education** Social worker with children in an elementary school
- E. Shumaker - **Highbridge Community Services** Director, Adult Education, directs GED program for adults in the Bronx
- J. Ziel - **City Kids** Social worker with latency age children and young adolescents in drop-out prevention program and helping children to see college as a realistic possibility in their lives

EMPLOYMENT

- P. Collazo – **FEDCAP** Social worker in employment program
- R. Luongo - **Bronx Works** Social work supervisor working with unemployed and underemployed

HEALTH

- E. DeLaCruz - **Montefiore Medical Center** Pediatric Emergency Room social worker
- Y. – **Montefiore Medical Center**, Emergency Room social worker
- A. Garcia - **Montefiore Medical Center** Social worker with medically frail children
- J. Gonzalez – **Montefiore Medical Center** Social worker
- M. Guillen - **Westchester Square Medical Center** Discharge Coordinator, emphasis on transfer to nursing home, skilled nursing facility or rehabilitation program; needed medical services for in-home care including hospice care
- R. Leon – **Wayne Center for Nursing and Rehabilitation** Director of Social Work
- M. Mack - **Visiting Nurse Service** Social worker working primarily with homebound elderly
- D. Melendez - **Link Program** Team Leader Manager
- F. Ramos - **Montefiore Medical Center** Lead Abatement Program, senior social worker with children diagnosed with lead poisoning and their families; leads community lead poisoning education programs
- S. Sanchez - **Montefiore Medical Center** Outpatient medical social worker
- I. Spahiu - **Montefiore Medical Center** Outpatient medical social worker

Lehman College, CUNY
Department of Social Work Renovation and Expansion Project
MSW GRADUATES CURRENTLY EMPLOYED
IN THE BRONX
(partial list, as of January 2013)

HIGHER EDUCATION

J. Diaz - **Lehman College** Office of the Provost
 V. Rodríguez - **Bronx Community College** Social worker in Student Counseling/Student Support Center
 M. Roman - **Bronx Community College** Adjunct faculty, Social Science Dep't.
 D. Stephenson - **Lehman College** Urban Male Initiative Program, coordinates mentoring program for freshmen and sophomores to prevent young students from dropping out of college

HIV/AIDS

C. Fernandez - **Bronx AIDS Services** Intake coordinator
 L. Gomez - **Promesa** Social worker in HIV program
 F. Martin - **Bronx AIDS Services** Administrative Supervisor, Most clients have extended psychiatric and substance abuse histories in addition to AIDS or HIV+ diagnoses.
 N. Torres - **Hispanic AIDS Forum** Bronx site director working with adolescents and young adults diagnosed HIV+ or AIDS; developed and maintains support groups for gay adolescents living in the Bronx; NYC National Association of Social Workers "Emerging Leader" award, 2011

HOUSING AND HOMELESSNESS

M. Martinez - **Ryer Avenue Housing Development Fund** (f/t) and **FEDCAP** (p/t) Ryer Avenue - residential program housing formerly homeless people with long psychiatric histories and substance abuse issues; at FEDCAP – mentoring coordinator utilizing group therapy with gang affiliated youth residing in NYC Housing in the Bronx; also recruits mentors for the youth
 E. Orji - **NYC Department of Homeless Services** Case manager helping homeless families in the Bronx to secure permanent housing
 N. Sangster - **Thorpe Family Residence** Social worker with homeless families
 R. Villanueva - **Salvation Army** Social worker with homeless men, many with psychiatric diagnoses and/or substance abuse histories

LEGAL SERVICES

T. Emeterio - **Legal Aid Society – Bronx Family Court Unit** Social worker with children and adolescents who come in from the Court with issues regarding juvenile justice and/or child welfare

Lehman College, CUNY
Department of Social Work Renovation and Expansion Project
MSW GRADUATES CURRENTLY EMPLOYED
IN THE BRONX
(partial list, as of January 2013)

MENTAL HEALTH

- J. Abrahams - **Fordham-Tremont Mental Health Services** Family and child therapist working with newly-arrived immigrants
- A. Joseph - **Astor Home for Children** Family therapist with families with a multitude of issues including parenting, substance abuse; issues related to poverty, family violence, homelessness, and mental illness
- K. Julia - **Jewish Board of Family and Children's Services** Therapist in Riverdale office working with children and their families; milieu counselor in Linden Hill campus
- S. Levy - **Astor Home for Children** Social work supervisor for program working with children and adolescents with a psychiatric diagnosis and with their families
- J. Lima - **Puerto Rican Family Institute** Family therapist with families mandated from Bronx Family Court
- M. Martinez - **Jewish Board of Family and Children's Services** Social worker
- K. O'Gorman - **Jewish Child Care Association** Social worker in Bridges to Health Program working with foster children and their birth families to expedite the discharge of the children back to their parents
- J. Otero - **Family Institute** Social worker
- D. Rodriguez - **Fordham-Tremont Mental Health Services** Program Director with newly settled immigrants
- Y. Torres - **Center for Urban Community Services** Case Manager

OLDER ADULTS

- D. Delgado - **Neighborhood SHOPP** Social work supervisor working with homebound elderly
- N. Muniz - **Neighborhood SHOPP** Social worker with homebound elderly, specializing in elder abuse victims
- C. O'Neil - **Jewish Association for Services to the Aged** Social worker, Adult Protective Services
- A. Picott - **Jewish Association for Services to the Aged** Social worker with homebound elderly; works with the police on elder-abuse issues
- M. Sanchez - **Jewish Association for Services to the Aged** Program Director, prevention of evictions of elderly people in the Bronx and coordination with police in dealing with cases of elder-abuse

SUBSTANCE ABUSE

- S. Arroyo - **Promesa/Acacia Network** Treatment Adherence Coordinator for substance abuse program; works with the community in educating them on substance abuse issues
- S. Guillard - **Areba Cassiel** Program director in addiction program
- E. Diaz - **NYS Office of Alcohol and Substance Abuse Services (OASAS)** Social worker with people with a long history of substance abuse and alcoholism who have previously failed in other programs
- G. Miranda - **Promesa** Intake supervisor, residential and outpatient substance abuse programs
- E. Slepín - **Palladia Inc.** Director, Stratford House
- W. Todd - **Promesa** Social worker in Methadone to Abstinence outpatient program
- D. Veras - **Promesa/Acacia Network** Lead Quality Assurance Coordinator, ensures staff adhere to treatment plans; all clients have substance abuse histories, most are HIV+/AIDS, and have psychiatric diagnosis

VETERANS SERVICES

- A. Ismailgeci - **Veteran's Administration Hospital** Social worker on medical unit
- E. Rios - **Jericho Project- Supportive Housing for Veterans** Social worker with veterans returning from Operation Iraqi Freedom and Operation Enduring Freedom residing in a supportive housing residence; most of the veterans seen have mental health and/or substance abuse issues

Lehman College, CUNY
Department of Social Work Renovation and Expansion Project
MSW GRADUATES CURRENTLY EMPLOYED
IN OTHER BOROUGHES, IN NEW YORK STATE AND ELSEWHERE
(partial list, as of January 2013)

CHILD WELFARE

- L. Gibson - **Harlem Dowling Family and Children Services** Program supervisor for families at-risk for foster care placement
- B. Cruz - **Catholic Guardian Society and Home Bureau** Social worker
- S. Davey - **Harlem Children's Zone** Social worker with urban children and youth
- D. Gayle - **Jewish Child Care Association** Social worker in both foster care and preventive care departments
- L. Giwa - **Ice Skating in Harlem** Program director with at-risk youth and delinquency prevention
- Y. Graves - **Abbott House** Program administrator working with adolescents who are aging out of foster care
- R. Herzberg - **Gan Yisroel School and Chai Lifeline** Special education counselor; Social worker with children with life-altering illness
- T. Heslin - **Jewish Board of Family and Children's Services** Social worker at Linden Hill
- W. Kaplan - **Trinity Place** Social worker with gay runaway youth
- L. Leveille - **St. Vincent's Services for Children and Families** Social worker with adolescents aging out of foster care
- K. Solis - **New York Foundling** Social worker with children and families
- R. Tangen - **Children's Aid Society** Program director for the Community Alliance for the Ethical Treatment of Children

COMMUNITY SERVICES

- C. Fermin - **Lower Eastside Service Center** Social worker in community outreach
- C. Hurst - **WestHab Services** Social worker working in community advocacy program
- N. Paton - **East River Development Association** Social worker in community organization and advocacy

CRIMINAL JUSTICE

- Y. Cabrera - **Family Services of Westchester** Social worker with reentry population
- A. Saglimbene - **Damon House** Site director in residential reentry program
- S. Leverett - **Harlem Community Justice Center** Social worker in reentry program

DISABILITIES

- J. Benitez - **Independence Care System** Social worker with people with development and physical disabilities
- J. Crawford - **NYS Department of Mental Health** Social worker with people with developmental disabilities T. Dilberth - **Independence Care System** Social worker with adults with chronic care and physical disabilities residing in their own homes
- N. Dorsett - **Independence Care System** Social worker with adults with chronic care and physical disabilities issues residing in their own homes
- L. Gauman - **Independence Care System Program** Coordinator in homeless shelter for the disabled E. Herrera - **Helen Keller Services for the Blind** Social worker with visually impaired people

EDUCATION

- D. Persaud - **NYC Department of Education** Social worker in a drop-out prevention program
- N. Peay - **NYC Department of Education** Social worker in a school suspension site
- T. Del Pino - **Partnership with Children** Social worker with students at-risk for dropping out of school
- F. Simmons - **NYC Department of Education** Social Worker in middle school
- J. Twumasi-Ankrah - **W.E. Dubois Charter School** Dean of students (New Jersey)

EMPLOYMENT

- A. Ghio - **Occupations, Inc.** Millbrook Center, PROS Program, Therapeutic Social Worker G. White - **Metropolitan Transit Authority** Employee assistance counselor training

Lehman College, CUNY
Department of Social Work Renovation and Expansion Project
MSW GRADUATES CURRENTLY EMPLOYED
IN OTHER BOROUGHES, IN NEW YORK STATE AND ELSEWHERE
(partial list, as of January 2013)

HEALTH

D. Abramson - **Cerebral Palsy Association of New York** Social worker
 R. Broccoli - **St. John's Hospital** Social worker, in-patient unit
 K. Cruz - **Wyckoff Heights Medical Center** Social worker
 T. Diamond - **Helen and Michael Schaffer Extended Care Facility** Social worker with people with chronic medical conditions
 R. Miller - **Brookdale Hospital and Medical Center** Social worker on in-patient units
 J. Muia - **St. Vincent's Hospital** Social worker on in-patient unit
 P. Nasaw - **Maimonides Hospital** Social worker on in-patient unit
 K. Smith - **Brookdale Hospital and Medical Center** Social worker with both in-patient and out-patient units
 J. Woolard - **New York-Presbyterian Hospital** Social worker on in-patient unit

HOUSING AND HOMELESSNESS

M. Arias - **Goddard Riverside Community Center** Program director for residential services for formerly homeless people with psychiatric histories
 L. Chamorro - **Services for the Underserved** Housing specialist for people with mental health issues, substance abuse histories, and homelessness
 R. Dziadowicz - **Project Real (Residential Experience in Adult Living)** Program supervisor at community residence
 L. Draper - **New Rochelle Municipal Housing** Housing coordinator
 R. Parker - **Westhab Inc.** Social worker with homeless families

LEGAL SERVICES

L. Capois - **Family Court, Court Appointed Special Advocates** Social worker in the family court system

LGBT SERVICES

S. Mishev - **Identity House** Social worker with LGBT community

MENTAL HEALTH

C. Cardwell - **The Guidance Center** Social work Supervisor
 E. Cooper - **Educational Alliance** Social worker with families
 K. Jimenez - **Northside Center for Children and Families** Therapist for children and families
 T. Kuczynski - **Search for Change** Social worker with adults with mental illness in supportive and independent housing programs
 E. Paulino - **ACDP-Community Association of Progressive Dominican** Social worker and intake coordinator
 M. Popowich - **The Bridge** Case manager with persons with severe mental illness
 K. Quezada - **Puerto Rican Family Institute** Clinical social worker
 M. Rose - **NYS Office of Mental Health, Kirby Forensic Psychiatric Center** Social worker

OLDER ADULTS

M. Collabra - **ARC IV Fort Washington** Social worker at senior center
 C. O'Neil - **Jewish Association for Services to the Aged** Social worker working with the homebound elderly

SUBSTANCE ABUSE

R. Francome - **St. Vincent's Hospital** Senior social worker, Alcohol and Substance Abuse
 M. Hopwood - **Mount Vernon Hospital** Social worker in out-patient alcohol program

VETERANS SERVICES

D. Morton - **Veterans Administration Hospital** Social worker with hospitalized veterans
 J. Soto - **U.S. Army** Social worker stationed in Ft. Hamilton

What follow are letters from Rene Rotolo, Assistant Vice President for Campus Planning and Facilities, confirming the allocation of funds (May 12, 2014), and a letter describing the state of the project, received June 28, 2018. We are looking forward to the completion of the project!

Figure 3.4.3: Letter from Assistant Vice President for Campus Planning and Facilities, confirming the allocation of funds

Social Work New Facility in the First Floor of Davis Hall Project Status



LEHMAN
COLLEGE

ADMINISTRATION
BUILDINGS

Cluster Hall, Room 327
1 Bedford Park Blvd West
Bronx, NY 10468

Phone 718-960-8226
Fax 718-960-1986
www.lehman.edu

TO: Norma K. Phillips, Chair,
Department of Social Work

FROM: Rene M. Rotolo, Assistant Vice President
Campus Planning and Facilities

RE: Social Work Move to Davis Hall

DATE: May 12, 2014

This is to confirm that in fiscal year 2014, the NYC City Council Bronx Delegation allocated \$3 million in capital funding to Lehman College, CUNY for the Department of Social Work expansion and relocation from the current location having 2,847 square feet in Carman Hall to a new location having 8,200 square feet of space on the first floor of Davis Hall which was vacated by the move to the new Science Facility. The facility will provide 20 faculty offices, 10 HEO (Administrative Staff) offices, a Departmental Office, reception area, meeting room, conference room for 30 and student computer workrooms and lab. Following is the image of the Certificate to Proceed from the NYC Office of Management and Budget, which allocates the funds and authorizes us to proceed with the project. We are currently selecting an Architect to design the new office space.

Social Work New Facility in the First Floor of Davis Hall Project Status

Background

In fiscal year 2014, the NYC City Council Bronx Delegation allocated \$3 million in capital funding to Lehman College, CUNY for the Department of Social Work expansion and relocation from the current location having 2,847 square feet in Carman Hall to a new location having 8,200 square feet of space on the first floor of Davis Hall which was vacated by the move to the new Science Facility. The facility will provide 20 faculty offices, 10 HEO (Administrative Staff) offices, a Departmental Office, reception area, meeting room, conference room for 30 and student computer workrooms and lab. Following is the image of the Certificate to Proceed from the NYC Office of Management and Budget, which allocates the funds and authorizes us to proceed with the project.

Figure 3.4.4: Letter from Assistant Director of Management and Budget for the City of New York Approving Social Work Department Expansion Project



The City of New York
Office of Management and Budget
155 Greenwich Street • New York, NY 10007

FEB 18 2014

Record: 105162
Certificate: CP-59264
Capital Project: HN-D300

THE CITY UNIVERSITY OF NEW YORK

Hon. Iris Weinsahl, Vice Chancellor, Facilities Planning, Construction and Management
Hon. Howard Altschuler, Executive Director, Financial Management, Facilities Planning, Construction and Mgmt
Hon. Gwen Periman, Director of Capital Budget and Finance, Facilities Planning, Construction and Management
Hon. Scott M. Stringer, Comptroller
Hon. Ruben Diaz, Jr., President, Borough of Bronx

Section 219 of the New York City Charter and directives of the Mayor authorized there under require that prior to the initiation of design or advancement of any Capital Project, a scope defining services to be incorporated in contract for the services of architects, engineers, landscape architects, etc., or for departmental employees and amounts for structures, works, furnishings and equipment, program of requirements and scope of range of operations shall be submitted for approval of the Director of the Office of Management and Budget or his duly authorized representative. Initially, preliminary scope approval and subsequently final scope approval incorporating preliminary plans and cost limitations shall be submitted for approval of the Director of the Office of Management and Budget or his duly authorized representative. In addition, the design incorporating final contract documents must also be submitted for approval of the Director of the Office of Management and Budget or his duly authorized representative. Your request for approval pursuant to the above is approved as follows:

DESCRIPTION OF APPROVAL HEREBY GRANTED

Lehman College, Bronx, Design and Construction.

Design and Construction for the Department of Social Work Expansion Project for the above facility, in accordance with Attachment 1, accompanying the submission dated January 16, 2014, hereby approved, and within a cost limitation, including possible work of an unforeseen nature, of \$3,000,000, chargeable to City funds (Project 042 LM026-014) for the work complete and ready for final payment.

The approval hereunder includes the attachments bearing the certificate number above and is granted with the proviso that the University will proceed with the above work only after approval of the associated capital modifications is given by the Office of Management and Budget.

Approved,

Jeffrey Shear
Assistant Director



Lehman Community List <ALL-L@LIST.LEHMAN.EDU> on behalf of
President.Cruz <PRESIDENT.CRUIZ@LEHMAN.CUNY.EDU>

ALL-L@LIST.LEHMAN.EDU

Monday, November 12, 2018 at 9:41 AM

[Show Details](#)

The following projects are currently out to bid for construction:

- Renovation of the Speech and Theatre Building outdoor amphitheater
- Phase 2 Utility Upgrade – fuel tank and Music north and south plaza replacement

The following projects have completed design and will be bid for construction:

- Construction of Teaching and Learning Commons – Center for Innovation in Research and Pedagogy
- **Department of Social Work expansion to Davis Hall**

The following projects are currently in the design phase:

- Upgrade of our campus-wide emergency power systems
- Construction of Teaching and Learning Commons – Center for Innovation in Research and Pedagogy
- Replacement of windows in Shuster Hall
- Restoration of the facades of Shuster Hall and Fine Arts building
- Renovation of Lovinger Theatre for ADA compliance
- Creation of a new media jobs incubator and innovation lab

CUNY and the College selected the firm STEPHEN YABLON ARCHITECTURE to complete the design of the facility. We began design on the project in March 2015. In September of 2016, the Architects completed the 100% contract documents for the Social Work Davis Hall Renovation and put the project on hold pending CUNY's renovation of the two Biology Anatomy and Physiology (A+P) Labs.

Prior to proceeding with construction on the first-floor spaces for Social Work, it was necessary to renovate two spaces on the second floor for the relocation of the two (A+P) Teaching labs currently located in the Davis Hall first floor space slated to become the Social Work Offices. In early 2018, CUNY issued a contract for construction of the two new Anatomy and Physiology Labs in Davis 201 & 237. Hazardous material abatement was completed in mid-June and upon submission of all necessary documentation, the permits to begin demolition and construction will begin. The project schedule currently shows a July 2019 completion.

In anticipation of the Lab renovation project completion, we have scheduled a 100% document kick-off meeting with the Social Work Project Architect on July 11, to review the plans to confirm compliance with current code and to authorize the Architect to proceed with bid documents. We anticipate bidding the project in the Fall or winter of 2019 and awarding for a construction start in the summer 2020.

3.4.6: The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

As an institution, Lehman is committed to equal access for all of its students. Students with disabilities may register with the Office of Special Student Services, which is located in Shuster Hall, Room 238. The main entrance to reach that office is on Goulden Avenue, which is equipped with a ramp that enables persons who are wheelchair-assisted and others with mobility impairments to gain access to all offices. Persons who need to use elevators are provided with keys, and elevators are equipped with keypads that contain Braille coding.

The Office of Student Disability Services provides a wide range of services and academic adjustments to eligible students including testing accommodations, registration assistance, readers, scribes, note takers, sign language interpreters, NYS agency referral for assessment/sponsorship, workshops, vocational counseling, advisement and academic coaching.

The Access and Technology Center, located in the Library (215) offers up to date computer stations configured with software programs to assist students with a variety of disabilities including: Zoomtext (screen enlarger) JAWS (screen reader), Dragon Naturally Speaking (voice recognition) Kurzweil 1000/3000 and Read and Write Gold for students with learning disabilities and low vision, scanners and Abby Fine Reader. The ATC is staffed with a full-time assistive technology specialist who provides software and equipment training and works with publishers and agencies to acquire textbooks (PDF, MS word, Audio) in alternate formats to eligible students.

An equipment loan program enables students to borrow digital audio recorders, Victor Reader Streams, Assistive Listening Devices, computer notebooks, and Livescribe pens on a semester basis. In collaboration with CUNY CATS (CUNY Assistive Technology Services) the university has acquired site licenses for the latest versions of AT software.

The Office of Student Disability Services has collaborated with IT and most academic departments to ensure that all computer labs on campus have at least two computers equipped with AT software. The Office of Student Disability Services serves as a resource to the Lehman College community on matters related to AT software, and digital access.

When indicated, students are referred to agencies such as the Office of Vocational and Educational Services for Individuals with Disabilities, the Commission for the Blind and Visually Handicapped, the International Center for the Disabled, and the New York State Reader's Aid Program.

The Director of the Office of Disability Services is an experienced social worker who is knowledgeable about education for the profession. We work very closely and cooperatively as we our Department has numerous students with disabilities.

ASSESSMENT

EDUCATIONAL POLICY 4.0—ASSESSMENT OF STUDENT LEARNING OUTCOMES

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

4.0.1: The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- **A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.**
- **At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.**
- **An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.**
- **Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.**

- **An explanation of how the program determines the percentage of students achieving the benchmark.**
- **Copies of all assessment measures used to assess all identified competencies.**

The Lehman College Department of Social Work created a new comprehensive method of assessing MSW students' attainment of knowledge, values, skills, and development of cognitive-affective processes, which was first utilized during the 2017-2018 academic year, and will be used routinely in each subsequent year. This includes assessment of student' learning in both the foundation generalist practice year and the specialized advanced generalist practice year. **(NOTE: ALL TABLES AND FIGURES FOLLOW THE NARRATIVE AT THE END OF THIS SECTION.)**

Dual System of Evaluation (Classroom and Field)

Students' attainment of each of the nine competencies of the foundation generalist practice year and each of the twelve competencies of the specialized advanced generalist practice year are both evaluated using two assessment modalities, creating a dual system of evaluation:

1) Assessment by the students' Field Instructors in their field placements occurs in Fieldwork II (SWK-672) and Fieldwork IV (SWK-774) at the end of the academic year (spring semester). In these evaluations, the students' practice with the client systems with which they interface are thoroughly assessed.

2) Three Assessment Assignments in the foundation generalist practice year and four Assessment Assignments in the specialized advanced practice year were created. They are all assigned as part of MSW courses and evaluated by the students' instructor of that course.

In this way, this dual-method assessment process comprehensively includes both the students' classroom learning and their actual practice with their clients. Both of these assessment methods are now described in detail:

Field Instructors' Evaluations

At the end of the academic year, in April, the Field Instructors evaluate the students' work with their client systems for all of the Competencies on the final Fieldwork Evaluation forms. They evaluate the foundation generalist practice students across nine Competencies, and the specialized advanced generalist practice students across twelve competencies. In performing this evaluation, the Field Instructors rate the students' progress for every Behavior of each Competency. Therefore, they evaluate the foundation generalist practice students for all 31 Behaviors of that level's nine Competencies, and they evaluate the specialized advanced generalist students for all 43 Behaviors of that level's twelve competencies.

In order to specifically measure at least two of the four dimensions of each Competency (knowledge, values, skills, cognitive-affective processes), each Behavior (designated by EPAS) of every Competency was assigned a "dominant dimension" by a committee of social work faculty members (the Evaluation Committee) according to the nature of the Behavior. (For example, Behavior 2 of Competency 1, "Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations" was assigned the dominant dimension of "cognitive-affective processes"). Therefore, in assessing each Behavior, the field instructors are evaluating the students across two to four dominant dimensions for each Competency, as designated by a committee of social work faculty members.

NOTE: A copy of the final Field Evaluation for the Foundation Generalist Practice Year (Measure 1) and a copy of the final Field Evaluation for the Specialized Advanced Generalist Practice Year (Measure 2) are included at the end of this section. **See Figures 4.1 and 4.2**

Field Instructors rate the students' attainment of each of the Behaviors (dominant dimensions) of each Competency with the following scores: (4) Competent; (3) Approaching Competence; (2) Emerging Competence; and (1) Insufficient Progress. These scores are then placed directly on SPSS software. The Field Instructors' scores for each of the Behaviors (dominant dimensions) within each Competency for all of the students in each academic level are averaged, thus creating a score for each of the Competencies for students in each of the two academic levels.

Classroom Assessment Assignments

Three different Assessment Assignments were created for the Foundation Generalist Practice Year in order to measure students' attainment of the 9 Competencies relevant to that year. Four different Assessment Assignments were created for the Specialized Advanced Practice Year in order to measure students' attainment of the 12 Competencies relevant to that year. Each of these Assessment Assignments is an integral part of different required courses.

As noted above, in order to specifically measure at least two of the four dimensions of each Competency (knowledge, values, skills, cognitive-affective processes), each Behavior (designated by EPAS) of every Competency was assigned a "dominant dimension" by a committee of social work faculty members (the Evaluation Committee) according to the nature of the Behavior. The Assessment Assignments are designed to measure at least two dimensions of each Competency by having the instructors assess two or more designated Behaviors with their assigned dominant dimension for each of the Competencies being assessed for the student. These Behaviors and their assigned dimension are clearly delineated in a Rubric for each Assessment Assignment.

NOTE: All of the Rubrics for the Assessment Assignments that the instructors use to evaluate these assignments are included in this section. Following this, all of the specific faculty versions of the Assessment Assignments are displayed in this section. In these Assessment Assignments, the Behavior (dominant dimension) that each question of the assignment is measuring is delineated in BOLD. The student version of the Assessment Assignments does not include the Behaviors designated in bold; only the questions of the assignment. **SEE RUBRICS AND ASSESSMENT ASSIGNMENTS.** A copy of the Rubrics and corresponding Assessment Assignments (Measures 3-9) are located at the end of this section. **See Figures 4.3-4.16.**

Faculty rate the students' attainment of each of the Behaviors (dominant dimensions) of each Competency with the following scores: (4) Competent; (3) Approaching Competence; (2) Emerging Competence; and (1) Insufficient Progress. These scores are then placed on a Google-Sheet that was created for each of the department's Assessment Assignments. The results are then transferred to SPSS software. The scores for each of the Behaviors (dominant dimensions) within each Competency are averaged, thus creating a score for each of the Competencies for students in each of the two academic levels.

As noted above, in order to measure students' attainment of the nine Competencies of the foundation generalist practice year, three Assessment Assignments were created. The evaluation of these assignments include a multidimensional method of assessment for each Competency, with at least two dimensions (i.e. knowledge, values, skills, and cognitive affective processes) assessed for each of them. However, for several of the competencies, three or more dimensions are assessed as indicated below:

Foundation Generalist Practice Year (9 Competencies)

1) In Generalist Social Work Practice II (SWK-612), the Assessment Assignment ("Intervention Paper") measures students' attainment of Competencies 1, 2, 6, 7, and 8. For Competency 1, three dimensions are assessed, whereas for the others, two dimensions are assessed. This is referred to as **Measure 3 (See Figure 4.4).**

2) In Social Welfare Policy Analysis (SWK-643), the Assessment Assignment ("Written Assignment") measures students' attainment of Competencies 3 and 5. For Competency 3, two dimensions are assessed, whereas for Competency 5, three dimensions are assessed. This is referred to as **Measure 4 (See Figure 4.6).**

3) In Social Work Research I (SWK-646), the Assessment Assignment (“Client-Oriented Practical Evidence Search Assignment”) measures students’ attainment of Competencies 4 and 9. For each of these, three dimensions are assessed. This is referred to as **Measure 5 (See Figure 4.8)**.

Specialized Advanced Generalist Practice Year (12 Competencies)

1) In Advanced Social Work Practice in the Urban Environment II (SWK-714), the Assessment Assignment (“The Comprehensive Final Paper”) measures students’ attainment of Competencies 1, 2, 6, 7, 8, and 10. For Competency 1, three dimensions are assessed, whereas for the others, two dimensions are assessed. This is referred to as **Measure 6 (See Figure 4.10)**.

2) In Social Welfare Policy Practice (SWK-745), the Assessment Assignment (“The Capstone Assignment”) measures students’ attainment of Competencies 3, 5, and 12. For Competencies 3, two dimensions are assessed, whereas for Competencies 5 and 12, three dimensions are assessed. This is referred to as **Measure 7 (See Figure 4.12)**.

3) In Social Work Research II, (SWK-747), the Assessment Assignment (“Project Description and Final Research Proposal”) measures students’ attainment of Competencies 4 and 9. For each of these, three dimensions are assessed. This is referred to as **Measure 8 (See Figure 4.14)**.

4) In Administration in Urban Agencies (SWK-729), the Assessment Assignment (“Organizational Life-Cycle and Capacity Profile”) measures students’ attainment of Competency 11, with all four dimensions assessed. This is referred to as **Measure 9 (See Figure 4.16)**.

Response Rates for Assessment Measures

The following are the response rates for each of the Measures previously described for the Academic Year 2017-2018:

Course	Title	Assessments Received (Response Rate)
SWK 672 (Measure 1)	Fieldwork II	51/54 (94%)
SWK 774 (Measure 2)	Fieldwork IV	85/87 (98%)
SWK 612 (Measure 3)	Generalist Practice II	54/54 (100%)
SWK 643 (Measure 4)	Social Welfare Policy Analysis	53/54 (98%)
SWK 646 (Measure 5)	Social Work Research I	56/57 (98%)
SWK 714 (Measure 6).	Advance Practice in the Urban Environment	87/87 (100%)
SWK 745 (Measure 7)	Social Welfare Policy Practice	86/86 (100%)
SWK 747 (Measure 8)	Social Work Research II	93/94 (98%)
SWK 729 (Measure 9)	Administration in Urban Agencies	87/87 (100%)

Determination of Benchmarks

In the Spring of 2017, the faculty Evaluation Committee in the Lehman College Department of Social Work discussed and determined benchmarks for the assessment instruments for each Competency. As students are at various stages of learning in regard to becoming social workers, the committee decided that the vast majority of the students should obtain a score of “(3) Approaching Competence” for each Competency in regard to the level of the MSW program in which they are situated.

(NOTE: Field Instructors and Classroom Instructors were asked to rate the students' level of learning for each competency based on the expectations for their position in the MSW program. Therefore, the expectations of competence for students completing Foundation Generalist Year courses and fieldwork would be lower than for students completing Advanced Generalist Specialized Year courses and Fieldwork.)

The Evaluation Committee determined that a benchmark of 80% of the students meeting “(3) Approaching Competence” for each of the Competencies would represent an appropriate representation of the concept of “vast majority.”

Individually, for the Foundation Generalist Year and Advanced Generalist Specialized Year, the percentage of students attaining “(3) Approaching Competence” for each Competency separately in the Field Instructors' Evaluations and in the classroom Assessment Assignments were determined using SPSS software. **See Tables 4.1, 4.2, 4.3, 4.4 and 4.7.**

Separately for the Foundation Generalist Year and Advanced Generalist Specialized Year, the percentages of students achieving “(3) Approaching Competence” for each Competency in the Field Instructors' Evaluations and the classroom Assessment Assignments were then averaged together, creating a final composite percentage of students attaining “(3) Approaching Competence.” For each Competency, scores of 80% or higher represent that the Benchmark was achieved. For each Competency, scores of less than 80% represent that the Benchmark was not achieved. **See Tables 4.5, 4.6, and 4.7.**

4.0.2: Program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

TABLE 4.6 (ASSESSMENT OF STUDENT LEARNING OUTCOMES: ACADEMIC YEAR 2017-2018) indicates that all Benchmarks were achieved for Competencies 1 through 8 for both the Foundation Generalist Year and Advanced Generalist Specialized Year. However, in the Foundation Generalist Year, Competency 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities) was not achieved, as only 78.6% of the students attained “(3) Approaching Competence” on the composite assessment instruments. In the Advanced Generalist Specialized Year, the benchmark for Competency 9 was attained.

4.0.3: Program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings.

The final assessment outcomes (**Table 4.6**) are posted on the website for the MSW program of the Department of Social Work of Lehman College:

<http://www.lehman.edu/academics/health-human-services-nursing/social-work/masters-student-learning-outcomes.php>

4.0.4: The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

The final assessment outcomes were discussed in the monthly Social Work Department meetings. Although Competency 9 for the Foundation Generalist Year was the only one that did not meet the 80% benchmark in the assessment procedure, it was discussed that for both the Foundation Generalist Year and Advanced Generalist Specialized Year, the lowest values in the assessment findings were for Competencies 3 and 9, which both heavily involve the two research courses, Social Work Research I (SWK-646) and Social Work Research II (SWK-747). Therefore, a new Research Committee was established with six faculty members. This Research Committee began meeting in December 2018 in order to make substantial changes in the assignments for the two research courses. At the meeting, it was agreed that the two courses needed to have a more experiential focus, so that students could be exposed to research methods in a more hands-on way. It is hoped that this will enhance students' ability to

conceptualize the research process and their ability to understand program evaluation. This new Research Committee will continue meeting throughout Spring 2019 to create revised assignments for these courses for Fall 2019. However, it was decided that one significant change to the Social Work Research I (SWK-646) assignments would take place more quickly in Spring 2019. This involved the elimination of the use of COPES (Client Oriented Practical Evidence Search) Questions in the final assignment of that course. Students and the faculty have found the structure of these standardized COPES research study question formats to be cumbersome, and not helpful for student learning in regard to research and evaluation. The use of COPES Questions were replaced in Spring 2019 with use of standard research study questions and hypotheses.

Although the combined (field and classroom) Benchmark was met (82.0%) for Competency 11 (Demonstrate the Ability to Provide Agency Based Supervision and Assume the Role of An Agency Administrator in Diverse Urban Settings), the percentage of students who met the classroom assessment assignment benchmark was 75.9% (see **Table 4.6**), which was lower than results for most of the other assessment assignments. At faculty meetings, it was discussed that the current assessment assignment (Measure 9, **Figure 4.16**), given to students in the SWK-729 Administration in Urban Agencies course in the spring semester did not accurately reflect the knowledge gained in the SWK-727 Supervision in Agency-Based Practice course previously given in the fall semester. Therefore, beginning in the Fall of 2018, two separate assessment assignments, one for the Supervision course and one for the Administration course, were created. Students who completed SWK-727 in Fall 2018 already completed the new supervision assessment assignment for that course; and students taking SWK-729 will complete the new supervision assessment assignment for that course this semester (Spring 2019).

Finally, although the combined (field and classroom) Benchmark was met for Competency 10 (87.2%), the percentage of students who attained the benchmark for the classroom assessment assignment of that Competency (Measure 6, **Figure 4.10**) was 79.3%. This was due to students' relatively low scores on Behavior 34 (dimension of "knowledge") of Competency 10 (Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems). The faculty teaching SWK-714 (Advanced Social Work Practice in the Urban Environment II) discussed how the question regarding trauma in the assessment assignment was only included as a sub-question of Question 5, which asked students about treatment planning. Many students therefore did not provide a comprehensive response to the question regarding trauma. Therefore, it was decided that the assessment assignment in Spring 2019 will include a separate detailed question regarding trauma.

4.0.5: For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes, it has made based on these assessment outcomes.

At a meeting of all faculty of the Lehman College Department of Social Work in Fall 2017, it was decided that an instrument would be created to assess students' comfort and feelings of safety regarding diversity and self-expression in the classroom. A Diversity Evaluation Committee was formed to create this instrument that could assess this significant aspect of the implicit curriculum before students graduate in Spring 2018. This committee created a quantitative survey with 35 closed-ended items that inquired about students' feelings of safety of self-expression in the classroom without repercussions from their instructors and other students regarding issues of race/ethnicity, gender-related issues, religion/spirituality, sexual orientation, immigration/language, political views, and disability/health issues. For these issues of diversity, the survey also inquired whether students believed that the faculty and other students respect and affirm an inclusive and supportive environment. Furthermore, the survey asked students whether their field placement settings were inclusive and supportive regarding these diversity issues. Lastly, a final item inquired whether there is an inclusive and supportive environment for diversity issues in the Department of Social Work outside of the classroom and fieldwork setting, in regard to advisement, department activities, orientations, administrative staff, and office staff. It was decided that all students completing the MSW program would complete this survey in the SWK-714-Advanced Social Work Practice in the Urban Environment II classroom several weeks before graduation in Spring 2018, and that this survey would continue to be utilized in subsequent years. This survey is called the **Lehman College Department of Social Work Graduating Students' Diversity Survey**. See **Figure 4.17**.

As students' feelings of comfort, safety, and inclusion in the social work classroom, social work department, and in their field settings in regard to issues of diversity is of paramount importance, the Diversity Evaluation Committee set a Benchmark of 90% of students strongly agreeing or somewhat agreeing with each of the 35 items in the survey regarding these issues.

The response rate for this Diversity Survey was 81/87 (93%). The results indicated that four out of the 35 items did not meet the Benchmark of 90%. **See Figure 4.18 (Lehman College Department of Social Work Graduating Students' Diversity Survey: MSW Program Results.).** Three of the four items involved "Political Issues." 88.9% of students either strongly or somewhat agreed with the two statements: "I feel that I can express my views openly in the classroom regarding political issues without fears of repercussions from the other students" and "I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards difference in political views." An even lower percentage, 82.7% of students strongly or somewhat agreed with the statement: "I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' different political views." One of the items that did not meet the Benchmark was regarding racial/ethnic issues. Only 87.7% of students strongly or somewhat agreed with the following statement: "I feel that I can express my views openly in the classroom regarding issues of race and ethnicity without fears of repercussions from other students." A noteworthy result of this survey is that all of the items involving Lehman College Department of Social Work faculty members met the Benchmark of 90%.

The results of this Diversity Survey were discussed in two venues in the fall of 2018, the monthly Social Work Department Meeting and in the monthly MSW Policy Meeting. (The latter meeting is attended only by the MSW program faculty, and not the BA social work program faculty.) Based on the results of the survey, it was decided that in each semester, issues of enhancing students' feelings of comfort and safety in discussing political and racial issues would be discussed at two MSW Policy Meetings with all MSW faculty present. This process began in December 2018. Furthermore, the Director of the MSW Program has been discussing with the Social Work Department Chair a goal of bringing an outside diversity consultant for teaching institutions to facilitate a group process for the social work faculty. It is hoped that these processes can help faculty to be able to create a more inclusive atmosphere for discussion of political and racial issues in the classroom.

In addition, based on discussion in the monthly Social Work Department Meeting, Likert-type questions regarding "age" will be added to the Diversity Survey in Spring 2019, as this topic was not included in the first version of this questionnaire. Furthermore, an open-ended qualitative question will be added to the Diversity Survey in Spring 2019 asking students to describe any difficulty with comfort and safety in expressing opinions in class, with interactions with personnel in the Social Work Department, or with staff in their field placements regarding any issue of diversity. This is very important, because in the first all-quantitative version of the Diversity Survey completed in Spring 2018, there was no way to exactly know what students were referring to when they checked off that they did not agree that there was comfort and inclusiveness in parts of the MSW program about specific issues of diversity.

**Table 4.1: Lehman College Master’s Social Work Program: Foundation Year (Generalist Practice)
DIMENSION MEASURE IN REAL PRACTICE EXPERIENCE IN STUDENTS’ FIELD PLACEMENTS**

Competency	Competency Benchmark	Measures	Behavior	Dimension(s)	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures: Competency
Competency 1: Demonstrate Ethical and Professional Behavior	80%	Measure 1: Field Instructor’s Evaluation	<ul style="list-style-type: none"> ○ 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 (field instructor’s evaluation item #1) ○ Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (field instructor’s evaluation item #2). ○ Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (field instructor’s evaluation item #3). ○ Use technology ethically and appropriately to facilitate practice outcomes (field instructor’s evaluation item #4). ○ Use supervision and consultation to guide professional judgment and behavior (field instructor’s evaluation item #5). 	<ul style="list-style-type: none"> Values C-A Processes Skills Skills C-A Processes 	For Measure 1: Aggregate student scores on items (behaviors) 1, 2, 3, 4, 5.	For Measure 1: Students must score a minimum of 3 out of 4 points.	Add up the students’ scores for the 5 behaviors and divide by 5 to determine a mean score for the 5 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.

Competency 2: Engage Diversity and Difference in Practice	80%	Measure 1: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (field instructor's evaluation item #6). 	Skills	For Measure 1: Aggregate student scores on items (behaviors) 6, 7, 8.	For Measure 1: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Present themselves as learners and engage clients and constituencies as experts of their own experiences (field instructor's evaluation item #7). 	Skills			
			<ul style="list-style-type: none"> ○ Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (field instructor's evaluation item #8). 	C-A Processes			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 1: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (field instructor's evaluation item #9). 	Values	For Measure 1: Aggregate student scores on items (behaviors) 9 and 10.	For Measure 1: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Engage in practices that advance social, economic, and environmental justice (field instructor's evaluation item #10). 	Skills			
Competency 4: Engage in Practice- informed Research	80%	Measure 1: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Use practice experience and theory to inform scientific inquiry and research (field instructor's evaluation item #11). 	Knowledge	For Measure 1: Aggregate student scores on	For Measure 1: Students must score a minimum of 3	Add up the students' scores for the 3 behaviors and divide by 3 to determine a

<p>and Research-informed Practice</p>			<ul style="list-style-type: none"> ○ Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (field instructor’s evaluation item #12). 	<p>C-A Processes</p>	<p>items (behaviors) 11, 12, and 13.</p>	<p>out of 4 points.</p>	<p>mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.</p>
<p>Competency 5: Engage in policy practice</p>	<p>80%</p>	<p>Measure 1: Field Instructor’s Evaluation</p>	<ul style="list-style-type: none"> ○ Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (field instructor’s evaluation item #14). 	<p>Knowledge</p>	<p>For Measure 1: Aggregate student scores on items (behaviors) 14, 15, and 16.</p>	<p>For Measure 1: Students must score a minimum of 3 out of 4 points.</p>	<p>Add up the students’ scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.</p>
<ul style="list-style-type: none"> ○ Assess how social welfare and economic policies impact the delivery of and access to social services (field instructor’s evaluation item #15). 	<p>Skills</p>						
<ul style="list-style-type: none"> ○ Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (field instructor’s evaluation item #16). 	<p>C-A Processes</p>						
<p>Competency 6: Engage with individuals, families, groups, organizations, and communities</p>	<p>80%</p>	<p>Measure 1: Field Instructor’s Evaluation</p>	<ul style="list-style-type: none"> ○ Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (field instructor’s evaluation item #17). 	<p>Knowledge</p>	<p>For Measure 1: Aggregate student scores on items (behaviors) 17 and 18.</p>	<p>For Measure 1: Students must score a minimum of 3 out of 4 points.</p>	<p>Add up the students’ scores for the 2 behaviors and divide by 2 to determine a mean score for the</p>

			<ul style="list-style-type: none"> Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (field instructor's evaluation item #18). 	Skills			2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
Competency 7: Assess individuals, families, groups, organizations, and communities	80%	Measure 1: Field Instructor's Evaluation	<ul style="list-style-type: none"> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies (field instructor's evaluation item #19). 	C-A Processes	For Measure 1: Aggregate student scores on items (behaviors) 19, 20, 21, and 22.	For Measure 1: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 4 behaviors and divide by 4 to determine a mean score for the 4 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> 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 (field instructor's evaluation item #20). 	Knowledge			
			<ul style="list-style-type: none"> Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (field instructor's evaluation item #21). 	Skills			
			<ul style="list-style-type: none"> Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (field instructor's evaluation item #22). 	Skills			
Competency 8: Intervene with individuals, families, groups, organizations, and communities	80%	Measure 1: Field Instructor's Evaluation	<ul style="list-style-type: none"> Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (field instructor's evaluation item #23). 	Skills	For Measure 1: Aggregate student scores on items (behaviors) 23, 24, 25, 26 and 27.	For Measure 1: Students must score a minimum of 3	Add up the students' scores for the 5 behaviors and divide by 5 to determine a mean score for the 5

			<ul style="list-style-type: none"> ○ Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (field instructor’s evaluation item #24). 	Knowledge		out of 4 points.	behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (field instructor’s evaluation item #25). 	Skills			
			<ul style="list-style-type: none"> ○ Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (field instructor’s evaluation item #26). 	Skills			
			<ul style="list-style-type: none"> ○ Facilitate effective transitions and endings that advance mutually agreed-on goals (field instructor’s evaluation item #27). 	Skills			
Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities	80%	Measure 1: Field Instructor’s Evaluation	<ul style="list-style-type: none"> ○ Select and use appropriate methods for evaluation of outcomes (field instructor’s evaluation item #28). 	Skills	For Measure 1: Aggregate student scores on items (behaviors) 28, 29, 30, and 31.	For Measure 1: Students must score a minimum of 3 out of 4 points.	Add up the students’ scores for the 4 behaviors and divide by 4 to determine a mean score for the 4 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (field instructor’s evaluation item #29). 	Knowledge			
			<ul style="list-style-type: none"> ○ Critically analyze, monitor, and evaluate intervention and program processes and outcomes (field instructor’s evaluation item #30). 	C-A Processes			

			<ul style="list-style-type: none">○ Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (field instructor's evaluation item #31).	Skills			
--	--	--	---	--------	--	--	--

**Table 4.2: Lehman College Master’s Social Work Program: Specialized Advanced Generalist Practice Year
DIMENSION MEASURE IN REAL PRACTICE EXPERIENCE IN STUDENTS’ FIELD PLACEMENTS**

Competency	Competency Benchmark	Measures	Behavior	Dimension(s)	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures: Competency
Competency 1: Demonstrate Ethical and Professional Behavior	80%	Measure 2: Field Instructor’s Evaluation	<ul style="list-style-type: none"> ○ 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 (field instructor’s evaluation item #1). 	Values	For Measure 2: Aggregate student scores on items (behaviors) 1, 2, 3, 4, 5.	For Measure 2: Students must score a minimum of 3 out of 4 points.	Add up the students’ scores for the 5 behaviors and divide by 5 to determine a mean score for the 5 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (field instructor’s evaluation item #2). 	C-A Processes			
			<ul style="list-style-type: none"> ○ Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (field instructor’s evaluation item #3). 	Skills			
			<ul style="list-style-type: none"> ○ Use technology ethically and appropriately to facilitate practice outcomes (field instructor’s evaluation item #4). 	Skills			
			<ul style="list-style-type: none"> ○ Use supervision and consultation to guide professional judgment and behavior (field instructor’s evaluation item #5). 	C-A Processes			

Competency 2: Engage Diversity and Difference in Practice	80%	Measure 2: Field Instructor's Evaluation	<ul style="list-style-type: none"> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (field instructor's evaluation item #6). 	Skills	For Measure 2: Aggregate student scores on items (behaviors) 6, 7, 8.	For Measure 2: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> Present themselves as learners and engage clients and constituencies as experts of their own experiences (field instructor's evaluation item #7). 	Skills			
			<ul style="list-style-type: none"> Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (field instructor's evaluation item #8) 	C-A Processes			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 2: Field Instructor's Evaluation	<ul style="list-style-type: none"> Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (field instructor's evaluation item #9). 	Values	For Measure 2: Aggregate student scores on items (behaviors) 9 and 10.	For Measure 2: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> Engage in practices that advance social, economic, and environmental justice (field instructor's evaluation item #10). 	Skills			

Competency 4: Engage in Practice-informed Research and Research-informed Practice	80%	Measure 2: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Use practice experience and theory to inform scientific inquiry and research (field instructor's evaluation item #11). ○ Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (field instructor's evaluation item #12). ○ Use and translate research evidence to inform and improve practice, policy and service delivery (field instructor's evaluation item #13). 	<p>Knowledge</p> <hr/> <p>C-A Processes</p> <hr/> <p>Skills</p>	For Measure 2: Aggregate student scores on items (behaviors) 11, 12, and 13.	For Measure 2: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
Competency 5: Engage in policy practice	80%	Measure 2: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (field instructor's evaluation item #14). ○ Assess how social welfare and economic policies impact the delivery of and access to social services (field instructor's evaluation item #15). ○ Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (field instructor's evaluation item #16). 	<p>Knowledge</p> <hr/> <p>Skills</p> <hr/> <p>C-A Processes</p>	For Measure 2: Aggregate student scores on items (behaviors) 14, 15, and 16.	For Measure 2: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.

<p>Competency 6: Engage with individuals, families, groups, organizations, and communities</p>	<p>80%</p>	<p>Measure 2: Field Instructor's Evaluation</p>	<ul style="list-style-type: none"> ○ Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (field instructor's evaluation item #17). 	<p>Knowledge</p>	<p>For Measure 2: Aggregate student scores on items (behaviors) 17 and 18.</p>	<p>For Measure 2: Students must score a minimum of 3 out of 4 points.</p>	<p>Add up the students' scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.</p>
<ul style="list-style-type: none"> ○ Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (field instructor's evaluation item #18). 	<p>Skills</p>						
<p>Competency 7: Assess individuals, families, groups, organizations, and communities</p>	<p>80%</p>	<p>Measure 2: Field Instructor's Evaluation</p>	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies (field instructor's evaluation item #19).</p>	<p>C-A Processes</p>	<p>For Measure 2: Aggregate student scores on items (behaviors) 19, 20, 21, and 22.</p>	<p>For Measure 2: Students must score a minimum of 3 out of 4 points.</p>	<p>Add up the students' scores for the 4 behaviors and divide by 4 to determine a mean score for the 4 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.</p>
<p>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 (field instructor's evaluation item #20).</p>	<p>Knowledge</p>						
<p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (field instructor's evaluation item #21).</p>	<p>Skills</p>						
<p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (field instructor's evaluation item #22).</p>	<p>Skills</p>						

Competency 8: Intervene with individuals, families, groups, organizations, and communities	80%	Measure 2: Field Instructor's Evaluation	○ Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (field instructor's evaluation item #23).	Skills	For Measure 2: Aggregate student scores on items (behaviors) 23, 24, 25, 26 and 27.	For Measure 2: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 5 behaviors and divide by 5 to determine a mean score for the 5 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			○ Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (field instructor's evaluation item #24).	Knowledge			
			○ Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (field instructor's evaluation item #25).	Skills			
			○ Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (field instructor's evaluation item #26).	Skills			
			○ Facilitate effective transitions and endings that advance mutually agreed-on goals (field instructor's evaluation item #27).	Skills			
Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities	80%	Measure 2: Field Instructor's Evaluation	○ Select and use appropriate methods for evaluation of outcomes (field instructor's evaluation item #28).	Skills	For Measure 2: Aggregate student scores on items (behaviors) 28, 29, 30, and 31.	For Measure 2: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 4 behaviors and divide by 4 to determine a mean score for the 4 behaviors in the Competency.
			○ Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (field instructor's evaluation item #29).	Knowledge			

			<ul style="list-style-type: none"> ○ Critically analyze, monitor, and evaluate intervention and program processes and outcomes (field instructor’s evaluation item #30). 	C-A Processes			Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (field instructor’s evaluation item #31). 	Skills			
Competency 10: Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.	80%	Measure 2: Field Instructor’s Evaluation	<ul style="list-style-type: none"> ○ Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively (field instructor’s evaluation item #32). 	Skills	For Measure 2: Aggregate student scores on items (behaviors) 32, 33, 34, 35, and 36.	For Measure 2: Students must score a minimum of 3 out of 4 points.	Add up the students’ scores for the 5 behaviors and divide by 5 to determine a mean score for the 5 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Using the value of cultural humility, provide culturally sensitive services in urban settings (field instructor’s evaluation item #33). 	Values			
			<ul style="list-style-type: none"> ○ Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems (field instructor’s evaluation item #34). 	Knowledge			
			<ul style="list-style-type: none"> ○ Navigate complex social service delivery systems to secure effective resources for diverse client systems (field instructor’s evaluation item #35). 	Skills			

			<ul style="list-style-type: none"> ○ Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems (field instructor's evaluation item #36). 	Values			
Competency 11: Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.	80%	Measure 2: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings (field instructor's evaluation item #37). 	Knowledge	For Measure 2: Aggregate student scores on items (behaviors) 37, 38, 39, and 40.	For Measure 2: Students must score a minimum of 3 out of 4 points.	Add up the students' scores for the 4 behaviors and divide by 4 to determine a mean score for the 4 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical (field instructor's evaluation item #38). 	C-A Processes			
			<ul style="list-style-type: none"> ○ Demonstrate the ability to choose and implement strategies to promote effective administration policies (field instructor's evaluation item #39). 	Skills			
			<ul style="list-style-type: none"> ○ Model ethical decision-making for agency administration based on social work values and ethics (field instructor's evaluation item #40). 	Values			
Competency 12: Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.	80%	Measure 2: Field Instructor's Evaluation	<ul style="list-style-type: none"> ○ Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society (field instructor's evaluation item #41). 	Skills	For Measure 2: Aggregate student scores on items (behaviors) 41, 42, and 43.	For Measure 2: Students must score a minimum of 3	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency.

			<ul style="list-style-type: none"> ○ Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner (field instructor's evaluation item #42). 	Knowledge		out of 4 points.	Determine whether this score is equal to or greater than the Competency Benchmark.
			<ul style="list-style-type: none"> ○ Use reflection and self-awareness to contemplate possible leadership roles to pursue (field instructor's evaluation item #43). 	C-A Processes			

Table 4.3: Lehman College Master's Social Work Program: Foundation Year (Generalist Practice): Assessment Assignments
DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)

Competency	Competency Benchmark	Measures	Description	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedures: Competency
Competency 1: Demonstrate ethical and professional behavior	80%	Measure 3: Intervention Paper (Course-embedded measure) SWK-612: Generalist Social Work Practice II	Students develop an intervention plan regarding a client system that they selected for the bio-psycho-social assessment last semester.	Values; C-A Processes; Skills	For Measure 3: Aggregate student scores on rubric items 1-3.	For Measure 3: Students must have a mean score of 3 out of 4 on rubric items (1-3).	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.

Competency 2: Engage Diversity and Difference in Practice	80%	Measure 3: Intervention Paper (Course- embedded measure) SWK-612: Generalist Social Work Practice II	Students develop an intervention plan regarding a client system that they selected for the bio-psycho- social assessment last semester.	Skills; C/A Processes	For Measure 3: Aggregate student scores on rubric items 6 and 8.	For Measure 3: Students must have a mean score of 3 out of 4 on rubric items (6 & 8).	Add up the students' scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
---	-----	---	---	--------------------------	--	---	--

Competency 3: Advance human rights and social, economic, and environmental justice	80%	Measure 4: Social Welfare Policy Analysis Written Assignment II (Course-embedded measure) SWK-643: Social Welfare Policy Analysis	Students will complete a detailed “choice analysis” based on Gilbert & Terrell regarding the social welfare policy issues where they are doing their field placement.	Values; Skills	For Measure 4: Aggregate student scores on rubric items 9 and 10.	For Measure 4: Students must have a mean score of 3 out of 4 on rubric items (9 & 10).	Add up the students’ scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
Competency 4: Engage in practice-informed research and research-informed practice	80%	Measure 5: Social Work Research I (Course-embedded measure) SWK-646: Social Work	Students will complete a three-part paper in which they create an evidence-based practice study question and perform a literature review regarding the question.	Knowledge; C-A Processes; Skills	For Measure 5: Aggregate student scores on rubric items 11, 12 and 13.	For Measure 5: Students must have a mean score of 3 out of 4 on rubric items (11, 12 & 13).	Add up the students’ scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.

		Research I					
Competency 5: Engage in policy practice	80%	Measure 4: Social Welfare Policy Analysis Written Assignment II (Course-embedded measure) SWK-643: Social Welfare Policy Analysis	Students will complete a detailed “choice analysis” based on Gilbert & Terrell regarding the social welfare policy issues where they are doing their field placement.	Knowledge; Skills; C-A Processes	For Measure 4: Aggregate student scores on rubric items 14, 15, and 16.	For Measure 4: Students must have a mean score of 3 out of 4 on rubric items (14, 15 & 16).	Add up the students’ scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
Competency 6: Engage with individuals, families, groups, organizations, and communities	80%	Measure 3: Intervention Paper (Course-embedded measure) SWK-612: Generalist	Students develop an intervention plan regarding a client system that they selected for the bio-psycho-social assessment last semester.	Knowledge; Skills	For Measure 3: Aggregate student scores on rubric items 17 and 18.	For Measure 3: Students must have a mean score of 3 out of 4 on rubric items (17 and 18).	Add up the students’ scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.

		Social Work Practice II					
Competency 7: Assess individuals, families, groups, organizations, and communities	80%	Measure 3: Intervention Paper (Course- embedded measure) SWK- 612: Generalist Social Work Practice II	Students develop an intervention plan regarding a client system that they selected for the bio-psycho- social assessment last semester.	C-A Processes; Skills	For Measure 3: Aggregate student scores on rubric items 19 and 21.	For Measure 3: Students must have a mean score of 3 out of 4 on rubric items (19 and 21).	Add up the students' scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.

Competency 8: Intervene with individuals, families, groups, organizations, and communities	80%	Measure 3: Intervention Paper (Course-embedded measure) SWK-612: Generalist Social Work Practice II	Students develop an intervention plan regarding a client system that they selected for the bio-psycho-social assessment last semester.	Skills; Knowledge; Skills	For Measure 3: Aggregate student scores on rubric items 23, 24, and 25.	For Measure 3: Students must have a mean score of 3 out of 4 on rubric items (23, 24, and 25).	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
--	-----	--	--	---------------------------	---	--	---

<p>Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>80%</p>	<p>Measure 5: Social Work Research I (Course-embedded measure)</p> <p>SWK-646: Social Work Research I</p>	<p>Students will complete a three-part paper in which they create an evidence-based practice study question and perform a literature review regarding the question.</p>	<p>Skills; Knowledge; C-A Processes; Skills</p>	<p>For Measure 5: Aggregate student scores on rubric items 28-31.</p>	<p>For Measure 5: Students must have a mean score of 3 out of 4 on rubric items (28-31).</p>	<p>Add up the students' scores for the 4 behaviors and divide by 4 to determine a mean score for the 4 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.</p>
---	------------	---	---	---	---	--	--

Table 4.4: Lehman College Master's Social Work Program: Specialized Advanced Generalist Practice Year: Assessment Assignments
DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)

Competency	Competency Benchmark	Measures	Description	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedures: Competency
Competency 1: Demonstrate ethical and professional behavior	80%	Measure 6: Comprehensive Final Paper Advanced Social Work Practice (Course-embedded measure) SWK-714: Advanced Social Work Practice in the Urban Environment II	Students are presented with the case of "Linda" and need to perform a comprehensive assessment and treatment plan based on material covered in all practice and human behavior courses in the MSW program.	Values; C-A Processes; Skills	For Measure 6: Aggregate student scores on rubric items 1-3.	For Measure 6: Students must have a mean score of 3 out of 4 on rubric items (1-3).	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.

Competency 2: Engage Diversity and Difference in Practice	80%	Measure 6: Comprehensive Final Paper Advanced Social Work Practice (Course- embedded measure) SWK-714: Advanced Social Work Practice in the Urban Environment II	Students are presented with the case of “Linda” and need to perform a comprehensive assessment and treatment plan based on material covered in all practice and human behavior courses in the MSW program.	Skills; C/A Processes	For Measure 6: Aggregate student scores on rubric items 6 and 8.	For Measure 6: Students must have a mean score of 3 out of 4 on rubric items (6 & 8).	Add up the students’ scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
---	-----	--	---	--------------------------	--	---	---

Competency 3: Advance human rights and social, economic, and environmental justice	80%	<p>Measure 7: Capstone Project (Course-embedded measure)</p> <p>SWK-745: Social Welfare Policy Practice</p>	<p>Within a group, students will select a social issue and create a written multifaceted assessment and change proposal for that social problem. They are also required to make public and in-class presentations regarding their findings.</p>	Values; Skills	<p>For Measure 7: Aggregate student scores on rubric items 9 and 10.</p>	<p>For Measure 7: Students must have a mean score of 3 out of 4 on rubric items (9 & 10).</p>	<p>Add up the students' scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.</p>
--	-----	---	---	----------------	--	---	--

Competency 4: Engage in practice-informed research and research-informed practice	80%	<p>Measure 8: Project Description and Final Research Proposal: Social Work Research II (Course-embedded measure)</p> <p>SWK-747: Social Work Research II</p>	Students are required to choose a research topic and carry out all of the steps of a research proposal including a thorough literature review.	Knowledge; C-A Processes; Skills	For Measure 8: Aggregate student scores on rubric items 11, 12 and 13.	For Measure 8: Students must have a mean score of 3 out of 4 on rubric items (11, 12 & 13).	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
---	-----	--	--	---	---	--	---

Competency 5: Engage in policy practice	80%	<p>Measure 7: Capstone Project (Course-embedded measure)</p> <p>SWK-745: Social Welfare Policy Practice</p>	<p>Within a group, students will select a social issue and create a written multifaceted assessment and change proposal for that social problem. They are also required to make public and in-class presentations regarding their findings.</p>	<p>Knowledge; Skills; C-A Processes</p>	<p>For Measure 7: Aggregate student scores on rubric items 14, 15, and 16.</p>	<p>For Measure 7: Students must have a mean score of 3 out of 4 on rubric items (14, 15 & 16).</p>	<p>Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.</p>
---	-----	---	---	---	--	--	--

Competency 6: Engage with individuals, families, groups, organizations, and communities	80%	<p>Measure 6: Comprehensive Final Paper Advanced Social Work Practice (Course-embedded measure)</p> <p>SWK-714: Advanced Social Work Practice in the Urban Environment II</p>	Students are presented with the case of “Linda” and need to perform a comprehensive assessment and treatment plan based on material covered in all practice and human behavior courses in the MSW program.	Knowledge; Skills	For Measure 6: Aggregate student scores on rubric items 17 and 18.	For Measure 6: Students must have a mean score of 3 out of 4 on rubric items (17 and 18).	Add up the students’ scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
---	-----	---	--	----------------------	---	--	---

Competency 7: Assess individuals, families, groups, organizations, and communities	80%	<p>Measure 6: Comprehensive Final Paper Advanced Social Work Practice (Course-embedded measure)</p> <p>SWK-714: Advanced Social Work Practice in the Urban Environment II</p>	Students are presented with the case of “Linda” and need to perform a comprehensive assessment and treatment plan based on material covered in all practice and human behavior courses in the MSW program.	C-A Processes; Skills	For Measure 6: Aggregate student scores on rubric items 19 and 21.	For Measure 6: Students must have a mean score of 3 out of 4 on rubric items (19 and 21).	Add up the students’ scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
--	-----	---	--	--------------------------	---	--	---

Competency 8: Intervene with individuals, families, groups, organizations, and communities	80%	<p>Measure 6: Comprehensive Final Paper Advanced Social Work Practice (Course-embedded measure)</p> <p>SWK-714: Advanced Social Work Practice in the Urban Environment II</p>	Students are presented with the case of “Linda” and need to perform a comprehensive assessment and treatment plan based on material covered in all practice and human behavior courses in the MSW program.	Skills; Knowledge; Skills	For Measure 6: Aggregate student scores on rubric items 23, 24, and 25.	For Measure 6: Students must have a mean score of 3 out of 4 on rubric items (23, 24, and 25).	Add up the students’ scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
--	-----	---	--	---------------------------------	--	---	---

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities	80%	<p>Measure 8: Project Description and Final Research Proposal: Social Work Research II (Course-embedded measure)</p> <p>SWK-747: Social Work Research II</p>	Students are required to choose a research topic and carry out all of the steps of a research proposal including a thorough literature review.	Skills; Knowledge; C-A Processes; Skills	For Measure 8: Aggregate student scores on rubric items 28-31.	For Measure 8: Students must have a mean score of 3 out of 4 on rubric items (28-31).	Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
--	-----	--	--	--	---	--	---

<p>Competency 10: Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>80%</p>	<p>Measure 6: Comprehensive Final Paper Advanced Social Work Practice (Course-embedded measure)</p> <p>SWK-714: Advanced Social Work Practice in the Urban Environment II</p>	<p>Students are presented with the case of “Linda” and need to perform a comprehensive assessment and treatment plan based on material covered in all practice and human behavior courses in the MSW program.</p>	<p>Skills; Knowledge;</p>	<p>For Measure 6: Aggregate student scores on rubric items 32 and 34.</p>	<p>For Measure 6: Students must have a mean score of 3 out of 4 on rubric items (32 and 34).</p>	<p>Add up the students’ scores for the 2 behaviors and divide by 2 to determine a mean score for the 2 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.</p>
---	------------	---	---	-------------------------------	---	--	--

Competency 11: Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.	80%	Measure 9: Organizational Life-Cycle and Capacity Profile (Course-embedded measure) SWK-729: Administration in Urban Agencies	Students will perform an organizational life cycle and capacity profile of their fieldwork agency including issues of ethical supervision.	Knowledge; C-A Processes; Skills; Values	For Measure 9: Aggregate student scores on rubric items 37-40.	For Measure 9: Students must have a mean score of 3 out of 4 on rubric items (37-40).	Add up the students' scores for the 4 behaviors and divide by 4 to determine a mean score for the 4 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
--	-----	--	--	--	--	---	---

<p>Competency 12: Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.</p>	<p>80%</p>	<p>Measure 7: Capstone Project (Course-embedded measure)</p> <p>SWK-745: Social Welfare Policy Practice</p>	<p>Within a group, students will select a social issue and create a written multifaceted assessment and change proposal for that social problem. They are also required to make public and in-class presentations regarding their findings.</p>	<p>Skills; Knowledge; C-A Processes</p>	<p>For Measure 7: Aggregate student scores on rubric items 41, 42, and 43.</p>	<p>For Measure 7: Students must have a mean score of 3 out of 4 on rubric items (41, 42 & 43).</p>	<p>Add up the students' scores for the 3 behaviors and divide by 3 to determine a mean score for the 3 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.</p>
--	------------	---	---	---	--	--	--

**Table 4.5 Lehman College Master's Social Work Program:
Foundation Year (Generalist Practice)
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency²	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	80%	Measure 1: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 100.0%	$(100.0\% + 100.0\%) = 200/2 =$ 100.0%	Yes
		Measure 3: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 3: 100.0%		
Competency 2: Engage Diversity and Difference in Practice	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 94.1%	$(94.1\% + 100.0\%) = 194.1/2 =$ 97.1%	Yes
		Measure 3: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 3: 100.0%		

**Table 4.5 Lehman College Master's Social Work Program:
Foundation Year (Generalist Practice)
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency²	Competency Attained?
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 88.0%	(88.0% + 98.0%) =186/2= 93.0%	Yes
		Measure 4: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 4: 98.0%		
Competency 4: Engage in Practice- informed Research and Research-informed Practice	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 75.0%	(75.0% + 85.5%) =160.5/2= 80.3%	Yes
		Measure 5: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 5: 85.5%		

**Table 4.5 Lehman College Master's Social Work Program:
Foundation Year (Generalist Practice)
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency²	Competency Attained?
Competency 5: Engage in Policy Practice	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 89.6%	(89.6% + 92.5%) =182.1/2= 91.1%	Yes
		Measure 4: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 4: 92.5%		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 94.1%	(94.1% + 100.0%) =194.1/2= 97.1%	Yes
		Measure 3: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 3: 100.00%		

**Table 4.5 Lehman College Master's Social Work Program:
Foundation Year (Generalist Practice)
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency²	Competency Attained?
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 93.7%	(93.7% + 100.02%) =193.7/2= 96.9%	Yes
		Measure 3: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 3: 100.0%		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 94.1%	(94.1% + 100.0%) =194.1/2= 97.1%	Yes
		Measure 3: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 3: 100.0%		

**Table 4.5 Lehman College Master's Social Work Program:
Foundation Year (Generalist Practice)
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency ²	Competency Attained?
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 82.6%	$(82.6\% + 74.5\%)$ $=157.1/2=$ 78.6%	Yes
		Measure 5: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 5: 74.5%		

**Table 4.5: Lehman College Master's Social Work Program:
Advanced Generalist Practice
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency ²	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 98.8%	$(98.8\% + 90.8\%)$ $=189.6/2=$ 94.8%	Yes
		Measure 6: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 6: 90.8%		
Competency 2: Engage Diversity and Difference in Practice	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 100.0%	$(100.0\% + 90.8\%)$ $=190.8/2=$ 95.4%	Yes
		Measure 6: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 6: 90.8%		

**Table 4.5: Lehman College Master's Social Work Program:
Advanced Generalist Practice
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency²	Competency Attained?
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 97.6%	(97.6% + 100.0%) =197.6/2= 98.8%	Yes
		Measure 7: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 7: 100.0%		
Competency 4: Engage in Practice-informed Research and Research-informed Practice	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 89.9%	(89.9% + 78.3%) =168.2/2= 84.1%	Yes
		Measure 8: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 8: 78.3%		

**Table 4.5: Lehman College Master's Social Work Program:
Advanced Generalist Practice
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency ²	Competency Attained?
Competency 5: Engage in Policy Practice	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 92.7%	$(92.7\% + 100.0\%) = 192.7/2 =$ 96.4%	Yes
		Measure 7: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 7: 100.0%		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 100.0%	$(100.0\% + 89.7\%) = 189.7/2 =$ 94.9%	Yes
		Measure 6: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 6: 89.7%		

**Table 4.5: Lehman College Master's Social Work Program:
Advanced Generalist Practice
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency2	Competency Attained?
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 96.4%	(96.4% + 86.2%) =182.6/2= 91.3%	Yes
		Measure 6: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 6: 86.2%		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 96.4%	(96.4% + 85.1%) =181.5/2= 90.8%	Yes
		Measure 6: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 6: 85.1%		

**Table 4.5: Lehman College Master's Social Work Program:
Advanced Generalist Practice
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency2	Competency Attained?
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 92.8%	(92.8% + 73.9%) =166.7/2= 83.4%	Yes
		Measure 8: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 8: 73.9%		
Competency 10: Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 95.1%	(95.1% + 79.3%) =174.4/2= 87.2%	Yes
		Measure 6: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 6: 79.3%		

**Table 4.5: Lehman College Master's Social Work Program:
Advanced Generalist Practice
Results for Assessment of Competencies**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency2	Competency Attained?
Competency 11: Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 88.0%	$(88.0\% + 75.9\%) = 163.9/2 =$ 82.0%	Yes
		Measure 9: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 9: 75.9%		
Competency 12: Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.	80%	Measure 2: Students must have a minimum mean score of 3 out of 4 points when the items (behaviors) are added together as calculated by SPSS.	Measure 2: 95.1%	$(95.1\% + 100.0\%) = 195.1/2 =$ 97.6%	Yes
		Measure 7: Students must have a minimum mean score of 3 out of 4 points when the rubric items (behaviors) are added together as calculated by SPSS.	Measure 7: 100.0%		

**Table 4.6: LEHMAN COLLEGE MASTER'S SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
ACADEMIC YEAR: 2017-2018**

Students are rated on attainment of knowledge, values, skills and cognitive-affective processes according to what is expected of them for their academic level (Foundation Year vs. Advanced Year). The following scores are utilized for this: 1=Insufficient Progress; 2=Emerging Competence; 3=Approaching Competence; 4=Competent.

THE "BENCHMARK" IS 80% OF STUDENTS ATTAINING 3: APPROACHING COMPETENCE

NOTE: ** INDICATES VALUES BELOW THE BENCHMARK

COMPETENCY	COMPETENCY BENCHMARK (GENERALIST AND ADVANCED GENERALIST)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK OF APPROACHING COMPETENCE (3)					
		Generalist Practice			Advance Generalist Practice		
		Field Instructors' Evaluations (Measure 1)	Classroom Assessment Assignments (Measures 3, 4, & 5)	Combined	Field Instructors' Evaluations (Measure 2)	Classroom Assessment Assignments (Measures 6, 7, 8, & 9)	Combined
Competency 1: Demonstrate Ethical and Professional Behavior	80% of students attaining <i>Approaching Competence (3) for the Combined Results</i>	100.0%	100.0%	100.0%	98.8%	90.8%	94.8%
Competency 2: Engage Diversity and Difference in Practice	80% of students attaining <i>Approaching Competence (3) for the Combined Results</i>	94.1%	100.0%	97.1%	100.0%	90.8%	95.4%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80% of students attaining <i>Approaching Competence (3) for the Combined Results</i>	88.0%	98.0%	93.0%	97.6%	100.0%	98.8%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	80% of students attaining <i>Approaching Competence (3) for the Combined Results</i>	75.0%	85.5%	80.3%	89.9%	78.3%	84.1%
Competency 5: Engage in Policy Practice	80% of students attaining <i>Approaching Competence (3) for the Combined Results</i>	89.6%	92.5%	91.1%	92.7%	100.0%	96.4%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80% of students attaining <i>Approaching Competence (3) for the Combined Results</i>	94.1%	100.0%	97.1%	100.0%	89.7%	94.9%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80% of students attaining <i>Approaching Competence (3) for the Combined Results</i>	93.7%	100.0%	96.9%	96.4%	86.2%	91.3%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80% of students attaining <i>Approaching Competence (3) for the Combined Results</i>	94.1%	100.0%	97.1%	96.4%	85.1%	90.8%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80% of students attaining <i>Approaching Competence (3) for the Combined Results</i>	82.6%	74.5%	78.6% **	92.8%	73.9%	83.4%
Competency 10: Demonstrate the Ability to Provide Direct Services to Diverse Client Systems within Complex Urban Environments	80% of students attaining <i>Approaching Competence (3) for the Combined Results</i>				95.1%	79.3%	87.2%
Competency 11: Demonstrate the Ability to Provide Agency Based Supervision and Assume the Role of An Agency Administrator in Diverse Urban Settings	80% of students attaining <i>Approaching Competence (3) for the Combined Results</i>				88.0%	75.9%	82.0%
Competency 12: Assume Leadership Roles as an Advanced Generalist Social Work Practitioner within the Context of Complex Urban Environments	80% of students attaining <i>Approaching Competence (3) for the Combined Results</i>				95.1%	100.0%	97.6%

In-Section Addenda: Rubrics & Assessment Assignments

FIELDWORK EVALUATION INSTRUMENT

This evaluation instrument assesses the behaviors associated with each competency, which students should demonstrate by the end of the fourth semester of the field practicum.

When rating each competency, please provide content (eg. descriptive examples or anecdotes) to support the rating you provide. Also, please include ways in which the student's performance can be further improved for each competency.

On the scale provided after each behavior, please indicate the student's *level of performance* at the end of the semester by placing an X in the appropriate box.

- IP Insufficient Progress
Student does not meet the expectations of a student completing this course.
- EC Emerging Competence
Student is beginning to meet the expectations of a student completing this course.
- AC Approaching Competence
Student is approaching the expectations of a student completing this course
- C Competent
Student meets the expectations of a student completing this course.

Evaluation Process

- The field instructor and student jointly review the student's performance in terms of the criteria specified in this evaluation instrument.
- Following their review and discussion, the field instructor completes this instrument. The student then reviews it and, if he or she wishes, writes comments in the section indicated.
- If the student wishes, he or she may append an additional statement to the instrument.
- Finally, the field instructor and student both sign and date the instrument.
Note: The student's signature does not indicate agreement, but rather that the evaluation has been read.
- The field instructor sends the completed evaluation to the faculty advisor, who reviews and signs the evaluation.
- The faculty advisor assigns the grade for the field practicum.

The Social Work Department at Lehman College appreciates your work with our students.

COMPETENCY I: Demonstrate ethical and professional behavior

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

<p>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.</p>	<table border="1" style="width: 100%; height: 100%;"> <tr style="background-color: #cccccc;"> <td colspan="4"></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
<p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	IP	EC	AC	C								
<p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	IP	EC	AC	C								
<p>4. Use technology ethically and appropriately to facilitate practice outcomes.</p>	IP	EC	AC	C								
<p>5. Use supervision and consultation to guide professional judgment and behavior.</p>	IP	EC	AC	C								

Evidence to support rating and strategies to increase competence:

COMPETENCY II: Engage diversity and difference in practice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

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.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	IP	EC	FC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY III: Advance human rights and social, economic, and environmental justice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Engage in practices that advance social, economic, and environmental justice.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY IV: Engage in practice-informed research and research-informed practice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

11. Use practice experience and theory to inform scientific inquiry and research.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Use and translate research evidence to inform and improve practice, policy and service delivery.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY V: Engage in policy practice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Assess how social welfare and economic policies impact the delivery of and access to social services.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY VI: Engage with individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY VII: Assess individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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.					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY VIII: Intervene with individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Facilitate effective transitions and endings that advance mutually agreed-on goals.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence to support rating and strategies to increase competence:

COMPETENCY IX: Evaluate practice with individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

28. Select and use appropriate methods for evaluation of outcomes.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

SUMMARY OF STUDENT ACHIEVEMENT

SPRING SEMESTER

Please provide a summary of the student's performance in the field placement. Include an evaluation of the student's attendance, punctuality, timely submission of work and general professionalism plus the student's practice skills and work with clients.

I. Student's Strengths:

II. Student's Limitations or Areas Identified for Additional Experience:

III. Student's Comments:

Signature of Field Instructor

Date

Signature of Student

Date

Signature of Faculty Advisor

Date

FIELDWORK EVALUATION INSTRUMENT

This evaluation instrument assesses the behaviors associated with each competency, which students should demonstrate by the end of the fourth semester of the field practicum.

When rating each competency, please provide content (eg. descriptive examples or anecdotes) to support the rating you provide. Also, please include ways in which the student's performance can be further improved for each competency.

On the scale provided after each behavior, please indicate the student's *level of performance* at the end of the semester by placing an X in the appropriate box.

- IP Insufficient Progress
Student does not meet the expectations of a student completing this course.
- EC Emerging Competence
Student is beginning to meet the expectations of a student completing this course.
- AC Approaching Competence
Student is approaching the expectations of a student completing this course
- C Competent
Student meets the expectations of a student completing this course.

Evaluation Process

- The field instructor and student jointly review the student's performance in terms of the criteria specified in this evaluation instrument.
- Following their review and discussion, the field instructor completes this instrument. The student then reviews it and, if he or she wishes, writes comments in the section indicated.
- If the student wishes, he or she may append an additional statement to the instrument.
- Finally, the field instructor and student both sign and date the instrument.
Note: The student's signature does not indicate agreement, but rather that the evaluation has been read.
- The field instructor sends the completed evaluation to the faculty advisor, who reviews and signs the evaluation.
- The faculty advisor assigns the grade for the field practicum.

The Social Work Department at Lehman College appreciates your work with our students.

COMPETENCY I: Demonstrate ethical and professional behavior

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

<p>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.</p>	<p>IP EC AC C</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>					
<p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>		IP	EC	AC	C	
<p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>		IP	EC	AC	C	
<p>4. Use technology ethically and appropriately to facilitate practice outcomes.</p>		IP	EC	AC	C	
<p>5. Use supervision and consultation to guide professional judgment and behavior.</p>		IP	EC	AC	C	

Evidence to support rating and strategies to increase competence:

COMPETENCY II: Engage diversity and difference in practice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

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.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	IP	EC	FC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY III: Advance human rights and social, economic, and environmental justice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Engage in practices that advance social, economic, and environmental justice.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY IV: Engage in practice-informed research and research-informed practice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

11. Use practice experience and theory to inform scientific inquiry and research.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Use and translate research evidence to inform and improve practice, policy and service delivery.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence to support rating and strategies to increase competence:

COMPETENCY V: Engage in policy practice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Assess how social welfare and economic policies impact the delivery of and access to social services.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence to support rating and strategies to increase competence:

COMPETENCY VI: Engage with individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:**COMPETENCY VII: Assess individuals, families, groups, organizations, and communities**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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.					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY VIII: Intervene with individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Facilitate effective transitions and endings that advance mutually agreed-on goals.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY IX: Evaluate practice with individuals, families, groups, organizations, and communities

Key: Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

28. Select and use appropriate methods for evaluation of outcomes.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY X: Demonstrate the ability to provide direct services to diverse client systems within complex urban environments

Key: Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively.</p>	<table border="1"> <tr> <td>IP</td> <td>EC</td> <td>AC</td> <td>C</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings.</p>	<table border="1"> <tr> <td>IP</td> <td>EC</td> <td>AC</td> <td>C</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems.</p>	<table border="1"> <tr> <td>IP</td> <td>EC</td> <td>AC</td> <td>C</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems.</p>	<table border="1"> <tr> <td>IP</td> <td>EC</td> <td>AC</td> <td>C</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p>36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>	<table border="1"> <tr> <td>IP</td> <td>EC</td> <td>AC</td> <td>C</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Evidence to support rating and strategies to increase competence:

COMPETENCY XI: Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings

Key: Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. . Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. Model ethical decision-making for agency administration based on social work values and ethics.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY XII: Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments

Key: Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

<p>41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society.</p>	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>AC</th> <th>C</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p>42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner.</p>	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>AC</th> <th>C</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p>43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.</p>	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>AC</th> <th>C</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Evidence to support rating and strategies to increase competence:

**SPRING
SEMESTER**

Please provide a summary of the student's performance in the field placement. Include an evaluation of the student's attendance, punctuality, timely submission of work and general professionalism plus the student's practice skills and work with clients.

I. Student's Strengths:

II. Student's Limitations or Areas Identified for Additional Experience:

III. Student's Comments:

Signature of Field Instructor

Date

Signature of Student

Date

Signature of Faculty Advisor

Date

Figure 4.3
Rubric for Measure 3
SWK 612

Evaluation Assessment Scale

<p>IP – Insufficient progress: Student does not meet the expectations of a student completing this course.</p>	<p>EC- Emerging competence: Student is beginning to meet the expectations of a student completing this course.</p>	<p>AC- Approaching Competence: Student is approaching the expectations of a student completing this course</p>	<p>C- Competent: Student meets the expectations of a student completing this course.</p>
--	--	--	--

2015 EPAS Competencies	Behaviors	IP	EC	AC	C
Competency 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; (VALUES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; (C-A PROCESSES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 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; (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (C-A PROCESSES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 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 (KNOWLEDGE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 7 - Assess individuals, families, groups, organizations, and communities	19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; (C-A PROCESSES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 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; (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; (KNOWLEDGE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 4.4
Measure 3

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

SWK 612

GENERALIST SOCIAL WORK PRACTICE II

SPRING 2018

Assignment 4: Intervention Paper (20 points)

This assignment asks you to develop an intervention plan utilizing the client system that you selected for the bio-psycho-social assessment last semester. As the assigned worker to this client system, write a paper in which you:

- **Write a bio-psycho-social summary of the client system.** Provide enough information so that the reader obtains a picture of the client system including:
 - Describe the perceived presenting problem (s). **BEHAVIOR 19**
 - Provide your formulation of the client system's life situation, systemic factors that function to maintain the current situation, and those factors that are strengths and resources that will support solutions to the problem (see Part V of the bio-psycho-social assessment guide). **BEHAVIORS 6, 19**
 - Describe the agreed upon goals. **BEHAVIOR 21**

- **Describe your intervention in detail. BEHAVIOR 23**
 - Describe the theoretical basis of your intervention. **BEHAVIORS 17, 24**
 - Describe the strengths within the client system.
 - Describe barriers (micro, meso, macro, including issues regarding inter-professional collaboration) you have faced or could potentially face in working with this client system. **BEHAVIOR 25**
 - Describe any transference and countertransference issues you have faced or foresee facing in working with this client system. **BEHAVIORS 2, 8**
 - What ethical challenges based on the NASW Code of Ethics, or any other ethical issues including issues of diversity, arose in your work with this client system? **BEHAVIOR 1, 6**

Note:

- If you are writing about a group – discuss the purpose of the group. Where do the members come from? How are they selected? Is the group time limited or not? Is it an open or closed group? What are the criteria for membership? How does the group fit into the mission of the agency? Describe any norms, roles, and interactions that currently exist among group members.
- If you are writing about a couple/family--who is the identified client? Why has the couple/family decided to seek help now? What roles are held by the various family members? To what extent is each family member open to change in themselves, other family members, and in the entire family? What lines of communications currently exist within the couple/family?

Submit a full process recording that illustrates points you make in your paper. Highlight those portions of the process recording that are particularly illustrative. **BEHAVIORS 3, 18**

- Support/contrast your work with a minimum of four social work peer reviewed articles.
 - Please utilize APA style.
 - Use subheadings to help organize your paper.
 - Length of paper: 10-12 pages (not including cover page, references, and process recording) Due Date:
-

Figure 4.5
Rubric for Measure 4
SWK 643

Evaluation Assessment Scale

IP – Insufficient progress: Student does not meet the expectations of a student completing this course.	EC- Emerging competence: Student is beginning to meet the expectations of a student completing this course.	AC- Approaching Competence: Student is approaching the expectations of a student completing this course	C- Competent: Student meets the expectations of a student completing this course.
---	---	---	---

2015 EPAS Competencies	Behaviors	IP	EC	AC	C
Competency 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. <i>(Values)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10. Engage in practices that advance social, economic and environmental justice. <i>(Skills)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 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. <i>(Knowledge)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15. Assess how social welfare and economic polices impact the delivery of and access to social services. <i>(Skills)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	16. Apply critical thinking to analyze, formulate and advocate for polices that advance human rights and social, economic and environmental justice. <i>(C-A Processes)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 4.6
Measure 4

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

SOCIAL WELFARE POLICY ANALYSIS

SWK 643

Spring 2018

WRITTEN ASSIGNMENT II (30 points)

Task: This assignment asks you to read Chapter 3 of the Gilbert & Terrell textbook, which presents the authors' framework for choice analysis of social welfare policy. There are four aspects to this analysis:

- Basis of Social Allocation: Eligibility
- Nature of Social Provision: Benefit
- Design of the Delivery System: Administrative Issues
- Mode of Finance: Source of Funding (and its implications)

In addition, this course is being presented within the context of social work's commitment to social justice. Primarily, this paper will involve a choice analysis based on Gilbert & Terrell's framework.

Purpose: The purpose of the assignment is for you to complete a choice analysis. This assignment will help students to identify social policies and programs that impact the well-being of clients as well as the delivery of services and access to services.

Details: Your paper should be approximately 8 pages plus a reference page in which you:

1. identify and describe the program where you are doing your internship (about .5 page);
2. complete a choice analysis of this program (about 6 pages); **BEHAVIORS 14 and 15**
3. select one of the elements from the choice analysis and discuss how the program may be improved to further social justice (about 1.5 pages). **BEHAVIORS 9, 10, and 16**

NOTE: This suggested improvement CANNOT involve the expenditure of additional funding.

ALSO NOTE: If you are not doing your fieldwork this term, please choose an agency or program that you are interested in and complete the assignment based on this program.

All written assignments are expected to be the product of your own work. Plagiarism in any form will not be tolerated. Plagiarism includes not citing sources of information. Use agency manuals and websites, other organizational documents, government documents, and personal communications with your supervisors, directors, and others. Format the paper in APA 6th ed. style.

The second written assignment will be graded according to the following rubric:

content area	points	comments
description of program	2	
program eligibility	5	
types of benefits	5	
service delivery	5	
financing	5	
social justice issues	3	
effective written style	5	
total points:	30	

Figure 4.7
Rubric for Measure 5
SWK 646

Evaluation Assessment Scale

IP – Insufficient progress: Student does not meet the expectations of a student completing this course.	EC- Emerging competence: Student is beginning to meet the expectations of a student completing this course.	AC- Approaching Competence: Student is approaching the expectations of a student completing this course	C- Competent: Student meets the expectations of a student completing this course.
---	---	---	---

2015 EPAS Competencies	Behaviors	IP	EC	AC	C
Competency 4 – Engage in practice-informed research and research-informed practice	11. Use practice experience and theory to inform scientific inquiry and research; (KNOWLEDGE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and (C-A PROCESSES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13. Use and translate research evidence to inform and improve practice, policy and service delivery. (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 9 – Evaluate practice with individuals, families, groups, organizations, and communities	28. Select and use appropriate methods for evaluation of outcomes; (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; (KNOWLEDGE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and (C-A PROCESSES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 4.8
Measure 5

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

SWK 646

Social Work Research 1

Spring 2018

**Client-Oriented Practical Evidence Search (COPES) Assignment
20% of final grade**

**Please note there are three due dates for this assignment.
It is completed in three stages.**

The primary purpose of this assignment is to learn how to use research to inform and enhance your practice in the field. A secondary purpose is to understand how social science research articles are written and organized and to give you experience with how research concepts come together to create a finished scientific report.

Assignment overview: You will be asked to describe a case problem, use it to formulate a research question, and identify scientific evidence that addresses that problem.

Assignment Details

Part 1. (5% of final grade)

1. Read: Gibbs, L. E. (2003). *Evidence-based practice for the helping professions: A practical guide with integrated multimedia*. Pacific Grove, CA: Brooks/Cole-Thomson learning. Chapter 1: Evidence-based practice: Definition and what it offers to you and to your clients, pp. 1-24; Chapter 3: Pose a specific question of importance to your clients' welfare, pp. 53-87.
2. Familiarize yourself with the website: <http://www.evidence.brookscole.com/>
3. Identify a practice problem that you are encountering or have encountered in the field. **(BEHAVIORS 11 and 12)**
4. Write a brief summary of the presenting problem (1-2 paragraphs). This should serve as a rationale for the question. **(BEHAVIORS 11 and 12)**
5. Based on the practice problem identified, write a COPES question (1 sentence). **(BEHAVIOR 13)**

Part 2. (5% of final grade)

1. Create a list of key words and synonyms that stem from your COPES question (list length will vary). **(BEHAVIOR 13)**
2. Identify a database that could be used to find research articles related to your topic. **(BEHAVIOR 13)**
3. Search the database using your key words and synonyms. Write down the combinations of key words that you use in your searches. **(BEHAVIOR 13)**
4. Find articles that speak to your research question. They may not answer your question directly but can provide you with initial data on how to approach the problem. **(BEHAVIORS 28 and 29)**
5. Evaluate which articles from your searches best answer your question, and create an APA-style reference page with those articles. Indicate the database and a list of the combination of key words and synonyms you used. **(BEHAVIORS 28 and 29)**

Part 3. (10% of final grade)

1. Use a table to describe the articles you selected. **(BEHAVIORS 30 and 31)**
 - a. Your table should include:
 - Name of study & authors
 - Date of article
 - Type of study (e.g. RCT, qualitative, cross-sectional, meta-analysis, lit review, secondary data analysis, etc.)
 - Sample characteristics
 - Data collection method
 - Intervention characteristics

- Findings

Name of study and authors	Date	Type of study	Sample characteristics	Data collection method	Intervention characteristics	Findings

- Summarize the findings: altogether, what have you learned? (1 paragraph) **(BEHAVIORS 30 and 31)**
- Can any of the evidence you have found be feasibly applied to your placement? How so? (Or why not?) (1-2 paragraphs) **(BEHAVIORS 30 and 31)**
- Make a conclusion with a final recommendation summarizing how this problem can best be addressed, according to the available research. **(BEHAVIORS 30 and 31)**

As noted above, this website may be of great assistance to you as you complete the assignment:

<http://www.evidence.brookscole.com/copse.html>

Figure 4.9
Rubric for Measure 6
SWK 714

Evaluation Assessment Scale

IP – Insufficient progress: Student does not meet the expectations of a student completing this course.	EC- Emerging competence: Student is beginning to meet the expectations of a student completing this course.	AC- Approaching Competence: Student is approaching the expectations of a student completing this course	C- Competent: Student meets the expectations of a student completing this course.
---	---	---	---

2015 EPAS Competencies	Behaviors	IP	EC	AC	C
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 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; (VALUES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; (C-A PROCESSES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 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; (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (C-A PROCESSES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 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 (KNOWLEDGE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 7 - Assess individuals, families, groups, organizations, and communities	19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; (C-A PROCESSES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 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; (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; (KNOWLEDGE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 10 – Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.	32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others in order to provide services effectively. (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems. (KNOWLEDGE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 4.10
Feature 6

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

SWK 714

Comprehensive Final Paper

SPRING 2018

Final Paper: SWK-714 - Advanced Social Work Practice - May 2018

This final comprehensive paper pertains to the case of “Linda”, which you will receive in class. In writing this paper, pretend that you are a social worker working with Linda in an inpatient psychiatric unit. Please use the information in the case scenario to discuss your work with Linda according to the following questions:

NOTE: BEHAVIOR 3 will be rated by the entire professional quality of the writing of this paper.

BEHAVIOR 1:

1. What ethical problems, including specific issues from the NASW Code of Ethics, would you encounter when working with Linda, her family, and the staff on the unit?

From the case scenario, please cite a minimum of three ethical issues, and discuss how you would handle them.

BEHAVIORS 2:

2. Reflect on and discuss the countertransference you would experience towards Linda, her family, Tony, your social work supervisor, and the interdisciplinary staff of your unit. Discuss how you would maintain your professional self while experiencing your emotional reactions. **BEHAVIOR 25:** In this regard, how would you collaborate with the non-social work staff in order to best help Linda?

BEHAVIORS 6, 8, and 32:

3. Discuss how multiple issues of diversity have intersected in shaping Linda’s life experiences, and how you would manage your own personal biases and values around these issues.

BEHAVIORS 17 and 24:

4. Apply three practice/human behavior theories to this case. Discuss how these theories would inform your engagement, assessment, and intervention strategies with Linda.

BEHAVIOR 18: Also discuss how any of these theories would help inform your ability to be empathic, and reflective with Linda and others in her life, and enhance your interpersonal skills with them. Note: Your instructor for SWK-714 will give you instructions regarding the practice/human behavior theories you may use for this paper.

BEHAVIORS 19, 21, and 23:

5. From your collection and organization of information about the case, discuss two possibly mutually-agreed upon goals that you would hope to work on with Linda.

Describe what interventions you might use to help Linda achieve these goals.

BEHAVIOR 34: How might issues of trauma affect Linda’s work towards these goals?

*This paper should be **at least 8 pages** double-spaced. There is no maximum length for any part of this paper. Please use APA style of citations.*

Figure 4.11
Measure 7
SWK 745

Evaluation Assessment Scale

IP – Insufficient progress: Student does not meet the expectations of a student completing this course.	EC- Emerging competence: Student is beginning to meet the expectations of a student completing this course.	AC- Approaching Competence: Student is approaching the expectations of a student completing this course	C- Competent: Student meets the expectations of a student completing this course.
---	---	---	---

2015 EPAS Competencies	Behaviors	IP	EC	AC	C
Competency 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. <i>(Values)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10. Engage in practices that advance social, economic and environmental justice. <i>(Skills)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 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. <i>(Knowledge)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15. Assess how social welfare and economic polices impact the delivery of and access to social services. <i>(Skills)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	16. Apply critical thinking to analyze, formulate and advocate for polices that advance human rights and social, economic and environmental justice. <i>(C-A Processes)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.	41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic and environmental justice within agencies, diverse urban environments, and the broader society. (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of a community coalition and governing body, researcher and policy practitioner. (KNOWLEDGE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	43. Use reflection and self-awareness to contemplate leadership roles to pursue. (C-A Processes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 4.12
Measure 7

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

SWK 745

SOCIAL WELFARE POLICY PRACTICE

SPRING 2018

Capstone Project Assignment Description

Task: The capstone project is the culmination of your studies in the M.S.W. program and is designed to integrate the knowledge, values, and skills you have learned across the curriculum. Over the course of the semester, you will work in a small group to describe a social issue and publically present a new way of addressing the problem.

Purpose: The purpose of these assignments is for you to demonstrate your skills as a policy practitioner. To that end, you will show your knowledge, values, and skills as they relate to the all of the competencies and practice behaviors as you will:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations and communities.
10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.
11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.
12. Assume leadership roles as an advanced generalist social work practitioner within the context of diverse urban environments.

Details: There are several components to the capstone project:

1. Policy brief – two parts
 - a. Formulation of the social issue (Capstone part 1) **BEHAVIORS 14 AND 15**
 - b. Formulation of a response (Capstone part 3) **BEHAVIORS 9 AND 16**
2. History and Causes – a visual timeline (Capstone part 2) **BEHAVIORS 14 AND 15**
3. Plan for public presentation (Capstone part 4) **BEHAVIORS 10 AND 41**
4. Classroom presentation (Capstone part 5) **BEHAVIORS 42 AND 43**

Each component is described in detail below.

Policy Brief Part 1: Formulation of the Social Issue (Outline DUE _____)

Each group will select a social issue/problem/condition (hereafter “the social issue”) that affects a large number of people in the urban environment in the New York City metropolitan region. The social issue directly or indirectly impacts individuals, families, organizations, and/or communities. Examples of social issues include poverty, prostitution, crime, civil rights, racial and ethnic profiling, violence, gangs, lack of affordable housing, health care, human trafficking, HIV/AIDS, and immigration, among others.

Each group will prepare a formulation and precise definition describing the social issue. Provide background information about the social issue (i.e. who it affects, the needs of this population specific to the social problem,).

Specifically:

- From a practice perspective, explain how this issue affects social work clients. Who does it affect and how? Pay particular attention to social work’s core constituents: those who are vulnerable, at-risk, needy, oppressed, disadvantaged, etc.
- What are the current costs associated with this social issue?
- Discuss the social issue from a social justice perspective. Use social work values and ethics to describe the social issue.
- By explaining how this social issue affects social work clients and by framing the social issue in terms of social justice, provide a rationale for change to the status quo. In this way, you justify the change.

You will need to gather data. How many people are affected? What percentage of the population is directly affected? Which demographic groups are disproportionately affected based on their percentage of the population? Has there been an increase, decrease, or stabilization of the prevalence rate? Over what time frame? What are the direct costs for treatment? What are the costs in terms of lost productivity or opportunity costs? Has spending on this social issue increased, decreased, or stabilized recently?

Due dates: An outline for this piece of the policy brief is due _____^t. You should answer all of the above questions in detail. You can use bullets or blurbs, but please be certain all of the information is there. You should also provide a reference list. You will receive feedback based on how well you completed the outline, whether there is information missing, appropriateness of references, etc. You should incorporate this feedback into your final written policy brief, which is due later in the term.

2. History and Causes of the Issue – A Visual Timeline (DUE _____)

You will need to work on and complete this project before completing the remainder of the policy brief, as this piece will inform the second part of your policy brief. Research the history and emergence of the issue in the New York City metropolitan region. Your group is tasked with finding a creative way to represent the way that your chosen social issue has emerged over time, how it has been dealt with over time, and to describe the current and previous policies that have been designed to address the issue. You can use a mixed media approach, either through creative arts materials or digital media, or some combination of both. The idea is to develop some creative way to share this information. You may choose to share all or part of this piece of your assignment in either or both of your presentations, as you feel relevant. The visual timeline will be a part of your final portfolio.

Specifically:

- At what point in time did the issue emerge as a major social issue?
- Trace the history of the development of this issue.
- Identify the stakeholders who have been and are now concerned with this issue.
- Describe the current policies that are designed to address this issue, as well as previous policies (did this issue always impact the same groups?).
- When were these policies put in place?
- How have social services agencies dealt with this issue over time?
- Where was this issue situated politically or ideologically? Who supported it?

History and Causes Grading: This assignment will be based on the rubric below for a total of 15 points

Content	points	comments
emergence and history of the issue (4)		
Stakeholders (3)		
current policies (3)		
social services agencies' involvement (3)		
Effective presentation of material (2)		
Total		

Policy Brief Part 2: Formulate your response to the issue – Outline DUE _____

Your group will take action to change how this social issue is currently addressed. In this part of the assignment, you will develop a specific plan to take that action. In order to frame your proposed change, you must understand who is affected and how (from the formulation component), the history of the issue (from the history and causes component), and what could be done differently. Thus, you need to understand the alternatives.

- Describe other relevant programs and policies that are in place in other agencies, cities, states, or countries (as applicable). What has worked well elsewhere and in what ways? What has been tried but not worked so well? What has not been tried?
- Based on the current programs and policy here and elsewhere, what are the options to do things differently? That is, what are possible solutions to this perceived problem?
- What are the advantages and disadvantages associated with the existing approach and with other options?
 - Based on what has been tried and other options, what is your proposal? Be sure to address how your proposal reflects social work values and ethics and how your proposed change is consistent with social work practice. Describe in detail your change, innovation, or addition. What exactly do you think should happen? State clear objectives and what exactly they are intended to accomplish.
- Based on the needs and desires of stakeholders', including social work constituents, costs, and political viability, address how feasible your change actually is. Be realistic.

An outline for this part of the policy brief – with answers to all above questions, reference list, etc is due March 28th. You will receive feedback based on your outline and will be expected to incorporate this feedback into your full policy brief, which is due on the day you do your class presentation.

Full Policy Brief Grading: This assignment will be based on the rubric below and is *due on the date you do your classroom presentation*. The policy brief paper, including parts 1 and 2, should be approximately 10-12 of text pages long (Times New Roman, 12-point font with 1 inch margins) plus a full reference page (including references used in both parts, in APA style. *It is worth a total of 15 points.*

content	points	comments
existence and effectiveness of other programs and policies (2)		
assessment of options for change (2)		
proposed change, including objectives (2)		
Feasibility (2)		
scope of social issue (2)		
Costs (1)		
issue from a social justice perspective (1)		
justification for change from status quo (1)		
Written Mechanics (including grammar, punctuation, organization, APA style, integration of content – cohesion, uniformity etc.) (2)		

4. Plan for Presentation to Public Audience

Describe to whom you will present and why, where, when, what, and how.

Examples of public presentations include but are not limited to:

- submitting a proposal to present at a conference
- writing an article of an agency newsletter
- providing an in-service training for an agency
- Lehman College campus event
- writing letters to political leaders
- submitting letters to newspapers
- lobbying efforts
- developing a website or substantially contributing to an existing website
- creating a YouTube video

This piece can be done as an outline or in paragraph/blurbs and will be graded as detailed below. Please hand in the detailed plan for presentation by _____. so that your group can receive any necessary feedback re: adjustments, etc. *This is worth a total of 10 points.*

Evidence that the presentation was completed will be included as part of the final Portfolio.

Presentation to Public Audience Grading:

content	points	comments
Plan for presentation (i.e., realistic, feasible, well developed) (5)		
Materials used in presentation (i.e., handouts, powerpoint, activities) (3)		
Documentation of actual presentation (2)		

5. Presentation to Class

Each group will present their project to the entire class. In the presentation, each group will explain what the social issue is, who is affected, its history, and your plan for change. In addition, address:

- What barriers would have to be overcome in order for your plan to come to fruition?

- How would you gain support for your proposed changes?
- What resources would you need in order to implement the changes?

- How does this project address the 10 competencies?
- How is your plan consistent with social work values and ethics?
- How is your plan for change sensitive to the social worker-client relationship?

- How would elements of this plan be incorporated into all levels of *practice* by advanced generalist social workers in urban areas?

- Reflect on this project in terms of the *administration* of social services agencies.

- How would you conduct and use *research* to evaluate the effectiveness of these changes if they were to happen? How will you know that the change is more effective, socially just, efficient, etc.? Base your evaluation on the realistic objectives you seek to accomplish. ***This is worth a total of 10 points.***

Presentation to Class Grading: This assignment will be based on the rubric below.

content	points	comments
explanation of social issue & plan for change (2)		
barriers, gaining support, resources (2)		
competencies and values and ethics (1)		
Practice (1)		
Administration (1)		
Research (1)		
clarity & presentation (Were you easy to understand? Did you speak in the right tone, volume, pace, etc.? Did you control any nervousness? Did you maintain good eye contact? Were you appropriately formal and professional?) (1)		
preparation & timeliness (Were you adequately prepared? Did you maintain the time limit?) (1)		
Total		

6. Portfolio

Each group will submit to the instructor a portfolio of their accumulated work. The portfolio will include documentation of their presentation to a public audience. ***This is worth 5 points.***

Portfolio Grading: This assignment will be based on the rubric below.

content	points	comments
Inclusion of Materials from each capstone Part (1)		
Completed APA reference List (1)		
Inclusion of public audience presentation documentation (1)		
Evidence of a cohesive and organized package of materials (2)		
Total		

7. Peer Evaluation Form

Since the project is done in a group format, it is important to understand the contributions of the various group members. To this end, each student will complete a peer evaluation form (in separate document) about the members of her/his group. Only the instructor will see this form.

Figure 4.13
Rubric for Measure 8
SWK 747

Evaluation Assessment Scale

IP – Insufficient progress: Student does not meet the expectations of a student completing this course.	EC- Emerging competence: Student is beginning to meet the expectations of a student completing this course.	AC- Approaching Competence: Student is approaching the expectations of a student completing this course	C- Competent: Student meets the expectations of a student completing this course.
---	---	---	---

2015 EPAS Competencies	Behaviors	IP	EC	AC	C
Competency 4 – Engage in practice-informed research and research-informed practice	11. Use practice experience and theory to inform scientific inquiry and research; (KNOWLEDGE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and (C-A PROCESSES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13. Use and translate research evidence to inform and improve practice, policy and service delivery. (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 9 – Evaluate practice with individuals, families, groups, organizations, and communities	28. Select and use appropriate methods for evaluation of outcomes; (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; (KNOWLEDGE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and (C-A PROCESSES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (SKILLS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 4.14
Measure 8

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

SWK 747

Fall 2017

Social Work Research II

**Written Assignment 3 (Step III of Research Proposal)
Project Description and Final Research Proposal**

Task: Describe a detailed research design that is acceptable for a final research proposal.

Purpose: The purpose of this assignment is to (1) learn how the parts of a proposal fit together and (2) explain your proposed research study in detail.

Format: Your assignment should be written with the following headings: Introduction, Literature Review, Project Description, Sampling Strategy, Method of Data Collection, Conclusion, and Appendix.

Requirements: In this assignment, your writing should be formal, as if your audience consists of reviewers who would be evaluating your proposal for IRB approval or funding. Limit use of the first person and proofread for writing and punctuation errors. Written mechanics will be 2 points of the grade. Strong peer-reviewed articles that you have read for the literature review can be models for acceptable professional writing about research. A reference page must be included using APA style. You can repeat sentences, as needed, that you have written for Parts I and II when you choose to include information from those parts of the proposal assignment. This is especially relevant to item II described below. The assignment should be 7-8 double-spaced pages plus cover sheet, reference page, and Appendix with either your questionnaire for a quantitative study or interview/focus group protocol for a qualitative study. The final version of this assignment is worth 30% of your course grade.

The following outline provides a guide for writing this assignment. All of the following should be included in your final proposal.

I. Introduction (3 points) (BEHAVIOR 11)

This section includes a statement of your research problem and informs your reader that this is indeed a problem worthy of social work research. A good problem statement concisely makes the reader aware of the scope of the problem so that he/she will understand why this problem is worthy of research. Using facts and statistics or concrete examples taken from previous case studies (cited appropriately from articles found in your literature review) is an extremely effective way to grab your reader's attention and help him/her to quickly understand why this is a problem worthy of research.

Write a concise problem statement including all of the following in an order that works for you:

- Why is this problem relevant to social work?
- What is the scope of the problem? For example, how many people and what proportion of the general population does it affect? How much does it cost to address? What systems, institutions, and policies are affected by this problem?
- Why is research about this topic necessary? For example, how does it affect a marginalized or under-served population? Is it a newly emerging topic? Does this problem affect a lot of people? Is there a social justice or ethical element related to research about this topic? Has prior research not provided an adequate explanation or understanding of the problem or an effective solution?
- What remains unknown about this problem?

II. Discussion of Literature Review (3 points) (BEHAVIORS 12, 29)

- Write 2-3 paragraphs about past and current research about your topic.

- Discuss how your proposed research fits into this.
- Discuss how your study will advance knowledge about your topic.

III. Project Description (How would you carry out the study that you are proposing?) (total of 10 points, as indicated) **(BEHAVIORS 13, 28)**

- What is the purpose of your study: exploratory, descriptive, etc.? (1 point)
- In very specific terms, what is your research question? (1 point)
- Will your study be quantitative or qualitative? What is your rationale for the chosen method? If it is quantitative, state the null and alternative hypotheses. Identify the independent variable and the dependent variable. How will your variables be defined operationally? (translation of variables into operational terms). If it is qualitative, what concepts need to be defined for the reader? (4 points)
- Sampling strategy
How will you recruit your sample?
What are the strengths and limitations of your sampling strategy? (4 points)

IV. Method of data collection (total of 5 points) **(BEHAVIORS 28, 30)**

- How will you collect the data? (questionnaire, focus groups, interviews?) (1 point)
- What are the strengths and limitations of this method? (1 point)
- Include (in an Appendix) a sample questionnaire including 15-20 questions if your proposal is for a quantitative study or an interview or focus group protocol for a qualitative study) (3 points)

V. Conclusion (total of 2 points) **(BEHAVIORS 30, 31)**

- What practical or ethical considerations must be addressed if this study is to be conducted? (1 point)
- If your study is carried out, how can the results be applied to evidence-based practice with individuals, groups, and communities; administration; and/or policy? (1 point)

References page: A references page must be included in APA style.

Paper length: 7-8 pages (excluding reference page, cover sheet, and appendices), double-spaced, 12-point font with 1" margins

Due Date: Paper due in class week 13 and is worth 30% of your course grade.

Grading: The paper will be graded according to the following rubric.

Content Area	Points	Comments
Introduction	3	
Discussion of literature review	3	
Purpose of the study	2	
Research question	2	
Method If quantitative: hypotheses, variables, operational definition of variables, <i>OR</i> If qualitative: sensitizing concepts (conceptual definitions)	4	
Sampling strategy	4	
Method of data collection	2	
Strengths and limitations of data collection method	2	
Sample questionnaire or interview or focus group protocol	3	
Practical or ethical issues if study is conducted	1	
Potential application of results to evidence-based practice	2	
Effective written communication: logic, grammar, impact, organization and clarity of paper; correct use of APA style	2	
Total	30	

Figure 4.15
Rubric for Measure 9
SWK 729

Evaluation Assessment Scale

<p>IP – Insufficient progress: Student does not meet the expectations of a student completing this course.</p>	<p>EC- Emerging competence: Student is beginning to meet the expectations of a student completing this course.</p>	<p>AC- Approaching Competence: Student is approaching the expectations of a student completing this course</p>	<p>C- Competent: Student meets the expectations of a student completing this course.</p>
--	--	--	--

2015 EPAS Competencies	Behaviors	IP	EC	AC	C
Competency 11 – Demonstrate the ability to provide agency based supervision and assume the role of an agency administrator in diverse urban settings.	37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings. <i>(Knowledge)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision. <i>(C-A Processes)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	39. Demonstrate the ability to choose and implement strategies to promote effective administration policies. <i>(Skills)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	40. Model ethical decision-making for agency administration based on social work values and ethics. <i>(Values)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 4.16
Measure 9

Lehman College/CUNY
Graduate Social Work Program

SWK 729

Administration In Urban Agencies
Mid-Term Assignment
Organizational Life-Cycle and Capacity Profile

Spring 2018

The organizational life cycle stage and capacity of a non-profit social service agency significantly impacts how it delivers services to its clients. As such, advanced generalist practitioners must be able to identify, as well as analyze, the organizational life cycle stage and capacity of any given non-profit social service agency. This assignment requires you to develop an organizational life cycle stage and capacity profile of your fieldwork placement agency. In identifying the life cycle stage, please use any one of the life cycle stage models that were presented in the class readings. In analyzing your agency's capacity, please use the (1) McKinsey model available at https://www.mindtools.com/pages/article/newSTR_91.htm or the (2) Simon model available in the following required text: Simon, J. (2004). *The five life stages of nonprofit organizations*. St. Paul, MN: Amherst Wilder Foundation.

This assignment provides opportunities to apply knowledge about the McKinsey and Simon theoretical approaches so that you will be able to learn how to perform an organizational life cycle and capacity profile. Your work will be expected to reflect your ability to model administrative decision-making that is based on social work values and ethics.

This profile, which will be a minimum of five pages excluding cover and reference page, should provide the following information in narrative form:

1. A description of the agency that includes a brief history, mission statement, clients served, funding sources and organizational chart (If you can obtain a copy of your agency's organizational chart, please attach it to your paper).
2. A description of the organization's current life cycle stage (please include examples to support your choice).
3. A description of your agency's effectiveness/ ineffectiveness across the seven areas of capacity (aspirations, strategy, organizational skills, human resources, systems and infrastructure, organizational structure, culture) presented in the McKinsey model, or the areas noted in the Simon model to develop the assessment grid. **BEHAVIORS 39 & 40**
4. A description of what you learned about your agency's life cycle stage and capacity that can help you in your supervisory and administrative practice. **BEHAVIORS 37 & 39**
5. A discussion about approaches that you may use, including reflection and self-awareness, to manage the influence of any personal biases that you may have that could interfere with your ability to provide ethical supervision to staff in organizational capacity development. **BEHAVIORS 38 & 40**

Your paper should be double-spaced, in 12-point type, with one-inch margins on each side. Use APA format for citations, which will be placed on a separate references cited page at the end of your paper. **Grading** will include my assessment of how well you have addressed the directives of the assignment, and the clarity of your writing, which includes adherence to APA 6th edition guidelines for in-text and reference page citations. This assignment is worth 30% of your grade.

Assignment submitted by Prof. B. Warde and Prof. B. Williams-Gray, modified by Prof. P. Kolb

Figure 4.17
Diversity Survey

Lehman College Department of Social Work
Graduating Students' Diversity Survey

Below is a questionnaire in which you are given the opportunity to provide feedback regarding how inclusive and respectful Lehman College's Department of Social Work is in regard to different aspects of diversity. Your completion of this survey is appreciated, and your responses will be taken very seriously by the department faculty.

This is a questionnaire regarding your experiences in **ALL** of your classes and field placements in the Department of Social Work of Lehman College. Please answer the following questions **for all of your classes and field placements in the social work program**, not only for the class in which you are completing this survey. **Do not include classes at Lehman College outside of the Department of Social Work.**

Please place a check mark next to the one response that best represents your opinion regarding each question.

But first, please check off the correct answer to the following question:

- I am a BA Social Work Student at Lehman College.
 I am an MSW Social Work Student at Lehman College.

Topic 1: Race and ethnicity

1. I feel that I can express my views openly in the classroom regarding issues of race and ethnicity without fears of repercussions from the instructor.

1. Strongly agree
 2. Somewhat agree
 3. Neither agree nor disagree
 4. Somewhat disagree
 5. Strongly disagree

2. I feel that I can express my views openly in the classroom regarding issues of race and ethnicity without fears of repercussions from other students.

1. Strongly agree
 2. Somewhat agree
 3. Neither agree nor disagree
 4. Somewhat disagree
 5. Strongly disagree

3. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards race and ethnicity.

1. Strongly agree
 2. Somewhat agree
 3. Neither agree nor disagree
 4. Somewhat disagree
 5. Strongly disagree

4. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards race and ethnicity.

1. Strongly agree
 2. Somewhat agree
 3. Neither agree nor disagree
 4. Somewhat disagree
 5. Strongly disagree

5. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' race and ethnicity.

1. Strongly agree

- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

Topic 2: Gender-related issues

6. I feel that I can express my views openly in the classroom regarding gender-related issues without fears of repercussions from the instructor.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

7. I feel that I can express my views openly in the classroom regarding gender-related issues without fears of repercussions from other students.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

8. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom regarding gender-related issues.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

9. I feel that the students respect and affirm an inclusive and supportive environment in the classroom regarding gender-related issues.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

10. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' gender-related issues.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

Topic 3: Religion and spirituality

11. I feel that I can express my views openly in the classroom regarding issues of religion and spirituality without fears of repercussions from the instructor.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

12. I feel that I can express my views openly in the classroom regarding issues of religion and spirituality without fears of repercussions from other students.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

13. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards religion and spirituality.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

14. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards religion and spirituality.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

15. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' religion and spirituality.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

Topic 4: Sexual orientation

16. I feel that I can express my views openly in the classroom regarding issues of sexual orientation without fears of repercussions from the instructor.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

17. I feel that I can express my views openly in the classroom regarding issues of sexual orientation without fears of repercussions from other students.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

18. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards sexual orientation.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

19. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards sexual orientation.

- 1. Strongly agree
- 2. Somewhat agree

- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

20. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' sexual orientation.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

Topic 5: Immigration and language issues

21. I feel that I can express my views openly in the classroom regarding immigration and language issues without fears of repercussions from the instructor.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

22. I feel that I can express my views openly in the classroom regarding immigration and language issues without fears of repercussions from the other students.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

23. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards immigration and language issues.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

24. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards immigration and language issues.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

25. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' immigration and language issues.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

Topic 6: Political Issues

26. I feel that I can express my views openly in the classroom regarding political issues without fears of repercussions from the instructor.

- 1. Strongly agree
- 2. Somewhat agree

- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

27. I feel that I can express my views openly in the classroom regarding political issues without fears of repercussions from the other students.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

28. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards difference in political views.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

29. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards difference in political views.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

30. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' different political views.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

Topic 7: Disability and Health Issues

31. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards students' disabilities and health issues.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

32. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards their peers' disabilities and health issues.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

33. I feel that the administrative staff and advisors in the social work department affirm a supportive environment towards students' disabilities and health issues.

- 1. Strongly agree
- 2. Somewhat agree

- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

34. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' disability and health issues.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

Topic 8: Respect for Diversity in the Lehman College Department of Social Work
Classrooms and Field Settings

Outside of

35. I feel that there is an inclusive and supportive environment in regard to issues of diversity (*race/ethnicity, gender, religion/spirituality, sexual orientation, immigration/language, political views*) in the Lehman College Department of Social Work outside of the classroom and field settings in regard to advisement, department activities, orientations, and interactions with administrative staff, office staff, and advisors.

- 1. Strongly agree
- 2. Somewhat agree
- 3. Neither agree nor disagree
- 4. Somewhat disagree
- 5. Strongly disagree

THE LEHMAN COLLEGE DEPARTMENT OF SOCIAL WORK THANKS YOU FOR COMPLETING THIS SURVEY. YOUR FEEDBACK IS APPRECIATED.

**Lehman College Department of Social Work
Graduating Students' Diversity Survey
MSW Program Results**

For each of the following 35 items, students could respond with:

- (1) Strongly Agree; (2) Agree; (3) Neither Agree Nor Disagree; (4) Somewhat Disagree; or (5) Strongly Disagree.

The **Benchmark** for each of the 35 items is that **90%** of students will respond with either (1) Strongly Agree; or (2): Somewhat Agree.

The percentage of students answering either (1) Strongly Agree: or (2) Somewhat Agree is noted after each item below. An asterisk after the percentage indicates that the benchmark was **NOT** attained.

Topic 1: Race and ethnicity

1. I feel that I can express my views openly in the classroom regarding issues of race and ethnicity without fears of repercussions from the instructor. **92.6%**
2. I feel that I can express my views openly in the classroom regarding issues of race and ethnicity without fears of repercussions from other students. **87.7%***
3. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards race and ethnicity. **97.5%**
4. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards race and ethnicity. **91.4%**
5. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' race and ethnicity. **92.6%**

Topic 2: Gender-related issues

6. I feel that I can express my views openly in the classroom regarding gender-related issues without fears of repercussions from the instructor. **93.8%**
7. I feel that I can express my views openly in the classroom regarding gender-related issues without fears of repercussions from other students. **90.1%**
8. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom regarding gender-related issues. **98.8%**
9. I feel that the students respect and affirm an inclusive and supportive environment in the classroom regarding gender-related issues. **97.5%**
10. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' gender-related issues. **93.8%**

Topic 3: Religion and spirituality

11. I feel that I can express my views openly in the classroom regarding issues of religion and spirituality without fears of repercussions from the instructor. **96.3%**
12. I feel that I can express my views openly in the classroom regarding issues of religion and spirituality without fears of repercussions from other students. **91.4%**
13. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards religion and spirituality. **95.1%**
14. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards religion and spirituality. **93.8%**
15. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' religion and spirituality. **92.6%**

Topic 4: Sexual orientation

16. I feel that I can express my views openly in the classroom regarding issues of sexual orientation without fears of repercussions from the instructor. **95.1%**

17. I feel that I can express my views openly in the classroom regarding issues of sexual orientation without fears of repercussions from other students. **95.1%**
18. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards sexual orientation. **96.3%**
19. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards sexual orientation. **95.1%**
20. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' sexual orientation. **92.6%**

Topic 5: Immigration and language issues

21. I feel that I can express my views openly in the classroom regarding immigration and language issues without fears of repercussions from the instructor. **96.3%**
22. I feel that I can express my views openly in the classroom regarding immigration and language issues without fears of repercussions from the other students. **91.4%**
23. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards immigration and language issues. **96.3%**
24. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards immigration and language issues. **95.1%**
25. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' immigration and language issues. **93.8%**

Topic 6: Political Issues

26. I feel that I can express my views openly in the classroom regarding political issues without fears of repercussions from the instructor. **90.1%**
27. I feel that I can express my views openly in the classroom regarding political issues without fears of repercussions from the other students. **88.9%***
28. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards difference in political views. **92.6%**
29. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards difference in political views. **88.9%***
30. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' different political views. **82.7%***

Topic 7: Disability and Health Issues

31. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards students' disabilities and health issues. **93.8%**
32. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards their peers' disabilities and health issues. **93.8%**
33. I feel that the administrative staff and advisors in the social work department affirm a supportive environment towards students' disabilities and health issues. **95.1%**
34. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' disability and health issues. **91.4%**

**Topic 8: Respect for Diversity in the Lehman College Department of Social Work
Outside of Classrooms and Field Settings**

35. I feel that there is an inclusive and supportive environment in regard to issues of diversity (*race/ethnicity, gender, religion/spirituality, sexual orientation, immigration/language, political views*) in

the Lehman College Department of Social Work outside of the classroom and field settings in regard to advisement, department activities, orientations, and interactions with administrative staff, office staff, and advisors. **93.8%**

SUMMARY OF RESULTS:

**In the classroom in the Social Work Department at Lehman College, the following three items 385
pertaining to students' classmates fell slightly short of the Benchmark:**

2. I feel that I can express my views openly in the classroom regarding issues of race and ethnicity without fears of repercussions from other students.

27. I feel that I can express my views openly in the classroom regarding political issues without fears of repercussions from the other students.

29. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards difference in political views.

In field placements, the following item fell short of the Benchmark:

30. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' different political views.

It should therefore be noted that three out of the four items that fell short of the Benchmark pertained to the expression of political views, with one related to race/ethnicity.

It is noteworthy that all of the items pertaining to the faculty attained the Benchmark.

REAFFIRMATION SELF-STUDY

Prepared for

The Council on Social Work Education

**For Review
February 2020**

GRADUATE SOCIAL WORK PROGRAM

at

LEHMAN COLLEGE/CITY UNIVERSITY OF NEW YORK

VOLUME II

CURRICULUM MATERIALS

**Lehman College/City University of New York
250 Bedford Park Boulevard West
Bronx, New York 10468**

**Carl Mazza
Chair, Social Work Department
Phone 718-960-7862
Fax 718-960-7402
E-mail: carl.mazza@lehman.cuny.edu**

**LEHMAN COLLEGE, CITY UNIVERSITY OF NEW YORK
SOCIAL WORK DEPARTMENT
M.S.W. PROGRAM**

VOLUME II - COURSE MATERIALS

TABLE OF CONTENTS

FOUNDATION YEAR COURSES

	Page
SWK 605: Human Behavior and the Social Environment	3
SWK 606: Human Diversity and the Social Environment	20
SWK 611: Generalist Social Work Practice I	42
SWK 612: Generalist Social Work Practice II	60
SWK 639: Social Welfare Institutions and Programs	75
SWK 643: Social Welfare Policy Analysis	95
SWK 646: Social Work Research I	110
SWK 671: Fieldwork and Seminar I	136
SWK 672: Fieldwork and Seminar II	153

ADVANCED YEAR COURSE MATERIALS

	Page
SWK 707: Understanding Clinical Assessment and Diagnosis	171
SWK 713: Advanced Social Work Practice in the Urban Environment I	213
SWK 714: Advanced Social Work Practice in the Urban Environment II	239
SWK 727: Supervision in Agency-Based Practice	269
SWK 729: Administration in Urban Agencies	288
SWK 745: Social Welfare Policy Practice	307
SWK 747: Social Work Research II	323
SWK 773: Fieldwork and Seminar III	344
SWK 774: Fieldwork and Seminar IV	362

SAMPLE SYLLABI FOR ELECTIVE COURSES

SWK 688: Social Work Practice with Substance Abusing Clients in the Urban Environment	381
SWK 692: Social Work and Substance Abuse: Theories and Interventions	392

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

SWK 605

FALL 2017

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

COURSE DESCRIPTION

Human Behavior and the Social Environment (SWK 605) is the first of three courses comprising the human behavior curriculum. The second course is Human Diversity and the Social Environment (SWK 606) and the third is Understanding Clinical Assessment and Diagnosis (SWK 707). These courses provide a framework of knowledge to assess, understand, and view human behavior in the social and physical environments, concentrating on the interactions between and among individuals, families, groups, and communities in urban settings. In this course, a variety of theoretical perspectives are explored emphasizing critical life events from conception through later adulthood. The challenges of life transitions that affect all human beings provide a framework encouraging student exploration of their own values and experiences.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

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 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	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

communities	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

1. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work 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 NASW Code of Ethics may result in dismissal from the Department of Social Work.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. 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.
5. 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 Graduate 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 MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	15%
Written assignments, exams, and oral presentations other than asynchronous course work	60%
Asynchronous course work	15%

REQUIRED TEXTS

Hutchison, E. D. (2017). *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed.). Thousand Oaks, CA: SAGE Publications.

Lehman College Department of Social Work. (2017). *M.S.W. handbook & field education manual*. Bronx, NY: Author.

SUPPLEMENTARY TEXTS

Gitterman, A. (Ed.). (2014). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.). New York, NY: Columbia University Press.

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

Mazza, C., & Perry, A. R. (Eds.). (2017). *Fatherhood in America: Social work perspectives on a changing society*. Springfield, IL: Charles C. Thomas.

Phillips, N. K., & Straussner, S. L. A. (Eds.). (2017). *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.). Springfield, IL: Charles C. Thomas.

Saleebey, D. (2012). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Allyn & Bacon.

Walsh, J. (2015). *Theories for direct social work practice* (3rd ed.). Stamford, CT: Cengage Learning.

COURSE OUTLINE

UNIT I: INTRODUCTION TO COURSE

- A. Course overview: review of syllabus.
- B. Importance of theory and knowledge for evidence-based, generalist social work practice
- C. Introduction to the life cycle and life course perspectives of human development; biological, psychological, social, and spiritual aspects.

Required Reading:

Hutchison, Chapter 1, Human Behavior: A Multidimensional Approach

UNIT II: PERSONAL AND PROFESSIONAL VALUES AND ETHICS

- A. Social Work Values and Ethics and the NASW Code of Ethics

- B. Pursuit of Social Justice
- C. Differentiating Personal and Professional Values
- D. Exploring Personal Biases Through Reflection and Self-Regulation
- E. Importance of Professional Demeanor of Self in All Communications
- F. Resilience and Strengths Throughout the Life Cycle.

Required Readings:

- Hepworth, Chapter 4, Operationalizing the Cardinal Social Work Values
 National Association of Social Workers. (2008). *Code of ethics of the National Association of Social Workers*, Washington, D.C.: Author.
- Battista-Freeze, K. (2017). The high-tech social worker—Myth or reality? *Social Work Today*, 17(1), 10.
- Bent-Goodley, T. B. & Hopps, J. G. (2017). Social justice and civil rights: A call to action for social work. *Social Work*, 62(1), 5-8.
- Janaíro, B., Rubio, S., Villa, J. L., & Wilson, V. (2017). The time is now: The importance of social work participation in politics. *The New Social Worker*, <http://www.socialworker.com/extras/social-work-month-2017/the-time-is-now-the-importance-of-social-work-participation-in-politics/>
- Reamer, F. G. (2008). The challenge of electronic communication. *Social Work Today*, 8(3).
www.socialworktoday.com
- Runyowa, S. (2015, September 18). Microaggressions matter. *The Atlantic*.

UNIT III: THEORETICAL PERSPECTIVES ON HUMAN BEHAVIOR

- A. Introduction to Theories of Human Behavior and Human Development
- B. Viewing Theories from a Strengths Perspective
- C. The Merits of Multiple Theories and Perspectives

Required Reading:

Hutchison, Chapter 2, Theoretical Perspectives on Human Behavior

Recommended Readings:

- Walsh, Chapter 1, Thinking about Theory
 Saleebey, Chapter 2, The Challenge of Seeing Anew the World We Think We Know: Learning Strengths-Based Practice

UNIT IV: THE BIOLOGICAL PERSON AND INTERSECTIONS WITH THE SOCIAL ENVIRONMENT

- A. Six Biological Systems and the Life Cycle
- B. Impacts of Social and Economic Environments

Required Readings:

- Hutchison, Chapter 3. The Biological Person
 Cole, P. L., & Dale, M.C. (2014). Traumatic brain injury and the Americans With Disabilities Act: Implications for the social work profession. *Social Work* 59(3), 261-269.
- McCutcheon, V. V. (2006). Toward an integration of social and biological research. *Social Science Review*, 80(1), 159-178.
- Rutledge, N. (2014). Neuroscience and social work. *Social Work Today*, 14(3), 22-28.

Recommended Readings:

- Coffey, E. P. (2004). The Living Is Stillness: Living and Dying from ALS, in Berzoff, J., & Silverman, P. R. (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners*. New York, NY: Columbia University Press.

Getzel, G. S., Patterson, Y. O., & Willroth, S. W., Chapter 2, Acquired Immune Deficiency Syndrome, in Gitterman.

National Association of Social Workers. (2003). *NASW Standards for Integrating Genetics into Social Work Practice*. Washington, DC: Author.

UNIT V: THE PSYCHOLOGICAL PERSON AND INTERSECTIONS WITH THE SOCIAL ENVIRONMENT

- A. Theories of Cognition
- B. Theories of Emotion
- C. The Self in Relationships
- D. Coping and Adaptation

Required Reading:

Hutchison, Chapter 4, The Psychological Person

Recommended Reading:

Walsh, Chapter 4, Ego Psychology; Chapter 6, Family Emotional Systems Theory; Chapter 7, Behavior Theory

UNIT VI: CONCEPTION, PREGNANCY, CHILDBIRTH, AND INFANCY

- A. Conception and Pregnancy
- B. Normal Fetal Development
- C. Pregnancy and the Life Course
- D. Risk and Resilience
- E. Infant Development
- F. Social Work Interventions and Its Implications

Required Readings:

Hutchison, Chapter 11, The Journey Begins: Conception, Pregnancy, Childbirth, and Infancy

Cohn, J. (2011, November 9). The two-year window. *The New Republic*. Retrieved from <https://newrepublic.com/article/97268/the-two-year-window>

Price, S. K. (2008). Women and reproductive loss: Client and worker dialogues designed to break the silence. *Social Work, 53*(4), 367-376.

Recommended Reading:

Cunningham, M., & Zayas, L. H. (2002). Reducing depression in pregnancy: Designing multimodal interventions. *Social Work, 47*(2), 114-123.

UNIT VII: TODDLERHOOD AND EARLY CHILDHOOD

- A. Physical Development in Toddlerhood and Early Childhood
- B. Cognitive, and Language Development
- C. Moral, and Socioemotional Development
- D. Personality and Emotional Development
- E. The Role of Play and Social Development
- F. Potential Risk and Protective Factors

Required Readings:

Hutchison, Chapter 12, Toddlerhood and Early Childhood

Atkins-Burnett, S., & Allen-Meares, P. (2000). Infants and toddlers with disabilities: Relationship-based approaches. *Social Work, 45*(5), 371-379.

- Gershoff, E. T. (2010). More harm than good: A summary of scientific research on the intended and unintended effects of corporal punishment on children. *Law and Contemporary Problems*, 73, 31-56.
- Lee, K. (2016). Impact of Head Start's entry age and enrollment duration on children's health. *Social Work*, 61(2), 137-146.

Recommended Readings:

- Erikson, E. H. (1963). *Childhood and society* (2nd ed.). New York, NY: W.W. Norton.
Chapter 7, Eight Ages of Man.
- Siegel, D. H. Chapter 11, Fatherhood and Adoption, in Mazza and Perry.
- Videka, L., Gopalan, G., & Bauta, B. H. (2014). Chapter 12, Child Abuse and Neglect, in Gitterman.

UNIT VIII: MIDDLE CHILDHOOD

- A. Biological, Psychological, and Cognitive Development
- B. Moral and Social Development
- C. Gender Development
- D. Family and Community
- E. Formal Schooling
- F. Special Challenges in Middle Childhood
- G. Potential Risk and Protective Factors

Required Readings:

- Hutchison, Chapter 13, Middle Childhood
- Adverse Childhood Experiences (ACE) Study. Study funded by the Center for Disease Control and Prevention. Access pub. list at <https://www.cdc.gov/violenceprevention/acestudy/>
- 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.

Recommended Readings:

- Augsberger A., & McGowan B. G. (2014). Chapter 13, Children in Foster Care, in Gitterman.
- Feliitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., . . . Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventative Medicine*, 14(4), 245-258.
- Hamilton-Mason, J., & Halloran, H. (2017). Chapter 2, Urban Children Living in Poverty, in Phillips & Straussner.
- Mack, J. W., & Grier, H. E. (2004). The day one talk. *Journal of Clinical Oncology*, 22(3), 563-566.
- Mazza, C. (2017). Chapter 12, Children of Incarcerated Parents, in Phillips & Straussner.

UNIT IX: ADOLESCENCE

- A. Biological, Psychological, and Cognitive Development
- B. Adolescent Sexuality
- C. Social Aspects of Adolescence
- D. Adolescent Spirituality
- E. Potential Risk and Protective Factors

Required Readings:

- Hutchison, Chapter 14, Adolescence
- 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.
- McCarter, S. (2017). The school-to-prison pipeline: A primer for social workers. *Social Work*, 62(1), 53-61.

- Skiba, D., Monroe, J., & Wodarski, J. S. (2004) Adolescent substance abuse: Reviewing the effectiveness of prevention strategies. *Social Work, 49*(3), 343-353.
- 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.

Recommended Readings:

- Acevedo, G. (2017). Chapter 6, Urban Youth Gangs, in Phillips & Straussner.
- Greene, C. Chapter 2, Young fathers: A Conceptual Profile, in Mazza & Perry.
- Heller, N. R. (2014). Chapter 22, Suicide and Suicidal Behavior, in Gitterman
- Rounds, K., & Sneed, C. C. (2014). Chapter 10, Adolescent Pregnancy, in Gitterman

UNIT X: YOUNG AND MIDDLE ADULTHOOD

- A. Theoretical Approaches to Adulthood
- B. Cognitive Functioning
- C. Personality and Identity Development
- D. Relationships in Young and Middle Adulthood
- E. Parenting and Grandparenting in Midlife
- F. Work in the Young and Middle Adulthood Years

Required Readings:

- Hutchison, Chapter 15, Young and Middle Adulthood
- Arnett, J. A. (2007). Emerging Adulthood: What is it, and what is it good for? *Child Development Perspectives, 1*(2), 68-73.
- Goodman, L. A., & Smyth, K. F. (2011). A call for a social network-oriented approach to services for survivors of intimate partner violence. *Psychology of Violence, 1*(2), 79-92.
- 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.

Recommended Readings:

- Thaller, J., Messing, J. T., & Carlson, B. (2014). Chapter 19. Intimate Partner Violence, in Gitterman

UNIT XI: LATE ADULTHOOD

- A. Demographic Trends
- B. Social and Psychological Perspectives on Late Adulthood Development
- C. Physical and Mental Health in Older Adults
- D. Emerging Issues and Role Transitions
- E. The Dying Process
- F. Loss, Grief, and Bereavement

Required Readings:

- Hutchison, Chapter 16, Late Adulthood
- Butler, S. (2004). Gay, lesbian, bisexual, and transgender (GLBT) elders: The challenges and resilience of this marginalized group. *Journal of human behavior in the social environment, 9*(4), 25-44.
- Gawande, A. (2010, August 2). Letting go: What should medicine do when it can't save your life. *The New Yorker*. Retrieved from <http://www.newyorker.com/magazine/2010/08/02/letting-go-2>
- Hack, T. F., McClement, S. E., Chochinov, H. M., Cann, B. J., Hassard, T. H. Kristjanson, L. J., & Harios, M. (2010). Learning from dying patients during their final days: Life reflections gleaned from dignity therapy. *Palliative Medicine, 24*(7), 715-723.
- Kolb, P. J. (2004). Theories of aging and social work practice with sensitivity to diversity: Are there useful theories? *Journal of Human Behavior in the Social Environment, 9*(4), 3-24.

- McGovern, J. (2016, August 1). Capturing the significance of place in the lived experience of dementia, *Qualitative Social Work*. doi: 10.1177/14733250166384242
- 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.

Recommended Readings:

- Erikson, J. M. (1997). *The life cycle completed*. New York: W.W. Norton & Company. Chapter 5: The Ninth Stage (pp. 105-114); Chapter 6: Old Age and Community (pp. 115-121).
- Kolb, P. J. (2010). Identifying and addressing family members' psychosocial, spiritual, and existential issues related to having a loved one living and dying in a nursing home. In M. Bern-Klug (Ed.), *Transforming palliative care in nursing homes* (pp. 187-210). New York, NY: Columbia University Press.
- Kubler-Ross, E. (1973). *On death and dying: What the dying have to teach doctors, nurses, clergy, and their own families*. London: Routledge. Chapters 3-7 (Entire book is available as an e-book through the Lehman College library.)
- Nelson-Becker, H. (2006). Voices of resilience: Older adults in hospice care. *Journal of Social Work in End-of-Life and Palliative Care, 2*(3), 87-106.

BIBLIOGRAPHY

- Acevedo, G. (2017). Urban youth gangs. Phillips, N. K., & Straussner, S. L. A. (Eds.) *Children in the urban environment* (2nd ed.) (pp. 136-165). Springfield, IL: Charles C. Thomas.
- Adverse Childhood Experiences (ACE) Study. Study funded by the Center for Disease Control and Prevention. Access publication list at <https://www.cdc.gov/violenceprevention/acestudy/>
- Arnett, J. A. (2007). Emerging Adulthood: What is it, and what is it good for? *Child Development Perspectives, 1*(2), 68-73.
- Atkins-Burnett, S., & Allen-Meares, P. (2000). Infants and toddlers with disabilities: Relationship-based approaches. *Social Work, 45*(5), 371-379.
- 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. 269-288). New York, NY: Columbia University Press.
- Battista-Freeze, K. (2017). The high-tech social worker—Myth or reality? *Social Work Today, 17*(1), 10.
- Bent-Goodley, T. B. & Hopps, J. G. (2017). Social justice and civil rights: A call to action for social work. *Social Work, 62*(1), 5-8.
- Butler, S. (2004). Gay, lesbian, bisexual, and transgender (GLBT) elders: The challenges and resilience of this marginalized group. *Journal of human behavior in the social environment, 9*(4), 25-44.
- Coffey, E. P. (2004).. The living is stillness: Living and dying from ALS, in Berzoff, J., & Silverman, P. R. (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners*. New York, NY: Columbia University Press.
- Cohn, J. (2011, November 9). The two year window. *The New Republic* Retrieved from <https://newrepublic.com/article/97268/the-two-year-window>

- Cole, P. L., & Dale, M.C. (2014). Traumatic brain injury and the Americans With Disabilities Act: Implications for the social work profession. *Social Work* 59(3), 261-269.
- Cunningham, M., & Zayas, L. H. (2002). Reducing depression in pregnancy: Designing multimodal interventions. *Social Work*, 47(2), 114-123.
- Erikson, E. H. (1980). *Identity and the life cycle*. New York: W.W. Norton.
- _____. (1963). *Childhood and society* (2nd ed.). New York: W.W. Norton.
- Erikson, J. M. (1997). *The life cycle completed*. New York: W.W. Norton.
- Feliitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., . . . Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventative Medicine*, 14(4), 245-258.
- Freud, A. (1992 [1936]). *The ego and the mechanisms of defense*. Karnac Books, London, England.
- Gawande, A. (2010, August 2). Letting go: What should medicine do when it can't save your life. *The New Yorker*. Retrieved from <http://www.newyorker.com/magazine/2010/08/02/letting-go-2>
- 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.
- Gershoff, E. T. (2010). More harm than good: A summary of scientific research on the intended and unintended effects of corporal punishment on children. *Law and Contemporary Problems*, 73, 31-56.
- Getzel, G. S., Patterson, Y. O., & Willroth, S. W., (2014). Acquired Immune Deficiency Syndrome. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 33-53). New York, NY: Columbia University Press
- Ginsberg, L. H., Nackerud, L. Larrison, C. R. (2004). *Human biology for social workers: Development, ecology, genetics, and health*. Boston, MA: Allyn & Bacon.
- Gitterman, A. (Ed.). (2014). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed). New York, NY: Columbia University Press,
- Goodman, L. A., & Smyth, K. F. (2011). A call for a social network-oriented approach to services for survivors of intimate partner violence. *Psychology of Violence*, 1(2), 79-92.
- 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.
- Hack, T. F., McClement, S. E., Chochinov, H. M., Cann, B. J., Hassard, T. H. Kristjanson, L. J., & Harios, M. (2010). Learning from dying patients during their final days: Life reflections gleaned from dignity therapy. *Palliative Medicine*, 24(7), 715-723.

- Hamilton-Mason, J., & Halloran, H. (2017). Urban children living in poverty. In Phillips, N. K., & Straussner, S. L. A. (Eds.), *Children in the urban environment* (2nd ed.) (pp. 29-51). Springfield, IL: Charles Thomas.
- Heller, N. R. (2014). Suicide and suicidal behavior. In A. Gitterman (Ed.), *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 462-483). New York, NY: Columbia University Press.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.
- Hooyman, N. R., & Kramer, B. J. (2008). *Living through loss: Interventions across the life span*. New York, NY: Columbia University Press.
- Hutchison, E. D. (2017). *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- Janaïro, B., Rubio, S., Villa, J. L., & Wilson, V. (2017). The time is now: The importance of social work participation in politics. *The New Social Worker*, <http://www.socialworker.com/extras/social-work-month-2017/the-time-is-now-the-importance-of-social-work-participation-in-politics/>
- Kolb, P. J. (2010). Identifying and addressing family members' psychosocial, spiritual, and existential issues related to having a loved one living and dying in a nursing home. In M. Bern-Klug (Ed), *Transforming palliative care in nursing homes* (pp. 187-210). New York, NY: Columbia University Press.
- _____. (2007). *Social work practice with ethnically and racially diverse nursing home residents and their families*. New York, NY: Columbia University Press.
- _____. (2004). Theories of aging and social work practice with sensitivity to diversity: Are there useful theories? *Journal of human behavior in the social environment*, 9(4), 3-24.
- _____. (2003). *Caring for our elders: Multicultural experiences with nursing home placement*. New York, NY: Columbia University Press.
- Kubler-Ross, E. (1973). *On death and dying: What the dying have to teach doctors, nurses, clergy, and their own families*. London: Routledge. (Entire book is available as an e-book through the Lehman College library.)
- Lee, K. (2016). Impact of Head Start's entry age and enrollment duration on children's health. *Social Work*, 61(2), 137-146.
- Lehman College Social Work Department. (2017). *Undergraduate Social Work Program student handbook & field education manual*. Bronx, NY: Author.
- Lightfoot, E., & Williams, O. (2009). The intersection of disability, diversity, and domestic violence: Results of national focus groups. *Journal of Aggression, Maltreatment, and Trauma*, 18(2), 133-152.
- Mack, J. W., & Grier, H. E. (2004). The day one talk. *Journal of Clinical Oncology*, 22(3), 563-566.

- Mackelprang, R. W., & Salsgiver, R. O. (1996). People with disabilities and social work: Historical and contemporary issues. *Social Work, 41*(1), 7-14.
- Mazza, C. (2017). Children of incarcerated parents. In Phillips, N. K., & Straussner, S. L. A. (Eds.), *Children in the urban environment* (2nd ed.) (pp. 308-334). Springfield, IL: Charles Thomas.
- _____. (2002). And then the world fell apart: The children of incarcerated fathers. *Families in Society: The Journal of Contemporary Human Services, 83*, 521-529.
- _____. (2002). Young dads: The effects of a parenting program on urban African-American adolescent fathers. *Adolescent, 37*, 681-693.
- Mazza, C., & Perry, A. R. (Eds.). (2017). *Fatherhood in America: Social work perspectives on a changing society*. Springfield, IL: Charles C. Thomas.
- McCarter, S. (2017). The school-to-prison pipeline: A primer for social workers. *Social Work, 62*(1), 53-61.
- McCutcheon, V. V. (2006). Toward an integration of social and biological research. *Social Science Review, 80*(1), 159-178.
- McGovern, J. (2016, August 1). Capturing the significance of place in the lived experience of dementia. *Qualitative Social Work*. doi: 10.1177/14733250166384242
- National Association of Social Workers. (2008). *Code of ethics of the National Association of Social Workers*. Washington, DC: Author.
- _____. (2003). *NASW Standards for Integrating Genetics into Social Work Practice*. Washington, DC: Author.
- Nelson-Becker, H. (2006). Voices of resilience: Older adults in hospice care. *Journal of Social Work in End-of-Life and Palliative Care, 2*(3), 87-106.
- Phillips, N. K., & Straussner, S. L. A. (Eds.) (2017). *Children in the urban environment* (3rd ed.) Springfield, IL: Charles C. Thomas.
- Price, S. K. (2008). Women and reproductive loss: Client and worker dialogues designed to break the silence. *Social Work, 53*(4), 367-376.
- Reamer, F. G. (2008). The challenge of electronic communication. *Social Work Today, 8*(3). www.socialworktoday.com
- Rounds, K., & Sneed, C.C. (2014). Adolescent pregnancy. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 205-226). New York, NY: Columbia University Press.
- Runyowa, S. (2015, September 18). Microaggressions matter. *The Atlantic*. www.theatlantic.com
- Rutledge, N. (2014). Neuroscience and social work. *Social Work Today, 14*(3), 22-28.

- Saleebey, D. (2012). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Allyn & Bacon.
- Skiba, D., Monroe, J., & Wodarski, J. S. (2004) Adolescent substance abuse: Reviewing the effectiveness of prevention strategies. *Social Work, 49*(3), 343-353.
- 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.
- 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.
- Social Work Department, Lehman College. (2017). *Undergraduate Social Work Program student handbook & field education manual*. Bronx, NY: Author.
- Thaller, J., Messing, J. T., & Carlson, B. (2014). Intimate partner violence. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 392-414). New York, NY: Columbia University Press
- Videka, L., Gopalan, G., & Bauta, B. H. (2014). Child abuse and neglect. In A. Gitterman (Ed.). (2014). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 248-268). New York, NY: Columbia University Press
- Walsh, J. (2015). *Theories for direct social work practice* (3rd ed.). Stamford, CT: Cengage Learning.
- 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.

Revised June 15, 2017

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

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

SWK 605

FALL 2017

Life Cycle Paper Assignment

Erikson once commented that the developing personality “can be said to develop according to steps predetermined in the human organism’s readiness to be driven toward, to be aware of, and to interact with a widening social radius, beginning with the dim image of the mother and ending with an image of mankind.” These steps correspond to the nine “Stages” in his well-known model of development. In each stage the person encounters, and hopefully masters, new challenges, with each stage building on the successful completion of earlier stages.

Using Erik Erikson’s model of development, select **one** stage of development that you have passed through for discussion in this assignment:

1. Identify the stage that you have selected, and briefly (in about one page) discuss why you selected this stage. (10 %)
2. In no more than four pages, discuss Erikson’s conceptualization of this stage of development including elements of positive as well as less successful outcomes. Reflect on, as you discuss with examples from your own life, the struggles between the challenges and successes of this stage. In other words operationalize Erikson’s conceptualization by demonstrating, with examples, and analyzing the outcome as they have played out in your life. (50%)

Your discussion in this essay must be supported by social work professional literature; use at least **five** sources. Use APA 6th ed. style throughout the text and reference page. Answer and number each question separately. The paper should be no more than 4 to 5 pages in length, plus a reference page, double-spaced using a 12-point font, preferably Times New Roman. Hard copies only.

This paper will be evaluated as follows:

Content, including integration of literature:	60%
Numbering and answering each question separately:	5%
Grammar, spelling, and effective communication:	20%
Use of APA style, including electronic sources, for text citations and reference page:	<u>15%</u>
Total:	100%

This assignment comprise 30% of your course grade. Due date: _____

Developed by G. Castex

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

SWK 605 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT FALL 2017

GROUP LIFE-CYCLE ORAL PRESENTATIONS

1. Each group will select a developmental life-cycle stage for presentation from the following: Early childhood; middle childhood; adolescence; early and middle adulthood; and older adulthood.
2. In addition to the bio-psycho-social aspects of this stage of development, include the most significant relevant material presented in the Hutchison text for presentation.
3. On the day of your group's presentation, provide each member of the class with a handout defining and outlining the major developmental biopsychosocial conceptualizations related to the life-cycle stage that your group has selected. The conceptualizations developed by Erikson, Piaget, and Freud should be included.
4. To help make this material come alive, each group needs to demonstrate how these major concepts operate in real life situations. You may wish to illustrate these through role playing, showing clips from TV/movies, you tube, other class activities, etc., that clearly illustrate how the concepts move from the abstract to real life. Some examples should illustrate the integration of concepts of this life-cycle stage and implications for social work practice.
5. Lead a class discussion after the oral presentation.
6. Each group member will provide me with a typewritten list detailing her/his contributions to this assignment.
7. Each group members will participate in all aspects of this assignment including the class oral presentation.
8. While you may use notes during your portion of the presentation, *Do Not Read Your Presentation!*

This assignment comprises 30% of the course grade

Name of group's developmental phase _____

Date of group presentation: _____

Group members:

Name

Phone

e-mail

Developed by Dr. G. Castex

Name _____

Who Represents Me? Asynchronous Assignment I (5% of course grade)

Please complete all sections. Regardless of your citizenship or immigration status in the U.S., you are represented by these officials.

<u>NAME</u>	<u>POLITICAL PARTY(IES)</u>	<u>END DATE OF TERM</u>
Federal:		
President	_____	_____
VicePresident	_____	_____
Speaker of the House of Representatives	_____	_____
President Pro-Tempore of the Senate	_____	_____
Secretary of State	_____	_____
U.S. Senators representing your state of residence	1. _____	_____
	2. _____	_____
U.S. Representative for your district of residence	_____	_____
Chief Justice of the U.S. Supreme Court	_____	_____
Associate Justices of the Supreme Court	1. _____	_____
	2. _____	_____
	3. _____	_____
	4. _____	_____
	5. _____	_____
	6. _____	_____
	7. _____	_____
	8. _____	_____
State:		
Governor	_____	_____
Lt. Governor	_____	_____
Comptroller	_____	_____
Attorney General	_____	_____
State Senator	_____	_____
State Assembly member or State Representative	_____	_____
City/County (for your locality; below are some NYC offices):		
Mayor	_____	_____
Comptroller	_____	_____
Public Advocate	_____	_____
City Council Member	_____	_____
Council Speaker	_____	_____
Borough President	_____	_____
Community District number	_____	_____

Developed by Dr. G.M. Castex

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

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

Asynchronous Assignment II: Values and Ethical Dilemma Essay

SWK 605

Fall 2017

Select a current issue in New York state that poses some ethical dilemma or ambiguity in the context of professional practice. An ethical dilemma arises when one encounters a situation in which one must make a choice among conflicting courses of action, each of which is arguable correct, but one of which may, or may not, violate professional values and conduct.

1. In a short paragraph, summarize the issue selected and clearly state the ethical dilemma it poses including the thinking supporting each conflicting course of action. Cite your sources of information about the values conflict.
2. Select one of the six Ethical Standards from the Code of Ethics of the National Association of Social Workers (NASW), and discuss in depth how this Ethical Standard may help guide the social worker when exploring the ethical dilemma presented.
3. Select a state or local elected official who represents you and is addressing the issue. Describe the official's actions and/or positions to support your discussion of the issue.

Your discussion in this essay must be supported by reference to the NASW Code of Ethics, the class text, at least one additional scholarly social work source, and your source/s of information regarding the dilemma. Answer each question separately. Use *APA 6th ed.* style throughout, which includes text citations and the reference list. Check for grammatical usage and spelling. The paper should be no longer than three text pages plus a reference page, double-spaced using 12-point type and a Times New Roman font.

This paper will be evaluated as follows:

Content and organization, including integration of the NASW Code of Ethics and social work literature:	65%
Numbering each response separately	5%
Grammar, spelling, and effective communication:	15%
Use of APA style, including electronic sources, in text citations and reference page:	<u>15%</u>
Total:	100%

The asynchronous assignment will be worth 10% of your class grade.

Due date: _____

Dev. by Dr. G. Castex

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

HUMAN DIVERSITY AND THE SOCIAL ENVIRONMENT

SWK 606

SPRING 2018

PREREQUISITE:

SWK 605 (Human Behavior and the Social Environment)

COURSE DESCRIPTION

This is the second of three courses comprising the human behavior curriculum. A variety of theoretical perspectives are explored to promote an understanding of human diversity and interactions at all levels of social organization. Broadly, the course seeks to analyze and deconstruct processes by which societal structures and values present opportunities to maximize potential as well as marginalize, alienate, and/or enhance privilege and power. This framework enhances an understanding of how the intersectionality of life situations, the physical environment, and social processes—racial and ethnic ascription, gender identity and expression, power relations, political ideologies, mass violence, sexual orientation, oppression, exploitation, discrimination, stereotyping, social class issues, religious belief and spirituality, differential abilities, national origin, immigration status, and other factors—impact individuals, families, groups, organizations, and communities in urban settings. This course promotes self-examination of one's values and ethics, consistently challenging stereotyping assumptions and biases.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

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 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.

<p>7. Assess individuals, families, groups, organizations, and communities</p>	<p>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.</p>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>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.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>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.</p>

COURSE REQUIREMENTS

1. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work 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 Department of Social Work.

Failure to comply with the NASW Code of Ethics may result in dismissal from the Department of Social Work.

2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. 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.
5. 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 Graduate Bulletin*).

STUDENT SERVICES (Available at no charge)

Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

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.

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.

The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carmen Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	15%
Written and oral assignments and presentations other than asynchronous course work	60%
Asynchronous course work	15%

REQUIRED TEXTS

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

Hutchison, E. D. (2017). *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed.). Thousand Oaks, CA: SAGE Publications.

Lehman College Department of Social Work. (2017). *M.S.W. student handbook & field education manual*. Bronx, NY: Author. (Provided by the Program.)

SUPPLEMENTARY TEXTS (on reserve in the college library)

Gitterman, A. (Ed.). (2014). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.). New York, NY: Columbia University Press.

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

Mazza, C., & Perry, A. R. (Eds.). (2017). *Fatherhood in America: Social work perspectives on a changing society*. Springfield, IL: Charles C. Thomas.

Phillips, N. K., & Straussner, S. L. A. (Eds.). (2017). *Children in the urban environment* (3rd ed.). Springfield, IL: Charles C. Thomas.

COURSE OUTLINE

UNIT I: INTRODUCTION TO COURSE

- A. Course overview: review of syllabus
- B. Multidimensional approach to human diversity.
- C. Concepts of human diversity in historical context
- D. Relevance of theory and knowledge for generalist social work practice

Required Readings:

Marsiglia & Kulis, Chapter 1: Culture

Recommended Reading:

Gitterman, A., & Sideriadis, L. A. (2014). Chapter 1. Social work practice with vulnerable and resilient populations, in Gitterman

UNIT II: VALUES AND ETHICAL RESPONSIBILITIES

- A. Personal values and professional values.
- B. Valuing human diversity.
- C. Social workers' ethical responsibilities.
- D. Challenges of self-awareness and self-regulation
- E. Exploring biases, stereotypes, and microaggression
- F. Confidentiality and privacy concerns.

Required Readings:

Marsiglia & Kulis, Chapter 2: Cultural diversity, oppression, and action: A culturally grounded paradigm
Hepworth, Ch. 4, Operationalizing the cardinal social work values.

Danso, R. (2016, June 22). Cultural competence and cultural humility: A critical reflection on cultural diversity concepts. *Journal of Social Work*. (electronic publication, print publication In Press).

National Association of Social Workers (2008). Code of Ethics of the National Association of Social Workers. In *M.S.W. student handbook & field education manual*. Lehman College Department of Social Work. Bronx, NY.

National Association of Black Social Workers. (1968). Code of ethics. Washington, DC: Author.
<http://www.nabsw.org/About/codeofethics.htm>

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

Recommended Readings:

International Federation of Social Workers/International Association of Schools of Social Work. (2004). Ethics in social work: Statement of principles. In *M.S.W. student handbook & field education manual*. Lehman College Department of Social Work. Bronx, NY.

National Association of Social Workers, (2015). *Standards and indicators for cultural competence in social work practice*. Washington, DC: Author.

UNIT III: RELATIONSHIP BETWEEN URBAN PHYSICAL ENVIRONMENTS AND HUMAN BEHAVIOR

- A. Urban environments as social systems
- B. The built environment
- C. Institutions

- D. Diversity in housing options
- E. Accessibility of environments in urban settings

Required Readings:

- Hutchinson, Chapter 6, Culture and the physical environment; Chapter 9, Social structure, social institutions, and communities
- Greenberg, M., Greenberg G., & Mazza, L. (2010). Food pantries, poverty, and social justice. *American Journal of Public Health, 100*(11), 2021-2022.
- 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.
- Nebbitt, V. E., Williams, J. H., Lombe, M., McCoy, H., & Stephens, J. (2014) Descriptive analysis of individual and community factors among African American youths in urban public housing. *Social Work, 50*(3), 231-241.
- Torino, G. C., & Sisselman-Borgia, A. G. (2016). Homeless microaggressions: Implications for education, research, and practice. *Journal of Ethnic and Cultural Diversity in Social Work, 26*, 1-13.

Recommended Readings:

- Bottrell, D. (2009). Dealing with disadvantage; Resilience and social capital of young people's networks. *Youth and Society, 40*(4), 476-501.
- McClendon, J., & Lane, S. R. Chapter 17, Homeless people, in Gitterman
- O'Dwyer, P. (2004). Alcoholism treatment facilities. In S. Straussner, (Ed.), *Clinical work with substance-abusing clients*.

UNIT IV: HUMAN DIVERSITY AND SOCIAL WORK

- A. Cultural Diversity and Social Justice
- B. Power and Privilege
- C. Inequality and Oppression
- D. Resilience and Empowerment

Required Readings:

- Marsiglia & Kulis, Chapter 2, Cultural Diversity, Oppression, and Action: A Culturally Grounded Paradigm; Chapter 7, Social Work Perspectives: Social Context, Consciousness, and Resiliency
- Berzoff, J. (2011). Why we need a biopsychosocial perspective with vulnerable, oppressed, and at-risk clients. *Smith College Studies in Social Work, 81*, 132-166.
- DeAngelis, T. (2009). Unmasking racial micro aggressions. *Monitor on Psychology, 40*(2), 42-45.
- National Association of Social Workers. (2017). *Social workers in congress*. Washington, D.C.: Author.
- U.S. Bureau of the Census: QuickFacts at www.census.gov

- Yasso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education, 8*(1), 69-91.

Recommended Readings:

- Andersen, M. L., & Collins, P. H. (2016). Systems of power and inequality. In M. L. Andersen & P. H. Collins (Eds), *Race, class, and gender: An anthology* (9th ed.) (pp. 51-74). Boston, MA: Cengage Learning.

UNIT V: HUMAN DIVERSITY IN SOCIAL ENVIRONMENTS

- Exploring examples of human diversity and intersectionality
1. Race and Ethnicity
 2. Immigration, Refugees, National Origin, and Language

3. Gender
4. Human sexuality
5. Belief systems
6. Socioeconomic Status
7. Disability and Chronic Illnesses
8. Violence, Trauma, and Recovery

1. Race and Ethnicity:

Required Readings:

- Marsiglia & Kulis, Chapter 3, The Intersectionality of Race and Ethnicity with Other Factors; Chapter 8: The Formation and Legacies of Racial and Ethnic Minorities
- Cappiccle, A., Chadka, J., Lin, M. B. & Snyder, F. (2012). Using critical race theory to analyze how Disney constructs diversity: A construct for the baccalaureate human behavior in the social environment curriculum. *Journal of Teaching in Social Work, 32*(1), 46-61.
- Castex, G. M., (1994). Providing services to Hispanic/Latino populations: Profiles in diversity. *Social Work, 39*(3), 288-296.
- Dhooper, S. S. (October 24, 2008 [2004]). Social work response to the needs of biracial Americans. *Journal of Ethnic and Cultural Diversity in Social Work, 12*(4), 19-47.
- Jackson, K. F., & Samuels, G. M. (2011). Multiracial competence in social work: Recommendations for culturally attuned work with multiracial people. *Social Work, 56*(3), 235-345.
- Kolb, P. J. (2007). Introduction. In P. J. Kolb (Ed.), *Social work practice with ethnically and racially diverse nursing home residents and their families* (pp. 1-6). New York, NY: Columbia University Press.
- Leung, P., LaChapelle, A. R., Scinta, A., Olivera, N. (2014). Factors contributing to depressive symptoms among Mexican Americans and Latinos. *Social Work, 59*(1), 42-51.
- West, C. (1991) Nihilism in Black America: A danger that corrodes from within. *Dissent, 38*, 221-226.

Recommended Readings:

- Acevedo, G. (2017). Latino fathers. In C. Mazza & A. R. Perry (Eds.), *Fatherhood in America: Social work perspectives on a changing society* (pp. 207-218). y. Springfield, IL: Charles C. Thomas.
- Lucero, N. (2010). Making meaning of urban American Indian identity: A multistage integrative approach. *Social Work, 55*(4), 327-336.
- Perry, A. R., & Johnson Jr., W. F. (2017). African American fathers. In C. Mazza & A. R. Perry (Eds.), *Fatherhood in America: Social work perspectives on a changing society* (pp. 219-235). Springfield, IL: Charles C. Thomas.
- Webster, Y. O. (2002). A human centric alternative to diversity and multicultural education. *Journal of Social Work Education, 38*(1), 17-36.

2. Immigration, Refugees, and National Origin:

Required Readings:

- Marsiglia & Kulis, Chapter 11: Cultural Norms and Social Work Practice
- Anyon, Y., Whitaker, K., Shields, J., & Franks, H. (2013). Help-seeking in the school context: Understanding Chinese-American adolescents underutilization of school health services. *Journal of School Health, 83*(8). 562-572.
- Ayón, C. (2013). Service needs among Latino immigrant families: Implications for social work practice. *Social Work, 59*(1), 13-22.
- Cleveland, C. (2010). "We are not criminals": Social work advocacy and unauthorized migrants. *Social Work, 55*(1), 74-81.
- New York Lawyers for the Public Interest [NYPLI]. (N.D). Language access legal 'Cheat Sheet.' New York, NY: Author. www.nypl.org

- Suleiman, L. P. (2003). Beyond cultural competence: Language access and Latino civil rights. *Child Welfare, 82*(2), 185-202.
- Zayas, L. H., & Bradlee, M. H. (2014). Exiling children, creating orphans: When immigration policies hurt citizens. *Social Work, 59*(2), 167-175.

Recommended Readings:

- Castex, G. M. (2017). Chapter 3, Immigrant Children in the United States, in N. K. Phillips & S. L. A. Straussner (Eds.). *Children in the Urban Environment*. Springfield, Ill, Charles C. Thomas.
- Drachman, D. (1992). A stage-of-migration framework for service to immigrant populations. *Social Work, 37*(1), 68-72.
- Gellis, Z. D. (2003). Kin and nonkin social supports in a community sample of Vietnamese immigrants. *Social Work, 48*(2), 248-258.
- Piedra, L. M., & Engstrom, D. W. (2009). Segmented assimilation theory and the life model: An integrated approach to understanding immigrants and their children. *Social Work, 54*(3), 270-277.

3. Gender:

Required Readings:

Marsiglia & Kulis, Chapter 9: Gender

- Atwood, N. C. (2001). Gender bias in families and its clinical implications for women. *Social Work, 46*(1), 23-36.
- Lee, J-H. L., Guilamo-Ramos, V., Muñoz-Laboy, M., Lotz, K., & Bornheimer, L. (2015). Mechanisms of familial influence on reentry among formerly incarcerated Latino men. *Social Work 61*(3), 199-207.
- Mazza, C. (2002). Young dads: The effects of a parenting program on urban African American adolescent fathers. *Adolescence, 37*, 681-693.
- Malpas, J. (2010). Between pink and blue: A multidimensional family approach to gender nonconforming children and their families. *Family Process, 50*(4), 453-470.
- Ross-Sheriff, F. (2012). Microaggression, women, and social work. *Affilia: Journal of Women and Social Work, 27*(3), 233-236.
- Tsui, V. (2014). Male victims of intimate partner abuse: Use and helpful services. *Social Work, 59*(2), 121-130.

Recommended Readings:

- Bent-Goodley, T. B. (2009). A Black experience-based approach to gender-based violence. *Social Work, 54*(3), 262-269.
- Curran, L. (2003). Social work with fathers: Child support and fathering programs. *Social Work, 48*, 219-227.
- Miller, J. B. (1991). The construction of anger in men and women. In Jordan, J. Kaplan, A., Miller, J., Stiver, L., & Surrey, J. (Eds.), *Women's growth in connection: Writings from the Stone Center* (pp. 181-196). New York, NY: The Guilford Press.

4. Human Sexuality:

Required Readings:

Marsiglia & Kulis, Chapter 10, Sexual Orientation

- 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.
- Butler, S. (2004). Gay, lesbian, bisexual, and transgender (GLBT) elders: The challenges and resilience of this marginalized group. *Journal of human behavior in the social environment, 9*(4), 25-44.

- Simoni, J. M., & Walters, K. L. (2001). Heterosexual identity and heterosexism: Recognizing privilege to reduce prejudice. *Journal of Homosexuality*, 41(1), 157-173.
- 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: Journal of Research, Theory, and Practice about Men as Fathers*, 3(3), 245-270.

Recommended Readings:

- Bowers, R., Plummer, D. & Minichiello, V. (2005). Homophobia in counselling practice. *International Journal for the Advancement of Counselling*, 27(3), 471-489.
- Mallon, G. P. (2004). *Gay men choosing parenthood*. New York, NY: Columbia University Press. Chapter 1: The journey toward parenting (pp. 23-58).
- Smith, L. A., & Owens, S. D. (2017). Urban lesbian, gay, bisexual and transgender children and youth. In N. K. Phillips & S. L. A. Straussner, (Eds.) (pp. 109-135). *Children in the urban environment* (3rd ed.). Springfield, IL: Charles C. Thomas.

5. Belief Systems

Required Readings:

- Marsiglia & Kulis, Chapter 13, Culturally Grounded Community-Based Helping
- Hutchison, Chapter 5, The spiritual person
- Alam, J. (2015, October 31). Where can queer Muslims go to pray? *The Atlantic*. www.theatlantic.com
- Graham, J., Bradshaw, C., & Trew, C. (2010). Cultural considerations for social service agencies working with Muslim clients. *Social Work*, 55(4), 337-346.
- Senreich, E. (2013). An inclusive definition of spirituality in social work education and practice. *Social Work in Education*, 49, 548-563.
- Sherr, M. E., Singletary, J. E., & Rogers, R. K. (2009). Innovative service or proselytizing: Exploring when services delivery becomes a platform for unwanted religious persuasion. *Social Work*, 54(2), 157-165.
- Taylor, J. T., Ellison, C. G., Chatters, L. M., Levin, J. S., & Lincoln, K. D. (2000). Mental health services in faith communities: The role of clergy in Black churches. *Social Work*, 45(1), 73-87.
- Whitley, R. (2010). Atheism and mental health. *Harvard Review of Psychiatry*, 18, 190-194.

Recommended Readings:

- Gellman, A., & Dane, B. (2004). The role of spirituality and religion in responding to mass violence. In S.L.A. Straussner & N. K Phillips, (Eds.). *Understanding mass violence: A social work perspective*. Boston, MA: Allyn and Bacon.
- Green, M. S., Murphy, M. J. & Blumer, M. L. C. (2010). Marriage and Family Therapists' comfort working with lesbian and gay male clients: The influence of religious practices and support for lesbian and gay male human rights. *Journal of Homosexuality*, 57, 1258-1273.
- Vinjamuri, M. K. (2014). Co-creating culture through relationship with individuals of Asian Indian origin. In J. B. Rosenberger (Ed.), *Clinical social work practice with diverse populations: A relational approach* (pp. 125-140). New York, NY: Springer.
- Yardley, M. (2008). Social work practice with pagans, witches, and wiccans: Guidelines for practice with children and youths. *Social Work*, 53(4), 329-336.

6. Socioeconomic Diversity

Required Readings:

- Marsiglia & Kulis, Chapter 14: Social Policy and Culturally Grounded Social Work
- Castex, G. M. (2007). Social workers' final act of service: Respectful burial arrangements for indigent, unclaimed, and unidentified people. *Social Work*, 52(4), 331-339.

Gans, H. J. (1971). The uses of poverty: The poor pay all. *Social Policy*, 2 (July/August, 1971), 20-24.
Gustavsson, N., & MacEachron, A. E. (2010). Poverty and child welfare, 101 years later. *Social Work*, 55(3), 279-280.

Janairo, B., Rubio, S., Villa, J. L., & Wilson, V. (2017). The time is now: The importance of social work participation in politics. *The New Social Worker*, <http://www.socialworker.com/extras/social-work-month-2017/the-time-is-now-the-importance-of-social-work-participation-in-politics/>
Schmidt, I. D. (2014). Addressing PTSD in low-income victims of intimate partner violence: Moving toward a comprehensive intervention. *Social Work*, 59(3), 253-260.
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.

Recommended Reading:

Evans, G. W. (2004). The environment of childhood poverty. *American Psychologist*, 39(2), 77-92.
Hamilton-Mason, J., & Halloran, H. (2017). Urban children living in poverty. In Phillips & Straussner.

7. Diversity in Health, Well-Being, and Access

Required Readings:

Marsiglia & Kulis, Chapter 6, Intersecting Social and Cultural Determinants of Health and Well-Being
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.
Desselle, D. D., & Proctor, T. K. (2000). Advocating for the elderly hard-of-hearing population: The deaf people we ignore. *Social Work*, 45(3), 277-281.
Mallett, C. A. (2009). Disparate juvenile youth court outcomes for disabled delinquent youth: A social work call to action. *Child and Adolescent Social Work Journal*, 26, 197-207.
McCormick, A. J. ((2011). Self-determination, the right to die, and culture: A literature review. *Social Work*, 56(2), 119-128.
Westerfelt, A. (2004). A qualitative investigation of adherence issues for men who are HIV positive. *Social Work*, 49(2), 231-239.

Recommended Readings:

Courtney, D. M., & Hanson, M. (2014). Alcohol and other drug addictions. In A. Gitterman (Ed.), *Handbook of social work practice with vulnerable and resilient populations*, (3rd ed.) (pp. 54-72). New York, NY: Columbia University Press.
Kayama, M. (2010). Parental experiences of children's disabilities and special education in the United States and Japan: Implications for school social work. *Social Work*, 55(2), 117-37.
Strom, D. (2004). AIDS and intravenous drug users: Issues and treatment implications. In S. Straussner (Ed.), *Clinical work with substance-abusing clients* (2nd ed.). New York, NY: Guilford Press.
United Spinal Organization: Disability etiquette unitedspinal.org/pdf/DisabilityEtiquette.pdf

8. Experiences of Violence and Trauma Recovery

Required Readings:

Levenson, J. (2017). Trauma-informed social work practice. *Social Work*, 62(2), 105-113.
Levine, J. (2001). Working with victims of persecution: Lessons from Holocaust survivors. *Social Work*, 46(4), 350-60.

- Potocky, M. (2010). The travesty of human trafficking: A decade of failed U.S. policy. *Social Work, 55*(4), 373-375.
- Simmons, C. A. (2010). Ethical challenges of military social workers serving in a combat zone. *Social Work, 55*(1), 9-18.
- Wansink, B., & Wansink, C. S. (2013) Are there atheists in foxholes: Combat intensity and religious behavior. *Journal of Religion and Health, 52*(3), 768-771.

Recommended Readings:

- Castex, G. M. (2004). Helping people retraumatized by mass violence. In S. L. A. Straussner & N. K. Phillips (Eds.), *Understanding mass violence: A social work perspective* (pp. 129-142). Boston, MA: Allyn and Bacon.
- Corcoran, J. (2014). Chapter 14. Crime victims. In A. Gitterman (Ed.), *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (289-300). New York, NY, Columbia University Press.
- Danis, F. (2003). The criminalization of domestic violence: What social workers need to know. *Social Work, 48*(2), 237-46.
- Mazza, C. (2017). Incarcerated fathers. In C. Mazza & A. R. Perry (Eds.). *Fatherhood in America: Social work perspectives on a changing society* (pp.125-136). Springfield, IL: Charles C. Thomas.
- Straussner, S. L. A. & Phillips, N. K. (2004). Social work interventions in the context of mass violence. In S.L.A. Straussner & N.K. Phillips (Eds.), *Understanding mass violence: A social work perspective*, (pp. 3-19). Boston, MA: Allyn & Bacon.

UNIT VI: SOCIAL STRUCTURES AND SOCIAL INSTITUTIONS: NATIONAL AND GLOBAL TRENDS

Readings:

- Marsiglia & Kulis, Chapter 12, Culturally Grounded Methods of Social Work Practice; Chapter 16, Culturally Grounded Social Work and Globalization
- “Ethics in Social Work, Statement of Principles” of the International Federation of Social Workers/International Association of Schools of Social Work, in . In *M.S.W. Handbook & Field Education Manual*.

BIBLIOGRAPHY

- Alam, J. (2015, October 31). Where Can Queer Muslims Go to Pray? *The Atlantic*. www.theatlantic.com
- 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.
- Andersen, M. L., & Collins, P. H. (2016). Systems of power and inequality. In M. L. Andersen & P. H. Collins (Eds.), *Race, class, and gender: An anthology* (9th ed.) (pp. 51-74). Boston, MA: Cengage Learning.
- Anyon, Y., Whitaker, K., Shields, J., & Franks, H. (2013). Help-seeking in the school context: Understanding Chinese-American adolescents underutilization of school health services. *Journal of School Health, 83*(8). 562-572.

- Atwood, N. C. (2001). Gender bias in families and its clinical implications for women. *Social Work, 46*(1), 23-36.
- Ayón, C. (2013). Service needs among Latino immigrant families: Implications for social work practice. *Social Work, 59*(1), 13-22.
- Bent-Goodley, T. B. (2009). A Black experience-based approach to gender-based violence. *Social Work, 54*(3), 262-269.
- Berzoff, J. (2011). Why we need a biopsychosocial perspective with vulnerable, oppressed, and at-risk clients. *Smith College Studies in Social Work, 81*, 132-166.
- Bottrell, D. (2009). Dealing with disadvantage; Resilience and social capital of young people's networks. *Youth and Society, 40*(4), 476-501.
- Bowers, R., Plummer, D., & Minichiello, V. (2005). Homophobia in counselling practice. *International Journal for the Advancement of Counselling, 27*(3), 471-489.
- Butler, S. (2004). Gay, lesbian, bisexual, and transgender (GLBT) elders: The challenges and resilience of this marginalized group. *Journal of human behavior in the social environment, 9*(4), 25-44.
- Cappiccle, A., Chadka, J., Lin, M. B., & Snyder, F. (2012). Using critical race theory to analyze how Disney constructs diversity: A construct for the baccalaureate human behavior in the social environment curriculum. *Journal of Teaching in Social Work, 32*(1), 46-61.
- Castex, G. M. (2017). Immigrant Children in the United States, in N. K. Phillips & S. L. A. Straussner (Eds.). *Children in the Urban Environment*. Springfield, Ill, Charles C. Thomas.
- _____, G. M. (2007). Social workers' final act of service: Respectful burial arrangements for indigent, unclaimed, and unidentified people. *Social Work, 52*(4), 331-339.
- _____, G. M. (2004). Helping people retraumatized by mass violence. In S. L. A. Straussner & N. K. Phillips (Eds.), *Understanding mass violence: A social work perspective* (pp. 129-142). Boston, MA: Allyn and Bacon.
- _____, G. M. (1994). Providing services to Hispanic/Latino populations: Profiles in diversity. *Social Work, 39*(4), 288-296.
- Cleveland, C. (2010). "We are not criminals": Social work advocacy and unauthorized migrants. *Social Work, 55*(1), 74-81.
- 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.
- Curran, L. (2003). Social work with fathers: Child support and fathering programs. *Social Work, 48*, 219-227.
- Danis, F. (2003). The criminalization of domestic violence: What social workers need to know. *Social Work, 48*(2), 237-46.

- Danso, R. (2016, June 22). Cultural competence and cultural humility: A critical reflection on cultural diversity concepts. *Journal of Social Work*. (electronic publication, print publication In Press).
- DeAngelis, T. (2009). Unmasking racial micro aggressions. *Monitor on Psychology*, 40(2), 42-45.
- Desselle, D. D., & Proctor, T. K. (2000). Advocating for the elderly hard-of-hearing population: The deaf people we ignore. *Social Work*, 45(3), 277-281.
- Dhooper, S. S. (October 24, 2008 [2004]). Social work response to the needs of biracial Americans. *Journal of Ethnic and Cultural Diversity in Social Work*, 12(4), 19-47.
- Drachman, D. (1992). A stage of migration framework for services to immigrant populations. *Social Work*, 37(1), 68-72.
- Evans, G. W. (2004). The environment of childhood poverty. *American Psychologist*, 39(2), 77-92.
- Gans, H. J. (1971). The uses of poverty: The poor pay all. *Social Policy*, 2 (July/August, 1971), 20-24.
- Gellis, Z. D. (2003). Kin and nonkin social supports in a community sample of Vietnamese immigrants. *Social Work*, 48(2), 248-258.
- Gellman, A., & Dane, B. (2004). The role of spirituality and religion in responding to mass violence. In S. L. A. Straussner & N. K Phillips, (Eds.). *Understanding mass violence: A social work perspective*. Boston, MA: Allyn and Bacon.
- Gitterman, A. (Ed.). (2014). *Handbook of social work practice with vulnerable and resilient populations* (Ed.) (3rd ed.). New York, NY: Columbia University Press.
- Graham, J, Bradshaw, C, & Trew, C. (2010). Cultural considerations for social service agencies working with Muslim clients. *Social Work*, 55(4), 337-346.
- Green, M. S., Murphy, M. J. & Blumer, M. L. C. (2010). Marriage and Family Therapists' comfort working with lesbian and gay male clients: The influence of religious practices and support for lesbian and gay male human rights. *Journal of Homosexuality*, 57, 1258-1273.
- Greenberg, M., Greenberg G., & Mazza, L. (2010). Food Pantries, Poverty, and Social Justice. *American Journal of Public Health*, 100(11), 2021-2022.
- Gustavsson, N., & MacEachron, A. E. (2010). Poverty and child welfare, 101 years later. *Social Work*, 55(3), 279-280.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.
- Hutchison, E. D. (2017). *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- International Federation of Social Workers/International Association of Schools of Social Work. (2004). Ethics in social work: Statement of principles. In *M.S.W. student handbook & field education manual*. Bronx, NY: Lehman College Department of Social Work.

- Jackson, K. F., & Samuels, G. M. (2011). Multiracial competence in social work: Recommendations for culturally attuned work with multiracial people. *Social Work, 56*(3), 235-345.
- Janairo, B., Rubio, S., Villa, J. L., & Wilson, V. (2017). The time is now: The importance of social work participation in politics. *The New Social Worker*, <http://www.socialworker.com/extras/social-work-month-2017/the-time-is-now-the-importance-of-social-work-participation-in-politics/>
- Kayama, M. (2010). Parental experiences of children's disabilities and special education in the United States and Japan: Implications for school social work. *Social Work, 55*(2), 117-37.
- Kolb, P. J. (Ed.). (2007). *Social work practice with ethnically and racially diverse nursing home residents and their families*, New York, NY: Columbia University Press.
- Lee, J-H. L., Guilamo-Ramos, V., Muñoz-Laboy, M., Lotz, K., & Bornheimer, L. (2015). Mechanisms of familial influence on reentry among formerly incarcerated Latino men. *Social Work 61*(3), 199-207.
- Lehman College Department of Social Work. (2017). *M.S.W. student handbook & field education manual*. Bronx, NY: Author.
- Levenson, J. (2017). Trauma-informed social work practice. *Social Work, 62*(2), 105-113.
- Levine, J. (2001). Working with victims of persecution: Lessons from Holocaust survivors. *Social Work, 46*(4), 350-60.
-
- Leung, P., LaChapelle, A. R., Scinta, A, Olivera, N. (2014). Factors contributing to depressive symptoms among Mexican Americans and Latinos. *Social Work, 59*(1), 42-51.
- Lucero, N. (2010). Making meaning of urban American Indian identity A multistage integrative approach. *Social Work, 55*(4), 327-336.
- Mallett, C. A. (2009). Disparate juvenile youth court outcomes for disabled delinquent youth: A social work call to action. *Child and Adolescent Social Work Journal, 26*, 197-207.
-
- Mallon, G. P. (2004). *Gay men choosing parenthood*. New York, NY: Columbia University Press.
- Malpas, J. (2010). Between pink and blue: A multidimensional family approach to gender nonconforming children and their families. *Family Process, 50*(4), 453-470.
- Marsiglia, F. F., & Kulis, S. (2015). *Diversity, oppression, and change* (2nd ed.). New York, NY and Cary, NC: Lyceum Books/Oxford University Press.
- Mazza, C., & Perry, A. R. (Eds.). (2017). *Fatherhood in America: Social work perspectives on a changing society*. Springfield, IL: Charles C. Thomas.
- Mazza, C. (2002). Young dads: The effects of a parenting program on urban African American adolescent fathers. *Adolescence, 37*, 681-693
- McClendon, J., & Lane, S. R. (2014). Homeless people. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 345-365). New York, NY: Columbia University Press.

- McCormick, A. J. ((2011). Self-determination, the right to die, and culture: A literature review. *Social Work, 56*(2), 119-128.
- Miller, J. B. (1991). The construction of anger in men and women. In Jordan, J. Kaplan, A., Miller, J., Stiver, L., & Surrey, J. (Eds.), *Women's growth in connection: Writings from the Stone Center* (pp. 181-196). New York, NY: The Guilford Press.
- National Association of Black Social Workers (1968). *Code of Ethics*. Washington, DC: Author. <http://nabsw.org/?page=CodeofEthics>
- National Association of Social Workers. (2017). *Social workers in congress*. Washington, D.C.: Author.
- _____. (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>
- _____. (2008). *Code of ethics of the National Association of Social Workers*. Washington, DC: Author.
- Nebbit, V. E., Williams, J. H., Lombe, M., McCoy, H., & Stephens, J. (2014) Descriptive analysis of individual and community factors among African American youths in urban public housing. *Social Work, 50*(3), 231-241.
- New York Lawyers for the Public Interest [NYPLI]. (N.D). Language access legal 'Cheat Sheet.' New York, NY: Author. www.nypl.org
- 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.
- Phillips, N. K., & Straussner, S. L. A., (Eds.). (2017). *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.). Springfield, IL: Charles C. Thomas.
- Phillips, N. K., & Straussner, S. L. A (Eds.) (2004). *Understanding mass violence: A social work perspective*. Boston, MA: Allyn & Bacon.
- Piedra, L. M., & Engstrom, D. W. (2009). Segmented assimilation theory and the life model: An integrated approach to understanding immigrants and their children. *Social Work, 54*(2), 270-269.
- Potocky, M. (2010). The travesty of human trafficking: A decade of failed U.S. policy. *Social Work, 55*(4), 373-375.
- Ross-Sheriff, F. (2012). Microaggression, women, and social work. *Affilia: Journal of Women and Social Work, 27*(3), 233-236.
- Scharlach, A., Fuller-Thomson, E., & Kramer, B. J. (2000). *Curriculum module on aging and ethnicity*. Berkely, CA: Author. Internet publication. <http://socrates.berkeley.edu/~aging/ModuleMinority1>
- Schmidt, I. D. (2014). Addressing PTSD in low-income victims of intimate partner violence: Moving toward a comprehensive intervention. *Social Work, 59*(3), 253-260.

- Seinreich, E. (2013). An inclusive definition of spirituality in social work education and practice. *Social Work in Education, 49*, 548-563.
- Sherr, M. E., Singletary, J. E., & Rogers, R. K. (2009). Innovative service or proselytizing: Exploring when services delivery becomes a platform for unwanted religious persuasion. *Social Work, 54*(2), 157-165.
- Simoni, J. M. & Walters, K. L. (2001). Heterosexual identity and heterosexism: Recognizing privilege to reduce prejudice. *Journal of Homosexuality, 41*(1), 157-173.
- Simmons, C. A. (2010). Ethical challenges of military social workers serving in a combat zone. *Social Work, 55*(1), 9-18.
- Smith, L. A., & Owens, S. D. (2017). Urban lesbian, gay, bisexual and transgender children and youth. In N. K. Phillips & S. L. A. Straussner, (Eds.) (pp. 109-135). *Children in the urban environment* (3rd ed.). Springfield, IL: Charles C. Thomas.
- Straussner, S. L. A. (Ed.) (2004). *Clinical work with substance-abusing clients* (2nd ed.). New York, NY: Guilford Press.
- Straussner, S. L. A., & Phillips, N. K. (Eds.). (2004). *Understanding mass violence: A social work perspective*. Boston, MA: Allyn & Bacon.
- Strom, D. (2004). AIDS and intravenous drug users: Issues and treatment implications. In S. Straussner (Ed.), *Clinical work with substance-abusing clients* (2nd ed.). New York, NY: Guilford Press.
- Sue, D. W., Capodilupo C. M., Torino, G. C, Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist, 62*(May/June), 271-286.
- Suleiman, L. P. (2003). Beyond cultural competence: Language access and Latino civil rights. *Child Welfare, 82*(2), 185-202.
- Taylor, J. T., Ellison, C. G., Chatters, L. M., Levin, J. S., & Lincoln, K. D.. (2000). Mental health services in faith communities: The role of clergy in Black churches. *Social Work, 45*(1), 73-87.
- Torino, G. C., & Sisselman-Borgia, A. G. (2016). Homeless microaggressions: Implications for education, research, and practice. *Journal of Ethnic and Cultural Diversity in Social Work, 26*, 1-13.
- Tsui, V. (2014), Male victims of intimate partner abuse: Use and helpful services. *Social Work, 59*(2), 121-130.
- United Spinal Organization: Disability Etiquette unitedspinal.org/pdf/DisabilityEtiquette.pdf
- U.S. Bureau of the Census: QuickFacts at www.census.gov
- 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: Journal of Research, Theory, and Practice about Men as Fathers, 3*(3), 245-270.

- Vinjamuri, M. K. (2014). Co-creating culture through relationship with individuals of Asian Indian origin. In J. B. (Rosenberger (Ed.), *Clinical social work practice with diverse populations: A relational approach* (124-140). New York, NY: Springer.
- Webster, Y. O. (2002). A human centric alternative to diversity and multicultural education. *Journal of Social Work Education, 38*, 17-36.
- West, C. (1991). Nihilism in Black America: A danger that corrodes from within. *Dissent, 38*, 221-226.
- Westerfelt, A. (2004). A qualitative investigation of adherence issues for men who are HIV positive. *Social Work, 49*(2), 231-239.
- Whitley, R. (2010). Atheism and mental health. *Harvard Review of Psychiatry, 18*, 190-194.
- Wansink, B., & Wansink, C. S. (2013) Are there atheists in foxholes: Combat intensity and religious behavior. *Journal of Religion and Health, 52*(3), 768-771.
- 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.
- Yardley, M. (2008). Social work practice with pagans, witches, and wiccans: Guidelines for practice with children and youths. *Social Work, 53*(4), 329-336.
- Yasso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education, 8*(1), 69-91.
- Zayas, L. H., & Bradlee, M. H. (2014). Exiling children, creating orphans: When immigration policies hurt citizens. *Social Work, 59*(2), 167-175.

Revised June 15, 2017

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

HUMAN DIVERSITY AND THE SOCIAL ENVIRONMENT

SWK 606

SPRING 2018

Assignment I: Diversity Article Analysis

For this written assignment, select **one** of the issues listed in Unit V, such as race and ethnicity; immigration status; gender; human sexuality; belief systems; socioeconomic status; disability and chronic illnesses; violence trauma and recovery. Select **four** of the readings listed as addressing aspects of that issue for your discussion, one of the readings may be a corresponding chapter from Marsiglia and Kulis.

Number, identify and label, and discuss each of the five readings separately.

1. Provide the full reference citation in APA (6th ed., 2nd printing) style, for each of the four readings.
2. What type of analysis does the journal article or book chapter use: Qualitative or quantitative analysis; historical description, literature review, case study, or other?
3. What is the main point of each article or reading? Discuss the significant aspects and/or insights regarding human diversity that each reading offers and how they may be significant for social workers. Engage with the material; do not merely summarize content.
4. In a unified essay about two to three pages in length, discuss how the insights each reading offers might inform social worker practice in the urban environment? What have you learned about this issue from this reading that could benefit your practice? (Some insights may be reinforced by more than one article.)

The combined discussions and essay should total no more than 6 pages plus the reference page. Use APA (6th ed., 2nd printing) style throughout, including standard margins and 12-point, Times New Roman font (per APA) for the text.

Grading reflects the following components:

Reading 1: Content and integration of literature	10%
Reading 2: Content and integration of literature	10%
Reading 3: Content and integration of literature	10%
Reading 4: Content and integration of literature	10%
Unified essay summarizing insights informing social work	30%
Effective communication and writing proficiency including grammar, punctuation, and spelling	15%
Use of APA style in text, text citations, and reference page	15%
Total for paper	100%

This assignment constitutes 25% of your course grade.

Due Date: _____

Dev. by Dr. G. M. Castex

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

HUMAN DIVERSITY AND THE SOCIAL ENVIRONMENT

SWK 606

SPRING 2018

Assignment II: Reflecting on Your Identities

This assignment asks that you reflect on the multiple ways you may identify yourself. In the context of human diversity, there are many ways in which you are different from, and the same as, other persons. The same person might identify with or be identified by others as a member of many groups according to race, class, gender, sexual orientation, age, nationality, family roles, employment, religion, among others. Answer the following questions separately in a five-six page paper plus cover and reference pages. Your answers to both questions should be supported by reference to the Marsiglia and Kulis textbook and at least 4 other social work articles.

This assignment comprises 30% of your course grade.

1. Select, describe, and discuss aspects of your multiple identities and where and how your multiple identities come together and intersect. For example, one person might describe herself as a young, lesbian, single, undocumented mother. These identities may have been formed and influenced by bio-psycho-social processes and shaped by multiple positive and/or stressful life experiences. How have these identities impacted on and shaped your life course.

2. Each of us feels privileged (empowered) around certain dimensions of our identities, and oppressed (disempowered) around other dimensions of our identities. What kinds of challenges and privileges have you experienced as a result of these identities? Do you think that some of these identities are situational? What reactions do you have as you reflect on these areas of privilege and oppression? How does the concept of social justice apply to your experiences? In what ways are you open to exploring the ways you have experienced areas of privilege and oppression?

Due Date: _____

Grading reflects the following components:

Question 1:	35%
Question 2:	35%
Effective communication and writing proficiency including grammar, punctuation, and spelling:	15%
Use of APA style in text, text citations and reference page	15%

Total for paper	100%

Dev by Dr. G. Castex

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

HUMAN DIVERSITY AND THE SOCIAL ENVIRONMENT

SWK 606

SPRING 2018

Professional Journal Article Presentation .

Each student will select a journal article from among those listed in Unit V of the SWK-606 course outline for presentation to the class.

Each presentation should last no more than 2-3 minutes. You may have a few notes, but do not read your presentation. Each presentation will include:

1. Title of the journal article
2. Name of the author(s)
3. The publication and issue (year, month or issue number, etc.) in which the article appears
4. Description of the type of journal article selected, such as:
 - Qualitative
 - Quantitative
 - Historical
 - Review Article
 - Case Study/Presentation
5. What is the main point or purpose of this article? State as accurately and precisely as possible the author's purpose/intent for writing this article on this subject?
6. What is/are the most important information and/or insight/s this article provides furthering social work understanding and/or social work practice.

This assignment comprises 5% of the course grade.

Developed by Dr. G.M. Castex

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

HUMAN DIVERSITY AND THE SOCIAL ENVIRONMENT

SWK 606

SPRING 2018

Asynchronous Assignment:

“A Night (or Day) at the Museum”

For this assignment, visit a museum, cultural institution, or historical site in the New York metropolitan area individually or in a group.

Select an exhibit--possibly a work of art, such as a painting, mural, sculpture, monument or other objects--that connect somehow to your life experiences, family history, or your physical/social/cultural environment. As such, it likely addresses and/or reflects some aspects of the intersection of your multiple identities.

How might his experience add dimension(s) of human understanding broadening self-awareness and connections to our common humanity? You might discuss historical empathy; your understanding of how historical experiences may have impacted your environment and/or concept of self may be more nuanced following your consideration of the exhibit. Historical sources of cultural norms may be clearer; empathy and cultural humility may be enhanced.

Prepare a two-page reaction to your experience in hard copy. *Please attach proof of attendance/admission at the event or institution.*

This assignment will comprise 15% of your course grade.

I am including a link to a partial list of museums and cultural institutions in the New York City area:

http://en.wikipedia.org/wiki/List_of_museums_and_cultural_institutions_in_New_York_City

Due: _____

Developed by Dr. G.M. Castex

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

SWK 611 GENERALIST SOCIAL WORK PRACTICE I FALL 2017

CO-REQUISITE:

SWK 671 (Fieldwork and Seminar 1)

PRE- OR CO-REQUISITE: 2

SWK 605 (Human Behavior and the Social Environment)

COURSE DESCRIPTION

This course is the first half of the social work practice sequence, introducing students to generalist social work practice with individuals, families, and groups. Students learn the values, knowledge, skills, and cognitive and affective processes for work in the beginning phase of practice. The course will introduce students to different theories and models of generalist social work practice, such as the ecological systems model and ego psychology, with a strong emphasis on a strengths perspectives and social justice. Challenges, needs, and wants are viewed as components of the complex transactions among people and their environments. Throughout the course, an emphasis is placed on the application of social work practice in urban environments.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

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	6. Apply and communicate understanding of the importance of diversity and

<p>difference in practice</p>	<p>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.</p>
<p>3. Advance human rights and social, economic, and environmental justice</p>	<p>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.</p>
<p>4. Engage in practice-informed research and research-informed practice</p>	<p>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.</p>
<p>5. Engage in policy practice</p>	<p>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.</p>
<p>6. Engage with individuals, families, groups, organizations, and communities</p>	<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 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>
<p>7. Assess individuals, families, groups, organizations, and communities</p>	<p>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.</p>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>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</p>

	<p>clients and constituencies; and 27. Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>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.</p>

COURSE REQUIREMENTS

2. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work 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 NASW Code of Ethics may result in dismissal from the Department of Social Work.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. 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*.
5. 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 Graduate 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.
4. The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance, Punctuality, & Class Participation	20%
Written Assignment #1 Reflection paper: Helping and Being Helped	10%
Written Assignment #2 Integrating Theory Into Practice	20%
Written Assignment #3 Bio-Psycho-Social Assessment	27%
Acceptable content and timely submission of 4 process recordings different from the 10 submitted for SWK 671	8%
Asynchronous Assignments	15%

REQUIRED TEXTS

- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct Social Work Practice: Theory and Skills* (10th ed.). Belmont, CA: Brooks/Cole.
- Lehman College Department of Social Work. (2017). *MSW Student Handbook and Field Education Manual*. Bronx, NY: Author.
- Saleebey, D. (2013). *The Strengths Perspective in Social Work Practice* (6th ed.) Boston, MA: Allyn & Bacon/Pearson.
- Walsh, J. (2015). *Theories for Direct Social Work Practice* (3rd ed.). Belmont, CA: Wadsworth/Cengage Learning.

SUPPLEMENTARY TEXTS (available at the reserve desk in the library)

- American Psychiatric Association (2013). *DSM-5: Diagnostic and Statistical Manual of Mental Disorders (DSM-5)*, (5th ed.). Washington, D.C.:Author.
- Biestek, F. (1957). *The Casework Relationship*. Chicago, IL: Loyola University Press.
- Dolgoff, R., Loewenberg, F., & Harrington, D. (2012). *Ethical decisions for social work practice* (9th ed.). Belmont, CA: Thomson-Brooks/Cole.
- Franklin, C. (Ed.), (2013). *Encyclopedia of Social Work online*. Washington, DC and New York, NY: NASW Press and Oxford University Press.
- Freedberg, S. (2015). *Relational theory for clinical practice* (2nd ed.). New York, NY: Routledge.
- Gitterman, A. (Ed.), (2014). *Handbook of social work practice with vulnerable and resilient Populations* (3rd ed.). New York, NY: Columbia University Press.

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

Webb, N. B. (Ed.), (2001). *Culturally diverse parent-child and family relationships*. New York, NY: Columbia University Press.

COURSE OUTLINE

Unit I. Introduction

- A. What is a profession? Demonstrating professional demeanor in behavior and oral and written communication
- B. Historical perspectives on the social work profession and on social work practice
- C. Understanding your agency – working as a member of a team
- D. Introduction to multidisciplinary theoretical frameworks
 - 1) Ecological- systems perspective
 - 2) Strength's perspective
 - 3) Empowerment approach
 - 4) Research-based knowledge
- E. Introduction to process recording as a tool for learning

Required Readings:

Lehman College Department of Social Work. *MSW Student Handbook and Field Education Manual*.
Hepworth, et al., Chapter 1, The Challenges of Social Work; Chapter 2, Direct Practice: Domain, Philosophy, and Roles; Chapter 3, Overview of the Helping Process.
Saleebey, Chapter 1, Introduction: Power to the People

Recommended Readings:

Stuart, P. H. (September 2013). Social work profession: History. In *Encyclopedia of Social Work online*.
DOI: 10.1093/acrefore/9780199975839.013.623
Greenwood E. (1957). Attributes of a profession, *Social Work*, 2(3), pp. 44-55.

Unit II. Values and Ethics of Social Work Practice

- A. The NASW Code of Ethics as a guide to ethical decision making
- B. Recognizing and managing personal values in a way that allows professional values to guide practice
- C. Confidentiality; client self-determination; informed consent
- D. Using reflection and self-regulation to maintain professionalism in practice situations
- E. Ethical dilemmas and tolerating ambiguity
- F. Human rights and social and economic justice as core social work values

Required Reading

Hepworth et al. Chapter 4, Operationalizing the Cardinal Social Work Values.
Littlechild, B. (2011). Ethical dilemmas in social work: International perspective. *British Journal of Social Work*, 41(8), 1609-1611.
National Association of Social Workers. (2008). *Code of ethics of the National Association of Social Workers*. Washington, D.C.: Author. www.naswdc.org/pubs/code/code.asp
Parrott, L. (2014). Culture, values, and ethics in social work. *Ethics and Social Welfare*, 8(4), 428-429.

Recommended Readings

Biestek, F. Chapter 2, Purposeful Expression of Feelings; Chapter 3, Controlled Emotional Involvement.

- Dolgoff, et.al. Chapter 1, Ethical Choices in the Helping Profession; Chapter 2, Values and Professional Ethics; Chapter 5, Confidentiality and Informed Consent.
- Freedberg, S. (1989). Self-Determination: Historical perspectives and effects on current practice, *Social Work*, 34(1), 33-38.
- Getzel, G. S., Patterson, Y. D., & Willroth, S. W. (2014). Chapter 2, Acquired Immune Deficiency Syndrome (AIDS). In A. Gitterman (Ed.), *Social work practice with vulnerable and resilient populations*.
- Williams-Gray, B. (2001). A framework for culturally responsive practice. In N. B. Webb (ed.), *Culturally diverse parent-child and family relationships* (pp. 55-83). New York, NY: Columbia University Press.

Unit III. Generalist Social Work Practice: Multiple Sources of Knowledge

- A. The ecological systems perspective as it applies to social work practice with diverse populations in urban environments
- B. Integration of knowledge and research with practice: Utilizing evidence-based Practice
- C. The strengths perspective
- D. Ego psychology, psychodynamic theories, knowledge of human behavior and the social environment, and other theoretical frameworks in interventions with clients and constituencies

Required Readings

- Saleebey, Chapter 2, Learning and Practicing the Strengths Perspective: Stepping Out of Comfortable Mind Sets.
- Walsh, Chapter 1, Thinking about Theory; Chapter 2, A Social Work Perspective on Clinical Theory and Practice; Chapter 4, Ego Psychology; Chapter 5; The Relational Theories with a Focus on Object Relations; Chapter 6, Behavioral Theory; Chapter 7, Cognitive Theory.

Recommended Reading

- Kolb, P. (2004). Theories of aging and social work practice with sensitivity to diversity: Are there useful theories? *Journal of Human Behavior in the Social Environment*, 9(4), 3-24.
- Marsiglia & Kulis, Chapter 2, Cultural Diversity, Oppression, and Action: A Culturally Grounded Paradigm; Chapter 3, The Intersectionality of Race and Ethnicity with Other Factors.
- Mazza, C. (2002). Young dads: The effects of a parenting program on urban adolescent fathers. *Adolescence*, 37(148), 683-693.

Unit IV. Interviewing, Communication Skills, and the Social Work Relationship

- A. The social work relationship with various client systems
- B. Elements of a helping relationship, e.g. empathy, mutuality, collaboration, respect
- C. Communication and interviewing skills in the helping relationship
- D. Barriers to effective communication (over-identification, blurred boundaries)
- E. Constructing empowering relationships
- F. Working with diverse populations and culturally responsive practice

Required Readings

- Hepworth, Chapter 3; Overview of the Helping Process; Chapter 5; Building Blocks of Communication: Communicating with Empathy and Authenticity; Chapter 6, Verbal Following, Exploring, and Focusing Skills; Chapter 7, Eliminating Counterproductive Communication Patterns.
- Reamer, F. G. (2008). The challenge of electronic communication. *Social Work Today*, 8(3).
www.socialworktoday.com
- Walsh, Chapter 11, Motivational Interviewing.

Yan, M. C., & Wong, Y. R. (2005). Rethinking self-awareness in cultural competence: Towards a dialogic self in cross-cultural social work. *Families in Society, 86*(2), 181-188.

Recommended Readings

Freedberg, S., Chapter 3, The Client-Worker Relationship.

Levenson, Jill (2017). Trauma informed social work. *Social Work, 62*(2), 105-113.

Saleebey, Chapter 8, Knowing the Effectiveness of Strengths Based Case Management with Substance Abusers.

Walsh, Chapter 8, Interpersonal Therapy

Unit V. Beginning the Helping Process with Individuals and Families in the Social Environment

- A. Using the bio-psycho-social assessment for collecting, organizing, interpreting data,, and formulating a plan for intervention
- B. Skills in the beginning phase of practice (i.e. exploration, prioritization, clarification of purpose, and focus)
- C. Engaging diverse clients and constituencies: the use of empathy, reflection, and other interpersonal skills for effective practice
- D. Contracting: negotiating mutually agreed upon interventions, goals, and objectives
- E. Introduction to the *DSM-5*

Readings

DSM-5 (Introduction and selected pages)

Hepworth, Chapter 8, Assessment: Exploring and Understanding Problems and Strengths; Chapter 9, Assessment: Intrapersonal, Interpersonal and Environmental Factors; Chapter 10, Assessing Family Functioning in Diverse Family and Cultural Contexts; Chapter 12, Developing Goals and Formulating a Contract.

Saleebey, Chapter 5, The Strengths Approach to Practice: Beginnings. Chapter 8, Implementation of Brief Strengths-Based Case Management: An Evidence Based Intervention for Improving Linkage with Care.

Recommended Readings

Freedberg, S., Chapter 5, Assessment

Saleebey, Chapter 3, Integrating the Core Competencies in Strengths-Based Person-Centered Practice: Clarifying Purpose and Reflecting Principles.

Gitterman & Sideriadis. Chapter 1, Social Work Practice with Vulnerable and Resilient Populations. In A. Gitterman, (Ed.). *Handbook of social work practice with vulnerable and resilient populations*.

McClendon & Lane, Chapter 17. Homeless People. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations*.

Drachman, Chapter 18. Immigrants and Refugees. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations*.

BIBLIOGRAPHY

- American Psychiatric Association (2013). *DSM-5: Diagnostic and Statistical Manual of Mental Disorders*, (5th ed.). Washington, D.C.: Author.
- Biestek, F. (1957). *The casework relationship*. Chicago, IL: Loyola University Press.
- Dolgoff, R., Loewenberg, F., & Harrington, D. (2012). *Ethical decisions for social work practice* (9th ed.). Belmont, CA: Thomson-Brooks/Cole.
- Franklin, C. (Ed.). (2017). *Encyclopedia of Social Work online*, Washington, DC and New York, NY: NASW Press and Oxford University Press.
- Freedberg, S. (2015). *Relational theory for clinical practice* (2nd ed.). New York, NY: Routledge.
- _____. (1989). Self-determination: Historical perspectives and effects on current practice, *Social Work*, 34(1), 33-38.
- Getzel, G. S., Patterson, Y. D., & Willroth, S. W. (2014). Acquired Immune Deficiency Syndrome (AIDS). In A. Gitterman (Ed.), *Social work practice with vulnerable and resilient populations* (pp. 33-53) (3rd ed.). New York, NY: Columbia University Press.
- Gitterman, A. (Ed.). (2014). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.). New York, NY: Columbia University Press.
- Greenwood E. (1957). Attributes of a profession, *Social Work*, 2(3), pp. 44-55.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct Social Work Practice: Theory and Skills* (10th ed.) Belmont, CA: Brooks/Cole.
- Kolb, P. (2004). Theories of aging and social work practice with sensitivity to diversity: Are there useful theories? *Journal of Human Behavior in the Social Environment*, 9(4), 3-24.
- Lehman College Department of Social Work. (2017). *MSW Student Handbook and Field Education Manual*. Bronx, NY: Author.
- Levenson, J. (2017). Trauma informed social work. *Social Work*, 62(2), 105-113.
- Littlechild, B. (2011). Ethical dilemmas in social work: International perspective. *British Journal of Social Work*, 41(8), 1609-1611.
- Marsiglia, F. F. & Kulis, S. (2015). *Diversity, oppression, and change* (2nd ed.). Chicago, IL: Lyceum Books.
- Mazza, C. (2002). Young dads: The effects of a parenting program on urban adolescent fathers. *Adolescence*, 37(148), 683-693.
- National Association of Social Workers. (2008). *Code of ethics of the National Association of Social Workers*. Washington, D.C.: Author. www.naswdc.org/pubs/code/code.asp

- Parrott, L. (2014). Culture, values, and ethics in social work. *Ethics and Social Welfare*, 8(4), 428-429.
- Reamer, F. G. (2008). The challenge of electronic communication. *Social Work Today*, 8(3).
www.socialworktoday.com
- Saleebey, D. (2013). *The Strengths Perspective in Social Work Practice* (6th^h ed.) Boston, MA: Allyn & Bacon/Pearson.
- Walsh, J. (2015). *Theories for Direct Social Work Practice* (3rd ed.) Belmont, CA: Wadsworth/Cengage Learning.
- Webb, N. B. (Ed.), (2001). *Culturally diverse parent-child and family relationships*. New York, NY: Columbia University Press.
- Williams-Gray, B. (2001). A framework for culturally responsive practice. In N. B. Webb (ed.), *Culturally diverse parent-child and family relationships* (pp. 55-83). New York, NY: Columbia University Press.
- Yan, M. C., & Wong, Y. R. (2005). Rethinking self-awareness in cultural competence: Towards a dialogic self in cross-cultural social work. *Families in Society*, 86(2), 181-188.

Revised June 15, 2017

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

SWK 611

BIO-PSYCHO-SOCIAL ASSESSMENT

FALL 2017

This is the bio-psycho-social assessment format to be used for Assignment #3. Use the corresponding headings and provide information for all relevant topics. Some information may not pertain to your "client" or your client may not know the information. For example, your 5- year-old client will have no history of military service or your client may not know about her family's mental health history. Whatever the situation, indicate this by noting whether the information is non-applicable or not known. Information should be factual and objective based on information from the client, collateral contacts, case records and observations.

- Standards of ethical practice as defined by the *NASW Code of Ethics* must be adhered to
- Students will give special attention to confidentiality, management of personal values, and documentation.
- Students are expected to demonstrate awareness of the significance of diversity and difference of life experiences and generalist social work practice in an urban environment.

Detailed guidelines on how to complete each section follow this outline.

I. Identifying Information

1. Name
2. Age, Sex, Race
3. Place of birth
4. Ethnic background/identification (include acculturation issues if applicable)
5. Marital/Relationship Status
6. Appearance, orientation, presentation (affect, dress, gestures, tone of voice)
7. Current employment/educational status
8. Household composition and circumstances (current living situation)
9. Immigration status
10. Preferred language of intervention

II. Presenting Problem / Reason for Referral

1. Referral source (include the circumstances of how the client came to the attention of the referral source)
2. Who made the initial contact?
3. Presenting problem/need and expected outcome of intervention
 - as reported by the client
 - as reported by the referring person (if applicable)
4. Onset of the problem, duration, severity
5. Past attempts to deal with problem

III. Client Description/History

1. Relevant Developmental History
2. Family Composition and History (include family composition, family of origin history/dynamics, intergenerational themes, cultural factors)
3. Educational and Occupational History
4. Religious (Spiritual) Development

5. Social Relationships
6. Dating/Marital/Sexual Relations
7. Medical History (include illnesses/diagnoses/current medications and significant family history)
8. Mental Health History (include known diagnoses, treatment history, medications and outcomes)
9. Alcohol/drug use/abuse (include patterns of use/impairments, known diagnoses/treatment and outcomes)
10. Military History (include service branch and combat experience)
11. Legal History (include past and current history with the legal system)
12. Other Agency Involvement (include past/present involvement/experience with social service agencies)

IV. Current Functioning

1. Current Stressors
2. Relationships: family, friends, co-workers
3. Role Functioning
4. Coping and Adaptive skills (strengths/include use of leisure time activities)
5. Barriers, risks affecting the problem – environmental, interpersonal, intrapersonal

V. Formulation

VI. Plan

Guide to Completing Bio-psycho-social Assessment

I. Identifying Information

- This section includes such information as age, sex, race, religion, marital status, place of birth, language spoken in the home occupation, living situation, etc. Information should be factual, based on information from the client, collateral contacts, and case records.
- It should contain objective information observed/obtained by the worker including:
 - the client's physical appearance (dress, grooming, striking features);
 - communication styles and abilities or deficits;
 - thought processes (memory, intelligence, clarity of thought, mental status, etc.);
 - expressive overt behaviors (mannerisms, speech patterns, etc; and
 - reports from professionals or family (medical, psychological, legal).
 - Mental status exam (if appropriate)

II. Presenting Problem/Reason for referral

- This section includes the client's description of the problem or services needed, the duration of the problem and its consequences for the client.
- It should identify the referral source and give a summary of the reason for the referral according to the referral source.
- Past intervention efforts by an agency or the individual and/or family related to the presenting problem should also be summarized.
- In addition, identify the areas that have been affected by the presenting problem:
 - family
 - physical and economic environment
 - educational/occupational issues
 - physical health
 - cultural, racial, religious, sexual orientation and cohort factors
 - current social/sexual/emotional relationships

III. Client Description/History

- This section discusses past history as it relates to the presenting problem.
- It should be as factual as possible.
- Include applicable information about each of the following major areas or about related areas relevant to your client.
- **Relevant Developmental History:** Pre-natal care and experience, birth problems/defects, developmental milestones including mobility (crawling, walking, coordination); speech; eating or sleeping problems; developmental delays and gifted areas.
- **If relevant, identify non-western expectations and practices for child rearing and development for clients from diverse backgrounds.**
- **Stressful experiences** client has encountered throughout his/her life; ability to cope with these stressors; how he or she has solved the "tasks" of various age levels.
- **Family Composition and History:** Include family composition, birth order, where and with whom reared; relationship with parents or guardian; relationships with siblings; abuse or other trauma; significant family events (births, deaths, divorce, separations, moves, etc.) and their effect on the client(s); interacting roles within the family (e.g. who makes the decisions, handles the money, disciplines the children, does the marketing); and typical family issues (e.g., disagreements, disappointments). If not noted previously, immigration/acclimation history could be included here as appropriate.
- **Educational and Occupational History:** Level of education attained; school performance; learning problems, difficulties; areas of achievement; peer relationships. Skills and training; type of employment; employment history; adequacy of wage earning ability; quality of work performance; relationship with authority figures and coworkers.
- **Beliefs systems, Religion and Spirituality:** Importance of belief systems, religion and spirituality in upbringing; affinity for religious or spiritual thought or activity; involvement in belief-based, religious and spiritual activities; positive or negative experiences.
- **Social Relationships:** Size and quality of social network; ability to sustain friendships; pertinent social role losses or gains; social role performance within the client's cultural context. Patterns of familial and social relationships historically.
- **Dating/Marital/Sexual:** Type and quality of relationships; relevant sexual history;
- **Ability to sustain intimate (sexual and nonsexual) contact;** significant losses; traumas; conflicts in intimate relationships; way of dealing with losses or conflicts. Currently, where do problems exist and where does the client manage successfully?
- **Environmental Conditions:** Urban or rural; Indigenous or alien to the neighborhood where he or she lives; economic and class structure of the neighborhood in relation to that of the client; description of the home.
- **Medical History:** This includes major illnesses, diagnoses, current medications, hospitalizations, accidents, disabilities for the client. It should also include significant family history.
- **Mental Health History:** This includes known diagnoses, illnesses, treatments, outcomes and current medications for the client as well as the family.
- **Alcohol/Substance use/abuse history:** This includes patterns of use/impairments, known diagnoses, treatment and outcomes for the client and within the family. A helpful tool to assess alcohol/substance use is the CAGE (for adults) and CRAFFT (for adolescents).
- **Military History:** Include whether the client served in the armed forces, saw combat and overall experience.
- **Legal:** Juvenile or adult contact with legal authorities; type of problem(s); jail or prison sentence; effects of rehabilitation.
- **Other Agency Involvement:** This includes the client or his/her family's past and present experience and involvement with social service agencies and the outcome of the involvement.

IV. Current Functioning

- This section describes the client's functioning in his/her multiple life roles as partner, parent, friend, co-worker, employee, sibling, son/daughter, etc. It should briefly describe the significant areas of functioning in the client's life, i.e., work, home, social. Identify stressors in each of these areas and the client's coping style in relation to stressors. In this section it is important to identify the client's strengths and the intrapersonal and environmental resources which the client uses to maintain functioning. Also state barriers and risks affecting the client's coping abilities--environmental, interpersonal, intrapersonal

V. Formulation

- This section is based on initial observations and information gathering. Here, the worker integrates his or her view with an understanding of the client's problem or situation, its underlying causes and/or contributing factors with the self of the client—who he/she has been, how she has developed, who she has become, her strengths, resources and potentialities.
- The worker summarizes his or her understanding of the client's current life situation drawing upon knowledge of the social, cultural, familial, psychological, economic, environmental, systemic factors that function to maintain the current situation, and those factors that are strengths and resources at each of these levels that will support solutions to the problem.
- As appropriate, the worker includes impressions of:
 - **Social emotional functioning**--ability to express feelings, ability to form relationships, predominant mood or emotional pattern (e.g., optimism, pessimism, anxiety, temperament, characteristic traits, overall role performance and social competence, motivation and commitment to treatment)
 - **Psychological factors**--reality testing, impulse control, judgment, insight, memory or recall, coping style and problem solving ability, characteristic defense mechanisms, notable problems. If applicable, include a formal diagnosis (e.g., DSM IV-TR, Global Assessment Scale, etc.)
 - **Environmental issues** and constraints or supports from the family, agency, community that affect the situation and its resolution. What does the environment offer for improved functioning (family, friends, church, school, work, clubs, groups, politics, leisure time activities).
 - **Issues related to cultural or other diversity** that offer constraints or supports from the family, agency, community that affect the situation and its resolution.

Conclude this section with a statement about the client's motivation, sense of self-efficacy, belief in capacity to change.

VI. Intervention Plan

This section is based on your formulation; your integration of the factors in the multiple streams of information you have gathered. It should map out a realistic intervention strategy to address the presenting problem that builds on the strengths of the client, his/her motivation for and belief in the possibility of change, and is aimed at empowering the client to be his/her own best problem-solving resource. Your intervention plan should include:

- Problem(s) chosen for intervention
- Goals and objectives taken to achieve goals.
- Outlining of client role and responsibilities in achieving goals and objectives

- Include referrals to other agencies and services; recommendations for involvement of other resources.
- Anticipated time-frame (e.g., frequency of meetings, duration of the intervention)
- Factors that may affect goal achievement (client motivation; willingness to take responsibility for change; personal and cultural resources; and/or personal abilities or limitations; agency resources or limitations; community resources or limitations).

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

SWK 611

Fall 2017

WRITTEN ASSIGNMENT 1
REFLECTION PAPER: HELPING AND BEING HELPED (10 points)

Purpose: The purpose of this assignment is to explore and describe your own experiences of “helping” and “being helped.”

Requirements: (#1 and #2 can be written in either order)

1. Describe a specific situation/experience when you were helped by another person. This person can be someone from your personal life or a professional. Briefly describe the circumstances that led you to obtain help from this person. Describe what this experience was like for you. What thoughts and feelings do you remember having? What was beneficial about how the other person helped you? What was frustrating/ not beneficial? What could the other person have done differently?
2. Describe a specific situation/experience when you helped another person. This person can be someone from your personal or professional life. Briefly describe the circumstances that led you to help this person. Describe what this experience was like for you. What thoughts and feelings do you remember having? What was beneficial about how you helped the other person? What was frustrating/ not beneficial? What could you have done differently?

Paper length: 3 double-spaced pages in 12-point Times New Roman font with 1” margins (not including cover page). No references are required for this paper. Use APA style 6th ed. throughout the paper.

Due Date: _____

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

SWK 611

FALL 2017

Written Assignment 2: INTEGRATING THEORY INTO PRACTICE

Purpose:

The purpose of this assignment is to integrate a theoretical perspective with practice skills in working with a client system.

Tasks:

Using a client system assigned to you in your fieldwork placement as the basis for this assignment and a process recording from a session with this client, develop a paper answering the following:

The underpinning of social work practice is commonly seen as the strengths perspective and ecological/systems theory. Select an additional social work theory that could be useful in your work with the client system you have chosen. Examples include: feminist theory, cognitive theory, ego psychology, object relations theory, narrative theory, family systems theory, and motivational interviewing.

- Define key tenets of the theory.
- Explain why the theory is of importance to social work.
- Describe how the theory is important to the field of practice that is covered by your fieldwork agency.
- Describe how the theory is or can be used in work with your client system.

Throughout your paper, provide excerpts from a process recording with this client that demonstrates your understanding and use of the theory.

Integrate at least three professional peer reviewed journal articles to support your ideas/arguments.

Format:

1. Length of paper: 7 to 8 pages, not including the cover page and reference page. Double-space your text using a 12-point Times New Roman font.
2. Use APA format 6th ed. for the entire paper.
3. Use subheadings to identify the different sections of the paper.
4. When using sources to support your insights, it is usually more effective to briefly paraphrase or summarize an idea or insight rather than using direct quotations. In either case, provide the appropriate citation.

Due Date _____ This assignment comprises 20% of the course grade.

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

SWK 611

FALL 2017

**WRITTEN ASSIGNMENT #3:
FINAL PAPER: BIO-PSYCHO-SOCIAL ASSESSMENT (27 points)**

Purpose:

The purposes of this final paper are to:

- a. Develop skills in conducting and writing a bio-psycho-social assessment of a client system.
- b. Apply social work ethics/values in your practice with this client system.

Tasks:

Using a case assigned to you in your fieldwork placement as the basis, develop a paper answering the following:

2. Develop a bio-psycho-social-spiritual summary preferably using the outline presented in class. If your agency uses its own version of the bio-psychosocial summary, you can substitute that version for the classroom version. *Be sure to change all identifying information.* If you use your agency's version, attach your agency's bio-psycho-social guide/instrument to the paper.
3. Identify a potential ethical dilemma that may develop or that you may already encountered in your relationship with your client described in question #1. Describe how you would attempt/attempted to resolve the dilemma and justify your actions. Use the NASW Code of Ethics and at least two professional peer reviewed journal articles to support your arguments. You can also incorporate books and textbooks in addition to journal articles, however these do not count towards the two professional peer reviewed journal articles.

Format:

5. Length of paper: 7-8 pages, not including the cover page and references page. Your paper must be double-spaced, 12-point Times New Roman font.
6. Use APA 6th ed. format for the entire paper.
7. Use subheadings to identify different sections of the paper.
8. When using sources to support your ideas or insights, it is usually more effective to briefly paraphrase or summarize the material rather than using direct quotations. In either case, provide the appropriate citations.

DUE DATE: _____

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

SWK 611

GENERALIST SOCIAL WORK PRACTICE I

FALL 2017

ASYNCHRONOUS ASSIGNMENTS

**Assignment #1: Process Recording Assignment #1 – Relationship Building and Engagement Skills
(5 points)**

Purpose:

The purpose of this assignment is to demonstrate your use of relationship building and engagement skills with a client.

Tasks:

Using a client system assigned to you in your fieldwork placement as the basis for this assignment and a process recording from a session with this client, answer the following:

1. Discuss how you communicated empathy to your client. Use the levels of empathic communication scale described in the Hepworth et al. textbook. In addition, cite two peer-reviewed social work journal articles to support your discussion.
2. Provide an example of counterproductive communication in your session. Reflect on what you may have been struggling with at this moment in the session.

Length of paper: 2 to 3 pages. Your paper must be double-spaced, 12-point Times New Roman font. Provide excerpts from your process recording that illustrate your points.

Assignment #2: Process Recording Assignment #2 - Exploring Empathic Communication (10 points)

Purpose: The purpose of this assignment is to examine empathy, one of the basic tenets of social work, in relation to a particular client population and to identify empathic communication skills you use with a client in your fieldwork placement.

Tasks:

1. Read the following article:

Mazza, C. (2004). A pound of flesh: The psychological, familial and social consequences of mandatory long-term sentencing laws for drug offenses. *Journal of Social Work Practice in the Addictions*, 4(3), 65-81.

Discuss how you can empathize with the people described in this article if you yourself have never had a similar experience. If you have had similar experiences to this population, how can you draw from these experiences and at the same time separate them from your client? In both cases, how can you channel your feelings in a manner appropriate with the values of professional social work? Use the NASW Code of Ethics to support your points.

2. Submit a process recording in which you have demonstrated empathic communication skills with a client.

Length of paper: 2 to 3 pages. Your paper must be double-spaced using a 12-point Times New Roman font.

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

SWK 612 GENERALIST SOCIAL WORK PRACTICE II SPRING 2018

PRE-REQUISITE: SWK 611 (Generalist Social Work Practice I)

SWK 671 (Fieldwork and Seminar I)

CO-REQUISITE:

SWK 672 (Fieldwork and Seminar II)

PRE- or CO-REQUISITE:

SWK 606 (Human Diversity and the Social Environment)

COURSE DESCRIPTION

This course deepens the student’s understanding of a generalist social work approach to practice with individuals, families, groups, communities, and organizations within a life model framework. Employing ecological-systems and strengths perspectives to inform service delivery and intervention strategies emphasizing the middle and ending phases of social work practice, with special attention placed on practice in urban environments. Students continue to develop a professional sense of self and incorporate professional values and ethics.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses, requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

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.

<p>2. Engage diversity and difference in practice</p>	<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; 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.</p>
<p>3. Advance human rights and social, economic, and environmental justice</p>	<p>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.</p>
<p>4. Engage in practice-informed research and research-informed practice</p>	<p>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.</p>
<p>5. Engage in policy practice</p>	<p>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.</p>
<p>6. Engage with individuals, families, groups, organizations, and communities</p>	<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 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>
<p>7. Assess individuals, families, groups, organizations, and communities</p>	<p>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.</p>

<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>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.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>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.</p>

COURSE REQUIREMENTS

3. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work 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 NASW Code of Ethics may result in dismissal from the Department of Social Work.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. 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.
5. 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 Graduate Bulletin*).

STUDENT SERVICES (Available at no charge)

Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

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.

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.

The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carmen Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance, Punctuality, and Constructive Class Participation	20%
Assignment #1 - Necessary Losses Paper	10%
Assignment #2 - Agency / Community Paper	12%
Assignment #3 - Family Therapy Paper	15%
Assignment #4 - Intervention Paper	20%
Acceptable content and timely submission of 4 process recordings different from the 10 submitted for SWK 672	8%
Asynchronous course work	15%
TOTAL	100%

REQUIRED TEXTS

- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Brooks/Cole-Cengage Learning.
- Lehman College Department of Social Work. (2017). *MSW Student handbook and field education manual*. Bronx, NY: Author.
- Saleebey, D. (2012). *The strengths perspective in social work practice* (6th ed.) Boston: Allyn & Bacon.
- Walsh, J. (2015). *Theories for direct social work practice* (4th ed.). Belmont, CA: Wadsworth/Cengage.
- Viorst, J. (1986). *Necessary losses: The loves, illusions, dependencies, and impossible expectations that all of us have to give up in order to grow*. New York, NY: Simon and Schuster.

SUPPLEMENTARY TEXTS

- American Psychiatric Association (2013). *DSM-5: Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
- Burghardt, S. (Ed.) (2016). *Macro practice for social work in the 21st century: Bridging the macro-micro divide* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Constable, R. & Lee, D.B. (2004). *Social work with families: Content & Process*. Chicago, IL: Lyceum Books.

Gitterman, A. (2014). *Handbook of social work practice with vulnerable and resilient populations*. (3rd ed.). New York, NY: Columbia University Press.

Malekoff, A. (2014). *Group work with adolescents: Principles & practice*. (3rd ed.). NY: The Guilford 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: Charles C. Thomas.

Webb, N. B. (2007). (Ed.) *Play therapy with children in crisis: Individual, group and family treatment*. (3rd ed.). NY: Guilford Press.

COURSE OUTLINE

UNIT I. The Middle Phase of Practice with Individuals: Collecting, organizing, and interpreting client assessment data and applying critical thinking to select appropriate intervention strategies

- A. Skill Development: enabling, exploring and clarifying, mobilizing, guiding, facilitating, coordinating and connecting, collaborating and mediating
- B. Re-contracting, goal setting, & planning intervention strategies; assertive and empowering interventions
- C. Specific skills related to working with children

Required Readings:

Viorst, J. (1986). *Necessary losses: The loves, illusions, dependencies, and impossible expectations that all of us have to give up in order to grow*. Chapters 1-10 and any two additional chapters

Hepworth et al., Chapter 13, Planning and Implementing Change-Oriented Strategies
Chapter 17, Additive Empathy, Interpretation, and Confrontation

Saleeby, Chapter 13, Exploring the True Nature of Internal Resilience: A View from the Inside

Watch the following video:

Dawkins Productions (Producer), (2006). *Techniques of play therapy: A clinical demonstration by Nancy Boyd Webb*. [DVD]. New York, NY: Guilford Press.

Recommended Readings:

Hepworth, Chapter 18, Managing Barriers to Change

Phillips & Straussner: Phillips, Chapter 1, Growing up in the urban environment: Opportunities and obstacles for children; Castex, 3: Immigrant children in the United States; Kahn & Greenberg, Chapter 10, Urban children in foster care placements; Mazza, Chapter 12, Children of incarcerated parents

UNIT II. Crisis Intervention and Time-Limited Services

- A. Crisis intervention as a model for social work practice
- B. Effective short-term interventions with various client systems
- C. Crisis intervention with children and adolescents

Required Readings:

Walsh, Chapter 13, Crisis Theory and Intervention

Webb, Chapter 1, Assessment of the child in crisis; Chapter 2, Play therapy crisis intervention with children

Recommended Readings:

Gitterman, Chapter 22, Suicide and Suicidal Behavior; Chapter 19, Intimate Partner Abuse

UNIT III. The Middle Phase of Practice with Family Systems

- A. Applying knowledge of person-in-environment and theoretical frameworks to analyze family structure and family dynamics
- B. Intervention skills: Collecting, organizing, and interpreting client assessment data and applying critical thinking to select appropriate intervention strategies

Required Readings:

Hepworth et al., Chapter 15, Enhancing Family Functioning and Relationships

Saleebey, Chapter 10, A Shift in Thinking: Influencing Social Workers' Beliefs about Individual and Family Resilience in an Effort to Enhance Well-Being and Success for All

Walsh, Chapter 6, Family Emotional Systems Theory; Chapter 9, Structural Family Theory

Recommended Readings

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.

UNIT IV. The Beginning and Middle Phases of Practice with Groups

- A. Applying knowledge of person-in-environment and theoretical frameworks to analyze group roles, functions and processes
- B. Stages of group development
- C. Selecting appropriate intervention strategies in facilitating groups

Required Readings

Hepworth et al., Chapter 11, Forming and Assessing Social Work Groups; Chapter 16, Intervening in Social Work Groups

Lietz, C. A. (2007). Strengths-based group practice: Three case studies. *Social Work with Groups*, 30(2), 73-87.

Recommended Readings

Malekoff, Chapter 8, The Use of Problem Solving in Group Work, 45-163.

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

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

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.

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

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

UNIT V. Endings and Termination with Client Systems: Facilitating effective transitions and endings that advance client goals

- A. Cognitive and Affective Reactions of Clients and Social Workers to Termination
- B. Facilitating Endings with Individuals, Families and Groups

Required Readings:

Hepworth, et al., Chapter 19, The Final Phase: Evaluation and Termination, 595-606 only
Siebold, C. (2007). Everytime we say goodbye: Forced termination revisited. *Clinical Social Work Journal*, 35, 91-95.

Recommended Readings:

Malekoff, Chapter 10, Leavetaking, Moving On and Looking Back: The Ending Transition in Group Work, 186-202
Rappleyea et al., (2009). Termination: Legal and ethical considerations for marriage and family therapists. *American Journal of Family Therapy*, 37, 12-27.

UNIT VI. Generalist Practice with Organizations & Communities: Bridging the Macro-Micro Divide

- A. Applying understanding of social, economic, and environmental justice to advocate for human rights at individual and systems levels
- B. Needs Assessment of Organizations & Communities
- C. Changing Organizations from Within
- D. Community Organization
- E. The importance of agency and public policy for social work practice
- F. The social worker's role in policy practice

Required Reading:

Hepworth et al., Chapter 14, Developing Resources, Advocacy, and Organizing as Intervention Strategies
Barretti, M. A. (2009). Organizing for tenants' rights: Insights and approaches from both sides of the fence. *Journal of Progressive Human Services*, 20, 8-25.

Recommended Reading:

Rawsthorne, M. (2005). Community development activities in the context of contracting. *Australian Journal of Social Issues*, 40, 227-240.
Vinjamuri, M. K. (2014). Think local, act global: A case example of 21st century macro practice through the power of social networking. In S. Burghardt, *Macro practice for social work in the 21st century: Bridging the macro-micro divide*, (2nd ed.). Thousand Oaks, CA: Sage Publications.

UNIT VII. Practice Evaluation

- A. The social worker as practitioner-researcher: Collecting, interpreting and translating research evidence to improve practice, policy and service delivery
- B. Utilizing evidence-based practice
- C. Single system research: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- D. Social worker's self-evaluation

Required Reading:

- Adams, K. B., Matto, H. C. & Le Croy, C. W. (2009). Limitations of evidence-based practice for social work education: Unpacking the complexity. *Journal of Social Work Education, 45*, 165-186.
- Baker, L. R., Stephens, F., & Hitchcock, L. (2010). Social work practitioners and practice evaluation: How are we doing? *Journal of Human Behavior in the Social Environment, 20*, 963-973.

Recommended Reading:

- Ozawa, M. & Yoon, H. S. (2005). "Leavers" from TANF and AFDC: How do they fare economically? *Social Work, 50*(3), 239-249.
- Glisson, G. M., Thayer, B. A., Fischer, R. L. (2001). Serving the homeless: Evaluating the effectiveness of homeless shelter services. *Journal of Sociology and Social Welfare, 28*(4), 89-97.
- Gorman, H. (2003). Which skills do case managers need? A research project on skills, competency, and continuing professional development. *Social Work Education, 22*(3), 245-259.
- Martin, J. S., Petr, C. G., & Kapp, S. A. (2003). Consumer satisfaction with children's mental health services. *Child and Adolescent Social Work Journal, 20*, 211-226

BIBLIOGRAPHY

- Adams, K. B., Matto, H. C., & Le Croy, C. W. (2009). Limitations of evidence-based practice for social work education: Unpacking the complexity. *Journal of Social Work Education, 45*, 165-186.
- American Psychiatric Association (2013). *DSM-5: Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: American Psychiatric Association.
- Baker, L. R., Stephens, F., & Hitchcock, L. (2010). Social work practitioners and practice evaluation: How are we doing? *Journal of Human Behavior in the Social Environment, 20*, 963-973.
- Barretti, M. A. (2009). Organizing for tenants' rights: Insights and approaches from both sides of the fence. *Journal of Progressive Human Services, 20*, 8-25.
- Burghardt, S. (Ed.) (2016). *Macro practice for social work in the 21st century: Bridging the macro-micro divide* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Clemans, S. E. (2005). A feminist group for women rape survivors. *Social Work with Groups, 28*(2), 59-75.
- Constable, R., & Lee, D. B. (2004). *Social work with families: Content & process*. Chicago: Lyceum Books.
- 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.
- Gitterman, A. (2014). *Handbook of social work practice with vulnerable and resilient populations*. (3rd ed.). NY: Columbia Press.
- Glisson, G. M., Thayer, B. A., Fischer, R. L. (2001). Serving the homeless: Evaluating the effectiveness of homeless shelter services. *Journal of Sociology and Social Welfare, 28*(4), 89-97.
- Gorman, H. (2003). Which skills do case managers need? A research project on skills, competency, and continuing professional development. *Social Work Education, 22*, 3, 245-259.

- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.
- Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers, *Social Work, 51*(1), 20-30.
- Lehman College Department of Social Work. (2017). *MSW student handbook and field education manual*. Bronx, NY: Author.
- Lietz, C. A. (2007). Strengths-based group practice: Three case studies. *Social Work with Groups, 30*(2), 73-87.
- Malekoff, A. (2014). *Group work with adolescents: Principles & practice*. (3rd ed.). NY: The Guilford Press.
- Martin, J. S., Petr, C. G., & Kapp, S. A. (2003). Consumer satisfaction with children's mental health services. *Child and Adolescent Social Work Journal, 20*, 211-226
- Ozawa, M., & Yoon, H. S. (2005). "Leavers" from TANF and AFDC: How do they fare economically? *Social Work, 50*, pp. 239-249.
- Phillips, N. K., & Straussner, S. L. A. (Eds.). (2016). *Children in the urban environment*. (3rd ed.). Springfield, Illinois: Charles C. Thomas.
-
- Rawsthorne, M. (2005). Community development activities in the context of contracting. *Australian Journal of Social Issues, 40*, 227-240.
- Saleebey, D., (Ed.). (2012). *The strengths perspective in social work practice* (6th ed.). Boston: Allyn & Bacon.
- Siebold, C. (2007). Everytime we say goodbye: Forced termination revisited. *Clinical Social Work Journal, 35*, 91-95.
-
- 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.
- Viorst, J. (1986). *Necessary losses: The loves, illusions, dependencies, and impossible expectations that all of us have to give up in order to grow*. New York: Fireside.
- Walsh, J. (2015). *Theories for direct social work practice* (4th ed.). Belmont, CA: Wadsworth/Cengage.
- Webb, N. B. (2007). (Ed.), *Play therapy with children in crisis* (3rd ed.) New York: Guilford.
- Yuli, L. & Yuyung, T., & Hayashino, D. (2007). Group counseling with Asian American women: Reflections and effective practices. *Women and Therapy, 30*, 193-208.

Revised June 15, 2017

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

SWK 612

GENERALIST SOCIAL WORK PRACTICE II

SPRING 2018

Assignment 1: *Necessary Losses* (10 points)

One important source of knowledge that social workers draw from is theories. To be effective practitioners, it is vital that we not blindly accept theoretical concepts, but rather critically assess the strengths and limitations of these concepts in understanding human experiences and relationships. This assignment asks that you analyze and apply theoretical concepts from psychodynamic theory (e.g. object relations theory) in the context of your life experience and diverse populations in contemporary society.

In this paper, you will use the ideas presented by Judith Viorst in *Necessary Losses* as the basis of your discussion. Listed below are three ideas she discusses:

- A. Our attachments, particularly a strong attachment to the mother figure and the quality of that relationship during the first few years of life, is central to a child's healthy emotional and social development.
- B. Loss can be painful and difficult, but often necessary, to grow and develop a mature, independent sense of self. Viorst explains that "we begin life with loss, and that normal separation in the context of a caring relationship is necessary for growth."
- C. Viorst suggests that, while boys are threatened by intimacy, girls are more afraid of separation. She explains that differences between males and females can be attributed to anatomy; societal norms, values, and customs; and early childhood identifications.

Choose one of the statements listed above and do the following:

Choose one aspect from your life experience and one aspect from your work with a client (individual or group). Using these as a focus, discuss how the concepts contained in the statement may be helpful/validating and how the concepts may be limiting/invalidating in understanding yourself and your client. Incorporate concepts from your Walsh textbook, *Theories for Direct Social Work Practice*, to support your points.

Submit a full process recording that illustrates points you make in your paper. Highlight those portions of the process recording that are particularly illustrative.

- o Length of paper: 4-5 pages (not including cover page, references, and process recording)
- o Sources: Only two outside sources are required for this paper, Viorst's book and your Walsh textbook.
- o Use APA 6th ed. style

This paper comprises 10 % of the course grade. Due Date: _____

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

SWK 612

GENERALIST SOCIAL WORK PRACTICE II

SPRING 2018

Assignment 2: Family Therapy Paper (15 points)

Family functioning takes place in diverse contexts. Based on the Ackerman Institute film you saw in class, please write a paper in which you address the following questions. Support your points with examples from the video.

1. What is/are the presenting problem(s) in this family? Who are the identified clients?
2. What are the subsystems within this family?
3. How would you describe the family interaction with regard to:
 - a. Communication between father and mother
 - b. Communication among father, step-mother, and children
 - c. Communication between children
4. What do you see as the strengths (individual, couple and family) in this family system?
5. Comment on the techniques that the therapist in this video used with this family, both as a unit and with individual members. What did she do that you liked, and why? Would you have intervened differently? If so, how? Consider the following in your analysis:
 - a. What does she do to expand her exploration beyond the presenting problem?
 - b. What does she do to elicit multiple stories and perspectives?
 - c. How does she create an environment that makes it safe for family members to make changes?

Submit a full process recording from your Fieldwork that illustrates points you make in your paper. Highlight those portions of the process recording that are particularly illustrative.

- Support your discussion using the Walsh textbook and two peer-reviewed journal articles.
- Please utilize APA 6th ed. style.
- Use subheadings to help organize your paper.
- Length of paper: 6-7 pages (not including cover page, references, and process recording)
- Criteria for grading: 1) Clarity of writing, including grammar, sentence structure, and spelling 2) Logic and critical thinking; 3) Organization of answer; 4) Effectively citing evidence to support your conclusions. Due Date _____

Developed by S. Freedberg, M. Vinjamuri, & B. Williams-Gray

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

SWK 612

GENERALIST SOCIAL WORK PRACTICE II

SPRING 2018

Assignment 3: Agency/Community Paper (12 points)

The concept of social justice is as important in work with agencies and communities as it is in work with individuals and groups. As Johnson & Yanca state, social workers

...act to bring about changes that will ensure equal opportunity for everyone. They (social workers) speak up on behalf of those who are not able to speak for themselves. They practice in a way that empowers and enables those who cannot feel or experience their own powers. They use their influence to support these changes.... (*Social Work Practice: A Generalist Approach*, p. 370.)

Using either your fieldwork agency or the community your fieldwork agency serves, discuss a social justice issue that is being addressed or needs to be addressed. Answer the following questions:

- What is the social justice issue under discussion? How is this issue relevant to your agency/community?
- What policies (agency and/or legislative) are relevant to this social justice issue?
- Have there been previous attempts to address this issue? If so, describe them. Why did they not fully succeed? If not, why have there not been any attempts to address this issue?
- Discuss your ideas for an intervention plan to address this issue.
- What financial considerations do you need to consider?
- What barriers do you foresee encountering in implementing this plan?

Note: Please consider agency and or community strengths in framing and discussing the social justice issue.

Submit a full process recording that illustrates where some aspect of the social justice issue has been raised. This could be a process recording from a supervisory session, a group process recording on a staff meeting, or a community meeting where this social justice issue has been raised and or addressed in some way. Highlight those portions of the process recording that are particularly illustrative.

- Support/contrast your work with a minimum of three social work peer reviewed articles.
- Please utilize APA 6th ed. style.
- Use subheadings to help organize your paper.
- Length of paper: 6-7 pages (not including cover page, references, and process recording)

Due Date _____

Developed by S. Freedberg, M. Vinjamuri, & B. Williams-Gray

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

SWK 612

GENERALIST SOCIAL WORK PRACTICE II

SPRING 2018

Assignment 4: Intervention Paper (20 points)

This assignment asks you to develop an intervention plan utilizing the client system that you selected for the bio-psycho-social assessment last semester. As the assigned worker to this client system, write a paper in which you:

- Write a **bio-psycho-social summary** of the client system. Provide enough information so that the reader obtains a picture of the client system including:
 - Describe the perceived **presenting problem** (s).
 - Provide your **formulation** of the client system's life situation, systemic factors that function to maintain the current situation, and those factors that are strengths and resources that will support solutions to the problem (see Part V of the bio-psycho-social assessment guide).
 - Describe the agreed upon **goals**.
- Describe your **intervention** in detail.
 - Describe the **theoretical basis** of your intervention.
 - Describe the **strengths** within the client system.
 - Describe **barriers** (**micro, meso, macro**, including issues regarding **inter-professional collaboration**) you have faced or could potentially face in working with this client system.
 - Describe any **transference and countertransference** issues you have faced or foresee facing in working with this client system.
 - What ethical challenges based on the NASW Code of Ethics, or any other ethical issues including issues of diversity, arose in your work with this client system?

Note:

- If you are writing about a group – discuss the purpose of the group. Where do the members come from? How are they selected? Is the group time limited or not? Is it an open or closed group? What are the criteria for membership? How does the group fit into the mission of the agency? Describe any norms, roles, and interactions that currently exist among group members.
- If you are writing about a couple/family--who is the identified client? Why has the couple/family decided to seek help now? What roles are held by the various family members? To what extent is each family member open to change in themselves, other family members, and in the entire family? What lines of communications currently exist within the couple/family?

Submit a full process recording that illustrates points you make in your paper. Highlight those portions of the process recording that are particularly illustrative.

- Support/contrast your work with a minimum of four social work peer reviewed articles.
- Please utilize APA style.
- Use subheadings to help organize your paper.
- Length of paper: 10-12 pages (not including cover page, references, and process recording) Due Date: _____

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

SWK 612

GENERALIST SOCIAL WORK PRACTICE II

SPRING 2018

ASYNCHRONOUS ASSIGNMENTS

Assignment #1: LMSW Practice Exam Questions (5 points)

The purpose of this assignment is to help prepare you for taking the social work licensing examination. Attached is a packet of 64 multiple choice questions that are similar to the types of questions you may see on the licensing exam. These questions were developed to correspond with material you have learned in this course and in SWK 611.

Each week, answer ten questions. Submit a copy of your answers at the beginning of class to your instructor and also keep a copy. We will discuss the answers to the questions at the start of class. Credit for this assignment is received by submitting your answers on time each week.

Assignment #2: Termination with Clients (5 points)

Purpose:

This assignment will help demonstrate your skills in terminating with an individual, family, or group in your fieldwork placement.

Tasks:

Using a client system assigned to you in your fieldwork placement and a process recording from a session with this client, illustrate and discuss the thoughts and feelings that you experienced and the skills that you used in a session focused on termination with your client. Attach the process recording and highlight those sections that illustrate your points.

Length of paper: 1 page. Your paper must be double-spaced, 12-point Times New Roman font.

Assignment #3: Transference and Countertransference (5 points)

Purpose:

The purpose of this assignment is to demonstrate your understanding of and ability to describe transference and countertransference issues that arise in your work with an individual, family, or group in your fieldwork placement.

Tasks:

Using a client system assigned to you in your fieldwork and a process recording from a session with this client, illustrate and discuss the thoughts and feelings that you experienced and the skills that you used in dealing with transference and countertransference issues that arose with a client. Attach the process recording and highlight those sections that illustrate your points.

Length of paper: 1 page. Your paper must be double-spaced, 12-point Times New Roman font.

LEHMAN COLLEGE, CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM

SWK 639

FALL 2017

SOCIAL WELFARE INSTITUTIONS AND PROGRAMS

COURSE DESCRIPTION

This course is the first of three courses comprising the social welfare policy curriculum. Reflecting the mission of the Lehman College MSW Program, this course addresses the history of social services in the United States and provides an overview of the development of services in key fields of practice. This content is studied through the lens of social justice and professional ethics, providing context and understanding that support the enhancement of social welfare policies affecting social services throughout urban environments.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

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

environmental justice	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.

COURSE REQUIREMENTS

1. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work 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 NASW Code of Ethics may result in dismissal from the Department of Social Work.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. 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.
5. 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 Graduate Bulletin*).

STUDENT SERVICES (Available at no charge)

Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

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.

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.

The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	10%
First written assignment	20%
Second written assignment	20%
Final Exam	25%
Asynchronous course work	15%

REQUIRED TEXTS

- Barusch, A. S. (2015). *Foundations of social policy: Social justice in human perspective* (5th ed.). Belmont, CA: Cengage Learning.
- Lehman College Social Work Department (2017). *M.S.W. student handbook & field education manual*. Bronx, NY: Author. (Provided by Program.)
- Trattner, W. I. (1999). *From poor law to welfare state: A history of social welfare in America* (6th ed.). New York, NY: The Free Press.
- Sinclair, U. *The jungle*. (Any edition)

COURSE OUTLINE

UNIT I: Social welfare policy and social justice (week 1)

1. overview of course
2. definition of key terms: social work, social welfare, social welfare policy
3. definition and exploration of concept of social justice
4. advocating for human rights and social and economic justice

Required Readings:

“Code of Ethics of the National Association of Social Workers” (NASW) and
“Ethics in Social Work, Statement of Principles” of the International Federation of Social Workers/International Association of Schools of Social Work (IFSW/IASSW). In *M.S.W. Program student handbook & field education manual*.

UNIT II: Development of social welfare institutions and the social work profession in the United States (weeks 2-10)

II-A. Elizabethan Poor Laws and their impact on early America (week 2)

1. Elizabethan Poor Laws
2. colonial America
3. societal values in early America

Required Readings:

Trattner: Chapter 1: The Background
Chapter 2: Colonial America
Chapter 3: The Era of the American Revolution

II-B. Post Civil War – Great Depression (weeks 3-4)

1. Scientific Charity and Settlement Houses (1860-1912)
2. development of the social work profession
3. responses to immigration, urbanization, and industrialization
4. appraising and attending to changes in social trends to provide relevant services

Required Readings:

Upton Sinclair *The Jungle* – begin reading
Trattner: Chapter 4: The Trend Toward Indoor Relief
Chapter 5: The Civil War and After – Scientific Charity
Chapter 6: Child Welfare

- Chapter 7: The Public Health Movement
- Chapter 8: The Settlement House Movement
- Chapter 9: The Mental Health Movement
- Chapter 10: Renaissance of Public Welfare
- Chapter 11: The Quest for Professionalization
- Chapter 12: Social Work and Welfare in the 1920s

II-C. 1932-1960 (weeks 5-7)

1. the Great Depression (1929-40)
2. the Social Security Act
3. World War II and the aftermath (1940-1960)

Required Readings:

Trattner: Chapter 13: Depression and a New Deal

Barusch: Chapter 4: The Social Security Act
Chapter 13: Older Adults

II-D. 1960-1980 (weeks 8-9)

1. The Great Society
2. Medicare, Medicaid
3. Civil rights
 - a. confronting oppression and discrimination
 - b. advocating for human rights and social and economic justice
 - c. participating in practices that advance social and economic justice
4. deinstitutionalization

Required Readings:

Trattner: Chapter 14: From World War to Great Society
Chapter 15: A Transitional Era

Barusch: Chapter 6: Health
Chapter 7: Mental Health

II-E. 1980-Present (week 10)

1. Reaganomics, Clinton, Obama, Trump
2. welfare reforms
3. health care
4. looking forward
 - a. responding to changing communities, populations, and technological developments

Required Readings:

Trattner: Chapter 16: War on the Welfare State
Chapter 17: Looking Forward – Or Backward?

Barusch: Chapter 8: Disability
Chapter 10: Gay, Lesbian, Bisexual, and Trans Individuals

UNIT III: The influence of historical themes on social welfare services today (weeks 11-13)

In the first part of the course, we explored the development of social welfare policy and the social work profession, mostly in the United States. Various themes and trends have influenced the development of today's social welfare policy structure. In unit III, we will explore the history and current influences of various themes and how they affect what programs and services are and are not provided, what institutions exist, and the lives of social workers' core constituents. These themes include the following:

1. society's commitment to social justice
 - civil rights
 - equal access to opportunities
2. responsibility of government for meeting people's needs
 - small government, large government
 - local responsibility, federal responsibility
3. causes and responses to poverty
 - economic security, redistribution
4. separation of church and state
5. responses to demographic changes
6. responses to industrial and technological changes

III-A. Society's commitment to social justice (week 11)

1. civil rights
2. equal access to opportunities
 - a. analyzing and deconstructing social structures that marginalize or create privilege
3. responsibility of government for meeting people's needs
 - a. Small government, large government
 - b. Local responsibility, federal responsibility

Required Readings:

Barusch: Chapter 1: Social Justice and Social Workers
 Chapter 2: The Government's Role
 Chapter 9: People of Color
 Chapter 12: Women

III-B. Poverty (week 12)

1. perceived causes of poverty
 - a. culture of poverty
 - b. restricted opportunities
2. consequences of poverty
3. defining poverty
4. measuring poverty
5. public interventions to prevent or alleviate poverty
 - a. analyzing, formulating, and advocating policies that advance social well-being

Required Readings:

Barusch: Chapter 5: Poverty
 Chapter 11: Children
 Chapter 14: Working Americans

III-C. Responses to demographic, industrial, and technological changes (week 13)

1. consequences of changes
2. reactions to changes
3. policy and institutional responses to change
 - a. conservatism, progressivism

UNIT IV: International perspective (week 14)

1. "American Exceptionalism"
2. the United States vis-à-vis other developed nations
3. typologies of welfare states

BIBLIOGRAPHY

- Abramovitz, M. (1996). *Regulating the lives of women: Social welfare policy from colonial times to present*. Boston, MA: South End Press.
- Abramovitz, M. (1998). Social work and social reform: An arena of struggle. *Social Work*, 43(6), 512-526.
- Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work*, 46(4), 297-308.
- Addams, J. (1998). *Twenty years at Hull-House*. New York, NY: Penguin Twentieth Century Classics.
- Brace, C. L. B. (1872/1973). *The dangerous classes in New York and twenty years' work among them*. Silver Spring, MD: NASW Classic Series.
- Carlton-LaNey, I. (1999). African American social work pioneers' response to need. *Social Work*, 44(4), 311-321.
- Ehrenreich, J. H. (1985). *The altruistic imagination: A history of social work and social policy in the United States*. Ithaca, NY: Cornell University Press.
- Gordon, L. (1994). *Pitied but not entitled: Single mothers and the history of welfare*. New York, NY: Free Press.
- Harrington, M. (1962). *The other America: Poverty in the United States*. Baltimore, MD: Penguin.
- Hofstadter, R. (1983). *Social Darwinism in American thought*. Boston, MA: Beacon Press.
- Karger, H. J., & Stoesz, D. (2006) *American social welfare policy: A pluralist approach*. Boston, MA: Allyn & Bacon.
- Lemann, N. (1991). *The promised land: The great black migration and how it changed America*. New York, NY: Alfred A. Knopf.
- Meyer, B. D., & Sullivan, J. X. (2012). Identifying the disadvantaged: Official poverty, consumption poverty, and the new Supplemental Poverty Measure. *Journal of Economic Perspectives*, 26(3), 111-136.
- Murray, C. (1984). *Losing ground: American social policy, 1950-1980*. New York, NY: Basic Books.
- O'Connor, S. (2001). *Orphan trains: The story of Charles Loring Brace and the children he saved and failed*. New York, NY: Houghton Mifflin.
- Olds, V. (1963). The Freedman's Bureau: A 19th century federal welfare agency. *Social Casework*, 44, 247-254.
- Peebles-Wilkins, W. (1995). Jane Porter Barrett and the Virginia Industrial School for Colored Girls: Community response to the needs of African American children. *Child Welfare*, 74(1), 143-161.

Piven, F.P., & Cloward, R. A. (1971 or 1993). *Regulating the poor: The functions of welfare*. New York, NY: Vintage.

Rabinowitz, H. N. (1974). From exclusion to segregation: Health and welfare services for Southern Blacks, 1865-1890. *Social Service Review* 84(3), 327-354.

Reynolds, B. (1963). *An uncharted journey*. Silver Springs, MD: NASW Press.

Riis, J. A. (1997). *How the other half lives*. New York, NY: Penguin.

Ryan, W. (1972). *Blaming the victim*. New York, NY: Vintage.

Somers, M. R., & Block, F. (2005). From poverty to perversity: Ideas, markets, and institutions over 200 years of welfare debate. *American Sociological Review*, 70(2) 260-287.

Shapiro, J. (1993). *No pity: People with disabilities forging a new civil rights movement*. New York, NY: Times Books.

Wilensky, H., & Lebeaux, C. (1965). *Industrial society and social welfare*. New York, NY: Free Press.

Zames, D. F., & Zames, F. (2001). *Disability rights movement: From charity to confrontation*. Philadelphia, PA: Temple University Press.

Revised June 15, 2017

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

SWK 639

Social Welfare Institutions and Programs

Fall 2017

This class has two formal written assignments using Upton Sinclair's novel *The Jungle* to analyze the history and evolution of social welfare policies in the United States.

ASSIGNMENT 1:
IMPRESSIONS OF *THE JUNGLE* FROM A SOCIAL JUSTICE PERSPECTIVE

Task: This assignment asks you to read *The Jungle* by Upton Sinclair and write about the social conditions that existed at that time.

Purpose: The purpose of this assignment is for you to think about social conditions that affected new immigrant families at the turn of the last century. In so doing, you can also compare and contrast the experiences of immigrant families now.

Details: This paper is worth 20% of your final course grade. This is a high-stakes writing assignment and, as such, should be written in a professional voice in APA 6th edition style. You should begin with an introduction explaining the purpose and structure of your paper and conclude with a paragraph summarizing the main points. In the body of the paper, section headers are a great way to keep similar content together. Edit for spelling, grammar, and clarity.

Assignment 1 is a paper of approximately 8-10 pages based on but, very importantly, building on *The Jungle*. Upton Sinclair wrote *The Jungle* over 100 years ago. It describes the life of an immigrant family working in the meat packing industry in Chicago. Many of the conditions this family faced typify those encountered by immigrants and people living in poverty at the beginning of the 20th century. *The Jungle* paints a vivid picture of these people, their lives, and their needs. For this paper, I do not want a mere summary of the book. You will be analyzing the family's situation from a *social work* perspective. (Although fascinating, the animal parts that went into canned meat is not the subject of a Social Welfare course.) Address the following according to an organizational structure that works for you:

- What were the problems this family faced? What were the urban social welfare and social justice issues that this family faced? In this section, describe the problems that the family faced.
- Why did they have these problems? What were the social and policy factors that contributed to the family's problems? For programs and services that existed, how and why did they arise? When there was a lack of programs and services, what kinds of programs, institutions, and policies could have helped the family? (In this paper, just detail what the family needed. In the second paper, you will explain the programs and policies that have developed since that time.)
- What were the strengths that the family members - individually and collectively - possessed?
- Describe issues that this family faced that are the same or similar today for poor and immigrant families, especially in urban settings.

The following rubric will be used to grade your paper:

content area	points	comments
analysis of family's issues and problems & factors contributing to family's condition	10	
use of strengths perspective	3	
similar current issues	2	
written mechanics (grammar, spelling, punctuation, organization, etc.) and correct use of APA style	5	
total	20	

PLEASE contact me with any questions about this paper. I am happy to review outlines, abstracts, and/or drafts.

Due Date: _____

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

SWK 639

Social Welfare Institutions and Programs Fall 2017
WRITTEN ASSIGNMENT 2:

**ANALYSIS OF SOCIAL WELFARE POLICIES, INSTITUTIONS, AND PROGRAMS THAT
HAVE EVOLVED SINCE THE EARLY 1900S**

Task: This assignment asks you to read *The Jungle* by Upton Sinclair and write about social welfare programs and policies that have evolved since the early 1900s.

Purpose: The purpose of this assignment is for you to think about the policies and programs that would have been helpful for new immigrant families had these programs existed at the time of the story. In other words, this book provides you with a fictional basis to discuss social welfare institutions, programs, policies, and services that have developed or been refined in response to such social needs.

Details: This paper is worth 20% of your final course grade. This is a high-stakes writing assignment and, as such, should be written in a professional tone in APA style. You should begin with an introduction explaining the purpose and structure of your paper and conclude with a paragraph summarizing the main points. In the body of the paper, section headers are a great way to keep similar content together. Edit for spelling, grammar, and clarity.

Assignment 2 is a paper of approximately 10-12 pages based on but, very importantly, building on *The Jungle*. As with the first assignment, for this paper, I do not want a mere summary of the book. You will be analyzing the evolution of social welfare policies and program from a *social work* perspective.

Address the following:

- Using at least five problems identified in Assignment 1, describe the policy, institutional, and programmatic responses that have evolved since the early 1900s. What specific policies and programs have helped (or attempted to) facilitate changes? Your descriptions should include answers to questions like the following: When did these programs begin? Why? What social welfare problems were the programs designed to address? What did the programs actually do? Who was eligible? How exactly would these programs have helped the family? *Use your texts as references to discuss what has changed.*
- What have been common trends, themes, and/or barriers in policy development designed to “fix” the conditions the family encountered? For example, what have been the influences of residency and citizenship requirements, the United States’ residual approach to social welfare policy, local versus federal government involvement, the expansion and contraction of programs, and the concept of “worthy” versus “unworthy?” Describe how these trends, themes, and/or barriers have influenced the evolution of social welfare policy in the United States.

The following rubric will be used to grade your paper:

content area	points	comments
description of policy responses to problems	10	
description of common trends, themes, and/or barriers	5	
written mechanics (grammar, spelling, punctuation, organization, etc.) and correct use of APA style	5	
total	20	

PLEASE contact me with any questions about this paper. I am happy to review outlines, abstracts, and/or drafts.

Due Date: _____

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

SWK 639

Social Welfare Institutions and Programs

Fall 2017

ASYNCHRONOUS ASSIGNMENTS

All 3-credit MSW courses are 3-hour hybrid courses, requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week. That is, in total, each student must complete 14 hours of asynchronous work over the course of the semester.

In this course, I will use Blackboard as a means to conduct the asynchronous assignments. You will post your responses under the corresponding assignment by the date and time specified in order to receive credit for the work. Thus, you must open your Blackboard account and become familiar with its basic functioning. If you need any help with the technological or content aspects of the assignments, please contact me.

I consider the asynchronous assignments for this course to be “low stakes.” By that I mean that I will grade your work for the content, thoughtfulness, and thoroughness of your responses and not for “right” or “wrong” answers. Also, I will not be grading the written mechanics for the asynchronous assignments. That is, you should spend time concentrating on what you have to say versus on complying with APA format. However, please edit your posts and ensure that your good ideas are clearly expressed. If I cannot understand what you have written due to sloppy grammar or a lack of proofreading, I cannot give you full credit for your work. I want to give you the freedom to explore and discuss various issues and offer a “flow of thought” forum.

Name/content	Due date	hours
Civil Rights	6 th week	3
Income Inequality	8 th week	2
Evicted	10 th week	3
Injustice	11 th week	2
Current Events 1	12 th week	2
Current Events 2	13 th week	2

Civil Rights (3 points, at least 3 paragraphs)

Follow the link to listen to a podcast about the Civil Rights Movement:

<http://www.wnyc.org/story/state-siege-mississippi-whites-and-civil-rights-movement/>

The podcast is approximately 50 minutes long.

Write three paragraphs in response to what you heard. Choose your focus from among the following:

There is a small piece that talks about the local TV station. How did the media (that TV station and the pamphlets mentioned earlier in the segment) and the public rallies reflect and perpetuate the Mississippi residents’ attitudes? How does this still occur today?

How did the “local versus national” division play out in the Civil Rights Movement?

What was the influence of religion for both the civil rights advocates and those fighting against equality and civil rights?

How did the threat of the state’s economy being in ruins affect the Civil Rights Movement in Mississippi? What are the effects of the dual school systems for towns’ economies? What are the implications of using the influence on businesses and the economy for today’s advocacy efforts?

In what ways do you see similarities between what was described in the podcast and what is occurring in the United States today?

Income Inequality (2 points, at least 3 paragraphs, 1 paragraph for each part)

Follow the link to hear an interview on National Public Radio about income inequality and the implications for politics:

<http://www.wnyc.org/story/214508-joseph-stiglitz-explains-price-inequality/>

The interview is approximately 30 minutes long.

Write two paragraphs in response to what you have heard.

Also, conduct an internet search related to income inequality in the United States as it compares to other nations and as it has evolved over the years. You may learn about the Gini co-efficient, progressive versus regressive tax structures, and a variety of other things. In one paragraph, share what you found out and where (in proper APA format).

Evicted (3 points, at least 3 paragraphs)

Follow the link to hear an interview about Matthew Desmond’s book “Evicted: Poverty and profit in the American city:”

<http://dianerehm.org/shows/2016-03-07/matthew-desmond-evicted>

The interview is approximately 50 minutes long. (Stick with it because there is some really good content towards the end.)

Write three paragraphs in response to what you have heard. Choose your focus from among the following:

Matthew Desmond discusses eviction as consequence and *cause* of poverty. He says poverty is a relationship. He also discusses the effects on employment, mental health, and family situations. Respond to what he explained about these dynamics.

Vanetta describes feeling invisible and no one helping her. Which institutions and systems failed her and how? What policy and institutional responses might have helped her avoid her situation?

What do you think about what the guests said about housing vouchers and about stable, affordable housing as a basic, universal right?

Respond to this idea: “Black men get locked up; black women get locked out.”

If “the whole system is broken,” what are your conclusions about what needs to happen, including those suggestions offered in the segment? Be thoughtful and thorough in your response. Move beyond simplistic solutions.

Injustice (2 points, at least 3 paragraphs)

Follow the link to watch a TED talk from Bryan Stevenson:

https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice

The interview is approximately 20 minutes long. (Don’t stop listening when the audience applauds. He alludes to restorative justice at the very end.)

Write three paragraphs in response to what you saw, including your responses to the following:

Discuss “American exceptionalism” in terms of incarceration rates and treatment of children in the criminal justice system. (What would be a better name than “criminal justice?”)

How do you think incarceration has fundamentally shifted the dynamics of our society and our society’s identity?

Respond to the idea of better treatment for a rich, guilty person versus a poor, innocent person.

What do you think are the connections between what you heard on the Civil Rights podcast and mass incarceration today?

What did you think and feel about Rosa Parks’s warning about being “tired, tired, tired” in fighting for social justice and the importance of “keeping your eye on the prize?”

Current Events Assignment, part 1 (2 points, at least 2 paragraphs)

Find an article in a major, high quality national or international periodical. Examples of acceptable sources include *The New York Times*, *Washington Post*, and *The Economist*. Examples of unacceptable sources include *am New York*, *metro New York*, and *People Magazine*.

Find an article that relates to current changes that apply to communities, locales, populations, scientific and technological developments, and emerging societal trends. Describe what is going on and how it relates to social work, social welfare, and policy. Be sure to include the full citation of this article in proper APA format so that others can locate the article.

How did you approach the information in the article differently now than you did earlier in the semester? That is, how has this course influenced your thinking about this and other current events?

In doing this assignment, how did you apply knowledge of human behavior and the social environment and respond to contexts that shape practice?

Current Events Assignment, part 2 (2 points, at least 2 paragraphs)

Read one article that a classmate wrote about in the current events assignment. Extend your classmate's discussion to show how the topic affects another field of practice, community, population, etc. Do not repeat what your classmate wrote about. Rather, find other ways that the article applies to social work.

In doing this assignment, how did you now differently apply knowledge of human behavior and the social environment and respond to contexts that shape practice than you did earlier in the semester? How will this affect your approach to social work as you go forward in your studies?

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

SWK 639

FALL 2017

SOCIAL WELFARE INSTITUTIONS AND PROGRAMS

Final Exam

Name: _____

Multiple Choice Questions

Select the best response for each question and clearly indicate your answer on the last page.
(1 point each)

1. Social welfare policy may be defined as
 - A. a "problem-solving" approach in which a professional change agent helps a community action system composed of individuals, groups, or organizations to deal with social problems.
 - B. an invention of modern societies.
 - C. helping people realize their full potential for maximizing social functioning through experiences in which members are involved with common concerns.
 - D. laws, rules, and regulations to assure a minimum standard of living regardless of the normal patterns of market distribution.

2. During the 19th century, Dorothea Dix's main contribution to mental health was:
 - A. reform of mental institutions.
 - B. the development of community services.
 - C. the development of new individual treatment methods.
 - D. use of medication to treat psychosis.

3. The principle of local responsibility for the poor in public assistance programs in the U.S. has as its basis the
 - A. Elizabethan Poor Law of 1601.
 - B. Colonial Reform Act of 1711.
 - C. Reform Act of 1834.
 - D. Poor Law of 1856.

4. During the Progressive period (1890-1918), Settlement House social workers emphasized
 - A. deficiencies within the individual.
 - B. professionalization of social workers.
 - C. social reform.
 - D. the use of groups.

5. Mental health policy emphasizes reducing inpatient services. As a result, many facilities for the mentally ill closed and community based services expanded. The policy is generally known as
 - A. cost-reduction program.

- B. continuum of care.
 - C. deinstitutionalization.
 - D. privatization.
6. A major objective of social work from the 1890s through WWI was social reform. After 1920, the focus of social work became
- A. community organization and economic development.
 - B. creating new social agencies such as the Women's and Children's Bureaus.
 - C. developing individual treatment methods and expanding social work training.
 - D. expanded social reform through political action and social research.
7. The theory that the poor are unable to escape from poverty because they have learned and integrated behaviors and attitudes from the community and the family environment is called
- A. accumulated environmental deficits.
 - B. constitutional inferiority.
 - C. inadequate socialization.
 - D. the culture of poverty.
8. Temporary Assistance for Needy Families
- A. is the only remaining federal grant program under the Social Security Act.
 - B. limits the duration of payments and requires recipients to seek employment.
 - C. is fully funded by the states.
 - D. replaces all other cash assistance and insurance programs.
9. Medicare does NOT include
- A. administration by the federal government.
 - B. funding as an insurance program.
 - C. payment of all hospital, medication, nursing home, and outpatient medical costs.
 - D. protection from substantial medical costs.
10. A federally supported medical insurance payment program that provides health services for the elderly is
- A. Medicaid.
 - B. Medicare.
 - C. Third-Party Payments.
 - D. Health Maintenance Organizations.
11. The child protective service movement in the United States began in the 1870s in New York City. The agency that intervened and expanded its mandate to remove a child named Mary Ellen from the home of abusive foster parents was the:
- A. The New York Society for the Prevention of Cruelty to Animals.
 - B. New York Foundling.

- C. Police Benevolence Association.
- D. Society for Seaman's Children.

12. All of the following came out of President Johnson's War on Poverty except:
- A. Head Start
 - B. Earned Income Tax Credit
 - C. A decrease in poverty
 - D. Medicaid

13. Using federal funds, the maximum period of time that participants can receive TANF cash benefits over their lifetime is:
- A. 18 months
 - B. 3 years
 - C. 5 years
 - D. 10 years

14. Name one societal value that has influenced the development of U.S. social welfare policy.

15. Name one example of indoor relief.

Indicate your answers to the multiple choice questions here:

- | | | |
|-----------|----------|-----------|
| 1. _____ | 5. _____ | 10. _____ |
| 2. _____ | 6. _____ | 11. _____ |
| 3. _____ | 7. _____ | 12. _____ |
| 4. _____ | 8. _____ | 13. _____ |
| | 9. _____ | |
| 14. _____ | | |
| 15. _____ | | |

Short Answer Questions

Answer **3 of the following 4 questions** in at least 2 paragraphs each. Use the back of the exam to write your answers. Attach additional pages if necessary. Please write very clearly. (3 points each)

1. Describe the pros and cons of the U.S. official poverty measure. Discuss at least one alternative way to measure poverty. What would be the advantages to this alternative?
2. What is the Social Security Act? Identify at least three programs that the Social Security Act established. Why is the Social Security Act considered a turning point in US social welfare policy?
3. Compare and contrast the Charity Organization Society movement vs. the Settlement House movement. What are the on-going implications for the social work profession of these two orientations?
4. Discuss the difference between residual and institutional social welfare. Choose one social welfare problem and give a policy example of a residual and an institutional approach to solving this problem.

Answer the following question in at least 2 paragraphs.

(1 point)

Describe the (personally) most meaningful, important, or memorable new information from this course.

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

SWK 643

SOCIAL WELFARE POLICY ANALYSIS

SPRING 2018

PREREQUISITE:

SWK 639 (Social Welfare Institutions and Programs)

COURSE DESCRIPTION

This course is the second of three courses comprising the social welfare policy curriculum. The course builds on the knowledge of social welfare history and contemporary fields of practice explored in Social Welfare Institutions and Programs (SWK 639). Reflecting the mission of the Lehman College MSW Social Work Program, and using social justice as a guide, the course provides students with knowledge, values, skills, and affective and cognitive processes to understand, analyze, and advocate for change in agency and governmental social welfare policies. Special attention is paid to policy impacts on populations living in urban environments.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

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;

	<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;</p> <p>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;</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>

	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

4. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work 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 NASW Code of Ethics may result in dismissal from the Department of Social Work.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. 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.
5. 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 Graduate Bulletin*).

STUDENT SERVICES (Available at no charge)

8. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.
9. 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.

10. 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.
11. The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	15%
1 st written assignment	30%
2 nd written assignment	30%
Asynchronous course work	15%

REQUIRED TEXTS

Chambers, D. E., & Bonk, J. F. (2012). *Social policy and social programs: A method for the practical public policy analyst* (6th ed.). Boston, MA: Allyn & Bacon/Pearson.

Edin, K. J., & Shaefer, H. L. (2015). *\$2.00 a day: Living on almost nothing in America*. New York, NY: Houghton Mifflin Harcourt Publishing Company.

Lehman College Department of Social Work Department. (2017). *M.S.W. student handbook & field education manual*. Bronx, NY: Author. (Provided by Program.)

SUPPLEMENTARY TEXTS

Blau, J., & Abramovitz, M. (2014). *The dynamics of social welfare policy* (4th ed.). New York, NY: Oxford University Press.

Day, P. J. (2009). *A new history of social welfare* (6th ed.). Boston, MA. Allyn & Bacon

Gilbert, N., & Terrell, P. (2012). *Dimensions of social welfare policy* (8th ed.). Boston: Allyn & Bacon. ISBN 9780205625741 (chapter 3 is on reserve in the library)

In addition to the assigned text, this syllabus includes other readings; some concern general social welfare issues, and some concern policy issues specific to different fields of practice. Students should be especially aware of readings that describe the impact of policies on the lives of people in urban communities. Because social welfare policies are always subject to ongoing critique and revision, students should read either *The New York Times* or *The Wall Street Journal* (or use their online services) daily.

COURSE OUTLINE

Unit I: Social Welfare Policy and Social Justice (weeks 1 & 2)

1. Course overview
2. Review of key historical themes
3. Today's social welfare state
4. Professional ethics and social analysis

Required Readings:

Chambers & Bonk Chapter 1 (Analyzing the context for social policy analysis: The social problem context) and Chapter 3 (The analysis of policy goals and objectives in social programs and policies)

“Code of Ethics of the National Association of Social Workers” (NASW) and “Ethics in Social Work, Statement of Principles” of the International Federation of Social Workers/International Association of Schools of Social Work (IFSW/IASSW). In *M.S.W. student handbook & field education manual*.

Recommended Readings:

Blau, J., & Abramovitz, M. (2014). *The dynamics of social welfare policy* (4th ed.). New York, NY: Oxford University Press. Chapter 1, Introduction; Chapter 2, Definition and functions of social welfare policy (on reserve).

Unit II: How Some Harmful Conditions in Society Become Constructed into Social Problems (and others do not) (weeks 3 & 4)

1. The construction of social problems
2. The role of “objective facts”
3. Societal values in the United States
4. The role of media and the elites
5. The process of constructing a social problem

Required Readings:

Blumer, H. (1971). Social problems as collective behavior. *Social Problems*, 18(3), 298-306. (on reserve)

Begin reading *\$2.00 a day: Living on almost nothing in America*

Recommended Readings:

Blau, J., & Abramovitz, M., Chapter 3 (The economy and social welfare); Chapter 4 (The politics of social welfare policy), Chapter 5 (Ideological perspectives and conflicts), Chapter 6 (Social movements and social change); Chapter 7 (Social welfare history in the United States) (on reserve)

Unit III: A Framework for Analysis (weeks 5-11)**III A: Introduction (week 5)**

1. Introduction to choice analysis
2. Using skills to assess alternatives and trade-offs
3. Populations at risk and policy choices
4. Impact of professional values and ethics on policy choices
5. Understanding how policy impacts the well being of out clients

Required Readings:

Chambers & Bonk, Chapter 2 (An overview of a style of policy analysis: A value critical approach)

III B: Basis of allocation (weeks 6 & 7)

1. Who gets helped? Who doesn't?
2. Methods of eligibility and allocation
3. Ethical issues concerning eligibility
4. Implications of policy eligibility criteris on well-being for populations at risk

Required Readings:

Gilbert & Terrell: Chapter 3 (A framework for social policy analysis)

III C. Forms of benefits (week 8)

1. How do we help?
2. Different forms of benefit
3. Which forms are preferred by clients? By agencies? By society?

Required Readings:

Chambers & Bonk, Chapter 5 (Who gets what, how much, and under what conditions: Analysis of eligibility rules)

III D. Design of delivery system (week 9)

1. How do we deliver services?
2. Gaps in services
3. Strategies to coordinate services
4. Bureaucratic vs. Professional orientations

Required Readings:

Chambers & Bonk, Chapter 6 (Analysis of service-delivery systems and social policy and program design)

III E. Source(s) of funds (week 10)

1. Who pays for services?
2. Sources of funding for social services
3. Accountability and funding sources
4. Types of taxes and their implications
5. The implications of charitable contributions

Required Readings:

Chambers & Bonk, Chapter 7 (How do we pay for social welfare policies and programs? Analysis of financing)

Cnaan, R. A., & Boddie, S. C. (2002). Charitable choice and faith-based welfare: A call for social work. *Social Work, 47*, 224-235. (On reserve)

III F. Systems of transfer (week 11)

1. Federal and state governments
2. Centralization and decentralization trends
3. Different modes of service delivery
4. Implications for clients' well being and society of modes of transfer
5. Interactions among Policy elements

Required Readings:

Chambers & Bonk, Chapter 8 (Analysis of interactions among policy elements)

Linhorst, D. M. (2002). Federalism and social justice: Implications for social work. *Social Work, 47*, 201-208. (On reserve)

Unit IV: Analyzing International Issues in Social Welfare (weeks 12 & 13)

1. Differences in socio-economic resources among countries
2. Human development index
3. International social welfare issues

4. Pros and cons of internationalization

Required Readings:

- Alston, M. (2015). Social work, climate change and global cooperation. *International Social Work, 58*(3), 355-363.
- Hare, I. (2004). Defining social work for the 21st century: The International Federation of Social Workers' revised definition of social work. *International Social Work, 47*(3), 407-424.
- Katiuzhinsky, A., & Okech, D. (2014). Human rights, cultural practices, and state policies: Implications for global social work practice and policy. *International Journal of Social Welfare, 23*(1), 80-88.

Unit V: Connecting Policy Analysis with Policy Practice (week 14)

1. Using policy analysis to improve service delivery
2. Making service delivery responsive to diverse groups and vulnerable populations
3. Engaging in practices that advance social, environmental, and economic justice
4. Introduction to using analysis skills to formulate policies and advocate for policies that advance human rights and social justice

Required Readings:

- Chambers & Bonk, Chapter 9 (An example of social policy and social program analysis: Selected features of federal child welfare legislation since 1970 concered with child abuse)

Recommended Readings:

- Blau, J., & Abramovitz, M. Chapter 13 (If you want to analyze a policy ...) (On reserve)

BIBLIOGRAPAHY

- Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work, 46*(4), 297-308.
- Alston, M. (2015). Social work, climate change and global cooperation. *International Social Work, 58*(3), 355-363.
- Blau, J., & Abramovitz, M. (2014). *The dynamics of social welfare policy* (4th ed). New York, NY: Oxford University Press.
- Blumer, H. (1971). Social problems as collective behavior. *Social Problems, 18*(3), 298-306.
- Edin, K. J., & Shaefer, H. L. (2015). *\$2.00 a day: Living on almost nothing in America*. New York, NY: Houghton Mifflin Harcourt Publishing Company.
- Chambers, D. E., & Bonk, J. F. (2012). *Social policy and social programs: A method for the practical public policy analyst* (6th Ed) (Connecting core competencies). Boston, MA: Allyn & Bacon/Pearson.
- Cnaan, R. A., & Boddie, S. C. (2002). Charitable choice and faith-based welfare: A call for social work. *Social Work, (47)*3, 224-235.
- Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America*. New York, NY: Metropolitan Books.

- Gilbert, N., & Terrell, P. (2012). *Dimensions of social welfare policy* (8th ed.). Boston: Allyn & Bacon. ISBN 9780205625741 (chapter 3 is on reserve in the library)
- Hare, I. (2004). Defining social work for the 21st century: The International Federation of Social Workers' revised definition of social work. *International Social Work*, 47(3), 407-424.
- Hays, S. (2003). *Flat broke with children*. New York: Oxford University Press.
- Katiuzhinsky, A., & Okech, D. (2014). Human rights, cultural practices, and state policies: Implications for global social work practice and policy. *International Journal of Social Welfare*, 23(1), 80-88.
- Lens, V. (2002). TANF: What went wrong and what to do next? *Social Work*, 47(3), 279-290.
- Linhorst, D. M. (2002). Federalism and social justice: Implications for social work. *Social Work*, 47(3), 201-208.

Revised June 15, 2016

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

SOCIAL WELFARE POLICY ANALYSIS

SWK 643

SPRING 2018

WRITTEN ASSIGNMENT I (30 points)

Task: This assignment asks you to read *\$2 a Day: Living on Almost Nothing in America* by Kathryn Edin and H. Luke Shaefer, which chronicles the lives and struggles of families in poverty in the United States. The authors did extensive research and provide detailed accounts of the ways in which families live in extreme poverty.

Purpose: The purpose of this assignment is for you to think about the policy issues that are impacting each of the families that the authors follow.

Details: Your paper should be approximately 8 pages and should include a references page. Your assignment is to focus on one family that is discussed in the book and choose a social policy that you think is impacting the impoverished family.

There is considerable literature about the issues discussed in this book. In addition to your text and the book itself, please **incorporate references** from at least three additional academic quality articles or books. All written assignments are expected to be the product of your own work. Plagiarism in any form will not be tolerated. Plagiarism includes not citing sources of information. So, if you use an idea, fact, statistic, theory, or any other material from someone else, you must include a citation to give credit to that source. We will discuss citing sources using the American Psychological Association's (APA) format in class. Also, The Owl at Purdue is an excellent resource providing easy to follow examples for citations and for APA style rules in general. Visit their website at:
<http://owl.english.purdue.edu/owl/resource/560/01/>

As with all formal written assignments, you are expected to demonstrate effective written communication skills. Please use headings to separate your thoughts, and include an introduction and conclusion.

Address the following:

1. Your paper should include a summary of the family and the circumstances under which they live. This should be followed by a detailed description of the social policy that you've chosen, as well as an explanation as to why you think this social policy is impacting this family and how.
2. In your detailed description of the policy, you should cover -- the **process of the policy** (how and why it was originally developed, including key players and interest groups, role of the media, and social workers), the **product** (how was the policy designed to address the issues involved, were there any trade-offs or choices that had to be made, social values involved), and the **performance of the policy** (what is the impact of this policy on the well-being of the family you chose to write about, do you think it is effective – why or why not?).

3. Finally, you should conclude your paper by discussing your reaction to the book as a social worker.

Throughout, please use a **strengths perspective** and consider **social and economic justice** when discussing both the policy and the people affected by the policy. You should address both of these issues in your introduction and conclusion, as well as in your discussion of the policy description. For example, does the policy provide for equal resources for everyone? Are the families experiencing discrimination based on social status or race/ethnicity?

The paper will be graded according to the following rubric:

content area	points	comments
Process	5	
Product	5	
Performance	5	
Reaction	3	
social justice issues	2	
strengths-based perspective	2	
effective written style & mechanics	5	
APA formatting	3	
deductions (timeliness, integrity)		
total points:	30	

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

SWK 643 SOCIAL WELFARE POLICY ANALYSIS Spring 2018

WRITTEN ASSIGNMENT II (30 points)

Task: This assignment asks you to read Chapter 3 of the Gilbert & Terrell textbook, which presents the authors' framework for choice analysis of social welfare policy. There are four aspects to this analysis:

- Basis of Social Allocation: Eligibility
- Nature of Social Provision: Benefit
- Design of the Delivery System: Administrative Issues
- Mode of Finance: Source of Funding (and its implications)

In addition, this course is being presented within the context of social work's commitment to social justice. Primarily, this paper will involve a choice analysis based on Gilbert & Terrell's framework.

Purpose: The purpose of the assignment is for you to complete a choice analysis. This assignment will help students to identify social policies and programs that impact the well-being of clients as well as the delivery of services and access to services.

Details: Your paper should be approximately 8 pages plus a reference page in which you:

1. identify and describe the program where you are doing your internship (about .5 page);
2. complete a choice analysis of this program (about 6 pages);
3. select one of the elements from the choice analysis and discuss how the program may be improved to further social justice (about 1.5 pages).

NOTE: This suggested improvement CANNOT involve the expenditure of additional funding.

ALSO NOTE: If you are not doing your fieldwork this term, please choose an agency or program that you are interested in and complete the assignment based on this program.

All written assignments are expected to be the product of your own work. Plagiarism in any form will not be tolerated. Plagiarism includes not citing sources of information. Use agency manuals and websites, other organizational documents, government documents, and personal communications with your supervisors, directors, and others. Format the paper in APA 6th ed. style.

The second written assignment will be graded according to the following rubric:

content area	points	comments
description program	2	
program eligibility	5	
types of benefits	5	
service delivery	5	
financing	5	
social justice issues	3	
effective written style	5	
total points:	30	

**LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSWPROGRAM**

SWK 643

SPRING 2018

ASYNCHRONOUS ASSIGNMENTS

All 3-credit MSW courses are 3-hour hybrid courses, requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week. That is, in total, each student must complete 14 hours of asynchronous work over the course of the semester.

Asynchronous assignments for this course are considered “low stakes.” Your work will be graded for the content, thoughtfulness, and thoroughness of your responses and not for “right” or “wrong” answers. In addition, you should focus more on *what* you have to say versus complying with APA style format. The table below outlines each assignment, its due date, and the approximate length of time to complete.

Name/content	Due date	Hours
Asynchronous assignment 1 – Abramovitz article	4 th week	5
Asynchronous assignment 2 – Shaw article	9 th week	5
Asynchronous assignment 3 – Brookings video	13 th week	5

ASYNCHRONOUS ASSIGNMENT 1 (5 points)

Asynchronous assignment #1 has two components.

First, read the following article, which is available full-text via Lehman College library electronic journals subscription:

Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work, 46*(4), 297-308.

While this article isn't about social welfare policy *analysis* per se, it is about social welfare policy, and the topics Abramovitz addresses are very important for social work students to understand. Understanding these topics can help social workers advocate for human rights and social justice. For this first assignment, **read the article thoroughly**. This will take some time. Then, **devise an outline** that highlights the author's main points. The outline should answer the following types of questions: What is Abramovitz trying to say? What are her main arguments? How does she organize the presentation of the material?

Then, please complete the written component of this assignment as an outline, not as a narrative. Deconstructing someone else's writing can help you become a more organized writer yourself. You can use any outline format you choose (any combination of Roman or Arabic numerals, upper- and lower-case letters, etc.).

Second, complete this more critical analysis of the article, following your outline. **Answers can be in bulleted format. You do not need to compose a written paper.**

- How has the article's content enhanced your understanding of social welfare policy? How did this article make you think about "welfare" differently?
- Why are discussions about "welfare" typically framed the way they are and not the way that Abramovitz frames the issue?
- After having read this article, how will you talk about and explain "welfare" and social policy differently than you used to?
- What was something in this article that you hadn't thought about before?
- What was something Abramovitz addressed that you found particularly interesting?

ASYNCHRONOUS ASSIGNMENT 2 (5 points)

Read the following article, which is available full-text through Lehman Library journal subscription (specifically JSTOR):

Shaw, K. M. (2004). Using feminist critical analysis in the realm of higher education: The case of welfare reform as gendered educational policy. *The Journal of Higher Education*, 75(1), 56-79.

This one article addresses two topics related to social welfare policy. The first is an alternative framework by which to evaluate policy. Specifically, feminist critical policy analysis can be used instead of or in addition to traditional social welfare policy analysis to evaluate policies. The second topic is TANF, but the author addresses TANF through a feminist critical policy analysis lens. Thus, this article serves many purposes.

In written form, please answer the questions below, taking these points into consideration:

--On page 58, Shaw writes that "the methods and theoretical frameworks that dominate current policy analysis have been developed and implemented by those in power who, particularly in the world of policy formation and analysis, are overwhelmingly white, male, and well educated. Thus, traditional policy research has, according to Marshall, reflected the assumptions, worldview, and values of this group."

--Shaw quotes Marshall, writing that "traditional policy analysis is grounded in a narrow, falsely objective, overly instrumental view of rationality that masks its latent biases and allows policy elites and technocrats to present analyses and plans as neutral and objective when they are actually tied to prevailing relations of power." **Answers can be in bulleted format. You do not need to compose a written paper.**

- In what ways do you think "the interests of women and the interests of the state intersect and, most often, contradict each other?"
- In what ways do "gender, race, and other factors vary the effects of policies?"
- How can a feminist critical policy analysis be applied to issues beyond gender? Give some examples.
- In what ways does feminist critical policy analysis fit with social work?
- For you, what was the most controversial, the most interesting, and the most novel idea presented in the first part of this article?

ASYNCHRONOUS ASSIGNMENT 3 (5 points)

Every week the Brookings Institution produces a short video called @ Brookings (At Brookings) that discusses a major recent policy or political development. For example, recent topics have included jobs and the economy, immigration, and health care reform.

Watch this week's video at the link below and answer the following questions in bulleted format:

<http://www.brookings.edu/multimedia.aspx>

- What were the most important and interesting elements of the video?
- What was discussed that you had not thought about (or thought about in that way) before?
- What is your reaction to the content of the video?
- What does this video have to do with social welfare policy analysis?
- Why did you select this particular topic?
- What does this video have to do with social welfare policy analysis?
- What new information did you learn about the topic?
- What did you find particularly interesting in the video?
- What would you like to have more information about?
- What do you think could have been covered in more depth or nuance?
- What is your reaction to the content of the video?

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

SWK 646

SOCIAL WORK RESEARCH I

SPRING 2018

COURSE DESCRIPTION

This course focuses on skills needed to conceptualize social problems; use of available literature, websites and data; design of a research project; sampling; and critical evaluation of research designs. Students are introduced to the utilization of social work research to inform practice and practice that leads to and informs research with particular attention to urban populations. Students incorporate an awareness of ethical and political considerations affecting research, including the imperative need to protect human subjects.

COURSE SCHEDULE

All 3-credit courses are 3-hour hybrid courses, requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

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 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.
--	---

COURSE REQUIREMENTS

5. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work 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 NASW Code of Ethics may result in dismissal from the Department of Social Work.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. 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.
5. 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 Graduate 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 MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance, punctuality, and participation	15%
Asynchronous assignments (due weeks 3, 5, & 8)	15%
Midterm Exam (week 7)	20%
Final Exam (during finals week)	30%
COPEs Assignment (due weeks 4, 9, 13)	20%

REQUIRED TEXTS

Rubin, A., & Babbie, E. (2016). *Essential research methods for social work* (4th ed.). Boston, MA: Cengage Learning. ISBN number: 978-1-305-10168-5

You may purchase or rent an e-book version of this directly from Cengage at a small discount: <http://www.cengagebrain.com/course/1222585>

Lehman College Department of Social Work. (2017). *M.S.W. student handbook & field education manual*. Bronx, NY: Author. (Provided by the Program)

SUPPLEMENTAL TEXTS

Padgett, D. (2016). *Qualitative methods in social work research*. 3rd ed. Thousand Oaks, CA: Sage.

COURSE OUTLINE

UNIT I. INTRODUCTION TO EVIDENCE-BASED PRACTICE (Weeks 1 and 2)

- A. Why Study Research?
- B. Connecting Practice Experience And Research With Urban Populations
- C. Evidence-Based Practice
- D. Ways of Knowing
- E. Types of Research
 - Qualitative, Quantitative, Mixed-Methods
 - Secondary Data Analysis
 - Cross Sectional and Longitudinal Studies
- E. COPEs (Client-Oriented Practical Evidence Search) Framework

Required Readings:

Rubin & Babbie: Chapter 1, Why Study Research; Chapter 2, Evidence-Based Practice; Chapter 3, Quantitative, Qualitative and Mixed Methods of Inquiry

Review the following website: <http://www.evidence.brookscole.com/copse.html>

UNIT II. BEING AN EDUCATED CONSUMER OF SOCIAL WORK LITERATURE (Weeks 3-4)

- A. Conducting Literature Reviews
- B. Types of Articles

- Empirical, Theoretical, Review, Meta-Analyses, Qualitative, Quantitative
- C. Parts of Articles
 - D. Values and Ethics of Research
 - E. Culturally Responsive Research with Urban Populations

Required Readings:

Rubin & Babbie: Appendix A, Using the Library; Chapter 5, Ethical Issues in Social Work Research; Chapter 6, Culturally Competent Research
National Association of Social Workers (2008). *Code of ethics of the National Association of Social Workers*. Washington, DC: Author.

UNIT III. THE RESEARCH PROCESS (Weeks 5-6)

A. The Research Process (OVERVIEW):

- Answerable questions
- Problem formulation
- Study design
- Sampling
- Data collection
- Data analysis
- Interpretation of findings
- Generalizability
- Dissemination of results

B. Midterm Review

Required Readings:

Rubin & Babbie: Chapter 4, Factors Influencing the Research Process; Appendix B, Writing Research Proposals

MIDTERM (week 7)

UNIT IV. PROBLEM FORMULATION (Week 8-9)

- A. Research Questions and Hypotheses
- B. Independent Variables, Dependent Variables
- C. Operationalization
- D. Levels of Measurement

Required Readings:

Rubin & Babbie, Chapter 7, Problem Formulation; Chapter 15, Additional Methods in Qualitative Inquiry
Padgett: Chapter 1, Qualitative Methods in Context

UNIT V. RESEARCH DESIGN (Week 10)

- A. Non-Experimental Designs
- B. True Experiments
- C. Quasi-Experimental Designs
- D. Single Case Evaluation / Case Studies

Required Readings:

Rubin & Babbie: Chapters 12, Experiments and Quasi-Experiments; Chapter 13, Single Case Evaluation Designs; Chapter 16, Analyzing Available Records: Quantitative and Qualitative Methods

UNIT VI. SAMPLING, DATA COLLECTION, MEASUREMENT (Weeks 11-12)

- A. Sampling
- B. Methods of Data Collection:
Interviews, Observation, Questionnaires/Surveys
- C. Rigor and Trustworthiness
- D. Reliability, Validity, Measurement

Required Readings:

Rubin & Babbie: Chapters 8, Measurement in Quantitative and Qualitative Inquiry; Chapter 9
Quantitative and Qualitative Measurement Instruments; Chapter 10, Surveys; Chapter 11,
Sampling: Quantitative and Qualitative Approaches
Padgett: Chapter 5, Data Collection: Observation, Interviewing and Use of Documents

UNIT VII. INTERPRETATION AND APPLICATION OF FINDINGS (Week 13-14)

- A. Probability
- B. Statistical Significance
- C. Generalizability
- D. Are study goals achieved?
- E. Study Limitations
- F. Application of Findings: Research-Informed Practice
- G. Wrap Up and Review

Required Readings:

Rubin & Babbie: Chapters 17, Quantitative Data Analysis; Chapter 18, Qualitative Data Analysis;
Appendix C, Writing Social Work Research Reports

BIBLIOGRAPHY

- Anderson, S., & Eamon, M. K. (2004). Health coverage instability for mothers in working families. *Social Work, 49*, 395-405.
- Antle, B., & Regehr, C. (2003). Beyond individual rights and freedoms: Metaethics in social work research. *Social Work, 48*, 135-144.
- Bledsoe-Mansori, S. E., Manuel, J. I., Bellamy, J. L., Fang, L., Dinata, E., & Mullen, E. J. (2013). Implementing evidence-based practice: Practitioner assessment of an agency-based training program. *Journal of Evidence-Based Social Work, 10*(2), 73-90.
- Buckley, J., & Abell, N. (2004). Validation of the health care surrogate preferences scale. *Social Work, 49*, 432-439.
- Bullock, K. (2007). Grandfathers raising grandchildren: An exploration of African American kinship networks. *Journal of Health and Social Policy, 22*(3/4), 181-197.
- Delva, J. (2007). The human subjects protection process: A subjective view. *Social Work, 52*, 101-102.

- Dragowski, E., Halkitis, P., Grossman, A., & 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.
- Evidence-based practice for the helping professions. (2007, March 9). Retrieved from <http://www.evidence.brookscole.com/index.html>.
- Feczer, D., & Bjorklund, P., (2009). Forever changed: Posttraumatic stress disorder in female military veterans, a case report. *Perspectives in Psychiatric Care*, 45(4), 278-291.
- Gambrill, E. (1999) Evidence-based practice: An alternative to authority-based practice, *Families in Society: The Journal of Contemporary Human Services*, 80, 341-350.
- Gambrill, E. D. (2003). Evidence-based practice: Sea change or the emperor's new clothes? *Journal of Social Work Education*, 39(1), 3-23.
- Gibbs, L., & Gambrill, E. (2002). Evidence-based practice: Counterarguments to objections. *Research on Social Work Practice*, 12(3), 452-476.
- Haight, W., Black, J., Workman, C., & Tata, L. (2001). Parent-child interaction during foster care visits. *Social Work*, 46, 325-338.
- Heidemann, G., Cederbaum, J., & Martinez, S. (2016). Beyond recidivism: How formerly incarcerated women define success. *Affilia: Journal of Women and Social Work*, 31, 24-40.
- Hodge, D. (2001). Spiritual assessment: A review of major qualitative methods and a new framework for assessing spirituality. *Social Work*, 46, 203-214.
- 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.
- Jones, J. (1981). *Bad blood: The Tuskegee syphilis experiment*. New York: Free Press.
- Kolb, P. (2003). *Caring for our elders: Multicultural experiences with nursing home placement*. New York: Columbia University Press.
- Kruzich, J., Friesen, B., Williams-Murphy, T., & Longley, M. J. (2002). Voices of African American families: Perspectives on residential treatment. *Social Work*, 47, 461-470.
- 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.
- LePage, J., Washington, E., Lewis, A., Johnson, K., & Garcia-Rea, E. (2011). Effects of structured vocational services on job-search success in ex-offender veterans with mental illness: 3-month follow-up. *Journal of Rehabilitation Research and Development*, 48(3), 277-286.
- Levin, A., & Mills, L. (2003). Fighting for child custody when domestic violence is at issue: Survey of state laws. *Social Work*, 48, 463-470.

- Lundgren, L., Schilling, R., & Peloquin, S. (2005). Evidence-based drug treatment practice and the child welfare system: The example of methadone. *Social Work, 50*, 53-63.
- Marsh, J. (2003). Arguments for family strengths research. *Social Work, 48*, 147-149.
- 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.
- Miller, R., & Brewer, J. (Eds.) (2003). *The A-Z of social research: A dictionary of key social science research concepts*. London: Sage Publications.
- 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.
- Mullen, E. J., & Steiner, D. L. (2004). The evidence for and against evidence-based practice. *Brief Treatment and Crisis Intervention, 4*(2), 111-121.
- Ogden, L., Vinjamuri, M. K., & Kahn, J. (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*, DOI:10.1080/01488376.2016.1182097.
- Padgett, D. (2016). *Qualitative methods in social work research*. (3rd ed.). Thousand Oaks, CA: Sage.
- 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*, 187-193.
- Patterson, M., Moniruzzaman, A., Palepu, A., Zabkiewicz, D., Frankish, C. J., Krausz, M., & Somers, J. M. (2013). Housing First improves subjective quality of life among homeless adults with mental illness: 12-month findings from a randomized controlled trial in Vancouver, British Columbia. *Social Psychiatry and Psychiatric Epidemiology, 48*, 1245-1259.
- Potocky, M., & Rodgers-Farmer, A. Y. (Eds.) (1998). *Social work research with minority and oppressed populations*. Binghamton, New York: Haworth.
- Rothman, J., Rudnick, D., Slifer, M., Agins, B., Heiner, K., & Birkhead, G. (2007). Co-located substance abuse treatment and HIV prevention and primary care services, New York State, 1990-2002: A model for effective service delivery to a high-risk population. *Journal of Urban Health: Bulletin of the New York Academy of Medicine, 84*(2), 226-242.
- Royse, D. (2008). *Research methods in social work*. Belmont, CA: Thomson Higher Education.
- Rubin, A., & Babbie, E. (2016). *Essential research methods for social work* (4th ed.). Belmont, CA: Brooks-Cole/Cengage. ISBN number: 978-1-305-10168-5
- Schnurr, P., & Lunney, C. (2008). Exploration of gender differences in how quality of life relates to posttraumatic stress disorder in male and female veterans. *Journal of rehabilitation and Research Development, 45*(3), 383-393.

- Siegel, D. (2003). Open adoption of infants: Adoptive parents' feelings seven years later. *Social Work, 48*, 409-419.
- Tuchman, E., & Lalane, M. (2011). Evidence-based practice: Integrating classroom curriculum and field education. *Journal of Teaching in Social Work, 31*(3), 329-340.
- Wang, Y., & Marcotte, D. E. (2007). Golden years?: The labor market effects of caring for grandchildren. *Journal of Marriage and Family, 69*(5), 1283-1296.
- Williams, N., & Sherr, M. E. (2013). Oh how I try to use evidence in my social work practice: efforts, successes, frustrations, and questions. *Journal of Evidence-Based Social Work, 10*(2), 100-110.
- Witkin, S., & Harrison, W. D. (2001). Whose evidence and for what purpose? *Social Work, 46*, 293-296.
- Wong, D. (2007). Crucial individuals in the help-seeking pathway of Chinese caregivers of relatives with early psychosis in Hong Kong. *Social Work, 57*, 127-135.

Revised June 15, 2017

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

SWK 646

Social Work Research 1

Spring 2018

**Client-Oriented Practical Evidence Search (COPES) Assignment
20% of final grade**

**Please note there are three due dates for this assignment.
It is completed in three stages.**

The primary purpose of this assignment is to learn how to use research to inform and enhance your practice in the field. A secondary purpose is to understand how social science research articles are written and organized and to give you experience with how research concepts come together to create a finished scientific report.

Assignment overview: You will be asked to describe a case problem, use it to formulate a research question, and identify scientific evidence that addresses that problem.

Assignment Details

Part 1. (5% of final grade)

1. Read: Gibbs, L. E. (2003). *Evidence-based practice for the helping professions: A practical guide with integrated multimedia*. Pacific Grove, CA: Brooks/Cole-Thomson learning. Chapter 1: Evidence-based practice: Definition and what it offers to you and to your clients, pp. 1-24; Chapter 3: Pose a specific question of importance to your clients' welfare, pp. 53-87.
2. Familiarize yourself with the website: <http://www.evidence.brookscole.com/>
3. Identify a practice problem that you are encountering or have encountered in the field.
4. Write a brief summary of the presenting problem (1-2 paragraphs). This should serve as a rationale for the question.
5. Based on the practice problem identified, write a COPES question (1 sentence).

Part 2. (5% of final grade)

1. Create a list of key words and synonyms that stem from your COPES question (list length will vary).
2. Identify a database that could be used to find research articles related to your topic.
3. Search the database using your key words and synonyms. Write down the combinations of key words that you use in your searches.
4. Find articles that speak to your research question. They may not answer your question directly but can provide you with initial data on how to approach the problem.
5. Evaluate which articles from your searches best answer your question, and create an APA-style reference page with those articles. Indicate the database and a list of the combination of key words and synonyms you used.

Part 3. (10% of final grade)

1. Use a table to describe the articles you selected.
 - a. Your table should include:
 - Name of study & authors
 - Date of article
 - Type of study (e.g. RCT, qualitative, cross-sectional, meta-analysis, lit review, secondary data analysis, etc.)
 - Sample characteristics
 - Data collection method
 - Intervention characteristics
 - Findings

Name of study and authors	Date	Type of study	Sample characteristics	Data collection method	Intervention characteristics	Findings

2. Summarize the findings: altogether, what have you learned? (1 paragraph)
3. Can any of the evidence you have found be feasibly applied to your placement? How so? (Or why not?) (1-2 paragraphs)
4. Make a conclusion with a final recommendation summarizing how this problem can best be addressed, according to the available research.

As noted above, this website may be of great assistance to you as you complete the assignment:

<http://www.evidence.brookscole.com/copse.html>

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

SWK 646

SOCIAL WORK RESEARCH I

SPRING 2018

Asynchronous Assignments Description (15% of final grade)

Task: Answer questions explaining the research process and findings from assigned empirical articles.

Purpose: The purpose of these assignments is to help students understand different ways of conducting research and the types of knowledge qualitative and quantitative research can generate. In doing these assignments, students will increase their competency in:

- distinguishing, appraising, and integrating multiple sources of knowledge
- engaging in research-informed practice and practice-informed research
- critically analyzing, monitoring, and evaluating interventions.

Instructions: Read one set of articles. Each set includes one qualitative and one quantitative article (two articles in total). Note: you will use the set (two articles) for the three steps of the asynchronous assignment. Answer the questions regarding the articles in the set you select.

Asynchronous Assignment Step #1 (5 points)

For both articles in the set you select, describe the following:

1. What was the researchers' purpose in conducting the study? Why was the study significant for social work practice? Explain how each article in the set can contribute to evidence-based practice and social workers' knowledge of working with this population.
2. For the qualitative study, describe the benefits of using a qualitative method given the researchers' purpose. For the quantitative study, describe the benefits of using a quantitative method given the researchers' purpose. That is, why did the method (qualitative or quantitative) make sense to answer the researchers' questions?
3. How can the qualitative research and the quantitative findings about this topic complement each other for our understanding of this problem and population?

Asynchronous Assignment Step #2 (5 points)

1. For each article, explain if it was a true experiment, quasi-experimental, or non-experimental design and how you know that. How does that design fit with the study's purpose?
2. For the quantitative article, identify the null and alternative hypotheses. Also, describe the outcome that the researchers were studying (the dependent variable(s)). Describe the factors (independent variables) that the researchers thought would affect the outcome. What is the hypothesized relationship between the variables?
3. For the qualitative article, explain how the researchers thought the various factors under consideration might affect each other or interact.
4. For each article, describe the study's sample. How does the sample meet the study's purpose?

Asynchronous Assignment Step #3 (5 points)

1. For each article, explain how the researchers collected the data (data collection technique). Why did that data collection technique fit with the purpose of the study?
2. For each article, describe the findings. Based on the data gathered, what evidence do the researchers have to answer their research questions?
3. Connect the evidence from each study to social work practice. Answer the "So what?" question. Based on the findings in each study, identify one specific change you would make in your practice if you were working with this problem or population.

Set 1

Dragowski, E., Halkitis, P., Grossman, A., & 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.

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.

Set 2

Bullock, K. (2007). Grandfathers raising grandchildren: An exploration of African American kinship networks. *Journal of Health and Social Policy, 22*(3/4), 181-197.

Wang, Y., & Marcotte, D. E. (2007). Golden years?: The labor market effects of caring for grandchildren. *Journal of Marriage and Family, 69*(5), 1283-1296.

Set 3

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*, 187-193.

Patterson, M., Moniruzzaman, A., Palepu, A., Zabkiewicz, Frankish, C., Krausz, & Somers, J. (2013). Housing First improves subjective quality of life among homeless adults with mental illness: 12-month findings from a randomized controlled trial in Vancouver, British Columbia. *Social Psychiatry and Psychiatric Epidemiology, 48*, 1245-1259.

Set 4

Heidemann, G., Cederbaum, J., & Martinez, S. (2016). Beyond recidivism: How formerly incarcerated women define success. *Affilia: Journal of Women and Social Work, 31*, 24-40.

LePage, J., Washington, E., Lewis, A., Johnson, K., & Garcia-Rea, E. (2011). Effects of structured vocational services on job-search success in ex-offender veterans with mental illness: 3-month follow-up. *Journal of Rehabilitation Research and Development, 48*(3), 277-286.

Set 5

Feczer, D., & Bjorklund, P., (2009). Forever changed: Posttraumatic stress disorder in female military veterans, A case report. *Perspectives in Psychiatric Care, 45*(4), 278-291.

Schnurr, P., & Lunney, C. (2008). Exploration of gender differences in how quality of life relates to posttraumatic stress disorder in male and female veterans. *Journal of rehabilitation and Research Development, 45*(3), 383-393.

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

SWK 646

Social Work Research 1

Spring 2018

Mid-term Examination

Write your 4-5 digit identification number here: _____
Do not write your name or any other identifying information on the exam.

The Mid-term exam comprises 20% of the final course grade

I. SHORT ANSWERS (2 points each; write your answers in the Blue Book.)

1. Based on the book and class discussions, what is social work evidence-based practice? Explain why it is important for social work practitioners to utilize research on social work practice.
2. What is the difference between a theoretical and an empirical article?
3. Compare and contrast quantitative and qualitative research designs.
4. Describe why and when one would use a mixed methods approach.

II. APPLICATION TO ABSTRACTS

(Read the abstract -- see attached. Write your answers in the Blue Book.)

1. What was the social problem that the authors tried to address? (2 points)
2. Was the research qualitative or quantitative? (1 point)
3. Was the research cross sectional or longitudinal? (1 point)
4. Explain what the implications of this study's results could be for social work practice. (Move beyond the fact that this study had not been conducted before or that social workers serve this population. How could a social worker really use these results in daily practice? How would these results make your job as a social worker different?) (2 points)

III. MULTIPLE CHOICE (.5 points each. Circle the appropriate answer.)

Based on the following titles, identify if the article is most likely to be

A. theoretical B. review C. empirical or D. meta-analysis

1. *Estimating rates of psychosocial problems in urban and poor children with sickle cell anemia.*
 - A. theoretical
 - B. review
 - C. empirical
 - D. meta-analysis

2. *Sickle cell anemia in pregnancy and the neonates: Ethical issues.*
 - A. theoretical
 - B. review
 - C. empirical
 - D. meta-analysis

3. *Exploring parent-sibling communication in families of children with sickle cell disease.*
 - A. theoretical
 - B. review
 - C. empirical
 - D. meta-analysis

4. *The psychosocial wellbeing of children with chronic disease, their parents and siblings: An overview of the research evidence base.*
 - A. theoretical
 - B. review
 - C. empirical
 - D. meta-analysis

5. *Genome-wide meta-analysis of systolic blood pressure in children with sickle cell disease.*
 - A. theoretical
 - B. review
 - C. empirical
 - D. meta-analysis

6. *The abuse of older men: Implications for social work.*
 - A. theoretical
 - B. review
 - C. empirical
 - D. meta-analysis

7. *Elder abuse research: A systematic review.*
 - A. theoretical
 - B. review
 - C. empirical
 - D. meta-analysis

8. Which of the following is **NOT** an answerable question:
 - A. Are students from New York smarter than students from New Jersey?
 - B. Do students from New York have a higher pass rate on the LMSW exam than students from New Jersey?
 - C. Do students from New York have a higher GPA than students from New Jersey?
 - D. Are students from New York spending more hours per week studying than students from New Jersey?

9. Which of the following statements is true about the need to critique research quality?
 - A. Practitioners can rely on researchers to produce good studies and therefore only have to know the results of those studies.

- B. If a research study gets published, practitioners can be assured that it is of high quality.
- C. Social work practitioners need to understand research methods so they can discriminate strong from weak studies.
- D. There is no need to critique the quality of research.

10. A philosophical frame of reference for interpreting the world is referred to as a
- A. paradigm
 - B. theory.
 - C. hypothesis.
 - D. concept.

11. A study that attempts to maximize precision and objectivity in testing whether an intervention reduces an undesirable behavior is being guided by what paradigm?
- A. social constructivism
 - B. interpretivism.
 - C. critical social science.
 - D. positivism

12. Which of the following statements is correct about evidence-based practice?
- A. it combines practitioner expertise with client characteristics and best research evidence.
 - B. It is a list of interventions that will be effective with every client.
 - C. It refers to decisions about intervention effectiveness, only.
 - D. Idiosyncratic client attributes should be ignored when selecting the best intervention

13. When evaluating evidence, you should:
- A. Refrain from looking at web sites.
 - B. Use only one search term.
 - C. Avoid systematic reviews.
 - D. Examine the Cochrane and Campbells Collaboration resources.

14. Qualitative methods:
- A. Emphasize precise and generalizable statistical findings.
 - B. Are likely to access deeper meanings.
 - C. Cannot be combined with quantitative methods in the same study.
 - D. Eschew objectivity entirely.

15. Which of the following statements best typifies a mixed methods study?
- A. Uses more than one type of quantitative method.
 - B. Uses more than one type of qualitative method.
 - C. Combines a quantitative method with a qualitative method.
 - D. Combines both cross-sectional and longitudinal approaches.

16. A study of how the same clients discharged from an inpatient mental health facility in 2000 were functioning in 2001, 2002, 2003, and so on through 2007 would be:

- A. an inductive study
- B. a qualitative study
- C. a longitudinal study
- D. a cross-sectional study

17. Which of the following illustrates the use of the inductive method?

- A. hypothesis, observations, accept or reject hypothesis.
- B. observations, pattern finding, and identifying lines of further inquiry
- C. theory, hypothesis, observations, generalizations.
- D. theory, observations, and generalizations.

18. Which of the following statements is TRUE about selecting a social work research question?

- A. The selection should be based exclusively on the researcher's personal curiosity.
- B. The question should have relevance to guiding social welfare policy, or social work practice, or social work education
- C. Reading the research literature on the topic should be put off until after the research question is finalized.
- D. The selection should be based on a question that has never been studied before.

SAMPLE ABSTRACTS FOR MIDTERM EXAM

Title: "Slamming the Closet Door: Working with Gay and Lesbian Youth in Care"

Authors: D. Mark Ragg, Dennis Patrick, and Marjorie Ziefert

The developmental challenges of gay and lesbian youth are well understood by professionals in the field. Increasingly, professionals are extending this understanding to the plight of gay and lesbian youth living in out-of-home care. Such youth face additional challenges and a lack of support that greatly complicates the development of a positive identity. Inherent in these additional challenges is the responsiveness of professionals mandated to work with youth. This study explores critical worker competencies for supporting gay and lesbian foster youth. Twenty-one youth were interviewed and asked to describe workers who were facilitative and workers who inhibited positive development. The interview transcripts were assessed to identify critical competencies. This article shares critical youth themes and underlying practice competencies.

Title: "Pathways to and From Homelessness and Associated Psychosocial Outcomes Among Adolescents Leaving the Foster Care System"

Authors: Patrick J. Fowler, Paul A. Toro, and Bart W. Miles

We evaluated the prevalence and nature of housing problems among adolescents leaving foster care because of their age to provide evidence that can inform public and programmatic policies designed to prevent homelessness. Housing and psychosocial outcomes in a sample of 265 adolescents who left the foster care system in 2002 and 2003 in a large Midwestern metropolitan area were evaluated over a 2-year follow-up period. Analyses focused on identifying latent housing trajectory categories across the first 2 years after participants' exit from foster care. Findings revealed 4 latent housing classifications. Most participants (57%) had experienced stable housing situations since their exit from foster care. Those in the remaining 3 categories endured housing problems, and 20% were chronically homeless during the follow-up period. Housing instability was related to emotional and behavioral problems, physical and sexual victimization, criminal conviction, and high school dropout. Adolescents in foster care are at considerable risk of homelessness. Preventive initiatives can reduce homelessness in this population by implementing improved foster care programming and developing empirically informed interventions targeting foster care adolescents.

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

SWK 646

Social Work Research 1

Spring 2018

Final Examination

Write your 4-5 digit identification number here: _____

Do not write your name or any other identifying information on the exam.

The Final exam comprises 30% of the final course grade

WRITE YOUR ANSWERS TO THE MULTIPLE CHOICE QUESTIONS ON PAGE 6.

(.5 points each)

1. A study tests the hypothesis that the provision of social work intervention will reduce the school dropout rate. It finds that social work intervention reduces the dropout rate only of children whose families are experiencing high levels of family stress. In this study, what type of variable is "level of family stress"?

- A. post hoc variable
- B. independent variable
- C. dependent variable
- D. moderating variable

2. If we find that rates of behavioral disorder are lower among children who are more active in sports, then we have found what type of relationship?

- A. positive
- B. negative
- C. curvilinear
- D. causal

3. A nominal definition:

- A. tells us what indicators to use in observing a concept.
- B. is a statement detailing what will be involved in measuring some entity.
- C. allows other researchers to measure a concept in the same way.
- D. is like a dictionary definition.

4. At what level of measurement is the variable *number of incidents of child neglect*?

- A. nominal
- B. ordinal
- C. interval
- D. ratio

5. At what level of measurement is the variable ethnicity?

- A. nominal
- B. ordinal
- C. interval
- D. ratio

6. The tendency of people to answer questions through a filter that will convey a favorable impression is called
- A. the acquiescent response set
 - B. social desirability bias
 - C. cultural bias
 - D. random error
7. Reliability involves
- A. whether a particular technique applied repeatedly to the same object would yield the same results each time
 - B. ensuring accuracy.
 - c. ensuring that your measure measures what you think it should measure.
 - d. ensuring precision
8. Most social scientists would not accept the conceptualization of IQ as foot size because such a measurement would lack
- A. precision
 - B. reliability
 - C. accuracy
 - D. validity
9. The questionnaire item "Did you file federal and state income tax reports last year?" with a response set of "yes," "no," "can't remember," or "other" is an example of
- A. an open-ended question.
 - B. an ordinal variable.
 - C. a double-barreled question.
 - D. a negative item.
10. The primary function of the probe is to
- A. loosen up the respondent.
 - B. get the correct answer from the respondent.
 - C. indicate an understanding and interest in the respondent.
 - D. get the respondent to answer a question more fully.
11. When follow-ups are planned with mail surveys
- A. the anonymity of respondents can no longer be guaranteed.
 - B. more thoughtful answers are usually provided by those who wait until the follow-up to respond.
 - C. response rates typically increase.
 - D. response bias can no longer be estimated.
12. In general, strengths of survey research include
- A. making large samples feasible.
 - B. showing causality.
 - C. uncovering of deeper meanings for each respondent .
 - D. directly measuring what people actually do, not just what they say.

13. In contrast to interviews, self-administered questionnaires have the advantage of
- A. being more effective in dealing with complicated issues.
 - B. producing fewer incomplete questions.
 - C. dealing with the context of social life.
 - D. handling sensitive issues more effectively.
14. Quasi-experimental designs are often used instead of experimental designs because
- A. agency constraints often make experiments infeasible.
 - B. they have more internal validity than experiments.
 - C. quasi-experiments randomly assign participants to groups.
 - D. social workers do not want to test the effectiveness of interventions.
15. Which of the following is LEAST suited to providing clear evidence about a causal relationship between the independent and dependent variables?
- A. classical experimental design.
 - B. quasi-experimental design.
 - C. posttest-only control group design.
 - D. one-shot case study.
16. Non-experimental designs
- A. are the weakest experimental designs.
 - B. control for most sources of internal invalidity.
 - C. control for most sources of external invalidity.
 - D. are excellent for drawing causal inferences.
17. Suppose a new social casework program is offered to students with high levels of truancy. If those students placed in the program by their parents have significantly less truancy after participating than the students who did not participate in the program, then we can conclude that
- A. the program effectively reduces truancy.
 - B. a selection bias might explain away the difference.
 - C. there is a lack of covariation among the variables.
 - D. some clients benefited, so the program has value.
18. When selecting a comparison group in a quasi-experimental design, one should
- A. select a group unlike the experimental group.
 - B. select a group as similar as possible to the experimental group.
 - C. use random assignment.
 - D. use random selection.
19. Suppose you instruct a couple to have a typical conversation while you observe them in your office. This would be an example of
- A. unobtrusive observation.
 - B. research reactivity.
 - C. obtrusive observation.
 - D. interval recording.

20. Which of the following approaches would be least obtrusive in regard to measuring the impact of a group-work intervention on school performance?

- A. Obtain grade, attendance, and behavior data from school records.
- B. Observe the students' in-class behavior yourself.
- C. With the clients' permissions, obtain videotapes of the children's in-class behavior.
- D. Interview the children.

21. The most frequent attribute is the

- A. mean.
- B. median.
- C. mode.
- D. range.

22. Given the following values (8, 12, 9, 15, 17, 11, 13, 14, 7), the median is

- A. 12
- B. 17
- C. 4.5
- D. 5

23. A measure of dispersion describes

- A. where the data are clustered.
- B. which data are the most important.
- C. how the data were gathered.
- D. how spread out the data are.

24. A social work researcher conducts a study in which she knows the chance of every member of the target population becoming a part of her study. This is an example of

- A. meta-analysis
- B. probability sampling
- C. random assignment
- D. true experiment

25. A social worker wants to compare the social satisfaction of individuals in her recreational therapy group to those residents at the group home who choose not to participate in recreational therapy. This is an example of a

- A. meta-analysis
- B. non-experimental design
- C. quasi-experiment
- D. true experiment

26. A researcher wants to study the rate of depression among people living in the areas affected by Hurricane Sandy. This is an example of

- A. case controlled design
- B. non-experimental design
- C. quasi-experimental design
- D. randomized controlled trial

27. A social worker wants to test a new technique to see if it will be effective in helping her client cope with Post-Traumatic Stress Disorder. This is an example of
- A. randomized controlled trial
 - B. control group design
 - C. random selection
 - D. single system design
28. In social sciences, a standard, acceptable p value would be
- A. .0001
 - B. .05
 - C. .50
 - D. 1.00
29. A p value tells someone reading an article
- A. how generalizable the results are to the population of interest
 - B. how likely it is that observed differences between two groups were not due to chance
 - C. how valid the results of the study are
 - D. the probability of the intervention working when applied to the population of interest
30. The best type of research design to establish whether an intervention works or not includes
- A. probability sampling
 - B. quota sampling
 - C. random assignment
 - D. random selection

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	

20.	
21.	
22.	
23.	
24.	
25.	
26.	
27.	
28.	
29.	
30.	

WRITE YOUR ANSWERS TO THE ESSAY QUESTIONS ON THE BACK OF THE EXAM. USE AS MANY PAGES AS YOU NEED.

The essay questions are based on the following description:

A large, national youth development organization funds local community-based agencies to follow its program model. The adolescents selected for the program must be identified as “high risk,” meaning that they live in an impoverished community, have a single parent, have low grades, have a parent who is or has been incarcerated, and/or are medically fragile.

Big Organization reports the following:

Big Organization is an overwhelming success! Of the youth, 10-17 years old, who participate in our program:

- 14% see an increase in their grades,
- 43% have better relationships with their peers, and
- 31% have better relationships with their parents.

The way that Big Organization comes to this data follows. Big Organization gives the local community-based agencies a form to report on their participants. The social worker at the local agency completes the form. Every six months, for each participant, the social worker reports:

Participant’s grades have:

- improved a lot improved somewhat stayed the same no data

Participants’ relationships with her/his peers have:

- improved a lot improved somewhat stayed the same no data

Participants’ relationship(s) with her/his parent(s) have:

- improved a lot improved somewhat stayed the same no data

1. Identify and explain the problems with Big Organization's conclusions. (5 points)

You decide that Big Organization's study is too flawed for you to use, so you design your own study. Your plan is to test the following research question:

Does participation in a Big Organization affiliated program affect the grades of participants?

2. Write a corresponding null hypothesis associated with this research question. (1 point)

3. Write a directional alternative hypothesis associated with this research question. (1 point)

4. Operationalize the independent variable. (.5 points)

5. Explain how you will gather data for your independent variable (data collection method) and why you will gather it that way (advantages of that data collection method for your purposes). (1 point)

6. Explain what level of measurement you will use to gather data about your independent variable and why (advantages of using that level of measurement for your purposes). (2 points)

7. Operationalize the dependent variable. (.5 points)

8. Explain how you will gather data for your dependent variable (data collection method) and why you will gather it that way (advantages of that data collection method for your purposes). (2 points)

9. Explain what level of measurement you will use to gather data about your dependent variable and why (advantages of using that level of measurement for your purposes). (2 points)

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

SWK 671

FIELDWORK AND SEMINAR I

FALL 2017

CO-REQUISITE:

SWK 611 (Generalist Social Work Practice I)

PRE- or CO-REQUISITE:

SWK 605 (Human Behavior and the Social Environment)

NOTE: In order to begin fieldwork, all students must have completed the New York State mandated 2-hour “Training in Child Abuse Identification and Reporting” online course, provided at no cost at <http://www.nysmandatedreporter.org>. A copy of the Certification of Completion of this training must be submitted to your seminar instructor by the first Seminar class. 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 of this training.

COURSE DESCRIPTION

Students complete 280 hours of fieldwork in a social service agency as arranged by the Program. Students integrate social work knowledge, values, skills, and cognitive and affective processes as they provide services to diverse urban populations. The Fieldwork Seminar component of this course is designed to integrate classroom content with their agency practice. (5 credits).

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

	<p>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;</p> <p>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;</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</p>

	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 concerns 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), which is included in the Appendix to the *M.S.W. 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 Social Work Program. Failure to comply with the Code of Ethics may result in dismissal from the Department of Social Work.
2. Participate in the learning process of the Seminar, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and be respectful to others in class.
3. Complete a minimum of 600 hours of Fieldwork over the course of the academic year according to the Fieldwork schedule provided. Students are required to complete 21 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.

4. Complete 21 hours of Fieldwork per week, of which at least two full days (7 hours per day) are 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.*
5. Write a minimum of one process recording each week and submit each recording to the Fieldwork Instructor for review. However, Fieldwork Instructors may request more than one process recording per week. 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. A total of 14 process recordings must be given to the Seminar instructor during this semester. The Seminar Instructor/Faculty Advisor will give 4 of these process recordings to the instructor of the Generalist Social Work Practice I class.
6. 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 preparing agenda items for discussion.
7. 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.
8. 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.
9. 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.

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 free of charge 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 MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Fieldwork performance and evaluations	60%
Acceptable content and timely submission of 10 process recordings different from the 4 submitted for SWK 611	20%
Attendance and participation in Fieldwork Seminars, and Blackboard participation, as required by instructor	20%

EVALUATION OF STUDENT PERFORMANCE IN FIELDWORK

A final evaluation is completed in December by the Fieldwork Instructor using the evaluation guide provided in the *M.S.W. 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 the 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

Lehman College Department of Social Work. (2017). *M.S.W. student handbook & field education manual*. Bronx, NY: Author. (Provided by the Program.)

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

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

SUPPLEMENTARY TEXTS (on reserve in the college library)

- Gitterman, A. (Ed.). (2014). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.). New York, NY: Columbia University Press.
- Hutchison, E. D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course*. Thousand Oaks, CA: Sage Publications.
- 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>
- Saleebey, D. (2012). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Allyn & Bacon.
- Walsh, J. (2014). *Theories for direct social work practice* (3rd ed.). Belmont, CA: Wadsworth/Cengage Learning.

See Fields of Practice Bibliography attached

COURSE OUTLINE

UNIT I: Introduction and Orientation to Fieldwork and Fieldwork Seminar

(Classes 1, 2 & 3)

- A. Orientation to Fieldwork and Seminar I
- B. Expectations and responsibilities of student, Field Instructor, Task Supervisor, and faculty field advisor
- C. Collection of Certificates of Completion of the Training in Child Abuse Identification and Reporting
- D. Process recording as a tool for learning
- E. Review of generalist practice principles and professional values
- F. Discussion of the identification of red-flag issues and seeking instruction to address high-risk situations.

Required Readings:

M.S.W. Student Handbook & Field Education Manual

Hepworth, et al., Chapter 1, The Challenges of Social Work

Royse et al., Chapter 1: Field Instruction and the Social Work Curriculum; Chapter 4, The Student Intern: Learning New Roles; Chapter 9, Pragmatic Concerns

UNIT II: Application of Social Work Practice Skills (Classes 4, 5, & 6)

- A. Use of social work knowledge, values, and skills in students' work in their fieldwork placements
- B. Beginning development of students' abilities to distinguish between facts, impressions, and feelings in their work with clients and collateral systems
- C. Discussion of Midterm Evaluation

Required Readings:

Hepworth, et al., Chapter 3, Overview of the Helping Process

Royse, et al.: Chapter 5, Contexts in Which Social Workers Operate; Chapter 6: Client Systems: The Recipients of Service; Chapter 7: Acquiring Needed Skills

UNIT III: Values and Ethical Issues; Evaluation and Termination (Classes 7 & 8)

- A. Discussion of the importance of self-reflection in managing personal values.
- B. Explore student understanding of ethical and legal issues in social work practice
- C. Final Fieldwork and Course Evaluations
- D. Preparation for Spring Semester Fieldwork and Seminar II

Required Readings:

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>

_____. (2008). *Code of Ethics of the National Association of Social Workers*, Washington DC: NASW Press. (available in *M.S.W. student handbook & field education manual*)

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

Royse et al., Chapter 8, Legal and Ethical Concerns

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., 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.
- 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.

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

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 Services Addressing Behavioral and Physical Health

- American Psychiatric Association (2012). *DSM-5: Diagnostic and statistical manual of mental disorders*. Arlington, VA: Author.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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*, Article ID 659853. doi.org/10.1155/2012/659853.
- Rose, S. J., Brondino, M. J., & Barnack, 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 and Disability Services

- 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.
- 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.

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.

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.

Cleaveland, 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.

Revised June 15, 2017

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

SWK 672

FIELDWORK AND SEMINAR II

SPRING 2018

CO-REQUISITE:

SWK 612 (Generalist Social Work Practice II)

PRE-REQUISITE:

SWK 671 (Fieldwork and Seminar I)

PRE- or CO-REQUISITE:

SWK 606 (Human Diversity and the Social Environment)

NOTE: In order to begin fieldwork, all students must have completed the New York State mandated 2-hour "Training in Child Abuse Identification and Reporting" online course, provided at no cost at <http://www.nysmandatedreporter.org>. A copy of the Certification of Completion of this training must be submitted to your seminar instructor by the first Seminar class. 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 of this training.

COURSE DESCRIPTION

Students complete 320 hours of fieldwork in the same social service agency as in SWK 671. Students further develop knowledge, values, skills, and cognitive and affective processes as they provide increasingly complex services to diverse urban populations. The Fieldwork Seminar component of this course helps students integrate classroom content with their agency practice. (5 credits)

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;

	<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;</p> <p>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;</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>

	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 concerns they may be experiencing in the Fieldwork placement. All students are required to:

10. Act in accordance with the Code of Ethics of the National Association of Social Workers (NASW), which is included in the Appendix to the *M.S.W. 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.

11. Participate in the learning process of the Seminar, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and be respectful to others in class.
12. Complete a minimum of 600 hours of Fieldwork over the course of the academic year according to the Fieldwork schedule provided. Students are required to complete 21 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.
13. Complete 21 hours of Fieldwork per week, of which at least two full days (7 hours per day) are 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.*
14. Write a minimum of one process recording each week and submit each recording to the Fieldwork Instructor for review. However, Fieldwork Instructors may request more than one process recording per week. 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. A total of 14 process recordings must be given to the Seminar instructor during this semester. The Seminar Instructor/Faculty Advisor will give 4 of these process recordings to the instructor of the Generalist Social Work Practice II class.
15. 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 preparing agenda items for discussion.
16. 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.
17. 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.
18. 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.

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 free of charge 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 MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Fieldwork performance and evaluations	60%
Acceptable content and timely submission of 10 process recordings different from the 4 submitted for SWK 612	20%
Attendance and participation in Fieldwork Seminars and Blackboard participation, as required by instructor	20%

EVALUATION OF STUDENT PERFORMANCE IN FIELDWORK

A final evaluation is completed in May by the Fieldwork Instructor using the evaluation guide provided in the *M.S.W. Student Handbook & 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 write an addendum.

REQUIRED TEXT

Lehman College Department of Social Work. (2017). *M.S.W. student handbook & field education manual*. Bronx, NY: Author. (Provided by the Program.)

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

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

SUPPLEMENTARY TEXTS (on reserve in the college library)

- Gitterman, A. (Ed.). (2014). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.). New York, NY: Columbia University Press.
- Hutchison, E. D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course*. Thousand Oaks, CA: Sage Publications.
- Marsiglia, F. 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>
- Saleebey, D. (2012). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Allyn & Bacon.
- Walsh, J. (2014). *Theories for direct social work practice* (3rd ed.). Belmont, CA: Wadsworth/Cengage Learning.

See Fields of Practice Bibliography attached

COURSE OUTLINE

UNIT I: Understanding the Community, the Agency, and the Population Served (Classes 1- 3)

- A. Orientation to Fieldwork and Seminar II
- B. Review of expectations and responsibilities of student, field instructor, task supervisor, and faculty field advisor
- C. Diversity of community settings and social work practice
- D. Collection of Certificates of Completion of the Training in Child Abuse Identification and Reporting who did not take 671 in the preceding semester.
- E. Discussion of the identification of red-flag issues and seeking instruction to address high-risk situations.

Required Readings:

M.S.W. Student Handbook & Field Education Manual.

National Association of Social Workers (NASW). (2015). *Standards and indicators for cultural competence in social work practice*. Washington, DC: Author. www.socialworkers.org

_____. (2008). *Code of Ethics of the National Association of Social Workers*. Washington, D.C. NASW Press.

Royse, et al., Chapter 5, Contexts in which Social Workers Operate

UNIT II: Social Work Fields of Practice
(Classes 4-5)

- A. Challenges presented in different fields of practice in agency settings
- B. Discuss with examples from Fieldwork how issues of privilege, oppression, adversity, and advantage impact clients and their life possibilities

Required Readings:

Marsiglia, F. F., Kulis, S, Chapter 2, Cultural Diversity, Oppression, and Action: A Culturally Grounded Paradigm.

See Fields of Practice Bibliography attached

UNIT III: Impact of Policies on Practice; Termination
(Classes 6-8)

- A. Impact of federal, state, and local policies on agency policies and practice
- B. Discussion of ethical dilemmas
- C. Discuss facilitation of transitions and termination with clients and staff in fieldwork agency
- D. Evaluations and other end-of-year activities
- E. Connection to Advanced Generalist year

Required Readings:

Hepworth, et al. Chapter 19, The Final Phase: Evaluation and Termination.
Royse et al., Chapter 8, Legal and Ethical Dilemmas.

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., 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.
- 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.

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

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 Services Addressing Behavioral and Physical Health

- American Psychiatric Association (2012). *DSM-5: Diagnostic and statistical manual of mental disorders*. Arlington, VA: Author.
- 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.

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.

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.

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.

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.

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.

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.

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.

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.

- 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.
- 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*, Article ID 659853. doi.org/10.1155/2012/659853.
- Rose, S. J., Brondino, M. J., & Barnack, 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 and Disability Services

- 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.
- 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.

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.

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.

Cleaveland, 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.

Revised June 15, 2017

ADVANCED YEAR CURRICUM

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

SWK 707

SUMMER 2017

UNDERSTANDING CLINICAL ASSESSMENT AND DIAGNOSIS

PREREQUISITES:

**SWK 606 (Human Diversity and the Social Environment), or
Admission to the Advanced Standing Program**

COURSE DESCRIPTION

The third course in the Human Behavior sequence, Understanding Clinical Assessment and Diagnosis, builds on the understanding of human development and diversity developed in the first two courses and focuses on an understanding of mental health. The goal in this course is to further elaborate on and apply theoretical frameworks supported by empirical evidence to compare and synthesize multiple sources of knowledge in a mental health context; and to foster integration of social work knowledge, skills, and cognitive and affective processes.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

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

	<p>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;</p> <p>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;</p> <p>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and</p>

	<p>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>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<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>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<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>
<p>10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively;</p> <p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings;</p> <p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems;</p> <p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems;</p> <p>36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>

<p>11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.</p>	<p>37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings; 38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision; 39. Demonstrate the ability to choose and implement strategies to promote effective administration policies; 40. Model ethical decision-making for agency administration based on social work values and ethics;</p>
<p>12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.</p>	<p>41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society. 42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner; 43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.</p>

COURSE REQUIREMENTS

6. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work 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 NASW Code of Ethics may result in dismissal from the Department of Social Work.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. 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.

5. 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 Graduate Bulletin*).

STUDENT SERVICES (Available at no charge)

3. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.
4. 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,
5. 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.
6. The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	10%
Asynchronous course work	15%
Paper	20%
Midterm examination	20%
Final examination	25%

REQUIRED TEXTS

American Psychiatric Association (APA). (2013). *DSM-5: Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, D.C.: Author.

Corcoran, J., & Walsh, J. (2015). *Mental health in social work: A casebook in diagnosis and strength based assessment* (2nd ed.). Boston, MA: Pearson.

Lehman College Department of Social Work. (2017). *M.S.W. student handbook & field education manual*. Bronx, NY: Author. (Provided by the Program.)

National Association of Social Workers (NASW). (2015). *NASW standards for cultural competence in social work practice*.

www.naswdc.org/practice/standards/NASWculturalstandards.pdf

SUPPLEMENTARY TEXTS

- Bentley, K. J., & Walsh, J. (2014). *The social worker and psychotropic medication* (4th ed.). Belmont CA: Brooks/Cole-CENGAGE
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016). *Direct social work practice: Theory and skills* (10th ed.). Stamford, CT: Cengage Learning.
- Miller, R., & Mason, S. E. (2002) *Diagnosis schizophrenia: A comprehensive resource*. New York, NY: Columbia University Press.
- Morrison, J. (2014). *DSM-5® made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press.
- Straussner, S. L. A., & Phillips, N. K. (2004). *Understanding mass violence: A social work perspective*. Boston, MA: Pearson.
- Walsh, J. (2014). *Theories for direct social work practice* (3rd ed.). Stamford, CT: Cengage Learning.
- Zarit, S. H., & Zarit, J. M. (2007). Disorders of aging: Dementia, delirium, and other cognitive problems. In *Mental disorders in older adults: Fundamentals of assessment and treatment* (2nd ed). New York, NY: Guilford Press.

COURSE OUTLINE

UNIT I: INTRODUCTION TO ASSESSMENT AND DIAGNOSIS

- Introduction to course and overview of syllabus
- Overview of the DSM-V
- Cultural values and practitioner bias
- Developing practitioner empathy and reflection on the impact of mental health disorders on diverse clients and communities
- Application of multi-disciplinary theoretical frameworks in the evaluation of outcomes
- Overview of the Mental Health Recovery Movement & the strengths perspective in treating mental illness and on social welfare policy
- Overview of important social welfare policies connected to mental health
- Implications of the Mental Health Recovery Movement on social welfare policy

Required Readings:

- Corcoran & Walsh, Chapter 1, Diagnosis and the Social Work Profession.
DSM-5: Introduction, 5-25.
Deegan, P. (1996) Recovery as a journey of the heart. *Psychiatric Rehabilitation Journal*, 19, 91-97.
Ware, N. C., Tugenberg, T., & Dickey, B. (2004). Practitioner relationships and quality of care for low-income persons with serious mental illness. *Psychiatric Services*, 55(5), 555-559.

Suggested Readings:

- Proust, B. (2012). Diagnosing, diagnoses and the DSM. *Families in Society: The Journal of Contemporary Social Services*, 93(4), 255-264.
- Mezzich, J. E., Kleinman, A., Fagrega, H., & Parron, D. (1996). *Culture and psychiatric diagnosis: A DSM-IV perspective*. Washington, DC: American Psychiatric Association Press. Chapter 2, How is culture important for DSM-IV.
- National Association of Social Workers (NASW) (2008). "Code of Ethics of the National Association of Social Workers" and "Ethics in Social Work, Statement of Principles" of the International Federation of Social Workers/International Association of Schools of Social Work" (IFSW/IASSW). In *M.S.W. student handbook & field education manual*.
- _____. (2015). *NASW standards and indicators for cultural competence in social work practice*. www.socialworkers.org/practice/standards/NASWculturalstandards.pdf
- Regier, D. A., Narrow, W. E., Kuhl, E. A., & Kupfer, D. J. (2009). The conceptual development of DSM-V. *The American Journal of Psychiatry*, 166(6), 645-650.

Suggested Videos:

- Carey, B. (2011). Lives restored. The New York Times. Retrieved from: <http://www.nytimes.com/interactive/science/lives-restored-series.html?action=click&module=Search®ion=searchResults&mabReward=relbias%3As&url=http%3A%2F%2Fquery.nytimes.com%2Fsearch%2Fsitesearch%2F%3Faction%3Dclick%26region%3DMasthead%26pgtype%3DHomepage%26module%3DSearchSubmit%26contentCollection%3DHomepage%26t%3Dqry662%23%2Fvideos%2Bof%2Bmental%2Billness%2F>
- Deegan, P. (2013). Recovery from mental disorders, a lecture by Pat Deegan. Retrieved from: <http://www.youtube.com/watch?v=jhK-7DkWaKE>

UNIT II: UNDERSTANDING ASSESSMENT AND DIAGNOSIS

- Strengths perspective and diagnostics
- Ethical dilemmas and cultural issues in diagnosing clients
- Terminology
- Mental status examinations
- Interpersonal skills to effectively engage clients in the assessment process
- Application of multi-disciplinary theoretical frameworks in the evaluation of outcomes

Required Readings:

- Corcoran, & Walsh, Chapter 2, Biopsychosocial Risk and Resilience and Strengths Assessment, 8-22.
- Corrigan, P. W. (2007). How clinical diagnosis might exacerbate the stigma of mental illness. *Social Work*, 52(1), 31-39.
- Seligman, M. E., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5.

Suggested Readings:

- Andreasen, N., & Black, D. (2001). *Introductory textbook of psychiatry*. Washington, DC: American Psychiatric Association. Chapter 2, Diagnosis and Classification; Chapter 3, Interviewing and Assessment.
- Morrison, J. (2014). *DSM-5® made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press. Introduction, 1-16.

Suggested Videos:

- TED Talks (2004). Martin Seligman: The new era of positive psychology. Retrieved from: http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology.html

UNIT III: DISORDERS IN CHILDREN AND ADOLESCENTS

- Interviewing and assessment strategies with children and adolescents
- Childhood disorders and the life course: onset, epidemiology and prognosis
- Attention deficit disorder/Attention deficit hyperactivity disorder
- Conduct disorders
- Separation anxiety disorder
- Autism spectrum disorders
- Ethical considerations in diagnosing children
- Approaches to treatment with children and adolescents

Required Readings:

- Corcoran & Walsh, Chapter 3, Autistic Spectrum Disorder, 23-38; Chapter 4, Neurodevelopmental Disorders Attention-Deficit Hyperactivity Disorder, 39-51; Chapter 10, Oppositional Defiant Disorder and Conduct Disorder, 130-141.
- DSM-5: Neurodevelopmental Disorders, 31- 86; Disruptive, Impulse-Control, and Conduct Disorders, 461-480.

Suggested Readings:

- Morrison, J. (2014). *DSM-5® made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press: Neurodevelopmental Disorders, 17-54; Disruptive, Impulse Control and Conduct Disorders, 378-392.

Suggested Videos:

- Dendy, C. (2013). Real life ADHD: A survival guide for children and teens. Retrieved from: <https://www.youtube.com/watch?v=FdfJV17WsEg>
- Interview with an autistic child (2009). Retrieved from: http://www.youtube.com/watch?v=z8_Oi9UsgOI
- TED Talks (2010). Temple Grandin: The world needs all kinds of minds. Retrieved from: http://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds.html
- ABA Autism Training- Chapter 1- The Discrete Trial (2012). Retrieved from: <http://www.youtube.com/watch?v=7pN6ydLE4EQ&feature=related>
- Living with ADHD, A BBC Documentary (2013). Retrieved from: <https://www.youtube.com/watch?v=5lrcxmOolB8>

UNIT IV: SCHIZOPHRENIA & PSYCHOTIC DISORDERS

- Risks, causes and recovery
- Defining psychosis
- Schizophrenia across the life course
- Schizoaffective disorder
- The appearance of psychosis in other mental health conditions
- Terminology
- Behavioral manifestations
- Psychosocial disability
- Approaches to treatment

Required Readings:

- Davidson, L., Stayner, D. A., Nickou, C., Styron, T. H., Rowe, M., & Chinman, M. L. (2001). "Simply to be let in": Inclusion as a basis for recovery. *Psychiatric Rehabilitation Journal*, 24(4), 375-388.
- DSM-5: Schizophrenia Spectrum and Other Psychotic Disorders, 87-122.
- Corcoran & Walsh, Chapter 5, Schizophrenia, 52-67.
- Pratt, S. I., Van Citters, A. D., Mueser, K. T., & Bartels, S. J. (2008). Psychosocial rehabilitation in older adults with serious mental illness: A review of the research literature and recommendations for development of rehabilitative approaches. *American Journal of Psychiatric Rehabilitation*, 11(1), 7-40.
- Sells, D. J., Stayner, D. A., & Davidson, L. (2004). Recovering the Self in Schizophrenia: An Integrative Review of Qualitative Studies. *Psychiatric Quarterly*, 75(1), 87-97.

Suggested Readings:

- Davidson, L., Shahar, G., Stayner, D. A., Chinman, M. J., Rakfeldt, J., & Tebes, J. K. (2004). Supported socialization for people with psychiatric disabilities: Lessons from a randomized controlled trial. *Journal of Community Psychology*, 32(4), 453-477.
- McFarlane, W. R., Dixon, L., Lukens, E., & Lucksted, A. (2003). Family psychoeducation and schizophrenia: A review of the literature. *Journal of Marital Family Therapy*, 29(2), 223-245.
- Morrison, J. (2014). *DSM-5® made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press: Schizophrenia Spectrum and Psychotic Disorders, 55-107.
- Ogden, L. P. (2014). "Waiting to go home": Narratives of homelessness, housing and home among older adults with schizophrenia. *Journal of Aging Studies*, 29, 53-65.
- Padgett, D. K., Henwood, B., Abrams, C., & Drake, R. E. (2008). Social relationships among persons who have experienced serious mental illness, substance abuse, and homelessness: Implications for recovery. *American Journal of Orthopsychiatry*, 78(3), 333-339.
- Roe, D., & Davidson, L. (2005). Self and narrative in schizophrenia: Time to author a new story. *Medical Humanities*, 31(2), 89-94.

UNIT V: MOOD DISORDERS

- Risks, causes & recovery

- Depressive Disorders
- Bipolar Disorders
- Depression across the life course: Child and adolescent depression; depression in adulthood; and geriatric depression
- Assessing and intervening with suicide
- Approaches to treatment

Required Readings:

- DSM-5: Depressive Disorders, 155-188; Bipolar and Related Disorders, 123-154.
 Corcoran & Walsh, Chapter 9, Depressive Disorders, 126-141; Chapter 10, Bipolar Disorder, 142-159.
 Zayas, L., Kaplan C., Turner, S., Romano, K., & Gonzalez-Ramos, G. (2000). Understanding suicide attempts by Hispanic adolescent females. *Social Work, 45*(1), 53-63.

Suggested readings:

- Morrison, J. (2014). *DSM-5® made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press: Mood Disorders, 108-170.

UNIT VI: ANXIETY DISORDERS, OBSESSIVE-COMPULSIVE DISORDER, HOARDING & EATING DISORDERS

- Risks, causes & recovery
- Anxiety, OCD and Hoarding across the life course
- Generalized anxiety disorder
- Panic Disorder
- Phobias
- Obsessive Compulsive Disorder
- Hoarding Disorder
- Anxiety, stress & the urban environment
- Eating disorders across the life course
- Anorexia Nervosa
- Bulimia Nervosa
- Approaches to treatment

Required Readings:

- DSM-5: Anxiety Disorders, 189-234; Obsessive-Compulsive and Related Disorders, 235-264; Feeding and Eating Disorders, 329-354.
 Corcoran & Walsh, Chapter 8, The Anxiety, Obsessive-Compulsive and Trauma and Stressor Related Disorders, 100-113; Chapter 9, Eating Disorders, 114-129.

Suggested Readings:

- Bögels, S. M., Wijts, P., Oort, F. J., & Sallaerts, S. J. (2014). Psychodynamic psychotherapy versus cognitive behavior therapy for social anxiety disorder: An efficacy and partial effectiveness trial. *Depression and Anxiety, 31*(5), 363-373.

Morrison, J. (2014). *DSM-5® made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press: Anxiety Disorders, 171-198; Obsessive Compulsive and Related Disorders, 199-216; Feeding and Eating Disorders, 276-292.

Nathanson, J. N. (2009). Animal hoarding: Slipping into the darkness of comorbid animal and self-neglect. *Journal of Elder Abuse & Neglect*, 21(4), 307-324.

UNIT VII: TRAUMA & STRESS RELATED DISORDERS

- Risks, causes & recovery
- Trauma and stress across the life course
- Post Traumatic Stress Disorder
- Impact of child abuse and domestic violence
- Mass violence: school and community
- Natural disasters
- Approaches to treatment

Required Readings:

DSM-5: Trauma and Stressor-Related Disorders, 265-290.

Straussner & Phillips (Eds.) Chapter 1. Social Work Interventions in the Context of Mass Violence.

Corcoran & Walsh, Chapter 8, The Anxiety, Obsessive-Compulsive and Trauma and Stressor Related Disorders, 100-113; Chapter 9, Eating Disorders, 114-129.

Suggested Readings:

Kamphuis, J. H. (2005). Twenty years of research into violence and trauma: Past and future developments. *Journal of Interpersonal Violence*, 20(2), 167-174.

Morrison, J. (2014). *DSM-5® made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press: Trauma- and Stressor-Related Disorders, 217-234.

Osuch, E. (2004). Brain environment interaction: Stress, Post Traumatic Stress Disorder, and the need for a postmortem brain collection. *Psychiatry*, 67(4), 353-383.

UNIT VIII: SUBSTANCE USE DISORDERS

- Risks, causes and recovery
- Substance use disorders across the life course
- Frequent co-existing disorders
- Categories of substances and related risks
- Approaches to treatment
- Use of Screening, Brief Intervention, and Referral to Treatment (SBIRT) and other methods (CAGE, CRAFFT) to evaluate assessment outcomes

Required Readings:

DSM-5: Substance Related and Addictive Disorders, 481-589

Corcoran, & Walsh, Chapter 11, Substance-Related and Addictive Disorders 142-158.

Suggested Readings:

- Dennis, M. L., Scott, C. K., & Laudet, A. (2014). Beyond bricks and mortar: Recent research on substance use disorder recovery management. *Current Psychiatry Reports, 16*(4), 1-7.
- Hepworth, Rooney, Rooney, & Strom-Gottfried, Chapter 8, Assessing Use and Abuse of Medication, Alcohol, and Drugs, 218-222.
- Morrison, J. (2014). *DSM-5® made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press: Substance-Related and Addictive Disorders, 393-473.
- Stevens, S. J., Murphy, B. S., & McKnight, K. (2003). Traumatic stress and gender differences in relationship to substance abuse, mental health, physical health, and HIV risk behavior in a sample of adolescents enrolled in drug treatment. *Child Maltreatment, 8*(1), 46-57.
- Peirce, J. M., Brooner, R. K., King, V. L., Kidorf, M. S. (2016). Effect of traumatic event re-exposure and PTSD on substance use disorder treatment response. *Drug and Alcohol Dependence, 158* (January 2016), 121-131.

UNIT IX PERSONALITY DISORDERS

- Risks, causes and recovery
- Personality disorders across the life course
- Critique of the diagnostic classification of personality disorders
- Borderline personality disorder
- Narcissistic personality disorder
- Antisocial personality disorder
- Approaches to treatment

Required Readings:

- DSM-5: Personality Disorders, 645-684.
- Corcoran, & Walsh, Chapter 13, Borderline Personality Disorders, 174-190.

Suggested Videos:

- Carey, B. (2011). Lives restored. The New York Times. Retrieved from:
<http://www.nytimes.com/interactive/science/lives-restored-series.html?action=click&module=Search®ion=searchResults&mabReward=relbias%3As&url=http%3A%2F%2Fquery.nytimes.com%2Fsearch%2Fsitesearch%2F%3Faction%3Dclick%26region%3DMasthead%26pgtype%3DHomepage%26module%3DSearchSubmit%26contentCollection%3DHomepage%26t%3Dqry662%23%2Fvideos%2Bof%2Bmental%2Billness%2F>

Suggested Readings:

- Linehan, M. M., Comtois, K. A., Murray, A. M., Brown, M. Z., Gallop, R. J., Heard, H. L., ... & Lindenboim, N. (2006). Two-year randomized controlled trial and follow-up of dialectical behavior therapy vs therapy by experts for suicidal behaviors and borderline personality disorder. *Archives of General Psychiatry, 63*(7), 757-766.
- Lynch, T. R., Chapman, A. L., Rosenthal, M. Z., Kuo, J. R., & Linehan, M. M. (2006). Mechanisms of change in dialectical behavior therapy: Theoretical and empirical observations. *Journal of Clinical Psychology, 62*(4), 459-480.

Morrison, J. (2014). *DSM-5® made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press: Personality Disorders, 528-563.

Waxman, R., Fenton, M. C., Skodol, A. E., Grant, B. F., & Hasin, D. (2014). Childhood maltreatment and personality disorders in the USA: Specificity of effects and the impact of gender. *Personality and Mental Health*, 8(1), 30-41.

UNIT X: DEMENTIA

-Risks, causes and consequences

-Dementia across the life course

-Types of dementia: vascular, Alzheimer's, head injury, dementia from chemotherapy, dementia caused by other illnesses

Required Readings:

DSM 5: Neurocognitive Disorders, 591-643.

Corcoran & Walsh, Chapter 12, Neurocognitive Disorders Alzheimer's Disease, 159-173.

Suggested Readings:

Morrison, J. (2014). *DSM-5® made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press: Cognitive Disorders, 474-527.

Smith, M., Gerdner, L. A., Hall, G. H., & Buckwalter, K. C. (2004). History, development, and future of the Progressively Lowered Stress Threshold: A conceptual model for dementia care. *Journal of the American Geriatrics Society*, 52(10), 1755-1760.

Brody, H., Green, A., & Koschera, A. (2003). Meta-analysis of psychosocial interventions for caregivers of people with dementia. *Journal of the American Geriatrics Society*, 51(5), 657-664.

Zarit, S. H., & Zarit, J. M. (2007). Disorders of aging: Dementia, delirium, and other cognitive problems. In *Mental disorders in older adults: Fundamentals of assessment and treatment (2nd Edition)* (pp. 40-77). New York: Guilford Press.

Alzheimer's Association. (2013). *Alzheimer's Disease Facts and Figures: 2013*. Chicago, IL: Alzheimer's Association National Office.
http://www.alz.org/downloads/facts_figures_2013.pdf

Suggested Videos:

Hoffman, J. (Producer) (2104). *The Alzheimer's Project: "The Memory Loss Tapes"* [Motion picture]. United States: HBO Documentary Films. Available at:
<https://www.hbo.com/alzheimers/the-films.html>

Hoffman, J. (Producer) (2104). *The Alzheimer's Project: "Momentum in Science, Parts 1 & 2"* [Motion picture]. United States: HBO Documentary Films. Available at:
<https://www.hbo.com/alzheimers/the-films.html>

Hoffman, J. (Producer) (2104). *The Alzheimer's Project: "Caregivers"* [Motion picture]. United States: HBO Documentary Films. Available at: <https://www.hbo.com/alzheimers/the-films.html>

Hoffman, J. (Producer) (2104). *The Alzheimer's Project: "Grandpa Do You Know Who I Am?"* [Motion picture]. United States: HBO Documentary Films. Available at:
<https://www.hbo.com/alzheimers/the-films.html>

Hoffman, J. (Producer) (2104). *The Alzheimer's Project: "The Supplementary Series"* [Motion picture]. United States: HBO Documentary Films. Available at: <http://www.hbo.com/alzheimers/the-films.html>

BIBLIOGRAPHY

- Alzheimer's Association. (2013). *Alzheimer's Disease Facts and Figures: 2013*. Chicago, IL: Alzheimer's Association National Office.
http://www.alz.org/downloads/facts_figures_2013.pdf
- American Psychiatric Association (2013). *DSM-5: Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, D.C.: Author.
- Andreasen, N. and D. Black. (2001). *Introductory textbook of psychiatry*. Washington, DC: American Psychiatric Association.
- Bentley, K.J., & Walsh, J. (2014). *The social worker and psychotropic medication* (4th ed.). Belmont CA: Brooks/Cole-CENGAGE.
- Berzoff, J., Flanagan, L.M., & Hertz, P. (2011). *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (3rd ed.). Lanham: Rowman & Little Publishers, Inc.
- Bögels, S. M., Wijts, P., Oort, F. J., & Sallaerts, S. J. (2014). Psychodynamic psychotherapy versus cognitive behavior therapy for social anxiety disorder: An efficacy and partial effectiveness trial. *Depression and Anxiety, 31*(5), 363-373.
- Brodaty, H., Green, A., & Koschera, A. (2003). Meta-analysis of psychosocial interventions for caregivers of people with dementia. *Journal of the American Geriatrics Society, 51*(5), 657-664.
- Brown, G. R., & Anderson, B. (1991). Psychiatric morbidity in adult inpatients with childhood histories of sexual and physical abuse. *American Journal of Psychiatry, 148*(1), 55-61.
- Corrigan, P.W. (2007). How clinical diagnosis might exacerbate the stigma of mental illness. *Social Work, 52*, 1, 31-39.
- Corcoran, J., & Walsh, J. (2015). *Mental health in social work: A casebook in diagnosis- and strength based assessment* (2nd ed.). Boston, MA: Pearson.
- Costello, E. J. (2004). Distant trauma: A prospective study of the effects of September 11th on young adults in North Carolina. *Applied Developmental Science, 8*(4), 211-220.
- Davidson, L., Shahar, G., Stayner, D. A., Chinman, M. J., Rakfeldt, J., & Tebes, J. K. (2004). Supported socialization for people with psychiatric disabilities: Lessons from a randomized controlled trial. *Journal of Community Psychology, 32*(4), 453-477.
- De Bellis, M. D. (1999). Developmental traumatology. Part I: Biological stress systems. *Biological Psychiatry, 45*(10), 1259-1270.
- _____, (1999). Developmental traumatology. Part II: Brain development. *Biological Psychiatry, 45*(10), 1271-1284.
- Deegan, P. (1996) Recovery as a journey of the heart. *Psychiatric Rehabilitation Journal, 19*, 91-97.
- Dennis, M. L., Scott, C. K., & Laudet, A. (2014). Beyond bricks and mortar: Recent research on Substance Use Disorder recovery management. *Current Psychiatry Reports, 16*(4), 1-7.
- Gitterman, A. (2014). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.). Columbia University Press, New York, NY.

- Heide, K. M., & Solomon, E. P. (2006). Biology, childhood trauma, and murder: Rethinking justice. *International Journal of Law and Psychiatry*, 29, 220-233.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016). *Direct social work practice: Theory and skills* (10th ed.). Belmont, CA: Brooks/Cole-Cengage Learning.
- Hopper, E., Grossman, F., Spinazzola, J., & Zucker, M. (2017). Treating adult survivors of childhood emotional abuse and neglect: A new framework. *American Journal Orthopsychiatry*, 87(1), 86-93.
- Johnson, H.D. (2000). Borderline personality disorder, In FJ, Turner (Ed.). *Adult Psychopathology: A social work perspective*, (2 ed.). New York: Free Press.
- Kamphuis, J. H. (2005). Twenty years of research into violence and trauma: Past and future developments. *Journal of Interpersonal Violence*, 20(2), 167-174.
- Kennedy, R. (2002). PTSD: The trauma after the trauma. *Medscape Psychiatry and Mental Health*, 7(2). www.medscape.com/?viewarticle/?441133
- Kilpatrick, D. G., Resnick, H. S., Milanak, M. E., Miller, M. W., Keyes, K. M., & Friedman, M. J. (2013). National estimates of exposure to traumatic events and PTSD prevalence using *DSM-IV* and *DSM-5* criteria. *Journal of Traumatic Stress*, 26, 537-547. doi:10.1002/jts.21848
- Lehman College Department of Social Work. (2015). *M.S.W. Program student handbook & field education manual*. Bronx, NY: Author. (Provided by the Program.)
- Linehan, M. M., Comtois, K. A., Murray, A. M., Brown, M. Z., Gallop, R. J., Heard, H. L., ... & Lindenboim, N. (2006). Two-year randomized controlled trial and follow-up of dialectical behavior therapy vs therapy by experts for suicidal behaviors and borderline personality disorder. *Archives of general psychiatry*, 63(7), 757-766.
- Lynch, T. R., Chapman, A. L., Rosenthal, M. Z., Kuo, J. R., & Linehan, M. M. (2006). Mechanisms of change in dialectical behavior therapy: Theoretical and empirical observations. *Journal of clinical psychology*, 62(4), 459-480.
- McFarlane, W. R., Dixon, L., Lukens, E., & Lucksted, A. (2003). Family psychoeducation and schizophrenia: A review of the literature. *Journal of Marital Family Therapy*, 29 (2), 223-245.
- Mezzich, J. E., Kleinman, A., Fagrega, H., & Parron, D. (1996). *Culture and psychiatric diagnosis: A DSM-IV perspective*. Washington, DC: American Psychiatric Association Press. Chapter 2, How is culture important for DSM-IV.
- Miller, R & Mason, S.E. (2002) *Diagnosis schizophrenia: A comprehensive resource*. New York: Columbia University Press.
- Morrison, J. (2014). *DSM-5® made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press.
- Nathanson, J. N. (2009). Animal hoarding: slipping into the darkness of comorbid animal and self-neglect. *Journal of Elder Abuse & Neglect*, 21(4), 307-324.
- National Association of Social Workers. (2015). *NASW standards for cultural competence in social work practice*. www.naswdc.org/practice/standards/NASWculturalstandards.pdf
- North, C. S., & Pfefferbaum, B. (2002). Research on the mental health effects of terrorism. *Journal of the American Medical Association*, 288, 633-636.
- Osuch, E. (2004). Brain environment interaction: Stress, Post Traumatic Stress Disorder, and the need for a postmortem brain collection. *Psychiatry*, 67, 353-383.

- Ogden, L. P. (2014). "Waiting to go home": Narratives of homelessness, housing and home among older adults with schizophrenia. *Journal of Aging Studies*, 29, 53-65.
- Padgett, D. K., Henwood, B., Abrams, C., & Drake, R. E. (2008). Social relationships among persons who have experienced serious mental illness, substance abuse, and homelessness: Implications for recovery. *American journal of orthopsychiatry*, 78(3), 333-339.
- Peirce, J. M., Brooner, R. K., King, V. L., Kidorf, M. S. (2016). Effect of traumatic event re-exposure and PTSD on substance use disorder treatment response. *Drug and Alcohol Dependence*, 158 (January 2016), 121-131.
- Proust, B. (2012). Diagnosing, diagnoses and the DSM. *Families in Society: The Journal of Contemporary Social Services*, 93(4), 255-264.
- Regier, D.A., Narrow, W.E., Kuhl, E.A., & Kupfer, D.J. (2009). The conceptual development of DSM-V. *The American Journal of Psychiatry*, 166 (6), 645-650.
- Roe, D., & Davidson, L. (2005). Self and narrative in schizophrenia: time to author a new story. *Medical Humanities*, 31(2), 89-94.
- Saleebey, D. (2013). *The strengths perspective in social work practice*, (6th ed.). Boston: Pearson.
- Seligman, M. E., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5.
- Shea, S. (1998). *Psychiatric interviewing: The art of understanding*. Lynn MO:W.B. Saunders.
- Smith, M., Gerdner, L. A., Hall, G. H., & Buckwalter, K. C. (2004). History, development, and future of the Progressively Lowered Stress Threshold: A conceptual model for dementia care. *Journal of the American Geriatrics Society*, 52(10), 1755-1760.
- Stevens, S. J., Murphy, B. S., & McKnight, K. (2003). Traumatic stress and gender differences in relationship to substance abuse, mental health, physical health, and HIV risk behavior in a sample of adolescents enrolled in drug treatment. *Child Maltreatment*, 8(1), 46 - 57.
- Straussner, S. L. A. & Phillips, N. K. (2004). Social work interventions in the context of mass violence. In S.L.A. Straussner & N.K. Phillips, (Eds.), *Understanding mass violence: A social work perspective*. Boston: Allyn & Bacon.
- Walsh, J. (2014). *Theories for direct social work practice*, 3rd ed. Belmont, CA: Wadsworth.
- Ware, N. C., Tugenberg, T., & Dickey, B. (2004). Practitioner relationships and quality of care for low-income persons with serious mental illness. *Psychiatric Services*, 55(5), 555-559.
- Waxman, R., Fenton, M. C., Skodol, A. E., Grant, B. F., & Hasin, D. (2013). Childhood maltreatment and personality disorders in the USA: Specificity of effects and the impact of gender. *Personality and Mental Health*.
- Yehuda, R. (2008). *Treating trauma survivors with PTSD*. American Psychiatric Publishing.
- Zarit, S. H., & Zarit, J. M. (2007). Disorders of aging: Dementia, delirium, and other cognitive problems. In *Mental disorders in older adults: Fundamentals of assessment and treatment (2nd Edition)* (pp. 40-77). New York: Guilford Press.
- Zayas, L., Kaplan C., Turner, S., Romano, K., & Gonzalez-Ramos, G. (2000). Understanding suicide attempts by Hispanic adolescent females. *Social Work* 45(1), 53-63.

Rev. June 1, 2017

**LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM – FALL 2017**

SWK 707 - UNDERSTANDING CLINICAL ASSESSMENT AND DIAGNOSIS

Midterm Examination

Name: _____

Please circle the correct answer (2 points each). This examination is worth 20% of the course grade.

1. The principal aim of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5) is to:
 - A. Describe the causes of specific mental disorders
 - B. Provide clear and coherent criteria for diagnostic categories
 - C. Provide the “best practices” when treating a specific mental disorder
 - D. Justify reimbursement for counseling services from third party payers

2. The manifestations of mental disorders can vary according to:
 - A. Gender
 - B. Race
 - C. Culture
 - D. All of the above

3. What is the typical age or stage of onset for a Neurodevelopmental disorder?
 - A. Early in the developmental stage
 - B. Late adolescence
 - C. Young adulthood
 - D. Middle adulthood

4. Although a client’s experience of a particular set of symptoms may be distressing, in order to diagnose a client the clinician must determine that the symptoms pose:
 - A. Significant motivation to change on part of the client
 - B. An impairment in social, occupational or other important area of functioning
 - C. A treatable diagnosis by the agency
 - D. A need for a psychiatric evaluation and possible medication

5. A parent asks his/her 14 year old son diagnosed with Autism Spectrum Disorder, "Is your sister downstairs? The son responds using the same tone of voice, "Is your sister downstairs?" This is an example illustrating:
- A. Looseness of associations
 - B. Impoverished speech
 - C. Echolalia
 - D. Description of obsessions
6. George is a 6 year old with autism spectrum disorder. He enjoys playing repetitively with light switches. If his mother stops this behavior, once it has begun, we can expect that George will very possibly:
- A. Have a panic attack
 - B. Become depressed
 - C. Become suicidal
 - D. Have a tantrum
7. Autism Spectrum Disorder is thought to include all of the following diagnoses except:
- A. Autism
 - B. Pervasive Developmental Disorder
 - C. Attention Deficit Hyperactivity Disorder
 - D. Asperger's Syndrome
8. The cause of ADHD is believed to be
- A. A combination of family pathology and poor peer modeling
 - B. Excessive sugar and sweets in the diet
 - C. Poor pre-natal care
 - D. A combination of biological and psychological factors
9. In working with children diagnosed with ADHD interventions should focus on helping them to:
- A. Allow ego impulses to direct decision making
 - B. Express their emotions without any limits or structure
 - C. Cope with, compensate for and accommodate and manage their symptoms
 - D. Accept that they cannot manage their impulses without medication
10. Phillip is a second grader who seems to be in constant motion with limitless energy. He has trouble following instructions and staying on task in school and at home and tends to act impulsively. Based on this information, the best diagnosis for Phillip is:

- A. Conduct Disorder
 - B. Oppositional Disorder
 - C. Autism Spectrum Disorder
 - D. Attention Deficit/Hyperactivity Disorder
11. A mother brings her 14 year old son to you for consultation due to his not attending school, limited academic progress, not keeping his curfew or following other rules in the home. When such behaviors are brought to his attention he responds in an angry or dismissive manner. The mother described him as always being “a head strong and difficult child” but that these behaviors became more noticeable since he was 13 years old when he started to hang out with a group of peers that “were always in trouble”. The most accurate diagnosis would be:
- A. Attention Deficit/Hyperactivity Disorder, Predominately Hyperactive-Impulsive Type
 - B. Attention Deficit/Hyperactivity Disorder, Combined Type
 - C. Conduct Disorder
 - D. Oppositional Defiant Disorder
12. You are a school social worker and a 6 year old child is brought to your attention by his teacher and assistant principal because he seems to have limitless energy, has difficulty following school routines, is constantly getting out of his seat and needs constant prompting and supervision to complete tasks. He is new to the school and in interviewing the mother she states how she received similar complaints from his pre-school teachers. A beginning diagnosis to consider would be:
- A. ADHD, Predominately Hyperactive-Impulsive Type
 - B. ADHD, Combined Type
 - C. Conduct Disorder
 - D. Oppositional Defiant Disorder
13. Disruptive Mood Dysregulation Disorder is a new diagnosis introduced in the DSM 5 as a way of:
- A. Protecting against the practice of over diagnosing children with BiPolar disorder
 - B. Providing treatment recommendations
 - C. Providing a more accurate diagnosis for children who are depressed and have oppositional disorder traits
 - D. Providing a more holistic diagnosis for children who present with hyperactive, depressive and conduct disordered symptoms.
14. An 8 year old child is brought to you for evaluation due to complaints of him being messy, disorganized, forgetful (in that he leaves his belongings everywhere) and is described by school staff as being a “nice kid who gets along well with others but can be spacey and in his own world”. However when playing chess (his favorite game, which he learned last year) he can be extremely focused and has yelled at others to

not interrupt him when playing. His teacher and parents are concerned because his difficulty completing tasks in school is beginning to significantly interfere with his academic performance. The behaviors described have been fairly consistent since beginning in this school 3 years ago. The most accurate diagnosis to consider would be:

- A. ADHD, Predominately Hyperactive-Impulsive Type
- B. ADHD, Combined Type
- C. ADHD, Predominately Inattentive Type
- D. Oppositional Defiant Disorder

15. You are interviewing a mother who is concerned about her 15 year old son who she describes as hanging out with the "wrong crowd", is not attending school regularly, doing poorly academically and over the years, has resisted all attempts by the family to get him into counseling. Reportedly, he says that he "does not have any problems and wished that people would just leave him alone and not bother him". The mother also tells you how he is always wearing the latest fashion and he is very secretive about how he gets money to buy clothes and eat his meals out of the home. When asked about it he tends to become argumentative and she and his sister are frightened by his threats of aggression which have resulted in fights between him and different family members. She also stated that after the family cat scratched his new leather jacket he threw the cat against the floor and kicked it hard and that this is not the first time he has behaved in this way. He has been approached several times by the police for hanging out in the building around the block and does not seem concerned with their threat of "taking him in" if they see him there again. Based on this clinical picture his most likely diagnosis would be:

- A. ADHD, Hyperactive-Impulsive Type
- B. ADHD, Combined Type
- C. Conduct Disorder
- D. Oppositional Defiant Disorder

16. You are the school social worker and the teacher approaches you and begins to describe the behavior of a new student in her class who is inattentive, restless, cannot sit still, and has difficulty following routines and completing tasks. In passing by the class and in covering the cafeteria during lunch you observe these same behaviors. This is enough information for you to make which of the following diagnoses:

- A. ADHD, Predominately Hyperactive-Impulsive Type
- B. ADHD, Combined Type
- C. ADHD, Predominately Inattentive Type
- D. No diagnosis at this time

17. Mr. Salvio has been diagnosed with schizophrenia with the primary feature being his complaints that his telephone is bugged and that many of his movements are being constantly monitored by the FBI because they suspect that he is in charge of the

Mafia's operations in fixing horse races. Mr. Salvio worked as a cleaning person at a horse track for several years before these thoughts led to his getting fired for not going to work. Given this clinical picture the most accurate type of schizophrenia that he would be diagnosed with is:

- A. Schizophrenia, Disorganized type
- B. Schizophrenia, Paranoid type
- C. Schizophrenia, Undifferentiated
- D. Schizophrenia, with Delusions of grandeur

18. The following factor is most closely related to relapse in persons with schizophrenia.

- A. Whether or not the person is gainfully employed
- B. The age and gender of the person
- C. Compliance with psychotherapy
- D. Lack of adherence to psychotropic medication

19. Maura Coogan once met the full criteria for schizophrenia. However, she no longer has pronounced symptoms of catatonic behavior, delusions, hallucinations, or disorganized speech or behavior. She occasionally exhibits odd beliefs and peculiarities of behavior. What would be the correct diagnosis?

- A. Schizophrenia, disorganized type
- B. Schizophrenia, residual type
- C. Schizophreniform disorder
- D. Schizoaffective disorder

20. Ms. Alice Delaney has had the major symptoms of schizophrenia for six months and also has complained about depression and not having the energy to get out of bed. She has lost interest in all activities and occasionally thinks of killing herself. What diagnosis is most likely?

- A. Schizophreniform Disorder
- B. Schizophrenia, Undifferentiated
- C. Delusional Disorder
- D. Schizoaffective Disorder

21. Beatrice, aged twenty-two, gave birth to her first child, Brittany, two weeks ago. Beatrice's initial complaints included insomnia, restlessness, and emotional lability which progressed to confusion, irritability, delusions, and thoughts of wanting to kill her baby. Which of the following diagnoses would you consider?

- A. Schizophrenia,
- B. Brief psychotic disorder

- C. Schizophreniform Disorder
- D. No diagnosis

22. A 62-year-old patient tells you that for the last 9 years his neighbor has been trying to get him evicted from his apartment by telling lies about him to the landlord and sending messages that he needs to move through the TV. The patient is married and is working full time in a job, which he has held for over 30 years and volunteers at his church. What would you consider to be the most appropriate diagnosis for this patient?

- A. Schizophrenia,
- B. Brief psychotic disorder
- C. Schizophreniform disorder
- D. Delusional disorder

23. Tom Wang has experienced disorganized speech, poor personal hygiene and delusions for the past three months. After this time period, his symptoms quickly disappeared. Tom would most likely receive a diagnosis of:

- A. Schizophrenia, residual type.
- B. Schizophreniform disorder
- C. Schizoaffective disorder
- D. Delusional disorder

24. Pedro has been experiencing abnormal, involuntary, irregular movements of the muscles of his head, limbs and trunk. His symptoms include twisting, chewing, and thrusting movements of his tongue. The only other relevant information the social worker knows is he has been on long-term anti-psychotic medication (Thorazine). This disorder is known as:

- A. Huntington's disease
- B. Tardive dyskinesia
- C. Ataques de Nervios
- D. Hydrangiea Chorea

25. In order to meet the diagnostic criteria for schizophrenia, the characteristic symptoms of the active phase need to be present in the individual for at least:

- A. Six months
- B. Three months
- C. One month
- D. Two weeks

26. Negative symptoms in the diagnosis of Schizophrenia are:
- A. Symptoms that are present but should be absent
 - B. Symptoms that should be present but are absent
 - C. Symptoms that have been absent for at least a 2 month period
 - D. Symptoms that do not respond to social work or medical intervention
27. In making the differential diagnosis between Oppositional Defiant Disorder and Conduct Disorder the most significant feature is:
- A. The amount of time that symptoms have been present
 - B. Whether ADHD is a co-morbid condition
 - C. The intensity of aggression and level of empathy
 - D. The age of the child
28. The most common developmental stage for individuals to be diagnosed with Schizophrenia is:
- A. Before age 6
 - B. Latency age through early adolescence
 - C. Late adolescence into young adult hood
 - D. Middle age and later
29. A 16 year old boy recently started locking himself in his room and alienating himself from the family. School personnel have complained to his parents that he is constantly in trouble because of his angry outbursts and disrespectful behavior. His parents think he might be using marijuana because he recently complained of having hallucinations and they have found marijuana in his pants pockets as well as what they believe is other drug paraphernalia. In making a diagnosis the social worker would first want to rule out:
- A. Depression
 - B. Substance Abuse
 - C. Oppositional Defiant Disorder
 - D. Schizophrenia
30. Eighteen year-old Patricia was taken to the hospital emergency room by her family after she complained that she couldn't sleep because of the "voices" she heard. She couldn't really say what the voices were saying but the family reported that Patricia went on rambling and they could not understand her conversations. For the past six months Patricia's family tried to ignore these symptoms but became more worried as the symptoms continued. Their concerns increased when Patricia started talking gibberish, giggled inappropriately, made silly faces, and neglected her hygiene and appearance. Over this period of time Patricia was fired from her part-time retail job and is considering taking a leave of absence from her classes at the local community college. She has

become more and more isolated from her friends who she “misses” and has found herself to be getting very angry toward her father who in turn yells at her to “snap out of it”. Patricia has denied using alcohol or substances.

What do you think is the best diagnosis to explain Patricia’s behaviors.

- A. Schizophrenia, Disorganized type
- B. Schizophrenia, Paranoid type
- C. Schizophrenia, Undifferentiated
- D. Schizophrenia, with Delusions of grandeur

31. In understanding the report of an individual who presents with positive symptoms of Schizophrenia, the clinician must remember that the symptoms are:

- A. The individual’s set of highly supported cultural beliefs
- B. The individual’s thoughts, behavior or beliefs that are present but should be absent
- C. Thoughts and ideas that are consistent with those of the larger community
- D. The individual’s thoughts, behavior or beliefs that should be present but are absent

32. Diagnoses are very useful to social workers because:

- A. They explain the etiology (causes) of mental health disorders
- B. They explain the specific type of treatment clients need based on the diagnosis
- C. They help social workers to communicate about, study and treat people with various mental disorders
- D. All of the above.

33. Thought disorders are:

- A. Having unrealistic goals
- B. Unusual or dysfunctional ways of thinking
- C. Crystallized thoughts
- D. Memories that someone has when diagnosed with a mental disorder

34. Delusions can be described as:

- A. Absolute truths that are supported by community and cultural standards
- B. Factors that support an adolescent’s psychological, spiritual and moral development
- C. Unrealistic false beliefs that are not culturally sanctioned or amenable to change despite evidence to the contrary
- D. Unrealistic false beliefs that can be changed with evidence

35. Hallucinations are:

- A. Things a person sees, hears, or smells that no one else can
- B. Things a person sees, hears or smells that everyone can agree on
- C. Things that an individual collects with Schizophrenia
- D. Things that a person sees, hears or smells at night

True-False Questions (1 point each)

1. A strengths-based assessment assumes clients have the capacity to reorganize their lives as long as they have appropriate family, community, societal, and environmental resources and supports.

- A. True B. False

2. Bio-chemical imbalances in the brain cause mental illness.

- A. True B. False

3. Only children can be diagnosed with Attention Deficit Hyperactivity Disorder.

- A. True B. False

4. You are sitting on the subway and the person next to you has an unpleasant odor and is tightly holding three plastic bags close to his chest while slightly rocking back and forth and seemingly smiling and at times chuckling to himself. Based on this information, this person could be responsibly diagnosed as having a mental disorder.

- A. True B. False

5. Patrick Corrigan, in his article entitled "How Clinical Diagnosis Might Exacerbate the Stigma of Mental Illness", proposes three ways or ideas to potentially reduce the stigma that can occur from the diagnosis of mental illness. Please name one. (1 point)

Matching Column (1 point each)

- _____ Psychosis
- _____ Flight of ideas
- _____ Loosening of associations
- _____ Neologism
- _____ Perserveration
- _____ Co-morbidity
- _____ Alogia
- _____ Illusion
- _____ Insertion
- _____ Ideas of reference
- _____ Clanging
- _____ Circumstantiality
- _____ Anhedonia

- A) A false sensory perception where there is a stimulus but there is no break with reality.
- B) The tendency to invent new words or combining/condensing words
- C) Loss of contact with reality
- D) The simultaneous existence of two or more illnesses/conditions within a person
- E) Speaking in rhyme or an over reliance on puns
- F) The practice of copying the tone and spoken words of others
- G) This is the switching quickly from one unrelated idea/topic to another
- H) Scarcity in the amount of speech or poverty of content
- I) Long winded and convoluted style of talking in reaching a goal
- J) A thought inside one's head thought to be placed there by somebody from the outside
- K) A belief that things are related to you or refer to you with no basis of fact.
- L) Speaking unrelated ideas strung together
- M) Inability to take pleasure in activities that are intended to be pleasurable

Short Answer:

1) As social workers we tend to use what Corcoran and Walsh describe a "biopsychosocial" risk and resilience framework as a way of understanding how mental disorders may develop. Define what is meant by this risk and resilience framework. (4 points)

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

SWK 707

Understanding Clinical Assessment and Diagnosis

Fall 2017

BIO-PSYCHO-SOCIAL ASSESSMENT

This is the bio-psycho-social assessment format to be used for the Diagnostic Case Summary Paper. Use the corresponding headings and provide information for all relevant topics. Some information may not pertain to your "client" or your client may not know the information. For example, your 5 year old client will have no history of military service or your client may not know about her family's mental health history. Whatever the situation, indicate this by noting whether the information is non-applicable or not known. Information should be factual and objective based on information from the client, collateral contacts, case records and observations.

- Standards of ethical practice as defined by the *NASW Code of Ethics* must be adhered to
- Students will give special attention to confidentiality, management of personal values, and documentation.
- Students are expected to demonstrate awareness of the significance of diversity and difference of life experiences and generalist social work practice in an urban environment.

Detailed guidelines on how to complete each section follow this outline.

I. Identifying Information

Name

Age, Sex, Race

Place of birth

Ethnic background/identification (include acculturation issues if applicable)

Marital/Relationship Status

Appearance, orientation, presentation (affect, dress, gestures, tone of voice)

Current employment/educational status

Household composition and circumstances (current living situation)

Immigration status

Preferred language of intervention

II. Presenting Problem / Reason for Referral

1. Referral source (include the circumstances of how the client came to the attention of the referral source)
2. Who made the initial contact?
3. Presenting problem/need and expected outcome of intervention
 - as reported by the client
 - as reported by the referring person (if applicable)
4. Onset of the problem, duration, severity
5. Past attempts to deal with problem

III. Client Description/History

1. Relevant Developmental History
2. Family Composition and History (include family composition, family of origin history/dynamics, intergenerational themes, cultural factors)
3. Educational and Occupational History
4. Religious (Spiritual) Development
5. Social Relationships
6. Dating/Marital/Sexual Relations
7. Medical History (include illnesses/diagnoses/current medications and significant family history)
8. Mental Health History (include known diagnoses, treatment history, medications and outcomes)
9. Alcohol/drug use/abuse (include patterns of use/impairments, known diagnoses/treatment and outcomes)
10. Military History (include service branch and combat experience)
11. Legal History (include past and current history with the legal system)
12. Other Agency Involvement (include past/present involvement/experience with social service agencies)

IV. Current Functioning

1. Current Stressors
2. Relationships: family, friends, co-workers
3. Role Functioning
4. Coping and Adaptive skills (strengths/include use of leisure time activities)
5. Barriers, risks affecting the problem – environmental, interpersonal, intrapersonal

V. Formulation

VI. Plan

Guide to Completing Bio-psycho-social Assessment

I. Identifying Information

- This section includes such information as age, sex, race, religion, marital status, place of birth, language spoken in the home occupation, living situation, etc. Information should be factual, based on information from the client, collateral contacts, and case records.
- It should contain objective information observed/obtained by the worker including:
 - the client's physical appearance (dress, grooming, striking features);
 - communication styles and abilities or deficits;
 - thought processes (memory, intelligence, clarity of thought, mental status, etc.);
 - expressive overt behaviors (mannerisms, speech patterns, etc; and
 - reports from professionals or family (medical, psychological, legal).
- Mental status exam (if appropriate)

II. Presenting Problem/Reason for referral

- This section includes the client's description of the problem or services needed, the duration of the problem and its consequences for the client.
- It should identify the referral source and give a summary of the reason for the referral according to the referral source.
- Past intervention efforts by an agency or the individual and/or family related to the presenting problem should also be summarized.
- In addition, identify the areas that have been affected by the presenting problem:
 - family
 - physical and economic environment
 - educational/occupational issues
 - physical health
 - cultural, racial, religious, sexual orientation and cohort factors
 - current social/sexual/emotional relationships

III. Client Description/History

- This section discusses past history as it relates to the presenting problem.
- It should be as factual as possible.
- Include applicable information about each of the following major areas or about related areas relevant to your client.
- **Relevant Developmental History:** Pre-natal care and experience, birth problems/defects, developmental milestones including mobility (crawling, walking, coordination); speech; eating or sleeping problems; developmental delays and gifted areas.
- **If relevant, identify non-western expectations and practices for child rearing and development for clients from diverse backgrounds.**
- **Stressful experiences** client has encountered throughout his/her life; ability to cope with these stressors; how he or she has solved the "tasks" of various age levels.
- **Family Composition and History:** Include family composition, birth order, where and with whom reared; relationship with parents or guardian; relationships with siblings; abuse or other trauma; significant family events (births, deaths, divorce, separations, moves, etc.) and their effect on the client(s); interacting roles within the family (e.g. who makes the decisions, handles the money, disciplines the children, does the marketing); and typical family issues (e.g., disagreements, disappointments). If not noted previously, immigration/acclimation history could be included here as appropriate.
- **Educational and Occupational History:** Level of education attained; school performance; learning problems, difficulties; areas of achievement; peer relationships. Skills and training; type of employment; employment history; adequacy of wage earning ability; quality of work performance; relationship with authority figures and coworkers.
- **Beliefs systems, Religion and Spirituality:** Importance of belief systems, religion and spirituality in upbringing; affinity for religious or spiritual thought or activity; involvement in belief-based, religious and spiritual activities; positive or negative experiences.
- **Social Relationships:** Size and quality of social network; ability to sustain friendships; pertinent social role losses or gains; social role performance within the client's cultural context. Patterns of familial and social relationships historically.

- **Dating/Marital/Sexual:** Type and quality of relationships; relevant sexual history;
- **Ability to sustain intimate (sexual and nonsexual) contact;** significant losses; traumas; conflicts in intimate relationships; way of dealing with losses or conflicts. Currently, where do problems exist and where does the client manage successfully?
- **Environmental Conditions:** Urban or rural; Indigenous or alien to the neighborhood where he or she lives; economic and class structure of the neighborhood in relation to that of the client; description of the home.
- **Medical History:** This includes major illnesses, diagnoses, current medications, hospitalizations, accidents, disabilities for the client. It should also include significant family history.
- **Mental Health History:** This includes known diagnoses, illnesses, treatments, outcomes and current medications for the client as well as the family.
- **Alcohol/Substance use/abuse history:** This includes patterns of use/impairments, known diagnoses, treatment and outcomes for the client and within the family. A helpful tool to assess alcohol/substance use is the CAGE (for adults) and CRAFFT (for adolescents).
- **Military History:** Include whether the client served in the armed forces, saw combat and overall experience.
- **Legal:** Juvenile or adult contact with legal authorities; type of problem(s); jail or prison sentence; effects of rehabilitation.
- **Other Agency Involvement:** This includes the client or his/her family's past and present experience and involvement with social service agencies and the outcome of the involvement.

IV. Current Functioning

- This section describes the client's functioning in his/her multiple life roles as partner, parent, friend, co-worker, employee, sibling, son/daughter, etc. It should briefly describe the significant areas of functioning in the client's life, i.e., work, home, social. Identify stressors in each of these areas and the client's coping style in relation to stressors. In this section it is important to identify the client's strengths and the intrapersonal and environmental resources which the client uses to maintain functioning. Also state barriers and risks affecting the client's coping abilities--environmental, interpersonal, intrapersonal

V. Formulation

- This section is based on initial observations and information gathering. Here, the worker integrates his or her view with an understanding of the client's problem or situation, its underlying causes and/or contributing factors with the self of the client—who he/she has been, how she has developed, who she has become, her strengths, resources and potentialities.
- The worker summarizes his or her understanding of the client's current life situation drawing upon knowledge of the social, cultural, familial, psychological, economic, environmental, systemic factors that function to maintain the current situation, and those factors that are strengths and resources at each of these levels that will support solutions to the problem.

- As appropriate, the worker includes impressions of:
 - **Social emotional functioning**--ability to express feelings, ability to form relationships, predominant mood or emotional pattern (e.g., optimism, pessimism, anxiety, temperament, characteristic traits, overall role performance and social competence, motivation and commitment to treatment)
 - **Psychological factors**--reality testing, impulse control, judgment, insight, memory or recall, coping style and problem solving ability, characteristic defense mechanisms, notable problems. If applicable, include a formal diagnosis (e.g., DSM IV-TR, Global Assessment Scale, etc.)
 - **Environmental issues** and constraints or supports from the family, agency, community that affect the situation and its resolution. What does the environment offer for improved functioning (family, friends, church, school, work, clubs, groups, politics, leisure time activities).
 - **Issues related to cultural or other diversity** that offer constraints or supports from the family, agency, community that affect the situation and its resolution.

Conclude this section with a statement about the client's motivation, sense of self-efficacy, belief in capacity to change.

VI. Intervention Plan

This section is based on your formulation; your integration of the factors in the multiple streams of information you have gathered. It should map out a realistic intervention strategy to address the presenting problem that builds on the strengths of the client, his/her motivation for and belief in the possibility of change, and is aimed at empowering the client to be his/her own best problem-solving resource. Your intervention plan should include:

- Problem(s) chosen for intervention
- Goals and objectives taken to achieve goals.
- Outlining of client role and responsibilities in achieving goals and objectives
- Include referrals to other agencies and services; recommendations for involvement of other resources.
- Anticipated time-frame (e.g., frequency of meetings, duration of the intervention)
- Factors that may affect goal achievement (client motivation; willingness to take responsibility for change; personal and cultural resources; and/or personal abilities or limitations; agency resources or limitations; community resources or limitations).

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

SWK 707

Understanding Clinical Assessment and Diagnosis

Fall 2017

Asynchronous Assignment - Daisy

Using the following vignette about Daisy write a paper in which you discuss ALL of the issues outlined below. The paper should be approximately five (5) pages in total plus the reference page, typed and double spaced using a 12 point font. APA 6th Edition style must be utilized.

This assignment is worth 15% of the course grade and is due on _____.

- 1) **The Diagnosis**
Using the DSM-5 provide a diagnosis for Daisy. Justify your diagnosis in terms of her presentation, duration and severity of symptoms and/or maladaptive behaviors and taking into consideration your understanding of the person-in-environment framework. Please explain the differential diagnosis where appropriate.
- 2) **Critique of the DSM-5**
Considering the diagnosis(es) you have just provided, discuss at least two critiques of the DSM-5 that suggest caution when categorizing a client such as Daisy in this way.
- 3) **Etiology**
Identify two common biopsychosocial etiological factors for the diagnosis you have made. Which theoretical frameworks best describe the origins of these diagnoses.
- 4) **Theoretical and Empirical Evidence**
Describe at least one appropriate treatment intervention for Daisy based on an evidence based practice and related theory.

Daisy

Daisy is a 45 year old woman of Puerto Rican descent. She appears at least five years younger than she is and is petite and (almost too) thin. Daisy is brought to the hospital by her mother Mrs. Q on a freezing February night because she is frightened for her. Mrs. Q reports that "this time Daisy has really gone nuts." She reported that Daisy had dug up the tile floor in the bathroom looking for cameras that both her ex-husband and current boyfriend had placed in there. She also put several holes in the walls in the living room and by the front door because "you never know when the government will bring your children back to you and you have to be prepared." Mrs. Q continues to say "I'm at my wits end with her this time. I can't stand it anymore. I don't have to take care of her anymore. None of this is my doing".

Mrs.Q reports that they live in a rent stabilized apartment in the Bronx. Daisy has been living with her mother since her marriage ended twenty years ago. Daisy's father Mr. Q died 15 years

ago while at Bronx Psychiatric Hospital where he was hospitalized for 30 years. According to Daisy her father was put there after doing "funny stuff" to her. Mrs. Q stated that Daisy "always thinks people do funny stuff to her" and felt her husband was a "good man" and provider and would never have done anything to hurt Daisy.

Daisy was married briefly at age 18 to a man 25 years her senior. This was the first marriage for both of them. They did not have any children with Daisy having eight miscarriages. Mrs. Q reported that the marriage ended when Daisy was hospitalized psychiatrically at age 25. Daisy stated that she was hospitalized because her dead children were talking to her about how mean her husband was and that he was "sleeping" with other women and giving their children to them. Daisy stated that it was really him who should have been taken to the hospital by the police, but they made the mistake of taking her. When questioned further, Daisy stated that she had hit her husband and broke his face after she had to "deal with" the fifteen women in the building who were sleeping with her husband. She reported that they never knew that she was watching them because she was able to hide in the hallways and would "spit" at them as they walked by.

Daisy states that it has been difficult living with her mother because she feeds her vomit, hides her children from her, and cuts her hair off when she is eating dinner. Thankfully, she has hair that grows back quickly so no one ever notices her mother's cruelty towards her. She states that her mother was acting better and that her mother gets "worse" at holiday time. She further stated that the people she knew stated she really shouldn't talk to the hospital police anymore because they take her children and put them in other people's apartments.

Mrs. Q reports that Daisy has been hospitalized about a dozen times and was recently released from the same facility 3 months ago and was prescribed medication beginning with an "S" or an "X" but stopped taking it last month. Both Daisy and Mrs. Q deny that Daisy uses drugs and/or alcohol. The urine toxicology obtained during this visit was negative. Daisy states that she does not feel like hurting herself or hurting anyone else except when she realizes that she has "misplaced" her children. Then she knows where to find because they talk "talk to her" and when she finds them in other women's apartments she has to beat them for it. It is only then that she becomes "violent" as she is getting back what belongs to her.

Daisy states that she could not finish high school and that she is very smart. The reason she didn't finish was because, as the interviewer could tell, she was very beautiful and several teachers, both male and female were interested in dating her. She further stated that the principal thought it was in Daisy's best interest that she not continue and she was awarded an honorary high school diploma. From there, Daisy stated that she was in several beauty pageants and was Miss New York State, but was stripped of her crown when they found out she was related to Fidel Castro. She further stated that since her father was the secretary of the treasury under Batista they had to no choice but to put him in that awful hospital because they had to "hide him." She stated that she loved her father and had "forgiven" him for doing those "funny things" to her.

Daisy has held several department store jobs but usually loses them because of "those women." After the last hospitalization, she was attending a vocational program, where they did art and talked about their lives but stopped going after her social worker went on vacation.

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

SWK 707

Understanding Clinical Assessment And Diagnosis

Fall 2017

Final Examination

Name: _____ This examination is worth 25% of the course grade.

Please circle the correct answer. Each answer is worth 3 points.

- 1) A client complains of sleeplessness, loss of appetite, feelings of hopelessness and general apathy. As the social worker what would be most important for you to know to help you make a diagnosis.
 - A) medications that the client is taking
 - B) family history of depression
 - C) how long the symptoms have persisted
 - D) if the client lives alone

- 2) A client describes her experience this way: "It came out of nowhere and I felt as if I was going crazy. I could not stop sweating, my heart was racing and I could not catch my breath". The client is describing:
 - A) a psychotic episode
 - B) agoraphobia
 - C) generalized anxiety
 - D) a panic attack

- 3) Specific phobia and posttraumatic stress disorder share the following diagnostic criterion:
 - A) Impairment in occupational, social, or important areas of functioning
 - B) The duration of the disorder lasts more than six months
 - C) The individual recognizes that their fear is excessive
 - D) The individual complains of difficulty concentrating

- 4) Which of these is a symptom of an alcohol use disorder:
 - A) Having an alcoholic drink at the end of a long day of work to relax
 - B) Giving up or cutting back on important social, occupational and recreational activities because of alcohol use.
 - C) Having 4 alcoholic drinks at a wedding reception.
 - D) Having 2 beers every Sunday when watching sporting events on TV.

5) Agoraphobia is generally defined as the fear and avoidance of:

- A) Failing a psychopathology exam
- B) Having evidence of strong, sympathetic arousal
- C) Situations and places from which escape might be difficult
- D) Fear and avoidance of animals

6) The individual with _____ personality disorder is often described as colorful, dramatic, extroverted, excitable, and emotional. Underneath this flamboyant exterior is a deep-seated inability to maintain strong, reciprocal, and long-lasting friendships. Essential features include a pattern of extreme attention seeking and highly expressive emotions. The most striking feature is their desire to be the center of attention.

- a) Narcissistic
- b) Borderline
- c) Histrionic
- d) Anti-Social

7) Vegetative features often seen in mood disorders are:

- a) Sleep disturbance
- b) Poor appetite
- c) Lethargy
- d) None of these
- e) All of these

8) This disorder is considered to be less severe than a major depressive disorder. Its onset occurs overtime and more often in persons who have a history of long-term, chronic stress. Symptoms include at least two of the following: poor appetite, overeating, low self-esteem, sleep problems and fatigue.

- a) Chronic depressive episode
- b) Cyclothymic disorder
- c) Persistent Depressive Disorder (Dysthymia)
- d) Generalized Anxiety disorder

9) The extreme and overwhelming fear and avoidance of flying is an example of:

- a) Panic disorder with agoraphobia
- b) Generalized anxiety disorder
- c) Specific phobia
- d) Panic disorder without agoraphobia

10) A drug used in the out-patient treatment for opioid/heroin addiction is:

- a) Adderall
- b) Prozac
- c) Xanax
- d) Suboxone

11) The extreme and overwhelming fear of public speaking and performing in public is an example of:

- a) Social phobia
- b) Agoraphobia
- c) Specific phobia
- d) Generalized anxiety disorder

12) In making the diagnosis between posttraumatic stress disorder (PTSD) and generalized anxiety disorder (GAD), one distinction includes:

- a) The individual experiences sleep disturbances
- b) The individual shows irritability
- c) The individual persistently re-experiences "the event"
- d) The individual experiences impairment in social and/or occupational functioning

13) _____ disorder refers to severe manic symptoms accompanied by one or more periods of major depression and can include psychotic behavior and/or require hospitalization.

- A) Bipolar II
- B) Bipolar I
- C) Cyclothymia
- D) Major depressive disorder

14) _____ disorder refers to severe manic symptoms and one or more periods of depression but generally does not lead to psychotic behaviors or hospitalizations.

- A) Bipolar II
- B) Bipolar I
- C) Cyclothymia
- D) Major depressive d/o

15) Which of the following client statements would help you distinguish between a client who is expressing a normative feeling state with one who might be diagnosed with generalized anxiety disorder (GAD)?

- a) "I'm worried that I won't pass my exams and graduate.
- b) "I just can't stop cleaning my bathroom".
- c) "I worry excessively about every single thing going on in my life".
- d) "I worry that I'll lose my student loan"

16) Carol had a particularly stressful weekend characterized by the constant arguing with her two children due to their lack of help around the home, being disappointed as her "date" was cancelled at the last minute and she had a disagreement with her mother who she felt became very critical of her. She did not "sleep well" as these instances contributed to her feeling overwhelmed and as if she "never has time for herself". On Monday morning still feeling tired and upset she proceeded to call in sick to work. After taking the children to school she spent the rest of the day on the couch watching TV and reading her favorite magazine. That evening after making sure the children had completed their homework and were asleep she went to bed earlier than usual. On Tuesday morning Carol woke up feeling like she was back to her usual self and ready to return to work. Which of the following diagnosis most closely explains Carol's condition?

- A) No diagnosis at this time
- B) Adjustment Disorder with Depressed Mood
- C) Adjustment Disorder with Disturbance of Mood and Conduct
- D) Dysthymic Disorder

17) Your nineteen year old client who is having a difficult time adjusting to college and has been irritable and increasingly frustrated over the past two weeks states " I can't take this anymore, I wish I were dead". As a social worker your best immediate course of action would be to:

- A) Reassure the client by saying, "things will get better".
- B) Change the subject
- C) Explore with the client what s/he means by "not being able to take it anymore" and whether there are any plans to hurt her/himself.
- D) Stop the interview immediately and send the client to the local hospital's emergency room.

18) The key symptom of mania is the presence of

- A) increased need for sleep
- B) alternating periods of extreme elation
- C) a loss of contact with reality
- D) feelings of hopelessness

19) Which of the following is true of compulsions?

- A) They can be resisted easily with will power
- B) They are performed randomly and without rules
- C) They are intended to reduce or prevent discomfort
- D) They are considered as being rational by sufferers

20) The most common emotional change associated with an individual diagnosed with major depression is:

- A) their sad mood
- B) their pervasive loss of interest and pleasure in everyday living
- C) their ability to "snap out of it and bounce back"
- D) the loss of their job

21) Rachel is a twenty-four old woman who is in her last year of graduate studies. Ever since she began school four years ago, she noticed that she has become more and more agitated about seemingly endless lists of things. Rachel spends much of her day worrying about whether she will do well enough in her courses to maintain her student loans, whether her teachers and other students like her and if she is pursuing the right career. She also worries about whether her roommate will pay her share of the rent, if her car will be reliable and how her parents are managing. Rachel tells the social worker in the school's counseling center, "I just can't seem to stop worrying. Everybody calls me such a 'worry wart'". Her diagnosis based on her presentation would be:

- a) generalized anxiety disorder
- b) obsessive-compulsive disorder
- c) specific phobia
- d) panic disorder

22) Bob has had "mood swings" for about the past five years. His "high" periods are relatively short-lived and are characterized by an increase in goal-directed activity and an inflated sense of self-esteem. When Bob experiences "low" periods, they, too, are of short duration and characterized by a depressed mood and subsequent fatigue. While Bob does not consider his present problems severe, his wife Yvonne, feels that he might need some help. Given these symptoms, Bob is most likely suffering from which mood disorder?

- a) Major Depressive disorder
- b) Dysthymic disorder
- c) Bipolar I disorder
- d) Cyclothymic disorder

23) Persons diagnosed with Anti-Social Personality Disorder generally:

- A) Have empathy and care for others.
- B) Feel uncomfortable in social situations and prefer to be left alone.
- C) Can be a bit withdrawn but can be trusted and cooperative if asked for their help.
- D) Lack empathy and respect for others.

24) Nancy is a 55 year-old married female who presents with a 5 month history of feelings of sadness, crying spells, difficulty sleeping, fatigue, and a poor appetite. She has passive thoughts of "wishing I were dead" but has no suicidal plan. She denies any psychotic symptoms. Her husband, Miguel, is very worried about her and tells the social worker that his wife has been feeling this way "on and off" for the past two years but having the grandchildren around always seems to help. This time it seems worse than before. Her most likely diagnosis is:

- A) Cyclothymic Disorder
- B) Dysthymic Disorder
- C) Bipolar II disorder
- D) Major Depressive Disorder

25) Cathy is a 29 year-old married female who was accompanied by her husband to her appointment at the community mental health center. He informs the practitioner that his wife has a prior history of depressive symptoms that have successfully been treated with antidepressants. He now explains that his wife has demonstrated a sudden change in her behavior. She stays up all night, starts (but does not finish) many different projects at home, is talking quickly, smiling all the time, and demanding sex several times per day. Cathy denies alcohol or drug use. Her most likely diagnosis is:

- a) Dysthymic Disorder
- b) Bipolar II Disorder
- c) Cyclothymic Disorder
- d) Major Depressive Disorder

26) Frank is a 29 year-old graduate student who made an appointment with the university counseling center because of his incapacitating ritualistic behavior. Specifically, his shoes had to be tied making sure the laces were exactly even and if not, then he would start over from the very beginning. He found himself lining up his three pairs of shoes in an exact order in his closet "just so" and had to put his socks on starting with the left foot before the right. These behaviors were occurring more frequently and were so time consuming that he could do nothing else. As a result they were causing significant problems with his attending classes and part-time job on time. This was contributing to his underperformance at school and being in danger of losing his job. Frank's diagnosis would most likely be:

- A) obsessive compulsive disorder
- B) specific phobia
- C) generalized anxiety disorder
- D) social phobia

27) Gwen is a thirty-six-year old manicurist who believes she is so attractive that no man can resist asking her out on a date. Gwen has never been able to keep an intimate relationship for very long because she quickly loses interest after initially falling "madly in love" and laments that no man is really measures up to her standards. In addition, Gwen is very flirtatious with other men and she has a tendency toward taking from a relationship rather than giving to the relationship. Gwen has a constant need for being the center of attention. She says she is waiting for her "knight in shining armor" to carry her away. Which personality disorder does Gwen's behavior most closely resemble?

- a) Antisocial personality disorder
- b) Borderline personality disorder
- c) Histrionic personality disorder
- d) Narcissistic personality disorder

28) Jeanette is a 35 year-old female with a long history of recurring depressive symptoms, multiple hospitalizations, and numerous suicide attempts. She has also abused alcohol and self-mutilated. She has been referred to you, a social worker at a local community mental health center for follow-up after her most recent discharge from the hospital for a suicide attempt which she did not find helpful. Shortly after the interview with Jeanette begins, she states, "I can tell that you are a caring and intelligent social worker. You aren't at all like those other stupid a**hole social workers that I have had to deal with." Her diagnosis would likely be:

- A) Narcissistic Personality Disorder
- B) Histrionic Personality Disorder
- C) Borderline Personality Disorder
- D) Anti-social Personality Disorder

29) Louise and her 9 year old son David lost everything they owned in a fire several months ago. Since then David has had many flashbacks of the fire, trouble sleeping, and a fear of going in the kitchen when the stove is on and her mother is cooking. The most likely diagnosis for David would be:

- a) generalized anxiety disorder
- b) acute stress disorder
- c) posttraumatic stress disorder
- d) specific phobia

30) All of the following are considered important factors in the assessment of substance use in a client EXCEPT?

- A) The presence of a comorbid illness
- B) academic achievement and professional honors
- C) consequences of use in maintaining employment and social relationships
- D) triggers and patterns of use

Fill in the blanks/Short Answer

30) This category of disorders is used when an identifiable stressor leads to impairments in a client's work or social life or when the symptoms seem excessive for the degree of stress that is present. The client generally feels overwhelmed and the symptoms begin soon after the stress although symptoms do not persist for longer than six months once the stress or its consequences ends. Although some clinicians consider the category of these diagnoses valid others in the field consider them to be the diagnoses of "last resort". What is this category of diagnoses? (3 points).

31) What is the name of the disorder, "new" to the DSM V to protect against the potential for the over diagnosis of bipolar disorder in children who present with persistent irritability and frequent episodes of extreme behavioral control. The hallmark of the disorder is severe and recurrent temper outbursts manifested verbally and/or behaviorally that are inconsistent to the situation and the child's developmental level. (3 points).

32) Explain the differences between abstinence and harm reduction treatment models for substance abuse. (4 points).

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

SWK 713

FALL 2017

ADVANCED SOCIAL WORK PRACTICE IN THE URBAN ENVIRONMENT I

PREREQUISITE:

**SWK 612 (Generalist Social Work Practice II), or
Admission into the Advanced Standing Program
SWK 672 (Fieldwork and Seminar II) or
Admission into the Advanced Standing Program**

CO-REQUISITE:

**SWK 727 (Supervision in Agency-Based Practice)
SWK 773 (Fieldwork and Seminar III)**

PRE- OR CO-REQUISITE:

SWK 707 (Understanding Clinical Assessment and Diagnosis)

COURSE DESCRIPTION

This is the first course in the two-semester advanced integrated practice sequence. These courses highlight an advanced generalist approach with individuals, families, and groups across practice settings, emphasizing the application of practice knowledge, values, skills, and cognitive and affective processes when working with client systems in urban environments. Student understanding of social work practice in agency-based practice settings, and of the larger community context, is strengthened. This course will emphasize a strengths-based approach, informed by evidence-based practice, in work with clients impacted by trauma.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

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	<p>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;</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>

<p>7. Assess individuals, families, groups, organizations, and communities</p>	<p>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.</p>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>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.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>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.</p>
<p>10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively; 33. Using the value of cultural humility, provide culturally sensitive services in urban settings; 34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems; 35. Navigate complex social service delivery systems to secure effective resources for diverse client systems; 36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>

<p>11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.</p>	<p>37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings; 38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision; 39. Demonstrate the ability to choose and implement strategies to promote effective administration policies; 40. Model ethical decision-making for agency administration based on social work values and ethics;</p>
<p>12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.</p>	<p>41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society. 42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner; 43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.</p>

COURSE REQUIREMENTS

1. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work 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 Department of Social Work. Failure to comply with the Code of Ethics may result in dismissal from the Department of Social Work.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. 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. style.

5. 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 Graduate Bulletin*).

STUDENT SERVICES (Available at no charge)

Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

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.

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.,

The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	10%
Acceptable content and timely submission of 5 process recordings different from those submitted for SWK 773	20%
Written and oral assignments other than asynchronous course work	45%
Asynchronous assignments	15%

REQUIRED TEXTS

Brandler, S., & Roman, C. (2016). *Group work: Skills and strategies for effective interventions* (3rd ed.). New York, NY: Routledge/Taylor and Francis Group. ISBN 0-7890-0740-1

Freire, P. (2006). *Pedagogy of the oppressed*. New York, NY: Continuum International.
This book is available online

Herman, J. (2015). *Trauma and recovery*. New York, NY: Basic Books.
ISBN-13: 978-0-465-06171-6

Lehman College Department of Social Work. (2017). *M.S.W. student handbook & field education manual*. Bronx, NY: Author.

National Association of Social Workers. (2008). *Code of ethics of the National Association Social Workers*. Washington, DC: Author. www.nasw.org. Included in *M.S.W. Program*

student handbook & field education manual provided by Lehman College Department of Social Work.

Saleebey, D. (2013). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Pearson. ISBN-13: 978-0-205-01154-4

Turner, F. T. (2011). *Social work treatment: Interlocking theoretical approaches* (5th ed.) New York, N.Y.: Oxford University Press. ISBN # 978-0-19-539465-8

Yalom, I. D. (2009). *The gift of therapy*. New York, NY: Harper Perennial. ISBN: 0-06-621440-8

SUPPLEMENTARY TEXTS

Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole-Cengage. ISBN 13: 978-0-8400-2854-9

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

Kadushin, A., & Harkness, D. (2014). *Supervision in social work* (5th ed.). New York, NY: Columbia University Press.

COURSE OUTLINE

UNIT I: Approaches to Advanced Generalist Practice in the Urban Environments

- Course overview; review of syllabus.
- Introduction to strengths-based advanced generalist practice in urban environments
- Navigating complex delivery systems
- Engaging in the process of creating social, economic, and environmental social justice
- Using interdisciplinary approach to practice
- Process recordings and assignments review

Required Readings

Conceptualization of Advanced Generalist Practice in Urban Environments (handout)

Acker, G. M. (2009). Social work and managed care: Measuring competence, burnout, and role stress of workers providing mental health services in a managed care era. *Journal of Social Work, 9*, 269-283.

Lavitt, M. R. (2009). What is advanced generalist practice? A conceptual discussion. *Journal of Teaching in Social Work, 29*, 461-473.

Marsh, J. C. (2005). Social justice: Social work's organizing value. *Social Work, 50*(4), 293-294.

Mattsson, T. (2014). Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. *Affilia, 29*(1), 8-17.

- Salas, L. M., Sen, S., & Segel, E. A. (2010). Critical theory: Pathway from dichotomous to integrated social work practice. *Families in Society, 9*, 91-96.
- Saleebey, Chapter 5, The Strengths Approach to Practice Beginnings.
- Turner, F. J. (2011). Chapter 33, Some Basic Ideas About the Strengths Perspective.

Recommended Readings:

- Cornell, K. L. (2006). Person-in-situation: History, theory, and new directions for social work practice, *Praxis, 6*, 50-57.
- Ungar, M. (2002). A deeper, more social ecological social work practice. *Social Service Review 76*, 480-497.

UNIT II. Personal and Professional Values and Ethics in Urban Social Work Practice

- Codes of ethics
- Professional demeanor
- Personal, professional, and agency value systems and ethical dilemmas
- Use of self-reflection and self-regulation in professional practice
- Boundary issues and dual relationships
- Evidence-based practice: Benefits and difficulties
- Professional written and oral communication

Required Readings

- Adams, K. B., Matto, H .C., & LeCroy, C. W. (2009). Limitations of evidence-based practice for social work education: Unpacking the complexity. *Journal of Social Work Education, 45*, 165-186.
- Battista-Freeze, K. (2017). The high-tech social worker—Myth or reality? *Social Work Today, 17*(1), 10.
- Code of Ethics of the National Association of Social Workers. In *M.S.W. Student Handbook & Field Education Manual*
- Furman, R. (2009). Ethical considerations of evidence-based practice. *Social Work, 54*(1), 82-84.
- Hepworth, D. H., Chapter 4, Operationalizing the cardinal social work values.
- Holosko, M. J., Thyer, B. A., & Danner, E. H. J. (2009). Ethical guidelines for designing and conducting evaluations of social work practice. *Journal of Evidence-Based Social Work, 6*, 348-360.
- Kadushin, A., & Harkness, D. Chapter 4, Administrative Supervision.
- Reamer, F. (2003). Boundary issues in social work: Managing dual relationships. *Social Work, 48*(1), 121-135.

Recommended Readings:

- Bolen, R. M. (2007). Managed care and evidence-based practice: The untold story. *Journal of Social Work Education, 43*, 463-479.
- McNeill, T. (2006). Evidence-based practice in an age of relativism: Toward a model for practice. *Social Work, 51*(2), 147-157.

UNIT III: The Power of Diversity

- Social justice perspectives in advanced generalist practice
- Countering oppressions when practicing in urban communities.
- Empowerment as a fundamental aspect of advanced generalist practice
- Critical race theory, micro- and macroaggressions, and intersectionality

Required Readings:

- Abrams, L. S., & Moio, J. A. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education, 45*, 245-261.
- Carroll, J., & Minkler, M. (2000). Freire's message for social workers: Looking back, looking ahead. *Journal of Community Practice, 8*(1), 21-36.
- Danso, R. (2016, June 22). Cultural competence and cultural humility: A critical reflection on cultural diversity concepts. *Journal of Social Work*. (electronic publication, print publication, In Press).
- Flynn, M. & Hassan, A. (2010). Critical race theory: A transformational model for teaching diversity. *Journal of Social Work Education, 46*, 175-193.
- Freire, P. (2006). *Pedagogy of the oppressed*. New York, NY: Continuum International. Chapters 1 and 2.
- Lucas, C. A. (September 9, 2015) Microaggressions, macroaggressions, and disability, *Disability* (online).
www.Disabilitypride.com/2015/09/19/Microaggressions_macroaggressions_and_disability
- National Association of Social Workers, (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>
- Osanloo, A. F., Boske, C., & Newcomb, W. S. (2016). Deconstructing macroaggressions, microaggressions, and structural racism in education: Developing a conceptual model for the intersection of social justice practice and intercultural education. *International Journal of Organizational Theory and Development, 4*(1), 1-18
- Sue, D. W., Capodilupo C. M., Torino, G. C, Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist, 62*(May/June), 271-286.
- Warde, B. (2012). The cultural genogram: Enhancing the cultural competency of social work students. *Social Work Education: The International Journal, 31*(5), 570-586.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education, 8*, 69-91.

Recommended Readings:

- Alexander, M. (2011). *The new Jim Crow*.
- Crisp, C., & McCave, E. L. (2007). Gay Affirmative Practice: A model for social work practice with Gay, Lesbian, and Bisexual youth. *Child & Adolescent Social Work Journal, 24*, 403-421.
- Fong, R. (2007). Diversity in diversity: Changing the paradigm. *Journal of Ethnic and Cultural Diversity in Social Work, 16*, 113-121.

- Gilbert, D. J., Harvey, A. R., & Belgrave, F. Z. (2009). Advancing the Africentric paradigm shift discourse: Building toward evidenced-based Africentric interventions in social work practice with African Americans. *Social Work, 54*(3), 243-252.
- Rowan, D., Shukrafi, A., & Gragg, J. (2009) Social work practice with Latinos: Key issues for social workers. *Social Work, 54*, 167-174.

UNIT IV: Working with Clients Impacted by Trauma from a Strengths-Based Perspective:

- Defining trauma
- Acute trauma vs. chronic trauma
- Understanding the impact of trauma on clients' way of living in the world
- Avoiding "pathologizing" the behaviors and coping methods of trauma survivors
- Trauma and post-traumatic stress disorder
- Trauma and personality disorders.
- Understanding the stages of trauma work
- Managing counter-transference issues when working with trauma survivors
- Social workers' self-care in the face of vicarious trauma reactions

Required Readings:

- Herman, J. (2015). *Trauma and recovery*. NY: Basic Books.
- Belous, C. K., Timm, T. M., Chee, G., & Whitehead, M. R. (2012). Revising the sexual genogram. *The American Journal of Family Therapy, 40*, 281-296.
- Bride, B. (2007). Prevalence of secondary traumatic stress among social workers. *Social Work, 52*(1), 63-70.
- Covington, S. (2008). Women and addiction: A trauma-informed approach. *Journal of Psychoactive Drugs, 5*, 377-385.
- Cunningham, M. (2003). Impact of trauma work on social work clinicians: Empirical findings. *Social Work, 48*(4), 451-459.
- Hernandez, P., Gangsei, D. & Engstrom, D. (2007). Vicarious resilience: a new concept in work with those who survive trauma. *Family Process, 46*(2), 229-241.
- Joseph, S., & Murphy, D. (2014). Trauma: A unifying concept for social work. *British Journal of Social Work, 44*, 1094-1109.
- Kelly, B. L., & Gates, T. G. (2010). Using the strengths perspective in the social work interview with young adults who have experienced childhood sexual abuse. *Social Work in Mental Health, 8*(5), 421-437.
- Kwame, E., & Martinez, M. J. (2016, September). What every new social worker needs to know: Trauma informed care in social work. *The New Social Worker*.
<http://www.socialworker.com/feature-articles/practice/trauma-informed-care-in-social-work/>
- Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. *Journal of Clinical Social Work, 43*, 25-37.
- Rankin, P. (2006-2007). Exploring and describing the Strengths/Empowerment perspective in social work. *IUC Journal of Social Work Theory and Practice, 14*. Online.
www.bemidjistate.edu/academics/publications/social_work_journal/issue14/articles/rankin.htm

- Rapp, R. C. (2007) The Strengths Perspective: Proving “my strengths” and “it works.” *Social Work*, 52(2), 185-187.
- Smith, E. J. (2006). The Strength-based counseling model. *Counseling Psychologist*, 34(1), 13-79.
- Turner, F. J. (2011). Chapter 11, Empowerment Approach to Social Work Practice; Chapter 22, Oppression Theory and Social Work Treatment.
- Wagaman, M. A., Geiger, J. M., Shockley, C., Segal, E. A. (2015). The role of empathy in burnout, compassion satisfaction, and secondary traumatic stress among social workers. *Social Work*, 60(3), 201-209.
- Wahab, S. (2005). Motivational interviewing and social work practice. *Journal of Social Work*, 5, 45-60.

Recommended Readings:

- Castex, G. M. (2004). Helping people retraumatized by mass violence. In S. L. A. Straussner & N. K. Phillips (Eds.), *Understanding mass violence: A social work perspective* (pp. 129-142). Boston, MA: Allyn & Bacon.
- Levine, J. (2001). Working with victims of persecution: Lessons from Holocaust survivors. *Social Work*, 46(4), 350-60.
- Redmond, S. L., Wilcox, S. L., Campbell, A., Kim, K., Finney, K., Barr, K., & Hassan, A. M. (2015). A brief introduction to the military workplace. *Social Work* 50(1), 9-20.
- Straussner, S. L. A. & Phillips, N. K. (2004). Social work interventions in the context of mass violence. In S. L. A. Straussner & N. K. Phillips (Eds.), *Understanding mass violence: A social work perspective* (pp. 3-19). Boston: Allyn & Bacon.

UNIT V. Advanced Trauma-Informed Practice with Individuals

- Understanding individuals from an advanced bio-psycho-social perspective
- Understanding trauma from a Strengths Perspective
- Self-awareness and self-reflection to inform trauma-based practice
- Cultural humility and sensitivity to human diversity
- Theoretical approaches addressing trauma-informed practice with individuals

Required Readings

- Turner, F. J. (2011) Chapter 5, Client-Centered Theory
 Chapter 16, Gestalt Theory and Social Work Treatment
 Chapter 20, Narrative Theory and Social Work Treatment
 Chapter 6, Cognitive Behavior Theory and Social Work Treatment
 Chapter 7, Cognitive Theory and Social Work Treatment
 Chapter 3, Attachment Theory and Social Work Treatment
- Yalom, I. D. (2009). *The gift of therapy*. New York, NY: Harper Perennial.
 Introduction, Chapters 1, 3 to 21, 41 to 44
- Berzoff, J. (2011). Why we need a bio-psycho-social perspective with vulnerable, oppressed, and at-risk clients. *Smith College Studies in Social Work*, 81, 132-166.
- Gonzalez-Prendes, A, A., & Brisebois, K. (2012). Cognitive-behavioral therapy and social work values: A critical analysis. *Journal of Social Work Values and Ethics*, 9, 21-33.

Senreich, E. (2014). A Gestalt approach to social work practice. *Smith College Studies in Social Work*, 84(1), 55-75.

Recommended Readings:

Corey, G. (2013). *Theory and practice of counseling and psychotherapy*.

Chapter 6, Existential Therapy

Chapter 7, Person Centered Psychotherapy

Chapter 8, Gestalt Therapy

Chapter 9, Behavior Therapy

Chapter 10, Cognitive Behavior Therapy

Farrell, D. (2012). Understanding the psychodynamics of homelessness from a self psychological perspective. *Clinical Social Work Journal*, 40, 337-347.

Grady, M. D., & Cantor, M. (2012). Strengthening the professional selves of social workers through the lens of self psychology. *Smith College Studies in Social Work*, 82, 401-417.

Lynch, S. M., Heath, N. M., Mathews, K. C., & Cepeda, G. J. (2012). Seeking safety: An intervention for trauma-exposed incarcerated women? *Journal of Trauma & Dissociation* 13, 88-101.

Pack, M. (2008). "Back from the Edge of the World": Re-authoring a story of practice with stress and trauma using Gestalt theories and narrative approaches. *Journal of Systemic Therapies*, 27, 30-44.

Serlin, R. A. (2006). Where relational theory and attachment theory intersect: A real relationship and a real attachment. *Clinical Social Work*, 34, 161-174.

Videos, Selections to be Announced:

Gestalt Therapy-(You Tube)

<http://www.youtube.com/watch?v=NwM84AgJFoA>

<http://www.youtube.com/watch?v=ZbOAdMdMLdI>

Narrative Therapy (You-Tube)

<http://www.youtube.com/watch?v=Elami4bVtLA>

Cognitive-Behavioral Therapy (You Tube)

<http://www.youtube.com/watch?v=a0YyC1iS8Rc>

<http://www.youtube.com/watch?v=w5GdIEYGzJQ>

Albert Ellis and Gloria (Rational Emotional Behavioral Therapy):

<http://www.youtube.com/watch?v=2cOLJBQZRA>

Unit VI: Advanced Trauma-Informed Practice with Groups and Communities

- Introduction to trauma-informed practice with groups and communities
- Formation of groups in agency-based practice
- Social work skills in group and community work
- Groups in diverse settings

Required Readings:

Brandler, S., & Roman, C. (2016). Chapters 1 through 11.

- Boscarino, J. A. (2015). Community disasters, psychological traumas, and crisis intervention. *International Journal of Emergency Mental Health, 17*(1), 369-371.
- Clemens, S. E. (2005). A feminist group for women rape survivors. *Social Work with Groups, 28*(2), 59-75.
- Doel, M. (2005). Difficult behavior in groups. *Social Work with Groups, 28*, 3-22.
- 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. H. Chapter 11, Forming and assessing social work groups; & Chapter 11, Intervening in social work groups
- 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*, 74-87.
- Parsons, R. J. (October 12, 2008 online [1991]). Empowerment: Purpose and practice principle in social work. *Social Work with Groups, 14*(2), 7-21.
- 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.

Recommended Readings:

- Sands, R. G., & Solomon, P. (2003) Developing educational groups in social work practice. *Social Work with Groups, 26*, 5-21.
- Stephan, W. G. & Finlay, K. (1999). The role of empathy in improving intergroup relations. *Journal of Social Issues, 55*, 729-743.
- Wright, W. (2002). But I want to do a *real* group: A personal journey from snubbing to loving to theorizing to demanding activity-based group work. *Social Work with Groups, 25*(1/2), 107-111.
-

BIBLIOGRAPHY

- Abrams, L. S., & Moio, J. A. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education, 45*, 245-261.
- Acker, G. M. (2009). Social work and managed care: Measuring competence, burnout, and role stress of workers providing mental health services in a managed care era. *Journal of Social Work, 9*, 269-283.
- Adams, K. B., Matto, H. C., & LeCroy, C. W. (2009). Limitations of evidence-based practice for social work education: Unpacking the complexity. *Journal of Social Work Education, 45*, 165-186.
- Alexander, M. (2011). *The new Jim Crow*. New York, NY: The New Press.
- Battista-Freeze, K. (2017). The high-tech social worker—Myth or reality? *Social Work Today, 17*(1), 10.
- Belous, C. K., Timm, T. M., Chee, G., & Whitehead, M. R. (2012). Revising the sexual genogram. *The American Journal of Family Therapy, 40*, 281-296.
- Berzoff, J. (2011). Why we need a biopsychosocial perspective with vulnerable, oppressed, and at-risk clients. *Smith College Studies in Social Work, 81*, 132-166.
- Billies, M. (2005). Therapist confluence with social systems of oppression and privilege. *International Gestalt Journal, 28*, 71-92.
- Bolen, R. M. (2007). Managed care and evidence-based practice: The untold story. *Journal of Social Work Education, 43*, 463-479.
- Boscarino, J. A. (2015). Community disasters, psychological traumas, and crisis intervention. *International Journal of Emergency Mental Health, 17*(1), 369-371.
- Brandler, S., & Roman, C. (2016). *Group work: Skills and strategies for effective interventions* (3rd ed.). New York, NY: Routledge/Taylor and Francis Group.
- Bride, B. (2007). Prevalence of secondary traumatic stress among social workers. *Social Work, 52*(1), 63-70.
- Carroll, J., & Minkler, M. (2000). Freire's message for social workers: Looking back, looking ahead. *Journal of Community Practice, 8*(1), 21-36.
- Castex, G. M. (2004). Helping people retraumatized by mass violence. In S. L. A. Straussner & N. K. Phillips (Eds.), *Understanding mass violence: A social work perspective* (pp. 129-142).

- Clemens, S. E. (2005). A feminist group for women rape survivors. *Social Work with Groups*, 28(2), 59-75.
- Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole-Cengage.
- Cornell, K. L. (2006). Person-in-situation: History, theory, and new directions for social work practice, *Praxis*, 6, 50-57.
- Covington, S. (2008). Women and addiction: A trauma-informed approach. *Journal of Psychoactive Drugs*, 5, 377-385.
- Crisp, C., & McCave, E. L. (2007). Gay affirmative practice: A model for social work practice with Gay, Lesbian, and Bisexual youth. *Child & Adolescent Social Work Journal*, 24, 403-421.
- Cunningham, M. (2003). Impact of trauma work on social work clinicians: Empirical findings. *Social Work*, 48(4), 451-459.
- Danso, R. (2016, June 22). Cultural competence and cultural humility: A critical reflection on cultural diversity concepts. *Journal of Social Work*. (electronic publication, print publication In Press).
- Doel, M. (2005). Difficult behavior in groups. *Social Work with Groups*, 28, 3-22.
- Farrell, D. (2012). Understanding the psychodynamics of homelessness from a self psychological perspective. *Clinical Social Work Journal*, 40, 337-347.
- Flynn, M. & Hassan, A. (2010). Critical race theory: A transformational model for teaching diversity. *Journal of Social Work Education*, 46, 175-193.
- Fong, R. (2007). Diversity in diversity: Changing the paradigm. *Journal of Ethnic and Cultural Diversity in Social Work*, 16, 113-121.
- Freire, P. (2006). *Pedagogy of the oppressed*. New York, NY: Continuum International.
- Furman, R. (2009). Ethical considerations of evidence-based practice. *Social Work*, 54(1), 82-84.
- Gilbert, D. J., Harvey, A. R., & Belgrave, F. Z. (2009). Advancing the Africentric paradigm shift discourse: Building toward evidenced-based Africentric interventions in social work practice with African Americans. *Social Work*, 54, 243-252
- Gonzalez-Prendes, A. A., & Brisebois, K. (2012). Cognitive-behavioral therapy and social work values: A critical analysis. *Journal of Social Work Values and Ethics*, 9, 21-33.

- Grady, M. D., & Cantor, M. (2012). Strengthening the professional selves of social workers through the lens of self psychology. *Smith College Studies in Social Work*, 82, 401-417.
- Harris, W. W., Lieberman, A. F., & Marans, S. (2007). In the best interests of society. *Journal of Child Psychology and Psychiatry*, 48(3/4), 392-411.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, (9th ed.). Boston, MA: Cengage Learning.
- Herman, J. (2015). *Trauma and recovery*. New York, NY: Basic Books.
- Hernandez J. S., Debra M.; & Israel, N. (2006). Services to homeless students and families: The McKinney-Vento Act and its implications for school social work practice. *Children and Schools*, 28, 37-44.
- Hernandez, P., Gangsei, D. & Engstrom, D. (2007). Vicarious resilience: a new concept in work with those who survive trauma. *Family Process*, 46(2), 229-241.
- Holosko, M. J., Thyer, B. A., & Danner, E. H. J. (2009). Ethical guidelines for designing and conducting evaluations of social work practice. *Journal of Evidence-Based Social Work*, 6, 348-360.
- International Federation of Social Workers/International Association of Schools of Social Work (2013). <http://ifsw.org/policies/statement-of-ethical-principles/>
- Joseph, S., & Murphy, D. (2014). Trauma: A unifying concept for social work. *British Journal of Social Work*, 44, 1094-1109.
- Kadushin, A., & Harkness, D. (2002). *Supervision in social work*. New York, NY: Columbia University Press.
- Kelly, B. L., & Gates, T. G. (2010). Using the strengths perspective in the social work interview with young adults who have experienced childhood sexual abuse. *Social Work in Mental Health*, 8(5), 421-437.
- Kwame, E., & Martinez, M. J. (2016, September). What every new social worker needs to know: Trauma informed care in social work. *The New Social Worker*.
<http://www.socialworker.com/feature-articles/practice/trauma-informed-care-in-social-work/>
- Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. *Journal of Clinical Social Work*, 43, 25-37.
- _____. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work*, 51(1), 20-30.

- Lavitt, M. R. (2009). What is advanced generalist practice? A conceptual discussion. *Journal of Teaching in Social Work, 29*, 461-473.
- Lehman College Department of Social Work. (2017). *M.S.W. Program student handbook & field education manual*. Bronx, NY: Author.
- Levine, J. (2001). Working with victims of persecution: Lessons from Holocaust survivors. *Social Work, 46*(4), 350-60.
- Lietz, C. A. (2007). Strengths-based group practice: Three case studies. *Social Work with Groups, 30*, 74-87.
- Lucas, C. A. (September 9, 2015) Microaggressions, macroaggressions, and disability, *Disability* (online).
www.Disabilitypride.com/2015/09/19/Microaggressions_macroaggressions_and_disability
- Lynch, S. M., Heath, N. M., Mathews, K. C., & Cepeda, G. J. (2012). Seeking safety: An intervention for trauma-exposed incarcerated women? *Journal of Trauma & Dissociation 13*, 88-101.
- Marsh, J. C. (2005). Social justice: Social work's organizing value. *Social Work, 50*(4), 293-294.
- McNeill, T. (2006). Evidence-based practice in an age of relativism: Toward a model for practice. *Social Work, 50*(2), 147-157.
- National Association of Social Workers, (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>
- _____. (2008). *Code of ethics of the National Association Social Workers*. Washington, DC: Author.
www.nasw.org
- Osanloo, A. F., Boske, C., & Newcomb, W. S. (2016). Deconstructing macroaggressions, microaggressions, and structural racism in education: Developing a conceptual model for the intersection of social justice practice and intercultural education. *International Journal of Organizational Theory and Development, 4*(1), 1-18
- Pack, M. (2008). "Back from the Edge of the World": Re-authoring a story of practice with stress and trauma using Gestalt theories and narrative approaches. *Journal of Systemic Therapies, 27*, 2008.
- Parsons, R. J. (October 12, 2008 online [1991]). Empowerment: Purpose and practice principle in social work. *Social Work with Groups, 14*(2), 7-21.
- Pine, B. A., & Drachman, D. (2005). Effective child welfare practice with immigrant and refugee children and their families. *Child Welfare, 84*, 537-562.

- Rankin, P. (2006-2007). Exploring and describing the Strengths/Empowerment Perspective in Social Work. *IUC Journal of Social Work Theory and Practice*, 14. Online. www.bemidjistate.edu/academics/publications/social_work_journal/issue14/articles/rankin.htm
- Rapp, R. C. (2007) The Strengths Perspective: Proving “my strengths” and “it works.” *Social Work*, 52(2), 185-187.
- Reamer, F. (2003). Boundary issues in social work: Managing dual relationships. *Social Work*, 48(1), 121-135.
- Redmond, S. L., Wilcox, S. L., Campbell, A., Kim, K., Finney, K., Barr, K., & Hassan, A. M. (2015). A brief introduction to the military workplace. *Social Work* 50(1), 9-20.
- Rowan, D, Shukrafi, A., & Gragg, J. (2009). Social work practice with Latinos: Key issues for social workers. *Social Work*, 54(2), 167-174.
- Salas, L. M., Sen, S., & Segel, E. A. (2010). Critical theory: Pathway from dichotomous to integrated social work practice. *Families in Society*, 9, 91-96.
- Saleebey, D. (2013). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Pearson.
- 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.
- Sands, R. G., & Solomon, P (2003) Developing educational groups in social work practice. *Social Work with Groups*, 26, 5-21.
- Senreich, E. (2014). A Gestalt approach to social work practice. *Smith College Studies in Social Work*, 84(1), 55-75.
- Serlin, R. A. (2006). Where relational theory and attachment theory intersect: A real relationship and a real attachment. *Clinical Social Work*, 34, 161-174.
- Smith, E. J. (2006). The Strength-Based counseling model. *Counseling Psychologist*, 34(1), 13-79.
- Stephan, W. G. & Finlay, K. (1999). The role of empathy in improving intergroup relations. *Journal of Social Issues*, 55, 729-743.
- Straussner, S. L. A., & Phillips, N. K. (2004). Social work interventions in the context of mass violence. In S. L. A. Straussner & N. K. Phillips (Eds.), *Understanding mass violence: A social work perspective*, (pp. 3-19). Boston, MA: Allyn & Bacon.

- Sue, D. W., Capodilupo C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(May/June), 271-286.
- Turner, F. T. (2011). *Social work treatment: Interlocking theoretical approaches* (5th ed.). New York, NY: Oxford University Press.
- Ungar, M. (2002). A deeper, more social ecological social work practice. *Social Service Review*, 76, 480-497.
- Wagaman, M. A., Geiger, J. M., Shockley, C., Segal, E. A. (2015). The role of empathy in burnout, compassion satisfaction, and secondary traumatic stress among social workers. *Social Work*, 60(3), 201-209.
- Wahab, S. (2005). Motivational interviewing and social work practice. *Journal of Social Work*, 5, 45-60.
- Warde, B. (2012). The cultural genogram: Enhancing the cultural competency of social work students. *Social Work Education: The International Journal*, 31(5), 570-586.
- Wright, W. (2002). But I want to do a *real* group: A personal journey from snubbing to loving to theorizing to demanding activity-based group work. *Social Work with Groups*, 25(1/2), 107-111.
- Yalom, I. D. (2009). *The gift of therapy*. New York, NY: Harper Perennial.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education*, 79, 659-690.

June 15, 2017

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

SWK 713

Mid-Term Assignment—Reflection in Practice

FALL 2017

Reflection is central to social work practice and education. The profession understands reflection in practice as a necessary component that allows us to know ourselves more fully and to continually review our work with clients and the processes by which we may effectively accomplish our work.

For this assignment, you are asked to reflect on your work with either a specific current or previous client system and address the following, *keeping confidentiality in mind*:

1. Summarize the case, including the client's reason for social work contact. Briefly describe the setting including your understanding of the fit between agency policies and the client's needs, wants, or problems.
2. In retrospect, discuss what has challenged or facilitated you most regarding your work with this client. You may wish to consider how cultural, racial, ethnic, linguistic, and/or religious factors facilitated or challenged your interventions. Did any ethical questions or dilemmas for you arise out of this work.
3. Describe how discrimination and oppression associated with gender, age, disability, sexual orientation and other issues may have affected the social functioning of your client and impacted on your work. Did any ethical questions or dilemmas arise for you out of this work.
4. As you reflect on your work with this client, what theoretical approaches guided your work? What guided your actions, and how did this better the conditions presented by the client?
5. What could you have done differently? Reflection takes place as we attribute meaning to our thoughts and actions, not necessarily the events themselves.
6. How would you describe reflective practice? What did you learn about yourself from doing this assignment?

Answer each question separately. Your answers must be supported by the social work literature cited using APA 6th ed. style. This assignment is worth 20% of your course grade.

Due _____

Dev by G Castex

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

SWK 713

Final Paper

FALL 2017

Final Paper: SWK-713 - Advanced Social Work Practice - December 2017

This final paper pertains to the case of "J", which you will receive in class. In writing this paper, pretend that you are a social worker working with "J" at a residential treatment facility. In real life, you would not have all of the information available to you in this case scenario, but please use the information to discuss how you would approach this case according to the following parts:

Part 1) Discuss this case according to a trauma-informed perspective, specifically utilizing Judith Herman's book, *Trauma and Recovery*. Cite many different concepts discussed in the chapters of the book, being very detailed in where you obtained your information for this discussion. Be sure to include how would you work with "J", based on the concepts in the Herman book.

Part 2) Choose three theoretical perspectives from the SWK-713 syllabus. Discuss the "J" case specifically using concepts and terminology from these three theories. This should include: a) Discussion of J's life choices and behaviors; b) Discussion of J's underlying emotional life; c) Formulation of how the theory would inform your way of working with J. Please write the theory you are using as a heading, and then discuss each theory in depth, applying it to the case. Do not mix the theories together in one section. Also, please do not spend too much time summarizing a theory without specifically relating it to J. You may use any three of the following theories for this discussion:

Client-Centered Theory (Carl Rogers); Cognitive Theory; Behavioral Theory; Gestalt Therapy Theory; Attachment Theory; Narrative Theory; Existential Theory; Critical Race Theory

Do not use "Strengths Perspective" as a theory. It is expected that in the discussion of the three theories you choose, that you are already using a strengths perspective in your interpretation and use of those theories.

Your answers to Questions 1 and 2 all together should be at least 6 pages double-spaced. There is no maximum length for any part of this paper. Please use APA style of citations.

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

SWK 713

Case Example: "J"

FALL 2017

J is a 15-year-old male who immigrated to New York City three years ago. In his home country, J lived with his father and paternal grandmother in a middle class city neighborhood. His mother had come to New York two years before J, having obtained a good job in a jewelry business through family connections. J had adjusted reasonably well to his mother leaving for New York, as he had a good relationship with his grandmother, who tended to be warm and loving. Throughout his life, J's mother had always worked long hours, and he had depended on his grandmother and 12 years-older sister for emotional support. It had been difficult for him when his sister left the house and married when J was eight years old. He has had some problems with his father, who was determined that this children succeed in school and spent a lot of time with J doing homework. His father seemed to be disappointed that J was shy, and not more of an outgoing and assertive leader. He tended to quiz J about his schoolwork in a harsh manner and would embarrass embarrassed him by correcting him in front of others. J was an average student in school, and got along well with others, albeit in a timid way. He generally made friends by showing that he was a good listener and was able to go along with others' wishes. J tended to spend a great deal of time in his room reading comic books and drawing action figures.

J's mother sent for him after she was able to afford a proper sized apartment for them in Brooklyn. J's father's business had been doing well back home and he decided to remain there. J was also well aware that his father was having a relationship with another woman. Like his father, J's mother wanted her son to perform well in school. However, she worked long hours to

support them, often leaving J on his own to attend his schoolwork. J felt lost when he started school in Brooklyn. He had great problems learning and speaking English, and could not relate to his peers. The school did not have many students who spoke his native language, adding to J's sense of alienation. He failed many of his classes; J would isolate himself in his room, where he would draw, watch television, and play computer games. He became very resentful towards his mother for bringing him to the United States, but held his feelings inside.

In school, the other students began to make fun of him. One day, some students who were normally mocking towards him became more friendly, leading J to hang out with them after school. They then took him to a basement where they sexually molested him, threatening to kill him if he told anyone. J. went home afterwards and said nothing to anyone about this. His school attendance became sporadic, and he would instead go to a park and sit for hours, sometimes staring into space for long periods of time. In the park, he met some teenagers who belonged to a gang. He ended up regularly hanging out with them smoking marijuana and drinking alcohol. J began having screaming fights with his mother, something that was uncharacteristic of him. His mother often expressed that she felt that J was ungrateful that she brought him here and did not appreciate all that she was doing for him. She told him that he needed to be the man of the household and that she expected him to be more mature and responsible. Sometimes, these altercations would even become physical.

The gang became J's family; he was proud that the group adopted a new logo that he designed for them and totally stopped going to school. His mother decided to send him back to Ecuador, but he refused, saying that he was a man now and didn't want her to tell him what to do or where to live.

J was eventually arrested, along with other members of his gang, for assaulting rival gang members. To avoid criminal conviction, he has been mandated to a residential treatment program for in Westchester County. He is very angry, breaks rules, and is generally defiant, especially in the residential program's school classrooms. He has already been caught once smoking marijuana with other residents. When his mother comes to visit, they have angry altercations. He has not made any meaningful connections with other teenagers at the residential treatment program.

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

SWK-713

FALL 2017

ADVANCED SOCIAL WORK PRACTICE IN THE URBAN ENVIRONMENT

Asynchronous Assignment I: Online SBIRT Training

In order to learn about how to screen and provide brief interventions for alcohol and drug misusing clients from a person-centered strengths perspective, a 4-hour online training course regarding SBIRT is assigned. SBIRT, which stands for Screening, Brief Intervention, and Referral to Treatment, is a practice modality endorsed by the Department of Health and Human Services of the United States government for universal screening of clients for alcohol and drug use in all fields of practice. It is based on the principles of Motivational Interviewing.

The online course is the “ATTC eLearning 4 hour SBIRT training.”

It can be accessed at:

http://psattcelearn.org/courses/4hr_sbirt/

This online course was created to teach health care workers in California how to use SBIRT. However, be aware that this procedure can be used with all clients (12 years of age and older) in any social work setting. In this video, you will first learn how to first perform a screening for alcohol and drug misuse. You will then learn the basic skills of “motivational interviewing,” which you can use with all clients in order to enhance the possibility of them making changes in their lives for any issue, not just substance misuse.

Before watching this video, you will be given the Lehman College Department of Social Work *SBIRT and Motivational Interviewing Manual*. Please use this manual while you are watching the SBIRT training video.

After completing the training video, be sure to print out the completion certificate, and give a copy to your instructor. However, keep the original copy, as future employers may ask you to provide documentation that you completed an SBIRT training course.

WRITTEN ASSIGNMENT:

Please write an essay answer the following questions in detail and hand it in to your instructor. Please number the answers to the questions as follows:

- 1) The first step in SBIRT is to ask clients permission to discuss alcohol and drugs. What are your thoughts about this, and what will you do if they refuse?
- 2) Describe the steps of the screening procedure of SBIRT.
- 3) If clients screen into categories of risky alcohol and drug use, one performs a brief intervention with clients working towards a plan for abstinence, reduced use, or a referral to treatment. This is done only if the client wishes to make any of these changes. In doing this, one uses motivational interviewing skills. Please describe each of the following OARS skills of motivational interviewing:
 - a) open-ended questions
 - b) affirmations
 - c) reflective listening (Note: Describe the different types of “reflections” one can use with clients.)
 - d) summarizing
- 4) There are four principles of motivational interviewing. Please describe what they mean?
 - a) empathizing with both sides of the ambivalence
 - b) developing discrepancy
 - c) rolling with resistance
 - d) supporting self-efficacy
- 5) Describe how to use “the ruler” in motivational interviewing.
- 6) Describe how to use “elicit-provide-elicit” in motivational interviewing.
- 7) In motivation interviewing, one “evokes” a change plan from clients, rather than providing them with a plan you formulated. What does it mean to “evoke” a change plan from a client?
- 8) SBIRT is described as a “universal” protocol to screen clients for substance misuse. What does it mean that SBIRT is a “universal” screening procedure?

Note: This assignment fulfills the requirement for 7.5 hours of asynchronous learning.

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

SWK 713

FALL 2017

**Asynchronous Assignment:
*Pedagogy of the Oppressed***

Answer the following questions based on Paulo Freire's *Pedagogy of the Oppressed*. Answer and number each question separately in about 4 pages of text plus reference and cover pages. Please use APA style for in text citations and reference list. The completed assignment is worth 7.5 % of the course grade.

Paulo Freire writes about how "dehumanization" enables the creation, development, and maintenance of structures of "oppression."

1. Explain briefly, with citations from *Pedagogy of the Oppressed*, what Freire means by "dehumanization" and how it differs from "humanization." Then, using an example(s) from your fieldwork agency, discuss how some agency policies, practices, or personnel may (or may not) dehumanize clients. Are there any conflicts between, for example, the agency mission and the procedures intended to achieve that mission.
2. Keeping in mind that there are many types of oppression, do you think that as a social work intern at the agency you oppress and/or liberate clients? Do you have a choice(s)? Provide examples.
3. Briefly discuss the concepts of False Generosity and True Generosity as developed by Freire. To what extent might the services at your agency be regarded as examples of either or both?

Content with integration of literature and examples	6 %
APA and language usage (grammar, spelling, etc.).....	1 %
Answering and numbering each question separately5%
Total:	7.5 % of final grade

Due: _____

Dev by G M Castex

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

SWK 714

SPRING 2018

ADVANCED PRACTICE IN THE URBAN ENVIRONMENT II

PRE-REQUISITES: SWK 713 and SWK 773

PRE- or CO-REQUISITE: SWK 745; SWK 747

CO-REQUISITES: SWK 729 and SWK 774

COURSE DESCRIPTION

This course integrates the knowledge, skills, professional values and ethics necessary for effective trauma-informed advanced generalist social work practice with individuals, families, groups, communities, and organizations in the urban environment. It also focuses on issues of self-care, professional development, and leadership as a social worker.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses, requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES (PRACTICE 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;

	<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;</p> <p>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;</p> <p>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and</p>

	<p>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>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<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>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<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>
<p>10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively;</p> <p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings;</p> <p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems;</p> <p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems;</p> <p>36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>

<p>11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.</p>	<p>37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings; 38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision; 39. Demonstrate the ability to choose and implement strategies to promote effective administration policies; 40. Model ethical decision-making for agency administration based on social work values and ethics;</p>
<p>12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.</p>	<p>41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society. 42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner; 43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.</p>

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	10%
Quality of content and timely submission of a combined total of 10 process recordings for SWK-714 and SWK-774.	20%
Assignments other than asynchronous course work	45%
Quality and timely submission of Asynchronous Assignments	15%

COURSE REQUIREMENTS

1. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Program Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Social Work Department. All students in the Social Work Department 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 Social Work Department.

2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. 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.
5. 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 *College Bulletin*).
6. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441

REQUIRED TEXTS

- Lehman College Department of Social Work. (2017). *M.S.W. Program student handbook & field education manual*. Bronx, NY: Author.
- Netting, F.E., Kettner, P.M., McMurtry, S.L., & Thomas, M.L. (2017). *Social work macro practice* (6th ed.). Boston: Pearson.
ISBN-13: 978-0-13-394852-3
- Nichols, M. P. (2014). *The essentials of family therapy* (6th ed.). Boston, MA: Pearson. ISBN 13: 978-0-205-24900-8
- Yalom, I.D. (2009). *The gift of therapy*. New York: Harper Perennial.

SUPPLEMENTARY TEXTS

- Brager, G. & Holloway, S. (1978). *Changing human service organizations: Politics and practice*. New York: Free Press.
- Brandler, S. & Roman, C. (2016). *Group work: Skills and strategies for effective interventions* (2nd ed.). New York, NY: Routledge.
- Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole-CENGAGE.
- Hepworth, D.H., Rooney, R.H., Rooney, G.D., & Strom-Gottfried, K (2013). *Direct social work practice: Theory and skills*, (9th ed.). Belmont, CA: Brooks/Cole-Cengage.
- Herman, J.L. (1997). *Trauma and Recovery*. New York, NY: Basic Books.
- Kadushin, A., & Harkness, D. (2002). *Supervision in social work*. New York, NY: Columbia University Press.
- Turner, F. T. (2011). *Social work treatment: Interlocking theoretical approaches*.

(5th ed.) New York: Oxford.
Walsh, J. (2013). *Theories for direct social work practice* (3rd ed.). Stamford, CT:
Cengage Learning. ISBN-13: 978-1-285-75024-8

COURSE OUTLINE

Unit I: Values and Ethics in 21st Century Urban Social Work Practice

- Codes of ethics
- Value systems and ethical practice
- Evidence-based practice: Benefits and difficulties
- Ethical issues regarding managed care
- Ethical dilemmas
- “Cultural humility” as an ethical issue in social work practice
- Personal, professional, and agency values
- Using reflection and self-regulation to manage personal values
- Ethical issues in supervision
- Boundary issues and dual relationships
- Self-disclosure in social work practice
- Ethical issues in use of technology

Required Readings:

- Abbott, A.A. (2003). Understanding transference and countertransference. *Psychoanalytic Social Work, 10*(2), 21-41.
- Adams, K.B., Matto, H.C., & LeCroy, C.W. (2009). Limitations of evidence-based practice for social work education: Unpacking the complexity. *Journal of Social Work Education, 45*, 165-186.
- Association of Social Work Boards (ASWB) (2013/2014). Model regulatory standards for technology and social work practice.
<https://www.aswb.org/wp-content/uploads/2015/03/ASWB-Model-Regulatory-Standards-for-Technology-and-Social-Work-Practice.pdf>
- Barsky, A.E. (2017). Social work practice and technology: Ethical issues and policy responses. *Journal of Technology in Human Services*.
<http://dx.doi.org/10.1080/15228835.2017.1277906>
- Bolen, R.M. (2007). Managed care and evidence-based practice: The untold story. *Journal of Social Work Education, 43*, 463-479.
- Bruce, E.J., & Austin, M.J. (2001). Social work supervision. *The Clinical Supervisor, 19*(2), 85-107.
- Chapman, M.V., Oppenheim, S., Shibusawa, T., & Jackson, H.M. (2003). What we bring

- to practice. *Journal of Teaching in Social Work*, 23(3-4), 3-14.
- Fisher-Borne, M. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. *Social Work Education*, 34(2), 165-181.
- Foster, R.P. (1998). The clinician's cultural countertransference: The psychodynamics of culturally competent practice. *Clinical Social Work*, 26(3), 253-270.
- Furman, R. (2009). Ethical considerations of evidence-based practice. *Social Work*, 54, 82-84.
- Kadushin, A. (1992). What's wrong, what's right with social work supervision. *The Clinical Supervisor*, 10(1), 3-19.
- Kadushin, A., & Harkness, D. (2002). *Supervision in social work*. New York, NY: Columbia University Press. Chapters 6, 7, 8
- NASW Code of Ethics: In Lehman College Department of Social Work. (2017). *M.S.W. Program student handbook & field education manual*. Bronx, NY: Author.
- Reamer, F. (2003). Boundary issues in social work: Managing dual relationships. *Social Work*, 48, 121-135.
- Yalom, I.D. (2009). Ch. 2. (Avoid Diagnosis); Ch. 9. (Acknowledge Your Errors); Ch. 20 (Use Your Own Feelings as Data); Ch. 53 (Take Notes of Each Session); Ch. 64 (Never Be Sexual with Patients); Ch. 76. (CBT is Not What It's Cracked Up to Be...Or, Don't Be Afraid of the EVT Bogeyman).
- Yan, M.C. (2008). Exploring cultural tensions in cross-cultural social work practice. *Social Work*, 53(4), 317-328.

Recommended Readings:

- Acker, G.M. (2009). Social work and managed care: Measuring competence, burnout, and role stress of workers providing mental health services in a managed care era. *Journal of Social Work*, 9, 269-283.
- Kopels, S. & Lindsey, B.C. (2006). The complexity of confidentiality in schools today: The school social work context. *School Social Work Journal*, Summer 2006, 63-78.
- McNeill, T. (2006). Evidence-based practice in an age of relativism: Toward a model for practice. *Social Work*, 51(2), 147-157.
- Simpson, J.E. (2017). Staying in touch in the digital era: New social work practice. *Journal of Technology in Human Services*.
<http://dx.doi.org/10.1080/15228835.2017.1277908>

Unit II. Advanced Trauma-Informed Practice with Families, Couples, and Children

- Theoretical frameworks for working with couples and families
- Strengths-based perspective in practice with couples and families
- Working with families at risk
- Strengths based social work practice with children and adolescents
- Engagement, assessment, and intervention when working with families, couples, and children
- Evaluation of practice with families, couples, and children

Required Readings:

- Nichols, M. P. (2014). *The essentials of family therapy* (6th ed.) Ch. 1, 3, 4, 5, 6, 7, 11, 15
- Adamo, S.M.G., & De Falco, R. (2012). The role of play in the psychotherapy of a child suffering from cancer. *Psychoanalytic Social Work, 19*, 101-120.
- Asen, E. (2002). Outcome research in family therapy. *Advances in Psychiatric Treatment, 8*(3), 230-238. <http://apt.rcpsych.org/content/8/3/230.short>
- Athanassiadou, E., Giannakopoulos, G., Kolaitis, G., Tsiantis, J., & Christogiorgos, S. (2012). Preparing the child facing surgery: The use of play therapy. *Psychoanalytic Social Work, 19*, 91-100.
- Bennun, I. (1986). Evaluating family therapy: A comparison of the Milan and problem solving approaches. *Journal of Family Therapy, 8*, 225-242. <http://onlinelibrary.wiley.com/doi/10.1046/j.1986.00719.x/pdf>
- Brown, J. (1999). Bowen family systems theory and practice: Illustration and Critique. *The Australian and New Zealand Journal of Family Therapy, 20*, 94-103.
- Carbone-Lopez, K., Esbensen, F.A., & Brick, B.T. (2010). Correlates and consequences of peer victimization: Gender differences in direct and indirect forms of bullying. *Youth Violence and Juvenile Justice, 8*(4), 332-350.
- Carroll, J. (2002). Play therapy: The children's views. *Child and Family Social Work, 7*, 177-187.
- Celinska, K., Furrer, S., & Cheng, C.C. (2013). An outcome-based evaluation of functional family therapy for youth with behavioral problems. *Journal of Juvenile Justice, 2*(2). <http://www.journalofjuvjustice.org/jojj0202/article02.htm>
- Deacon, S.A., & Piercy, F.P., (2001). Qualitative methods in family evaluation: Creative assessment techniques. *The American Journal of Family Therapy, 29*, 355-373. <http://mcnellie.com/525/readings/deaconpiercy.pdf>
- Dripchak, V.L. (2007). Posttraumatic play: Towards acceptance and resolution. *Clinical Social Work Journal, 35*, 125-134.
- McPhatter, A. R., & Ganaway, T. L. (2003). Beyond the rhetoric: strategies for implementing culturally effective practice with children, families, and communities. *Child Welfare, 82*, 103-124.
- Minuchin, S., Nichols, M.P., & Lee, W.Y. (2007). The teenager who was a liar: Helping a family redefine its story. *Psychotherapy Networker, 31*, 77-85.
- Pine, B. A., & Drachman, D. (2005). Effective child welfare practice with immigrant and refugee children and their families. *Child Welfare, 84*, 537-562.

Recommended Readings:

- Aiello, T. (2012). What the children said: Children's narrative constructions of the events of 9/11 in psychotherapy. *Journal of Infant, Child, and Adolescent Psychotherapy, 11*, 32-38.
- Clausen, J.M., Ruff, S.C., Von Wiederhold, W., Heineman, T.V. (2012). For as long as it takes: Relationship-based play therapy for children in foster care. *Psychoanalytic Social Work, 19*, 43-53.
- Connolly, C. M. (2005). A qualitative exploration of resilience in long-term lesbian couples. *The Family Journal, 13*(3), 266-280.

- Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy*. Ch. 14. Family systems therapy.
- Hardy, K.V., & Laszloffy, T.A. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21, 227-237.
- Hepworth, D.H., Rooney, R.H., Rooney, G.D., & Strom-Gottfried, K. (2013). *Direct social work practice: Theory and skills*, (9th ed.). Ch. 10, 15 and pp. 209- 211 and pp. 230-231.
- Hill, A. (2006). Play therapy with sexually abused children: Including parents in therapeutic play. *Child and Family Social Work*, 11, 316-324.
- Jozefowicz-Simbeni, D.M.H., & Israel, N. (2006). Services to homeless students and families: The McKinney-Vento Act and its implications for school social work practice. *Children and Schools*, 28, 37-44.
- Lantz, J. & Raiz, L. (2003). Play and art in existential trauma therapy with children and their parents. *Contemporary Family Therapy*, 25, 165-177.
- Lim, S.L., & Nakamoto, T. (2008). Genograms: Use in therapy with Asian families with diverse cultural heritages. *Contemporary Family Therapy*, 30, 199-219.
- Lynskey, D.S., & Keller, D.W. (2007). Integrating a family-centered approach into social work practice with families of children and adolescents with disabilities. *Child & Adolescent Social Work Journal*, 25, 347-365
- McGoldrick, M., & Gerson, R. (1985). *Genograms in family assessment*. New York: W. Norton & Company. ISBN-13: 978-0-3937-0002-2
- Wang, J., Ianotti, R.J., & Nansel, T.R. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health*, 45, 368-375.
- Whittinghill, D. (2002). Ethical considerations for the use of family therapy in substance abuse treatment. *Family Journal*, 10(1), 75-78.

Recommended Videos:

Play Therapy (You Tube):

<http://www.youtube.com/watch?v=GS11v-iP5II>

<http://www.youtube.com/watch?v=wiX9MEYmSLM>

Structural Family Therapy (You Tube)

<http://www.youtube.com/watch?v=bOrnOcHWXgA>

Strategic Family Therapy (You tube)-Prescribing the symptom

<http://www.youtube.com/watch?v=bdtD-hx2C5g>

Experiential Family Therapy (You Tube)

Family #1:

Part 1: <http://www.youtube.com/watch?v=cvTZVYp6Lig>

Part 2: <http://www.youtube.com/watch?v=0CwyfBxOksY>

Part 3: <http://www.youtube.com/watch?v=OBZUoord7vA>

Family #2:

<http://www.youtube.com/watch?v=U2ipWCp8QMo>

Narrative Therapy (You Tube) (gay family)

http://www.youtube.com/watch?v=gYaDrVp_Dyl

Unit III: Advanced Strength-Based Practice with Communities

- Defining terms: Community, neighborhood, urban setting, etc.
- Understanding communities from a social work perspective.
- Community diversity, populations at risk, and the dynamics of human behavior.
- Using cultural humility in community practice
- Assessing strengths and resources of urban populations.
- Evaluation of community practice
- Identify and discuss sociopolitical factors that shape agency policy and the delivery of services to the range of urban populations.

Required Readings:

Netting, Kettner, McMurtry, & Thomas: Chapters 3,4,5,6

Boland, M. & McCallum, D. (2002). Neighborhood and community mobilization in high-poverty inner city neighborhoods. *Urban Affairs Review*, 38(1), 42-69

Crawford, K.S., & Johnson, J.L. (2005). Mothers vs, The Board of Education. In J.L. Johnson & G.Grant (Eds.), *Community Practice* (49-71). Boston, MA: Pearson (Allyn and Bacon Casebook Series).

Hardina, D. (2014). The use of dialogue in community organization practice: Using theory, values, and skills to guide group decision-making. *Journal of Community Practice*, 22(3), 365-384.

Nelson, G., Prilleltensky, I. & MacGillivray, H. (2001). Building value-based partnerships: Towards solidarity with oppressed groups. *American Journal of Community Psychology*, 29(5), 649-677.

Papineau, D. (1996). Participatory Evaluation in a community organization: Fostering Stakeholder empowerment and utilization. *Evaluation and Program Planning*, 19(1), 79-93.

Pray, K. (2003). When is community organization social work practice? *Journal of Community Practice*, 11, 91-101.

Reisch, M. and Lowe, J.I. (2000). Of means and ends revisited: Teaching ethical community organizing in an unethical society. *Journal of Community Practice*, 7, 19-38.

Ross, L. (2010). Notes from the Field: Learning cultural humility through critical incidents and central challenges in community-based participatory research. *Journal of Community Practice*, 18(2-3), 315-335.

Watts, S., Higgins, C, & Kendrick, A. (2000). Community participation in the development of services: A move towards community empowerment. *Community Development Journal*, 35(2), 120-132.

Recommended Readings:

- Sherraden, M., & Slosar, B. (2002). Innovation in social policy: Collaborative policy advocacy. *Social Work, 47*(3), 209-221.
- Taylor, J., Ellison, C., Chatter, L., Levin, J. & Lincoln, K. (2000). Mental health services in faith communities: The role of clergy in black churches. *Social Work, 45*, 73-87.

Unit IV: Advanced Social Work Practice with Organizations

- Promoting agency change from a social justice perspective
- Advocating for effective practices in organizational settings
- Evaluation of practice in social work organizations
- Inter-professional collaboration in agency settings
- Understanding “intersectionality” to provide effective services to diverse groups
- Creating a growthful environment for social workers in agency settings

Required Readings:

Netting, Kettner, McMurtry, & Thomas: Chapters 7,8,9,10,11,12

- Bent-Goodley, T.B. (2016). Social work's grand challenges: Mobilizing the profession. *Social Work, 61*(3), 197-198.
- Brager, G. & Holloway, S. (1978). Changing human service organizations: Politics and practice. Part II-Ch: 5 & 6.
- Bronstein, L.R. (2003). A model for interdisciplinary collaboration. *Social Work, 48*(3), 297-306.
- Cronin, A., & King, A. (2010). Power, inequality, and identification: Exploring diversity and intersectionality amongst older LGB adults. *Sociology, 44*(5), 876-892.
- Hall, P. (2005). Interprofessional teamwork: Professional cultures as barriers. *Journal of Interprofessional Care, 19*(sup.1), 188-196.
- Hernandez, B., Stanley, B., & Miller, L. (2014). Job embeddedness and job engagement: Recommendations for a supportive social work environment. *Human Services Organizations: Management, Leadership, & Governance, 38*(4), 336-347.
- Holosko, M.J., Thyer, B. A., & Danner, E. H.J. (2009). Ethical guidelines for designing and conducting evaluations of social work practice. *Journal of Evidence-Based Social Work, 6*, 348-360.
- Johnson, M. & Austin, M.J. (2006). Evidence-based practice in the social services: Implications for organizational change. *Administration in Social Work, 30*, 75-104.
- Manuel, J.I., Mullen, E.J., Fang, L., Bellamy, J.L. & Bledsoe (2009). Preparing social work practitioners to use evidence-based practice: A comparison of experiences from an implementation project. *Research on Social Work Practice, 19*, 613-627.
- Mattsson, T. (2014). Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. *Affilia, 29*(1), 8-17.
- Molyneux, J. (2001). Interprofessional teamworking: What makes teams work well.

Journal of Interprofessional Care, 15(1), 29-35.

- Peake, K. & Epstein, I. (2004). Theoretical and practical imperatives for reflective social work organizations in health and mental health: The place of practice-based research. *Social Work in Mental Health*, 3(1,2), 23-37.
- Walby, S., Armstrong, J., & Strid, S. (2012). Intersectionality: Multiple inequalities in social theory. *Sociology*, 46(2), 224-240.
- Wike, T.L., Bledsoe, S.E., Manuel, J.I., Despard, M., Johnson, L.V, Bellamy, J.L., & Killian-Farrell, C. (2014) Evidence-based practice in social work: Challenges and opportunities for clinicians and organizations. *Clinical Social Work*, 42(2). 161-170.

Recommended Readings:

- Bellamy, J.L., Bledsoe, S.E., & Traube, D.E. (2006). The current state of evidence-based practice in social work: A review of the literature and qualitative analysis of expert interviews. *Journal of Evidence-Based Social Work*, 3, 23-48.
- Conwill, W.L. (2010). Domestic violence among the black poor: Intersectionality and social justice. *International Journal for the Advancement of Counseling*, 32(1), 31-45.
- Doe, S.S. (2004). Spirituality-based social work values for empowering human service organizations. *Journal of Religion and Spirituality in Social Work*, 23(3), 45-65.
- Edmond, T., Megivern, D., Williams, C., Rochman, E., & Howard, M. (2006). Integrating evidence-based practice and social work field education. *Journal of Social Work Education*, 42, 377-396.

Unit V: Preparing for Termination with Client Systems

- Termination as a growthful process for the client
- Issues of separation and abandonment in the termination process
- Termination from agencies and organizations
- Managing countertransference in the termination process

Required Readings:

- Anthony, S., & Pagano, G. (1998). The therapeutic potential for growth during the termination process. *Clinical Social Work Journal*, 26, 281-296.
- Baum, N. (2007). Therapist's responses to treatment termination: An inquiry into variables that contribute to therapists' experiences. *Clinical Social Work*, 35, 97-106.
- Ericson, C., & Bombry, J.X. (1999). Therapeutic termination with the early adolescent who has experienced multiple losses. *Child and Adolescent Social Work Journal*, 16(3), 177-189.
- Gelman, C.R. (2009). MSW students' experience with termination: Implications and suggestions for classroom and field instruction. *Journal of Teaching in Social Work*, 29, 169-187.

Hepworth et al. (2013), Chapter 19, The Final Phase: Evaluation and Termination.
Zilberstein, K (2008). Au revoir: An attachment and loss perspective on termination.
Clinical Social Work Journal, 36(3), 301-311.

Recommended Readings:

Knox, S., Adrians, N., Everson, E., Hess, S., Hill, C., & Crook-Lyon, R. (2011).
Clients' perspectives on therapy termination. *Psychotherapy Research*, 21(2),
154-167.
Walsh, J. (2002). Termination and your field placement. *The New Social Worker*,
9(2), 14-17.

Unit VI: Professional Development and Self-Care for Social Workers

- Continuing education and lifelong learning
- Leadership in the social work profession
- Using one's professional self to advocate for social justice in society
- Resumes
- Licensing
- Professional organizations and goals
- Vicarious trauma
- Self-care for social workers

Required Readings:

Cunningham, M. (2003). Impact of trauma work on social work clinicians: Empirical findings. *Social Work*, 8, 451-459.
Holosko, M.J. (2009). Social work leadership: Identifying core attributes. *Journal of Human Behavior in the Social Environment*, 19(4), 448-459.
Lawler, J. (2007). Leadership in social work: A case for caveat emptor? *British Journal of Social Work*, 37(1), 123-141.
Lee, J.L., & Miller, S.E. (2013). A self-care framework for social workers: Building a strong foundation for practice. *Families in Society: The Journal of Contemporary Social Services*, 94, 96-103.
Meyer, D., & Ponton, R. (2006). The healthy tree: A metaphorical perspective of counselor well-being. *Journal of Mental Health Counseling*, 28, 189-201.
Salloum, A., Kondrat, D.C., Johnco, C., & Olson, K.R. (2015). The role of self-care on compassion satisfaction, burnout and secondary trauma among child welfare workers. *Children and Youth Services Review*, 49(2), 54-61.
Stanley, N., Manthorpe, J., & White, M. (2007). Depression in the profession: Social workers' experiences and perceptions. *The British Journal of Social Work*, 37(2). 281-298.

Yalom, I.D. (2009). *The gift of therapy*. Ch. 12 (Engage in Personal Therapy); Ch. 84 (Beware the Occupational Hazards); Ch. 85 (Cherish the Occupational Privileges).

Recommended Readings:

- Bourassa, D.B. (2009). Compassion fatigue and the adult protective services social worker. *Journal of Gerontological Social Work, 52*(3), 215-229.
- Cunningham, M. (1999). The impact of sexual abuse on the social work clinician. *Child and Adolescent Social Work Journal, 16*, 277-290.
- Jenkins, S.R., Mitchell, J.L., Baird, S., Whitfield, S.R., & Meyer, H.L. (2011). The counselor's trauma as counseling motivation: Vulnerability or stress inoculation? *Journal of Interpersonal Violence, 26*, 2392-2412.
- McGarrigle, T., & Walsh, C.A. (2011). Mindfulness, self-care, and wellness in social work: Effects of contemplative training. *Journal of Religion & Spirituality in Social Work, 30*(3), 212-233.
- Naturale, A. (2007). Secondary traumatic stress in social workers responding to disasters: Reports from the field. *Clinical Social Work Journal, 35*(3), 173-181.
- Smith, B.D. (2007). Sifting through trauma: Compassion fatigue and HIV/AIDS. *Clinical Social Work Journal, 35*(3), 193-198.
- Steen, J. (2006). The roots of human rights advocacy and a call to action. *Social Work, 51*(2), 101-105.

BIBLIOGRAPHY

- Abbott, A.A. (2003). Understanding transference and countertransference. *Psychoanalytic Social Work, 10*(2), 21-41.
- Acker, G.M. (2009). Social work and managed care: Measuring competence, burnout, and role stress of workers providing mental health services in a managed care era. *Journal of Social Work, 9*, 269-283.
- Adams, K. B., Matto, H.C., & LeCroy, C.W. (2009). Limitations of evidence-based practice for social work education: Unpacking the complexity. *Journal of Social Work Education, 45*, 165-186.
- Adamo, S.M.G., & De Falco, R. (2012). The role of play in the psychotherapy of a child suffering from cancer. *Psychoanalytic Social Work, 19*, 101-120.
- Aiello, T. (2012). What the children said: Children's narrative constructions of the events of 9/11 in psychotherapy. *Journal of Infant, Child, and Adolescent Psychotherapy, 11*, 32-38.
- Anthony, S., & Pagano, G. (1998). The therapeutic potential for growth during the termination process. *Clinical Social Work Journal, 26*, 281-296.
- Asen, E. (2002). Outcome research in family therapy. *Advances in Psychiatric Treatment, 8*(3), 230-238. <http://apt.rcpsych.org/content/8/3/230.short>
- Association of Social Work Boards (ASWB) (2013/2014). Model regulatory standards for technology and social work practice. <https://www.aswb.org/wp-content/uploads/2015/03/ASWB-Model-Regulatory-Standards-for-Technology-and-Social-Work-Practice.pdf>
- Athanassiadou, E., Giannakopoulos, G., Kolaitis, G., Tsiantis, J., & Christogiorgos, S. (2012). Preparing the child facing surgery: The use of play therapy.

- Psychoanalytic Social Work*, 19, 91-100.
- Barsky, A.E. (2017). Social work practice and technology: Ethical issues and policy responses. *Journal of Technology in Human Services*.
<http://dx.doi.org/10.1080/15228835.2017.1277906>
- Baum, N. (2007). Therapist's responses to treatment termination: An inquiry into variables that contribute to therapists' experiences. *Clinical Social Work*, 35, 97-106.
- Bellamy, J.L., Bledsoe, S.E., & Traube, D.E. (2006). The current state of evidence-based practice in social work: A review of the literature and qualitative analysis of expert interviews. *Journal of Evidence-Based Social Work*, 3, 23-48.
- Bennun, I. (1986). Evaluating family therapy: A comparison of the Milan and problem solving approaches. *Journal of Family Therapy*, 8, 225-242.
<http://onlinelibrary.wiley.com/doi/10.1046/j..1986.00719.x/pdf>
- Bent-Goodley, T.B. (2016). Social work's grand challenges: Mobilizing the profession. *Social Work*, 61(3), 197-198.
- Boland, M. & McCallum, D. (2002). Neighborhood and community mobilization in high-poverty inner city neighborhoods. *Urban Affairs Review*, 38(1), 42-69
- Bolen, R.M. (2007). Managed care and evidence-based practice: The untold story. *Journal of Social Work Education*, 43, 463-479.
- Bourassa, D.B. (2009). Compassion fatigue and the adult protective services social worker. *Journal of Gerontological Social Work*, 52(3), 215-229.
- Brager, G. & Holloway, S. (1978). Changing human service organizations: Politics and practice. New York: Free Press.
- Brandler, S. & Roman, C. (2016). *Group work: Skills and strategies for effective interventions* (2nd ed.). New York, NY: Routledge.
- Bronstein, L.R. (2003). A model for interdisciplinary collaboration. *Social Work*, 48(3), 297-306.
- Brown, J. (1999). Bowen family systems theory and practice: Illustration and Critique. *The Australian and New Zealand Journal of Family Therapy*, 20, 94-103.
- Bruce, E.J., & Austin, M.J. (2001). Social work supervision. *The Clinical Supervisor*, 19(2), 85-107.
- Carbone-Lopez, K., Esbensen, F.A., & Brick, B.T. (2010). Correlates and consequences of peer victimization: Gender differences in direct and indirect forms of bullying. (2010). Correlates and consequences of peer victimization: Gender differences in direct and indirect forms of bullying. *Youth Violence and Juvenile Justice*, 8(4), 332-350.
- Carroll, J. (2002). Play therapy: The children's views. *Child and Family Social Work*, 7, 177-187.
- Celinska, K., Furrer, S., & Cheng, C.C. (2013). An outcome-based evaluation of functional family therapy for youth with behavioral problems. *Journal of Juvenile Justice*, 2(2). <http://www.journalofjuvjustice.org/jojj0202/article02.htm>
- Chapman, M.V., Oppenheim, S., Shibusawa, T., & Jackson, H.M. (2003). What we bring to practice. *Journal of Teaching in Social Work*, 23(3-4), 3-14.
- Clausen, J.M., Ruff, S.C., Von Wiederhold, W., Heineman, T.V. (2012). For as long as it takes: Relationship-based play therapy for children in foster care. *Psychoanalytic Social Work*, 19, 43-53.

- Conwill, W.L. (2010). Domestic violence among the black poor: Intersectionality and social justice. *International Journal for the Advancement of Counseling*, 32(1), 31-45.
- Crawford, K.S., & Johnson, J.L. (2005). Mothers vs, The Board of Education. In J.L. Johnson & G.Grant (Eds.), *Community Practice* (49-71). Boston, MA: Pearson (Allyn and Bacon Casebook Series).
- Connolly, C. M. (2005). A qualitative exploration of resilience in long-term lesbian couples. *The Family Journal*, 13(3), 266-280.
- Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole-CENGAGE.
- Cunningham, M. (1999). The impact of sexual abuse on the social work clinician. *Child and Adolescent Social Work Journal*, 16, 277-290.
- Cronin, A., & King, A. (2010). Power, inequality, and identification: Exploring diversity and intersectionality amongst older LGB adults. *Sociology*, 44(5), 876-892.
- Cunningham, M. (2003). Impact of trauma work on social work clinicians: Empirical findings. *Social Work*, 8, 451-459.
- Deacon, S.A., & Piercy, F.P., (2001). Qualitative methods in family evaluation: Creative assessment techniques. *The American Journal of Family Therapy*, 29, 355-373. <http://mcnellie.com/525/readings/deaconpiercy.pdf>
- Doe, S.S. (2004). Spirituality-based social work values for empowering human service organizations. *Journal of Religion and Spirituality in Social Work*, 23(3), 45-65.
- Dripchak, V.L. (2007). Posttraumatic play: Towards acceptance and resolution. *Clinical Social Work Journal*, 35, 125-134.
- Edmond, T., Megivern, D., Williams, C., Rochman, E., & Howard, M. (2006). Integrating evidence-based practice and social work field education. *Journal of Social Work Education*, 42, 377-396.
- Ericson, C., & Bombry, J.X. (1999). Therapeutic termination with the early adolescent who has experienced multiple losses. *Child and Adolescent Social Work Journal*, 16(3), 177-189.
- Fisher-Borne, M. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. *Social Work Education*, 34(2), 165-181.
- Foster, R.P. (1998). The clinician's cultural countertransference: The psychodynamics of culturally competent practice. *Clinical Social Work*, 26(3), 253-270.
- Furman, R. (2009). Ethical considerations of evidence-based practice. *Social Work*, 54, 82-84.
- Gelman, C.R. (2009). MSW students' experience with termination: Implications and suggestions for classroom and field instruction. *Journal of Teaching in Social Work*, 29, 169-187.
- Hardina, D. (2014). The use of dialogue in community organization practice: Using theory, values, and skills to guide group decision-making. *Journal of Community Practice*, 22(3), 365-384.
- Hardy, K.V., & Laszloffy, T.A. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21, 227-237.
- Hepworth, D.H., Rooney, R.H., Rooney, G.D., & Strom-Gottfried, K (2013). *Direct social work practice: Theory and skills*, (9th ed.). Belmont, CA: Brooks/Cole-Cengage.
- Herman, J.L. (1997). *Trauma and Recovery*. New York, NY: Basic Books.

- Hernandez, B., Stanley, B., & Miller, L. (2014). Job embeddedness and job engagement: Recommendations for a supportive social work environment. *Human Services Organizations: Management, Leadership, & Governance*, 38(4), 336-347.
- Holosko, M.J. (2009). Social work leadership: Identifying core attributes. *Journal of Human Behavior in the Social Environment*, 19(4), 448-459.
- Hall, P. (2005). Interprofessional teamwork: Professional cultures as barriers. *Journal of Interprofessional Care*, 19(sup.1), 188-196.
- Hill, A. (2006). Play therapy with sexually abused children: Including parents in therapeutic play. *Child and Family Social Work*, 11, 316-324.
- Holosko, M.J., Thyer, B. A., & Danner, E. H.J. (2009). Ethical guidelines for designing and conducting evaluations of social work practice. *Journal of Evidence-Based Social Work*, 6, 348-360.
- Jenkins, S.R., Mitchell, J.L., Baird, S., Whitfield, S.R., & Meyer, H.L. (2011). The counselor's trauma as counseling motivation: Vulnerability or stress inoculation? *Journal of Interpersonal Violence*, 26, 2392-2412.
- Johnson, M. & Austin, M.J. (2006). Evidence-based practice in the social services: Implications for organizational change. *Administration in Social Work*, 30, 75-104.
- Jozefowicz-Simbeni, D.M.H., & Israel, N. (2006). Services to homeless students and families: The McKinney-Vento Act and its implications for school social work practice. *Children and Schools*, 28, 37-44.
- Kadushin, A. (1992). What's wrong, what's right with social work supervision. *The Clinical Supervisor*, 10(1), 3-19.
- Kadushin, A., & Harkness, D. (2002). *Supervision in social work*. New York, NY: Columbia University Press.
- Knox, S., Adrians, N., Everson, E., Hess, S., Hill, C., & Crook-Lyon, R. (2011). Clients' perspectives on therapy termination. *Psychotherapy Research*, 21(2), 154-167.
- Kopels, S. & Lindsey, B.C. (2006). The complexity of confidentiality in schools today: The school social work context. *School Social Work Journal*, Summer 2006, 63-78.
- Lantz, J. & Raiz, L. (2003). Play and art in existential trauma therapy with children and their parents. *Contemporary Family Therapy*, 25, 165-177.
- Lawler, J. (2007). Leadership in social work: A case for caveat emptor? *British Journal of Social Work*, 37(1), 123-141.
- Lee, J.L., & Miller, S.E. (2013). A self-care framework for social workers: Building a strong foundation for practice. *Families in Society: The Journal of Contemporary Social Services*, 94, 96-103.
- Lehman College Department of Social Work. (2017). *M.S.W. Program student handbook & field education manual*. Bronx, NY: Author.
- Lim, S.L., & Nakamoto, T. (2008). Genograms: Use in therapy with Asian families with diverse cultural heritages. *Contemporary Family Therapy*, 30, 199-219.
- Lynskey, D.S., & Keller, D.W. (2007). Integrating a family-centered approach into social work practice with families of children and adolescents with disabilities. *Child & Adolescent Social Work Journal*, 25, 347-365.

- Manuel, J.I., Mullen, E.J., Fang, L., Bellamy, J.L. & Bledsoe (2009). Preparing social work practitioners to use evidence-based practice: A comparison of experiences from an implementation project. *Research on Social Work Practice, 19*, 613-627.
- Mattsson, T. (2014). Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. *Affilia, 29*(1), 8-17.
- McGarrigle, T., & Walsh, C.A. (2011). Mindfulness, self-care, and wellness in social work: Effects of contemplative training. *Journal of Religion & Spirituality in Social Work, 30*(3), 212-233.
- McGoldrick, M., & Gerson, R. (1985). *Genograms in family assessment*. New York: W. Norton & Company. ISBN-13: 978-0-3937-0002-2
- McNeill, T. (2006). Evidence-based practice in an age of relativism: Toward a model for practice. *Social Work, 51*(2), 147-157.
- McPhatter, A. R., & Ganaway, T. L. (2003). Beyond the rhetoric: strategies for implementing culturally effective practice with children, families, and communities. *Child Welfare, 82*, 103-124.
- Meyer, D., & Ponton, R. (2006). The healthy tree: A metaphorical perspective of counselor well-being. *Journal of Mental Health Counseling, 28*, 189-201.
- Minuchin, S., Nichols, M.P., & Lee, W.Y. (2007). The teenager who was a liar: Helping a family redefine its story. *Psychotherapy Networker, 31*, 77-85.
- Molyneux, J. (2001). Interprofessional teamworking: What makes teams work well. *Journal of Interprofessional Care, 15*(1), 29-35.
- NASW Code of Ethics: In Lehman College Department of Social Work. (2017). *M.S.W. Program student handbook & field education manual*. Bronx, NY: Author.
- Naturale, A. (2007). Secondary traumatic stress in social workers responding to disasters: Reports from the field. *Clinical Social Work Journal, 35*(3), 173-181.
- Nelson, G., Prilleltensky, I. & MacGillivray, H. (2001). Building value-based partnerships: Towards solidarity with oppressed groups. *American Journal of Community Psychology, 29*(5), 649-677.
- Netting, F.E., Kettner, P.M., McMurtry, S.L., & Thomas, M.L. (2017). *Social work macro practice* (6th ed.). Boston: Pearson.
- Nichols, M. P. (2014). *The essentials of family therapy* (6th ed.). Boston, MA: Pearson.
- Papineau, D. (1996). Participatory Evaluation in a community organization: Fostering Stakeholder empowerment and utilization. *Evaluation and Program Planning, 19*(1), 79-93.
- Peake, K. & Epstein, I. (2004). Theoretical and practical imperatives for reflective social work organizations in health and mental health: The place of practice-based research. *Social Work in Mental Health, 3*(1,2), 23-37.
- Pine, B. A., & Drachman, D. (2005). Effective child welfare practice with immigrant and refugee children and their families. *Child Welfare, 84*, 537-562.
- Pray, K. (2003). When is community organization social work practice? *Journal of Community Practice, 11*, 91-101.
- Reamer, F. (2003). Boundary issues in social work: Managing dual relationships. *Social Work, 48*, 121-135.
- Reisch, M. and Lowe, J.I. (2000). Of means and ends revisited: Teaching ethical community organizing in an unethical society. *Journal of Community Practice, 7*, 19-38.

- Ross, L. (2010). Notes from the Field: Learning cultural humility through critical incidents and central challenges in community-based participatory research. *Journal of Community Practice, 18*(2-3), 315-335.
- Salloum, A., Kondrat, D.C., Johnco, C., & Olson, K.R. (2015). The role of self-care care on compassion satisfaction, burnout and secondary trauma among child welfare workers. *Children and Youth Services Review, 49*(2), 54-61.
- Sherraden, M., & Slosar, B. (2002). Innovation in social policy: Collaborative policy advocacy. *Social Work, 47*(3), 209-221.
- Simpson, J.E. (2017). Staying in touch in the digital era: New social work practice. *Journal of Technology in Human Services*.
<http://dx.doi.org/10.1080/15228835.2017.1277908>
- Smith, B.D. (2007). Sifting through trauma: Compassion fatigue and HIV/AIDS. *Clinical Social Work Journal, 35*(3), 193-198.
- Stanley, N., Manthorpe, J., & White, M. (2007). Depression in the profession: Social workers' experiences and perceptions. *The British Journal of Social Work, 37*(2), 281-298.
- Steen, J. (2006). The roots of human rights advocacy and a call to action. *Social Work 51*(2), 101-105.
- Taylor, J., Ellison, C., Chatter, L., Levin, J. & Lincoln, K. (2000). Mental health services in faith communities: The role of clergy in black churches. *Social Work, 45*, 73-87.
- Turner, F. T. (2011). *Social work treatment: Interlocking theoretical approaches*. (5th ed.) New York: Oxford.
- Walby, S., Armstrong, J., & Strid, S. (2012). Intersectionality: Multiple inequalities in social theory. *Sociology, 46*(2), 224-240.
- Walsh, J. (2002). Termination and your field placement. *The New Social Worker, 9*(2), 14-17.
- Walsh, J. (2013). *Theories for direct social work practice* (3rd ed.). Stamford, CT: Cengage Learning.
- Wang, J., Ianotti, R.J., & Nansel, T.R. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health, 45*, 368-375.
- Watts, S., Higgins, C., & Kendrick, A. (2000). Community participation in the development of services: A move towards community empowerment. *Community Development Journal, 35*(2), 120-132.
- Whittinghill, D. (2002). Ethical considerations for the use of family therapy in substance abuse treatment. *Family Journal, 10*(1), 75-78.
- Wike, T.L., Bledsoe, S.E, Manuel, J.I., Despard, M., Johnson, L.V, Bellamy, J.L., & Killian-Farrell, C. (2014) Evidence-based practice in social work: Challenges and opportunities for clinicians and organizations. *Clinical Social Work, 42*(2), 161-170.
- Yalom, I.D. (2009). *The gift of therapy*. New York: Harper Perennial.
- Yan, M.C. (2008). Exploring cultural tensions in cross-cultural social work practice. *Social Work, 53*(4), 317-328.
- Zilberstein, K (2008). Au revoir: An attachment and loss perspective on termination. *Clinical Social Work Journal, 36*(3).

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

SWK 714

Comprehensive Final Paper

SPRING 2018

Final Paper: SWK-714 - Advanced Social Work Practice - May 2018

This final comprehensive paper pertains to the case of "Linda", which you will receive in class. In writing this paper, pretend that you are a social worker working with Linda in an inpatient psychiatric unit. Please use the information in the case scenario to discuss your work with Linda according to the following questions:

1. What ethical problems, including specific issues from the NASW Code of Ethics, would you encounter when working with Linda, her family, and the staff on the unit?

From the case scenario, please cite a minimum of three ethical issues, and discuss how you would handle them.

2. Reflect on and discuss the countertransference you would experience towards Linda, her family, Tony, your social work supervisor, and the interdisciplinary staff of your unit. Discuss how you would maintain your professional self while experiencing your emotional reactions. In this regard, how would you collaborate with the non-social work staff in order to best help Linda?

3. Discuss how multiple issues of diversity have intersected in shaping Linda's life experiences, and how you would manage your own personal biases and values around these issues.

4. Apply three practice/human behavior theories to this case. Discuss how these theories would inform your engagement, assessment, and intervention strategies with Linda.

Also discuss how any of these theories would help inform your ability to be empathic, and reflective with Linda and others in her life, and enhance your interpersonal skills with them.

Note: Your instructor for SWK-714 will give you instructions regarding the practice/human behavior theories you may use for this paper.

5. From your collection and organization of information about the case, discuss two possibly mutually-agreed upon goals that you would hope to work on with Linda.

Describe what interventions you might use to help Linda achieve these goals. How might issues of trauma affect Linda's work towards these goals?

*This paper should be **at least 8 pages double-spaced**. There is no maximum length for any part of this paper. Please use APA style of citations.*

LINDA

Linda is a 17-year old white American-born female who lives in Ridgewood, Queens with her mother and father who both immigrated from the same European country. Both of her parents are now in their middle 50s. She has three older brothers who are each married and live in Queens with their wives and children. She also has an older sister who is also married and lives with her husband in Brooklyn. Linda has had a mild case of cerebral palsy since birth, and walks with a noticeable limp. Over the last few weeks, she has isolated herself in her bedroom most of the time, which has resulted in loud arguments with her parents and one of her brothers. She has just been hospitalized after locking herself in the bathroom and slitting her wrist after an altercation with her parents.

In the psychiatric hospital unit, you have been assigned to be Linda's social worker. One of your roles as a social worker is discharge planning, but you also facilitate individual sessions and family sessions with the patients.

As a child, Linda's parents doted on her due to her physical challenges, giving her a great deal of attention. At the same time, they gave her the message that she was not attractive, and due to her cerebral palsy, she would never be married. In the tradition of this family, women are never encouraged to have a career. As she became older, the family directed Linda to help out a great deal with baby-sitting for her brothers' and sister's children, and she has developed a very good relationship with her nieces and nephews. Although her grades are acceptable in high school, she is being discouraged from going to college. Linda loves to read romantic novels and to watch romantic movies in her bedroom late at night. She has had very few friends outside of the family, but frequently socializes with her cousins and siblings, often in the context of helping relatives with their children. She has never had a boyfriend. Linda's parents have been very protective of her, worrying about her wellbeing greatly. Linda's father works as a truck driver and Linda's mother is a homemaker. Linda's parents have few friends, but they socialize a great deal with family members and on weekends, there are many visitors.

In high school, at age 15, Linda made friends with a schoolmate named Kay who had a mild intellectual disability according to DSM-5 criteria. Linda's parents met Kay and her parents, and allowed her to go to Kay's family house, which was close to the school. Linda's parents were unaware that Kay had an adult older boyfriend who was physically and emotionally abusive to Kay. One day when Linda was at Kay's house, Kay's boyfriend came to the house drunk and confronted Kay with evidence that Kay had sex with one of her classmates. When Kay denied it (although it was true), the boyfriend stabbed her to death in front of Linda. The boyfriend fled, and Linda called the police. The boyfriend was never captured. Linda refused to leave her family's home for several months after this incident and missed a semester of school. In spite of her having intense nightmares, periods of dissociation, crying episodes, and panic attacks, her parents did not seek any psychiatric help for her. When she was able to return to school, her relatives would drive her to the building and pick her up right after school and bring her home. Linda's parents forbid her from seeing any friends outside of school, only her relatives. However, they would allow Linda to go to stores to do errands for them near the house.

About six months ago, a 19-year old man named Tony who worked part-time in the supermarket where she shopped, began becoming friendly with her, and eventually asked her out on a date. Tony is a non-white immigrant in his second year of a private college studying to go into a medical profession. He also has a mild case of cerebral palsy, and the two of them feel a kinship around this issue. At first, she declined to go out on a date with him, scared by the situation, but eventually would meet him a number of times a week for a snack and go with him to the park, without telling her family. They eventually began having sexual relations in Tony's family's home when his parents were out. Tony made sure he used condoms during sex. Linda and Tony found themselves becoming emotionally involved with each other. Tony began stating that he loved her. She eventually told her mother about Tony, but did not tell her about their sexual experiences. Her parents immediately forbid her to see him, and would not allow her to go to that supermarket. They told her that they would never allow her to become involved romantically with anyone who was non-white. They also began mocking her, her father repeatedly calling her a "whore." She managed to secretly see Tony anyway, until a friend of the family reported to Linda's mother that she saw the two of them together. At that point, Linda's

father and brother waited for Tony outside the supermarket and threatened him with physical harm if he spoke to Linda. After that incident, Tony would no longer go out with Linda.

It was after this incident, that Linda became increasingly depressed, stopped doing household chores, and stayed in her bedroom watching television. Her attendance and grades in school began declining. Her parents removed the television from her room, but she remained there anyway lying in bed most of the day when she was not in school. She would mostly think about how she missed Tony, fantasizing about how she could be with him. She kept texting Tony on her cell phone. Sometimes he would respond and chat with her, but he repeatedly stated that he would not see her as he was too frightened of her family's threats towards him. Linda's parents caught her texting Tony and confiscated her cell phone. It was after this incident that Linda went into the bathroom and slit her wrist with a knife. Her parents called 911 and EMS rushed her to the hospital.

After recovering physically, she was transferred to the hospital's psychiatric unit.

In the hospital, Linda states that she no longer wants to live with her parents. However, none of her siblings or other relatives would defy her parents by taking Linda into their home. On one hand, Linda is terrified of several of the men on the unit who have a history of violence and desperately wants to leave the hospital. The aggressive attitudes and behaviors of these few men terrify her and remind her of Kay's boyfriend. On the other hand, she does not want to return home. She has been friendly with some of the patients on the unit. Linda tells both staff and the other patients that her parents are racist and are ruining her life. Linda's parents want her out of the hospital as soon as possible and want her back in their house, which she is refusing. Her parents come to visit her, but she will not talk to them when they arrive. She sits in silence with them. Her parents want her to take psychotropic medication for depression, but she is refusing this from the hospital staff. She is feeling very pressured by the nurses and psychiatrists to take the anti-depressant medication. The medical staff members have been encouraging you as her social worker to convince her to take the medication. You are trying to facilitate family sessions with Linda and her parents. Linda states that she will only come to a family session if Tony can be present at these sessions. Her parents adamantly refuse this. She managed to communicate with Tony from the hospital, and he stated that he would be willing to come to a

family session as he loves her, but felt scared that her family would physically hurt him. Linda's parents have asked you to find out if she had sex with Tony and to let them know. Meanwhile, your social work supervisor is pressuring you to get her discharged back to her family, as she is no longer a risk for suicide and there are other patients in need of inpatient treatment.

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

SWK-714 SPRING 2018

ADVANCED SOCIAL WORK PRACTICE IN THE URBAN ENVIRONMENT

ASYNCHRONOUS ASSIGNMENT I: FAMILY SYSTEMS THEORY

Read the Lopez family case distributed in class.

- 1) Reflect on how external issues of race, gender, and socioeconomic wellbeing have impacted the Lopez family system in regard to their current strengths and challenges.
- 2) In regard to internal boundaries from a Structural Family Systems perspective (e.g Salvador Minuchin), describe the *triangles*, *coalitions*, and *alliances* within this family system, and how these would inform your work with this family
- 3) Identify issues of *complementarity* in the family system, and how you would work to help the family create change in this regard.
- 4) According to an object relations family therapy perspective (e.g. Nathan Ackerman), the defense mechanism of *projective identification* is present in most relationships. (See the definition of *projective identification* below.) Where do you see *projective identification* in the marital relationship between Rita and Raul, and how would you help them become aware of this dynamic in order to improve their relationship?
- 5) Murray Bowen's multigenerational theory describes how issues in a family system extend across generations. How do you understand the dynamics of the Lopez family system from a multigenerational perspective?

Definition of *projective identification*:

Projective Identification can be defined as when one partner in a relationship is drawn to a personality aspect of the other partner that he/she does not recognize as a part of him/herself. Although at first the person may be attracted to that personality aspect of his/her partner, the person may eventually become disturbed by it, but at the same time makes sure that it remains present by inducing it through his/her actions.

LOPEZ FAMILY

Rita and Raul Lopez have been married for 20 years. Rita is 40 years old and Raul is 48 years old. They have two male children, Edward, age 19 who is a biology major at NYU and Armando who is 17 years old and attends a private high school in Riverdale in the Bronx. They currently live in a large coop apartment they own in Riverdale.

Rita was raised in San Juan, Puerto Rico and had a very difficult childhood. Her father left at an early age and her mother had both psychiatric and alcohol problems. She often had to live with aunts and cousins, and usually felt very unwanted. While a teenager, she came to New York to live with her aunt's family in Elmhurst, Queens. Rita always managed to get by in school, but especially excelled at artistic endeavors. She transferred to Hunter College after going to a CUNY community college, and eventually received a Masters in Fine Arts from that school. She paints and makes sculptures, and is recognized in the Puerto Rican art community. Her work has been exhibited in shows, although she makes little money from this endeavor.

Raul was raised in the South Bronx by his mother and father (who were both from Puerto Rico) with 3 sisters and one brother. His father worked two maintenance jobs at a time, while he was also superintendent of their building. His mother worked, cleaning apartments and houses, as much as she could. His parents were very strict, and made sure all of the children remained in school and kept out of trouble, even though their neighborhood was considered dangerous. They sent all of the children to Catholic schools for their entire education. Raul graduated from Fordham University, and now works as a highly paid tech consultant for Merrill Lynch.

You are a social worker who is a family therapist in private practice in the Bronx. Rita found your name from the website of the managed care company (Aetna) of her husband's insurance. She called to make an appointment stating that she feels very depressed in the relationship with her husband, that he is rigid and impossible to deal with, and that he is mean to their son, Armando.

When you meet them Rita and Raul, it is apparent that the couple continually argues with each other. Each one complains about the other in a rather nasty way. You feel uncomfortable listening to them argue. Rita does most of the talking, interrupting Raul when he speaks. He speaks slowly and calmly, with a sarcastic edge. She speaks fast with pressure of speech, and will break out crying loudly, then quickly regain composure. When she breaks out crying, Raul rolls his eyes and has a sarcastic look on his face. He will sometimes look away. Sometimes, Rita will say:

"You speak to him for awhile. It doesn't matter what I say." She then remains silent for a number of minutes.

Rita states that Raul comes home from work and rarely speaks to her, just watching television while having a beer. He becomes angry if she has friends over to the house when he comes home. He never makes any nice comments to her, and complains about all of the money she spends on their apartment and on her clothes. He wishes that she would obtain some kind of employment to help out, rather than paint and do sculpture all day which "never earns us even a Metrocard." Raul complains that the apartment is cluttered with her artwork, and looks like a

junkyard. Rita acknowledges that the apartment is cluttered with her art work, but that this is his fault. About 7 years ago, when they had the money to buy property, she found an old spacious brownstone in an economically challenged area in the South Bronx that seemed to be reviving. She wanted them to buy it and fix it up so that they could have more space, and she could have had her own art studio in the house. Raul refused, stating that he was in no way returning to the South Bronx where his family spent years "trying to escape." Furthermore, he said the house would burn money with all of the repairs it would need. Rita counters that they could have rented out two apartments in the brownstone, and that the house would have vastly increased in value. Raul insisted that they buy a coop in Riverdale in a safe neighborhood with high property value. She hates the modern sterile apartment building in which they live in Riverdale, where no one is Latino. Although Rita is friendly with her neighbors, she misses people from her cultural background. She would have loved to live in the South Bronx among Latino people, and would have loved being involved in the community. Raul cannot understand how Rita can complain about being in a safe, desirable neighborhood like Riverdale and how she would want to expose her children to the dangers of an economically poor neighborhood.

Although Rita socializes a great deal, Raul rarely does. On the weekend, she feels stuck in the apartment with Raul, as he does not want her to go out when he is home. He states they rarely spend time together, so why would she leave him on the weekend. She replies that he seems to want her around so that he can ignore her.

Raul complains that Rita will rarely have sex with him, and that increases his anger and resentment towards her. Rita replies if he was nicer to her and wasn't such a dictator towards her, she would feel like having sex with him.

Edward is doing well at NYU and plans to go to medical school. He socializes with his friends and basically stays away from any conflicts between his parents. Raul and Rita both feel proud of him, but Rita does lament that he is somewhat like his father; very materialistic and practical with no poetic sense. However, Rita does get along with him.

Armando is having difficulties with his academic courses in his private school. He does not study much, and is very involved with the school's music and theater department. Furthermore, he smokes marijuana with his friends. Raul and Armando are constantly fighting, and Rita defends Armando continuously. She states that Raul is insensitive to Armando and does not understand his artistic nature and temperament. Rita states that it is no big deal that he smokes marijuana with others at school, that at least he does not drink, use hard drugs, or hang out with a bad crowd. Raul calls Armando "a bum" and states that he will amount to nothing. Armando dislikes his father and defends Rita. Rita and Armando are very supportive of each others' artistic endeavors, and even collaborate with each other on art projects. Raul forbids Armando's friends to enter their apartment, although he sneaks them in anyway when Raul is at work. Rita supports him in doing this and advises him when Raul will come home. Raul will say that he and Edward are the sane ones in the family, and that Rita and Armando are the crazy ones.

Raul does not like Rita's painter/sculpture friends, finding them to be a bunch of "wierdos." He used to socialize with her with them, but now refuses to do this. Rita socializes with them when Raul is at work.

Raul's emphasis is on the family being safe and having enough money. His goal for the children is for each to have a viable career to support themselves. Rita agrees with Raul that their family needs to be safe and secure, but believes that Raul is too focused on money, and not on happiness and personal fulfillment. She wants her children to be happy with what they are doing in life. Rita does state that she appreciates Raul's hard work. Raul feels that it is terrible that Rita believes that people should do what they enjoy in life while she "sits on her ass and paints" and he spends his life working hard in order to financially support them.

Although the apartment is cluttered, the four family members stick to their own space. The two boys stay in their rooms with the door closed. Raul sits on a large chair in front of the television, and Rita will work on her paintings and sculptures.

When you ask Raul and Rita what attracted them to each other when they met, Rita states that she saw Raul as someone strong and dependable who would always take care of her. It was a relief to have a dependable person in her life after her terrible childhood. Raul states that he immediately was attracted to her beauty, her poetry, and her artistic ability. He felt she was like a fresh breeze in his cold, colorless, hard-working life. He used to call her "mi mariposita" (my little butterfly).

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

SWK-714 SPRING 2018

ADVANCED SOCIAL WORK PRACTICE IN THE URBAN ENVIRONMENT

ASYNCHRONOUS ASSIGNMENT II: COMMUNITY ORGANIZATION

Read: *Mothers vs. The Board of Education* (by K.S. Crawford & J.L. Johnson), a community organization case. The exact citation for this chapter is:

Crawford, K.S., & Johnson, J.L. (2005). *Mothers vs. The Board of Education*. In J.L. Johnson & G. Grant (Eds.). *Community Practice* (pp. 49-71). Boston, MA: Pearson.

Please answer the following questions based on the three definitions of "community organization" denoted below.

- 1) Choose two of the three definitions of *community organization*. Write how they apply to the case of "Mothers vs. The Board of Education."
- 2) Write your personal impression of the community organization effort described in the chapter.
- 3) Would you have done anything differently from the community organizer in the chapter?
- 4) Do you think that the community organizer was successful in having the community members advocate for themselves? Discuss.

DEFINITIONS OF COMMUNITY ORGANIZATION

Community organization is a method of intervention whereby individuals, groups, and organizations engage in planned action to influence social problems. It is concerned with the enrichment, development, and/or change of social institutions, and involves two major related processes: planning (that is, identifying problem areas, diagnosing causes, and formulating solutions) and organizing (that is, developing the constituencies and devising the strategies to effect action).

Brager, G. & Specht, H. (1973). *Community Organizing*. NY: Columbia University Press. (pp. 27-28)

[Community organization is] a process in which a community identifies its needs or objectives, orders (or ranks) these needs or objectives, finds the resources (internal and/or external) to deal with these needs or objectives, takes action in respect to them, and in so doing extends and develops cooperative and collaborative attitudes and practices in the community.

Ross, M. G. (1967) as cited in Hardcastle, D.A., Wenocur, S., & Powers, P.R. (1997). *Community Practice: Theories and Skills of Social Workers*. NY: Oxford Press. (p. 2)

This use of the term “community organization” is perhaps best defined as assisting a group of people to recognize their common needs and helping them to meet these needs.

Pettit, W.W. (1925) as cited in Harper, E.B. & Dunham, A. (Eds.) (1959). *Community Organization and Action*. NY: Association Press.

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

SWK 727 SUPERVISION IN AGENCY-BASED PRACTICE Fall 2017

COREQUISITES:

SWK 713 (Advanced Social Work Practice in the Urban Environment I)
SWK 773 (Fieldwork and Seminar III)

PRE- or CO-REQUISITE:

SWK 707 (Understanding Clinical Assessment and Diagnosis)

COURSE DESCRIPTION

Supervision, which has administrative, clinical, supportive, and educational functions, has long been recognized as an essential component of social work. This course provides students with variety of practice settings. Emphasis is on helping social workers function effectively in urban social work agencies and organizations with a range of clients. Content will include: historical and current perspectives on supervisory practice; supervision in an agency structure; the organizational context of practice; learning theories; concepts of power, authority, and accountability; ethical and clinical issues; supervisory techniques; skills and self awareness; and staff development and evaluation. The exploration of these fundamental principles and concepts helps form the knowledge base, practice skills and sensitivity to ethical and value issues supporting the cognitive and affective processes necessary for effective supervision.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

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

	<p>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;</p> <p>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;</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>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<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>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<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>
<p>10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively;</p> <p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings;</p> <p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems;</p> <p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems;</p> <p>36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>

<p>11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.</p>	<p>37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings; 38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision; 39. Demonstrate the ability to choose and implement strategies to promote effective administration policies; 40. Model ethical decision-making for agency administration based on social work values and ethics;</p>
<p>12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.</p>	<p>41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society. 42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner; 43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.</p>

COURSE REQUIREMENTS

7. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work 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 NASW Code of Ethics may result in dismissal from the Department of Social Work.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. 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*.

5. 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 Graduate Bulletin*).

STUDENT SERVICES (Available at no charge)

7. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.
8. 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.
9. 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.
10. The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation, including Oral presentation	15%
Assignment 1	25%
Assignment 2	35%
Asynchronous Assignments	15%

REQUIRED TEXTS

- DeGroot, S. (2016). *Responsive leadership in social services: A practical approach for optimizing engagement and performance* (3rd ed.). Los Angeles, CA: Sage Publications.
- Kadushin, A., & Harkness, D. (2014). *Supervision in social work* (5th ed.). New York, NY: Columbia University Press.
- National Association of Social Workers. (2008). *Code of Ethics of the National Association of Social Workers*. Washington, DC: Author.
- _____. (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>
- National Association of Social Workers, & Association of Social Work Boards, (2013). *Best practice standards in social work supervision*. Washington, D.C.: NASW Press. http://www.socialworkers.org/Practice/standards/Social_Work_Supervision.asp

Shulman, L. (2010). *Interactional supervision* (3rd ed.). Washington, DC: NASW Press.

SUPPLEMENTARY TEXT

Fauri, D. P. (2000). The coffee break: Supervisor-employee relationships at risk (pp. 19-28). In Fauri, D. P., Wernet, S. P., & Netting, F. E. (Eds.). *Cases in Macro Social Work Practice*. Boston, MA: Allyn and Bacon.

Straussner, S. L. A., & Phillips, N. K. (Eds.) (2004). *Understanding mass violence: A social work perspective*. Boston, MA: Allyn & Bacon.

COURSE OUTLINE

UNIT I: COURSE OVERVIEW (Week 1)

- A. Review of syllabus
- B. Review of assignments and course requirements
- C. Overview of content
- D. Role of supervision in social work

UNIT II: HISTORICAL AND PHILOSOPHICAL CONTEXT OF SOCIAL WORK SUPERVISION (Week 2)

Nature of supervision in an historical context

- A. Purposes and functions of the supervisory process
- B. Definitions of key concepts
- C. Influence of social welfare and economic policies on social service supervision

Required Readings:

Kadushin, A., Preface and Chapter 1: History, Definition, and Significance.

Brashears, F. (1995). Supervision in social work practice: A reconceptualization. *Social Work, 40*, 692-699.

National Association of Social Workers, & Association of Social Work Boards, (2013). *Best practice standards in social work supervision*. Washington, D.C.: NASW Press.
http://www.socialworkers.org/Practice/standards/Social_Work_Supervision.asp

UNIT III: THE SUPERVISOR'S FUNCTION AND TASKS: SOCIALIZATION INTO THE ROLE (Week 3)

- A. Preparation for the supervisory role.
- B. Qualifications and competencies required for effective professional supervision
- C. Supervisory beginnings with new workers

Required Readings:

Kadushin, A., Chapter 7, Problems and Stresses in Becoming and Being a Supervisor

Shulman, L., Chapter 3, Preparatory and Beginning Phases

UNIT IV: VALUES AND ETHICAL DILEMMAS AS PART OF THE SUPERVISORY PROCESS (Week 4)

- A. Power relationship
- B. Significance of human diversity and cultural humility
- C. Recognition of ethical dilemmas in supervisory practice
- D. Professional boundaries and conflicts of interest
- E. Ethical and value dilemmas in practice, particularly with diverse populations
- F. Professional malpractice and misconduct
- G. Group Oral Presentation: The NASW Code of Ethics and Supervision

Required Readings:

- Dewane, C. (2007, July/August). Supervisor, beware: Ethical dangers in supervision. *Social Work Today*, 7 (4), 34.
- Hawthorne, L. (1975). Games supervisors play. *Social Work*, 20(3), 179-183
- Kadushin, A. (1968), Games people play in supervision. *Social Work*, 13(6), 23-32.
- National Association of Social Workers (NASW). (2008). *Code of ethics of the National Association of Social Workers*. Washington, DC: Author.
- _____. (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>

Recommended Readings:

- Fauri, D. P. (2000). The coffee break: Supervisor-employee relationships at risk (pp. 19-28). In Fauri, D. P., Wernet, S. P., & Netting, F. E. (Eds.). *Cases in Macro Social Work Practice*. Boston, MA: Allyn and Bacon.
- Levy, C. S. (1973). The ethics of supervision. *Social Work*, 18(1), 14-21.

UNIT V: SUPERVISION AND ADMINISTRATIVE PROCESS (Weeks 5, 6)

- A. The organizational context of supervisory practice
- B. Administrative functions of the supervisor
- C. Work assignment and planning
- D. Mediating administrative and worker interests and priorities
- E. Maintaining morale and improving productivity
- F. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- G. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- H. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- I. Use of critical thinking by supervisors for analysis, formulation, and advocacy for policies that advance human rights and social, economic, and environmental justice
- J. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

- K. Navigate complex social service delivery systems to secure effective resources for diverse client systems
- L. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems
- M. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings
- N. Group Oral Presentation: Games People Play in Supervision

Required Readings:

DeGroot, S. (2016). Chapter 5: A Strengths Focus on Quality Leadership

Kadushin, A., & Harkness, D. (2014), Chapter 2: Administrative Supervision, Chapter 3: Administrative Supervision: Problems in Implementation

Shulman, L. (2010). Chapter 4, A Work-Phase Model

UNIT VI: EDUCATIONAL SUPERVISION (*Weeks 7, 8*)

- A. Supervisor as educator
- B. Theories of adult learning
- C. Clinical supervision
- D. Staff training
- E. Student supervision
- F. Types of consultation
- G. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- H. Facilitate effective transitions and endings that advance mutually agreed-on goals
- I. Group Oral Presentation: Issues of Diversity in Supervision

Required Readings:

Kadushin, A., Chapter 4: Educational Supervision: Definition, Differentiation, Content, and Process, 5: Principles and Problems in Implementing Educational Supervision

Bennett, S., & Deal, K. H. (2009). Beginnings and endings in social work supervision: The interaction between attachment and developmental processes. *Journal of Teaching in Social Work, 29*(1), 101-117.

UNIT VII: SUPPORTIVE SUPERVISION (*Week 9*)

- A. Supportive functions of supervision
- B. Differentiating between supervision and therapy
- C. Transference and countertransference
- D. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision
- E. Recognizing burnout
- F. Self-care
- G. Safety
- H. Trauma history

Required Readings:

- Kadushin, A., & Harkness, D. (2014), Chapter 6: Supportive Supervision
- Ingram, R. (2013). Emotions, social work practice and supervision: An uneasy alliance? *Journal of Social Work Practice*, 27(1), 5-19.
- Pisani, A. (2005). Talk to me: Supervisees disclosure in supervision. *Smith College Studies in Social Work*. 75(1). 29-47.
- Reamer, F. (2006). Self-disclosure in clinical social work. *Social Work Today*, 6 (6), 12-13.
- Shulman, L. (2010). Chapter 5, Supervisory Endings and Transitions

UNIT VIII: GROUP AND PEER SUPERVISION (Week 10)

- A. Dynamics of supervisory work with staff groups
- B. Mutual aid process
- C. Confidentiality issues
- D. Challenges in group supervision

Required Readings:

- Kadushin, A., & Harkness, D. (2014), Chapter 9: Group Supervision
- Shulman, L. (2010). Chapter 10, Formal and Informal Staff Groups

UNIT IX: SUPERVISORY ROLES IN COPING WITH TRAUMA (Week 11)

- A. Helping staff cope with violent events
- B. Developing an action plan
- C. Changes: clients, colleagues, agency
- D. Retraumatization
- E. Reaching out to the community
- F. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies coping with trauma
- G. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies coping with trauma
- H. Group Oral Presentation: Issues of Trauma

Required Readings:

- Berthold, S. M., & Fischman, Y. (2014). Social work with trauma survivors: Collaboration with interpreters. *Social Work*, 59(2), 103-110.
- Noble, C., & Irwin, J. (2009). Social work supervision: An exploration of the current challenges in a rapidly changing social, economic and political environment. *Journal of Social Work*. 9, 345-358.
- Shamai, M. (2003). Using social constructionist thinking in training social workers living and working under threat of political violence. *Social Work*, 48, 545-555.
- Shulman, L. (2010). Chapter 12, Trauma, Secondary Trauma Stress, and Disaster Stress: Helping Staff Cope

Recommended Readings:

Cranston, J. E. (2004), Mass violence and the workplace. In Straussner, S. L. A., & Phillips, N. K. (Eds.), *Understanding mass violence: A social work perspective* (pp. 87-104). Boston, MA: Allyn & Bacon.

Tsui, M. S., & Cheung, F. C. H. (2003). Dealing with terrorism: What social workers should and can do. *Social Work, 48*(4), 556-557.

UNIT X: EVALUATION FUNCTION OF SUPERVISION (*Weeks 12, 13*)

- A. Worker's participation in evaluation
- B. Tools for measuring workers' effectiveness
- C. Identification of staff strengths and weaknesses
- D. Hiring/layoff/termination of staff
- E. Agency transitions
- F. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- G. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
- H. Group Oral Presentations; Evaluation

Required Readings:

Kadushin, A., & Harkness, D. (2014), Chapter 8: Evaluation, Chapter 10: Problems and Innovations.

Shulman, L. (2010). Chapter 7, Evaluation Function of Supervision.

UNIT XI: REVIEW AND TERMINATION (*Week 14*)

BIBLIOGRAPHY

Bennett, S., & Deal, K. H. (2009). Beginnings and endings in social work supervision: The interaction between attachment and developmental processes. *Journal of Teaching in Social Work, 29*(1), 101-117.

Bernard, J. M., & Goodyear, R. K. (2004). *Fundamentals of clinical supervision* (3rd ed.). New York: Pearson.

Brashears, F. (1995). Supervision in social work practice: A reconceptualization. *Social Work, 40*, 692-699.

Cranston, J. E. (2004), Mass violence and the workplace. In Straussner, S. L. A., & Phillips, N. K. (Eds.), *Understanding mass violence: A social work perspective* (pp. 87-104). Boston, MA: Allyn & Bacon.

DeGroot, S. (2016). *Responsive leadership in social services: A practical approach for optimizing engagement and performance*. Los Angeles, CA: Sage Publications.

Dewane, C. (2007, July/August). Supervisor, beware: Ethical dangers in supervision. *Social Work Today, 7* (4). 34.

- Hawthorne, L. (1975). Games supervisors play. *Social Work, 20*(3), 179-183.
- Ingram, R. (2013). Emotions, social work practice and supervision: An uneasy alliance? *Journal of Social Work Practice, 27*(1), 5-19.
- Kadushin, A., (1968). Games people play in supervision. *Social Work, 13*(6), 23-32.
- Kadushin, A., & Harkness, D. (2014). *Supervision in social work* (5th ed.). New York: Columbia University Press.
- Levy, C. S. (1973). The ethics of supervision. *Social Work, 18*(1), 14-21.
- Madden, R. G. (2003). *Essential law for social workers*. New York: Columbia University Press.
- National Association of Social Workers. (2008). *Code of ethics of the National Association of Social Workers*. Washington, DC: Author.
- _____. (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>
- National Association of Social Workers, & Association of Social Work Boards, (2013). *Best practice standards in social work supervision*. Washington, D.C.: NASW Press. http://www.socialworkers.org/Practice/standards/Social_Work_Supervision.asp
- Noble, C., & Irwin, J. (2009). Social work supervision: An exploration of the current challenges in a rapidly changing social, economic and political environment. *Journal of Social Work, 9*, 345-358.
- Pisani, A. (2005). Talk to me: Supervisees disclosure in supervision. *Smith College Studies in Social Work, 75*(1), 29-47.
- Reamer, F. (2006). Self-disclosure in clinical social work. *Social Work Today, 6* (6), 12-13.
- Reeser, L. C., & Wertkin, R. A. (2001). Safety training in social work education: A national survey. *Journal of Teaching in Social Work, 21*, 95-113.
- Shamai, M. (2003). Using social constructionist thinking in training social workers living and working under threat of political violence. *Social Work, 48*(4), 545-555.
- Shulman, L. (2010). *Interactional supervision* (3rd ed.). Washington, DC: NASW Press.
- Tsui, M. S., & Cheung, F. C. H. (2003). Dealing with terrorism: What social workers should and can do. *Social Work, 48*(4), 556-557.

Revised June 15, 2017

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

SWK 727

Supervision in Agency-Based Practice

Fall 2017

PAPER ASSIGNMENT #1: AGENCY SUPERVISION PROCESS ANALYSIS

Based on lectures, discussion, assigned readings for the Supervision course, and your current fieldwork experiences, analyze your current fieldwork agency as a case study and discuss the following. This assignment requires you to critically analyze and evaluate the processes and outcomes of supervision provided within your fieldwork agency. Discussion of each of the following should be preceded by a heading referring to the section of the paper.

- (1) description of the policies and procedures related to supervision at your fieldwork agency
- (2) analysis of the process and effectiveness of supervision for students and staff at your fieldwork agency
- (3) discussion of the relationship of ideas in assigned readings to the specifics of your placement setting
- (4) areas for potential improvement in the supervisory process in this agency
- (5) the rationale for your suggestions for improvement
- (6) strategies for implementation of your recommendations
- (7) anticipated impact that your proposed changes might have on the organization's agency personnel and resources
- (8) an organizational chart (included as an Appendix)
- (9) a reference page in APA 6th ed. style

This assignment is worth 25% of your grade for this course. The final version of your paper should be double-spaced, typed in Times New Roman 12 point font, and written in APA style, including the citations within the paper and the reference page. Avoid use of direct quotations from assigned readings and agency manuals and instead paraphrase content relevant to this paper. The paper should be 5-7 pages plus the appendix and reference page.

Due Date _____

Grading will be based on how well you have fulfilled the directives of the assignment:

- (1) description of the policies and procedures related to supervision at your fieldwork agency (10 points)
- (2) analysis of the process and effectiveness of supervision for students and staff at your fieldwork agency (10 points)
- (3) discussion of the relationship of content relevant to this paper that is in assigned readings to the specifics of your placement setting (15 points)
- (4) areas for potential improvement in the supervisory process in this agency (10 points)
- (5) the rationale for your suggestions for improvement (10 points)

- (6) strategies for implementation of your recommendations (5 points)
- (7) anticipated impact that your proposed changes might have on the organization's agency personnel and resources (5 points)
- (8) citations within the paper and a reference page in APA style (5 points)
- (9) organizational chart (included as an Appendix) (5 points)
- (10) writing clarity, including spelling and punctuation (5 points)
- (11) organization of content (5 points)
- (12) on time submission of the assignment (15 points)

Revised by Prof Kolb from Profs Williams-Gray and Ward v

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

SWK 727

Supervision in Agency-Based Practice

Fall 2017

Assignment II: Case Scenario

Please read the attached scenario concerning you as supervisor and your worker Bobby (a social worker with five years experience) and write a 7-8 page paper, excluding cover and reference pages, analyzing how the principles of administrative and supportive supervision will guide your responses to the situation. This vignette is written in two parts and although you will no doubt read it all before beginning to write the paper, it is important that you separate your discussion: after part one and after part two. The questions that are listed in the scenario are meant as a guide to your thinking and are not inclusive of the way you discuss this case in your paper. In addition to making specific references to textbooks and articles, you should also reference the NASW Code of Ethics and the NASW/ASWB Best Practice Standards in Social Work Supervision. It is important that your paper be grounded in the principles of supervision discussed in this course, not simply a personalized reaction to the vignette.

This assignment requires you to critically choose supervisory interventions to achieve practice goals and enhance capabilities of clients and staff. You will need to critically analyze and evaluate intervention and program processes and outcomes and apply evaluation findings to improve practice effectiveness.

The paper should be doubled-spaced, in twelve-point type, with one-inch margins on all sides. Use APA 6th edition guidelines for in-text citations and the reference page.

Due Date:

Grading Policy for assignment:

Your grade will be based on my assessment of both the content of your paper and your writing. "Content" refers to your engagement with the material, including your ability to apply abstract ideas to the specifics of the assignment. "Writing" includes coherence, clarity, and adherence to rules of grammar and use of APA 6th ed. style.

This assignment is worth 35% of your final grade.

Late or electronically delivered papers will not be accepted.

CASE VIGNETTE FOR SECOND WRITTEN ASSIGNMENT: SUPPORTIVE AND ADMINISTRATIVE SUPERVISION

PART ONE

You are sitting at your desk one fine day, feeling pretty good at how things are going in your unit. Your unit receives a phone from Mrs. Client who demands to speak with the supervisor. Her worker is Bobby but he's in the field and is not expected back until tomorrow. Mrs. Client angrily lists all sorts of complaints about your agency and the services she's not getting. I'm tired of not getting any help from you people who are supposed to be helping. You listen and you're struck by the fact that she never mentions Bobby's name. You asked if she talked with her worker about these complaints. Mrs. Client stops for a second and says, "Oh I know who you mean. But I can't keep coming to your office every time I need something." You then get off the phone with Mrs. Client promising to get back to her.

You then pull out Mrs. Client's case record. As you remembered (and feared) Bobby has progress notes for home visits to Mrs. Client twice a month for the last three months. The last time he saw Mrs. Client in this office was 3½ months ago.

You call Mrs. Client and say, I just want to clarify something. Did you mention any of these problems to your worker when he visits your home? Mrs. Client respond, "I have no idea what you're talking about. Like I said when I saw the gentleman at your agency way back when, he said if I had any problem I should come to the agency and talk to him about it. But I don't have time for that."

- **What are you feeling?**
- **When will you bring this matter to the attention of your administrator? What recommendations of the administrator?**
- **Describe how you plan to interview Bobby. Where? What time? What specific questions? What do you anticipate he will say? What do you anticipate his response to your remarks will be?**

PART TWO

The next morning you interview Bobby in your office. You tell him you received a call from Mrs. Client. Bobby wonders what she could want since there's usually no particular problem. You state that she has a lot of issues she needs help with. Bobby says he will get right on it and starts to leave. You ask him to stay and tell him that she claims not to have seen him in quite a while. Bobby says people are funny about time. You say that she can't remember being visited by Bobby. He asks, What's this about. You ask if he remembers he is mandated to visit his clients at least once a month. He says he does his job fine, what's really going on.

You say, "Help me to understand this. Your progress notes say you visit twice a month. She says she's never seen you in her apartment."

After a brief exchange between you, Bobby suddenly gets red-faced and his voice shakes as he says the following: "I did go to Mrs. Client's apartment the first time. And was mugged for my efforts! You can't understand what I went through, the humiliation. And I couldn't tell you, that would only deepen the humiliation. I didn't even go to the police. Fortunately it was a Friday, so I just went home for the rest of the afternoon and rested up over the weekend. So, yeah, I messed up. But really, you're right, I will go out there right now and turn this thing around. I'm sorry."

- **What are you feeling?**
- **What are you going say and do next with Bobby?**
- **What recommendation(s) will you make to administration about disciplinary action for Bobby? Please provide a rationale for your recommendation (s).**

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

SWK 727 SUPERVISION IN AGENCY-BASED PRACTICE FALL 2017

Oral Presentation Assignment

Each student participate in one of the following five group presentations focusing on the following topics.

Presentation #1

The NASW Code of Ethics and supervision

This presentation should be based primarily on the NASW Code of Ethics as it has particular relevance to the roles and responsibilities of a supervisor. Each student is expected to select one of the following sections of the Code, summarize its content, and illustrate the complexity of the ethical issues with examples. Briefly relate these to game playing in supervision. The four sections to be focused on are:

- 2.02 (confidentiality: how the issues are different for a supervisor)
- 2.07 & 2.08 (sexual relationships and sexual harassment)
- 2.09 & 2.10 (impairment and incompetence of colleagues)
- 3.01 & 3.02 (supervision and consultation, education and training, especially 3.01 (c) and 3.02 (b & c))

Presentation #2

Game theory: Games people play in supervision

Kadushin's work on game play in supervision contains five sub-headings of games: manipulating demand levels, redefining the relationship, reducing power disparity, controlling the situation, and supervisors' games. Each student in this group will be expected to present one of these categories and illustrate the games with examples from past or present fieldwork and/or employment experiences. The presentation should identify all five types. Group members should also refer to relevant content in the Hawthorne and Levy readings. These articles are available on Blackboard.

Presentation #3

Issues of diversity in supervision

Because supervision is an interactional process, differences in cultural background including racial and ethnic backgrounds, and differences in gender, age, sexual orientation, disability status, socioeconomic background, and religion between the supervisor and supervisee may affect the success of supervision. (Of course, even similarities in background may have unanticipated effects on supervision.) Each presenter should describe a specific scenario where supervision was affected because of difference in one of these areas and offer potential approaches for resolving the issues that were raised. Relevant content in assigned readings should be included in this presentation, especially content in Chapter 7 of the Kadushin & Harkness textbook (2014 ed.) and content in Chapter 3 of the Shulman textbook.

Presentation #4

Issues of Trauma

Discuss examples of trauma that can affect performance of individual staff members, potential effects on staff as a whole, and possible supervisor responses. Presenters should refer to relevant content in Chapter 12 of the Shulman textbook and the Cranston reading.

Presentation #5

Evaluation

This presentation focuses on the following aspects of evaluation by supervisors and any other aspects of evaluation selected by the presenters.

- values and objectives of evaluation
- desirable evaluation procedures
- sources of information for evaluations
- controversial questions regarding evaluations

Each presenter should focus on one aspect of evaluation, refer to content in Chapter 8 in the Kadushin & Harkness textbook, and provide examples from fieldwork and/or employment experiences.

Each student will receive a grade based primarily on the student's individual participation; therefore, students in the same group may receive different grades. After your group makes the presentation, each group member will need to give the professor a detailed list explaining your individual participation before you will receive a grade. Grading will be based on: (1) content and clarity of presentation of information about your topic in your individual part of the group presentation (20%), (2) inclusion of relevant information from the course reading(s) into your individual part of the group presentation (20%); (3) inclusion of information from relevant fieldwork/employment experiences in your individual part of the group presentation (20%); (4) your individual participation in the group's planning process for the presentation (20%), and (5) overall success of your group in addressing the directives indicated above for your group's presentation (20%). All students are expected to present information during their group's presentation, and each group is expected to present for a minimum of one hour, and additional time will be available for questions from the class. The presentation is worth 10 of the 15 points allocated to the class participation portion of the final grade.

Revised by Prof. Kolb from an earlier version prepared by Prof. Brenda Williams-Gray

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

SWK 727

Supervision in Agency-Based Practice

Fall 2017

Asynchronous Assignment-Supervision Diary

This assignment, which will be conducted over the course of the semester, will require you to keep a supervision diary. Your diary entries should include but not be limited to your reflections on the following: (a) how you are integrating your classroom learning into actual practice; (b) supervision challenges faced and strategies used to overcome them; (c) examples of theoretical frameworks used in supervision; (d) example(s) of an advanced generalist practice skill(s) used in supervision; (e) current assessment of where you see yourself as regard to having the social work knowledge, skills, values, and cognitive and affective processes needed to be an effective advanced generalist social work practitioner in the urban environment with individuals, families, groups, organizations, and communities.

Each submitted diary entry should be two pages long, double space, in 12-point type, with one-inch margins on each side. A copy of your latest entries should be submitted to me on the specific dates to be provided.

September

October

November

December

Grading Policy for assignment:

Your grade will be based on (a) timely submission of 5 diary entries, and (b) my assessment of both the content of your entries and your writing "Content refers to your engagement with the material, including your ability to apply abstract ideas to the specifics of the assignment. "Writing includes coherence, clarity, and adherence to rules of grammar.

This assignment is worth 15% of your grade.

Developed by Bryan Warde, PhD., LCSW

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

SWK 729

ADMINISTRATION IN URBAN AGENCIES

SPRING 2018

PREREQUISITES:

SWK 713 (Advanced Generalist Social Work Practice in the Urban Environment I)

SWK 773 (Fieldwork and Seminar III)

SWK 727 (Supervision in Agency-Based Practice)

CO-REQUISITES:

SWK 714 (Advanced Generalist Social Work Practice in the Urban Environment II)

SWK 774 (Fieldwork and Seminar IV)

SWK 745 (Social Welfare Policy Practice)

COURSE DESCRIPTION

This course contributes to the preparation of professional social workers as leaders in social service agencies in urban communities. It focuses on the knowledge, skills, values, ethics, and cognitive and affective processes necessary for effective administration of public and private social services agencies that support quality service delivery enhancing client outcomes. The course content is informed by the need for social service agencies to be responsive to the needs of diverse clients as well as the professional principle of social justice.

Course content will include: understanding the significance of leadership and mission; understanding organizational development and capacity; designing and structuring service organizations; funding sources; developing and maintaining a diverse staff; understanding the relationship of the organization to the community; program evaluation, analysis and continuous quality improvement; and examining ethical dilemmas.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

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 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.

<p>7. Assess individuals, families, groups, organizations, and communities</p>	<p>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.</p>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>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.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>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.</p>
<p>10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively; 33. Using the value of cultural humility, provide culturally sensitive services in urban settings; 34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems; 35. Navigate complex social service delivery systems to secure effective resources for diverse client systems; 36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>

<p>11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.</p>	<p>37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings; 38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision; 39. Demonstrate the ability to choose and implement strategies to promote effective administration policies; 40. Model ethical decision-making for agency administration based on social work values and ethics;</p>
<p>12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.</p>	<p>41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society. 42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner; 43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.</p>

COURSE REQUIREMENTS

8. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work 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 NASW Code of Ethics may result in dismissal from the Department of Social Work.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. 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.

5. 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 Graduate Bulletin*).

STUDENT SERVICES (Available at no charge)

11. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.
12. 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.
13. 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.
14. The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	10%
Mid-semester paper	30%
Proposal Assignment	35%
Asynchronous course work	15%

REQUIRED TEXTS

- Hasenfeld, Y. (2010). *Human services as complex organizations* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Light, P. (2004). *Sustaining nonprofit performance: The case for capacity building and the evidence to support it*. Washington, D.C.: Brookings Institution Press. (available as e-book through Lehman College library ebrary)
- Patti, R. J., (2009). *The handbook of human services management* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Simon, J. (2004). *The five life stages of nonprofit organizations*. St. Paul, MN: Amherst H. Wilder Foundation.

SUPPLEMENTARY TEXTS

- De Groot, S., (2016). *Responsive leadership in social services*. Thousand Oaks, CA: Sage Publications.

Kadushin, A., & Harkness, D. (2014). *Supervision in social work* (5th ed.). New York: Columbia University Press.

ASSIGNMENTS

There will be two written assignments/papers, details of which will be distributed separately from this syllabus. In brief, the first assignment will require the student to provide a description, organizational assessment and analysis of the agency's organizational capacity.

The second paper will allow students to develop a comprehensive proposal in response to a request for proposal (RFP), and incorporate all elements of administrative systems necessary to support the proposed new service or program. The two written assignments will comprise 65% of the course grade.

Additionally, there will be asynchronous assignments comprising 15% of the course grade.

COURSE OUTLINE

UNIT I: ORGANIZATIONAL DEVELOPMENT (*Weeks 1-3*)

- A. Types of social service organizations: governmental, nonprofit, for profit
- B. Role, mission and history of social service organizations

Introduction and Overview (*Week 1*)

Required Reading:

Patti: Chapter 3, Human service administration and organizational development.

Developmental Life Stages of Organizations (*Weeks 2 & 3*)

Required Readings:

Bailey, D., & Grochau, K. (1993). Aligning leadership needs to the organizational stage of development: Applying management theory to nonprofit organizations. *Administration in Social Work*, 17(1), 23-45.

Light: Chapter 6, The spiral of sustainable excellence

Simon, J. (2004). *The five life stages of nonprofit organizations*. Entire book.

Recommended Readings:

Hasenfeld, Y., & Schmid, H. (1989). The life stages of human service organizations. *Administration in Social Work*, 13(3/4), 243-269.

Koroloff, N., & Briggs, H. (1996). The life cycle of family advocacy organizations. *Administration in Social Work*, 20(4) 23-42.

Quinn, R., & Cameron, K., (1983). Organizational life cycles and shifting criteria of effectiveness: Some preliminary evidence. *Management Science*, 29(1) 33-51.

UNIT II: UNDERSTANDING ORGANIZATIONAL CAPACITY AND THE STRUCTURE OF SOCIAL SERVICE ORGANIZATIONS (*Weeks 4 & 5*)

- A. Elements of organizational capacity:

Mission, leadership, financial management, human resources, information technology, cultural competency, collaboration & linkages, continuous quality improvement & evaluation

- B. Challenges, issues, the need and relevance for nonprofit organizational capacity
- C. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- D. Assess how social welfare and economic policies impact the delivery of and access to social services
- E. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Required Readings:

Hasenfeld (text), Chapter 21, Organizational change in human service organizations: Theories, boundaries, strategies, and implementation

Light: Chapters 2, Logic of investment; Chapter 3, The state of nonprofit capacity building; Chapter 4, The case for capacity building.

McKinsey: Capacity Analysis Matrix located at:

https://www.mindtools.com/pages/article/newSTR_91.htm

Patti: Chapter 4, Structure and financing of human service organizations.

Williams-Gray, B., (2016). Building capacity in nonprofit human service agencies through organizational assessment during the accreditation process. *Journal of Nonprofit Education and Leadership* 6(2), 99-114.

UNIT III: LEADERSHIP, MISSION AND MANAGEMENT (Weeks 6 & 7)

- A. Leadership: theories, importance, skills for effectiveness
- B. Demonstrate the ability to choose and implement strategies to promote effective administration policies
- C. Understanding social, economic, and environmental justice to advocate for human rights at the individual and system levels
- D. Engagement in practices that advance social, economic, and environmental justice.
- E. Facilitate effective transitions and endings that advance mutually agreed-on goals.
- F. The skills of an effective leader
- G. Role of board of directors in private agencies
- H. Mission and strategic planning
- I. Administrative supervision

Required Readings:

Hasenfeld (text): Chapter 10, Leadership styles and leadership change in human and community service organizations

Patti: Chapter 6, Organizational climate and culture and performance in the human services; Chapter 7, Leadership and performance in human service organizations; Chapter 18, Nonprofit boards

Recommended Readings:

Kadushin, A., & Harkness, D., Chapter 2: Administrative supervision.

UNIT IV: FUNDING, PROGRAM DEVELOPMENT AND INFORMATION TECHNOLOGY (Weeks 8 & 9)

- A. Sources of Funding: Government, Grants, Fundraising, Fee for Service
- B. Implications for sources of funding
- C. Financial management and budgets for social service organizations
- D. Program development: Proposals, RFP's and Grant Writing
- E. Enhancing funding sources: Legislative advocacy

Required Readings:

Foundation Center, foundationcenter.org/about-us
Patti, Chapter 19, Managing financial resources
Patti, Chapter 9, Developing information technology applications
Patti, Chapter 16, Program planning and management

UNIT V: DEVELOPING AND MAINTAINING A DIVERSE STAFF (Week 10)

- A. The importance of a diverse staff and volunteers for urban social service organizations
- B. Hiring strategies: outreach, interviewing, decision-making
- C. Supervision and enhancing job satisfaction of staff
- D. Staff motivation, growth and retention
- E. Performance evaluations, personnel challenges and termination

Required Readings:

Mallow, A., (2010). Diversity management in substance abuse organizations: Improving the relationship between the organization and its workforce, *Administration in Social Work* 34(3), 275-285.
Hasenfeld, Chapter 16, Human services as "race work"? Historical lessons and contemporary challenges of Black providers
Patti, Chapter 10, Motivating work performance in human services organizations
Patti, Chapter 14, Managing for diversity and empowerment in human service agencies

Recommended Reading:

De Groot, S., Chapter 2. Responsive leadership: From supervision to inspiration

UNIT VI: THE SOCIAL SERVICE ORGANIZATION AND THE COMMUNITY (Week 11)

- A. Using committees to enhance community relations
 - B. Functions of coalitions of social service organizations
- C. Using inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- D. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- E. Navigate complex social service delivery systems to secure effective resources for diverse client systems

Required Readings:

Patti, Chapter 21, Building community partnerships and networks

Recommended Readings

Freire, G. (2001). Efforts to develop a Latino program in the neighborhood. *Reflections*, 7(4), 38-44.

UNIT VII: ANALYZING AND EVALUATING ORGANIZATIONAL OUTCOMES

(Week 12)

- A. Models for critically analyzing, monitoring, and evaluating intervention and program processes and outcomes
- B. Application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- C. Application of evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
- D. Continuous Quality Improvement (CQI)

Required Readings:

Council on Accreditation, Standards for Performance Quality Improvement
www.coastandards.org

UNIT VIII: ETHICAL DILEMMAS IN ADMINISTRATION *(Week 13)*

- A. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems
- B. Model ethical decision-making for agency administration based on social work values and ethics
- C. Professional values as a guide to administrative decision-making
- D. Ethical issues faced by administrators of social service organizations:
- E. Risk management: Confidentiality of records
- F. Political action for social justice

Required Readings:

NASW Code of Ethics, Sections 2, 3 & 6.

Hasenfeld: Chapter 6: Organizational forms as moral practices

Council on Accreditation, Standards for Risk Management www.coastandards.org

UNIT IX: SUMMARY *(Week 14)*

- A. Future developments in social service administration
- B. Power in social work practice: organizational implications
- C. Role of practice-based research
- D. Advocacy for adequate resources

Required Reading:

Patti, Chapter 23, Practitioners' views on the future of human services management

BIBLIOGRAPHY

- Bailey, D., & Grochau, K. (1993). Aligning leadership needs to the organizational stage of development: Applying management theory to nonprofit organizations. *Administration in Social Work* 17(1), 23-45.
- De Groot, S., (2016). *Responsive leadership in social services*. Thousand Oaks, CA: Sage.
- Freire, G. (2001). Efforts to develop a Latino program in the neighborhood. *Reflections* 7(4), 38-44.
- Hasenfeld, Y., & Schmid, H. (1989). The life stages of human service organizations. *Administration in Social Work* 13(3/4), 243-269.
- Hasenfeld, Y. (2010). *Human services as complex organizations* (2nd Ed.). Thousand Oaks, CA: Sage Publications.
- Light, P. (2004). *Sustaining nonprofit performance: The case for capacity building and the evidence to support it*. Washington, D.C.: Brookings Institution Press. (available as e-book through Lehman College library ebrary)
- Mallow, A. (2010). Diversity management in substance abuse organizations: Improving the relationship between the organization and its workforce, *Administration in Social Work* 34(3), 275-285.
- McKinsey & Company. (2001). *Effective capacity building in nonprofit organizations*. Washington, DC: Venture Philanthropy Partners.
- Patti, R. J. (2009). *The handbook of human services management* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Philliber, W. (2004). *Council on Accreditation, assessment of organizational capacity*. New York, NY: Philliber Research Associates
- Quinn, R., & Cameron, K. (1983). Organizational life cycles & shifting criteria of effectiveness: Some preliminary evidence. *Management Science* 29 (1) 33-51.
- Simon, J. (2004). *The five life stages of nonprofit organizations*. St. Paul, MN: Amherst H. Wilder Foundation.
- Williams-Gray, B., (2016). Building capacity in nonprofit human service agencies through organizational assessment during the accreditation process. *Journal of nonprofit education and leadership* 6(2), 99-114.

Revised June 15, 2017

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

SWK 729

ADMINISTRATION IN URBAN AGENCIES

SPRING 2018

PROPOSAL ASSIGNMENT

This assignment is worth 35% of your grade in this course.

Respond to the following request for proposal (RFP) by the “Zerzan-Velez Family Foundation” as though you are a senior administrator of an agency. More direction will be provided by the course instructor.

The Zerzan-Velez Family Foundation is now seeking New York City organizations which are eager to creatively address the myriad barriers to well being faced by so many of our citizens. Our mission is to minimize the negative effects of social injustice which increasingly plague cities across the country, as the divide between the “haves” and the “have nots” grows. Poverty, lack of educational opportunity/excellence, inflating housing markets, health care access/disparities, discrimination, and decreasing wages have thrust too many NYC families into crisis.

We are looking for innovative programs in agencies that understand both the availability of existing resources and their limitations. We are looking to partner with organizations that work to increase access to resources through advocacy, community empowerment and direct services that fill in the gaps.

We seek programs that have measurable outcomes, skilled and dedicated staff and board leadership and that are cost effective. We do not require, but encourage organizations that we fund to be involved in policy discussions and efforts to improve existing service models in ways both large and small, that will lead to better outcomes for communities, families and individuals. We also encourage involvement from consumers in decision making at the program level.

The Foundation’s focus from 2017 – 2018 is on Families in Crisis.

Our justification:

Families in Crisis

Families are the units that sustain us all. It is well established that early childhood is a critical time in human development. A child’s world should exist within a nurturing, stable and safe family. Yet today, hundreds of thousands of families are in crisis related to poverty, homelessness, isolation, untreated mental illness, drug addiction, involvement with the criminal justice system etc. School age children need a strong partnership between school and home life. They need schools that are culturally astute and parents who are able to be involved, helping

them bridge the gap between the outside world and home. They need to have consistent 24 hour a day, 7 days a week supervision, support, love and productive involvement in activities and with their peers. Adolescents need strong families that can help them cope with their challenges, enjoy their successes and help them stay focused on success and avoid risky behavior that can lead to life damaging actions. And, as people age, there is an ongoing interdependence between them and other family members that is critical. The family is a unit that we all depend on. Families in crisis cannot provide the safe haven we all need.

More Information

Since we are seeking innovative approaches, and, knowing that there is no one program that will remedy the multitude of issues, we encourage organizations to propose an intervention that could be significant, even for a small number of people. The number of actual families or family members served is not as important to the Foundation as a meaningful, well informed approach that will alleviate stress and increase well being in a specific geographic or demographic community. We are open to models that define families in nontraditional ways. We are also interested in models that will survive, in some way, long past the funding period and will carefully evaluate organizational plans for how to achieve sustainability.

Former grantees include:

- *Intergenerational respite programs
- *Enhanced services/opportunities for involvement for families with relatives in nursing homes
- *The development of neighborhood peer support groups for mothers of children under five
- *Supported housing for people without homes that develop into self sustaining entities
- *Small business development for child care providers
- *Long term rehabilitation that incorporates substance abuse, mental health and self help models of treatment
- *The inclusion of social workers in school settings

Because they worked, all of the above projects have either been incorporated into existing organizations, self-sustained with minimal support and/or gotten public long term funding.

To apply please write a letter of intent, no more than two-three pages, explaining your program idea. You will hear back from the Foundation within 8 weeks about whether or not we will accept a proposal and if not, what suggestions we have to make your proposal acceptable to the Board. If invited to submit a proposal, we will send further directions and make an appointment to visit your site (or meet with your board if a new agency is being proposed). Thanks for your interest.

Developed by Prof B. Zerzan

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

SWK 729

ADMINISTRATION IN URBAN AGENCIES

SPRING 2018

Mid-Term Assignment
Organizational Life-Cycle and Capacity Profile

The organizational life cycle stage and capacity of a non-profit social service agency significantly impacts how it delivers services to its clients. As such, advanced generalist practitioners must be able to identify, as well as analyze, the organizational life cycle stage and capacity of any given non-profit social service agency. This assignment requires you to develop an organizational life cycle stage and capacity profile of your fieldwork placement agency. In identifying the life cycle stage, please use any one of the life cycle stage models that were presented in the class readings. In analyzing your agency's capacity, please use the (1) McKinsey model available at https://www.mindtools.com/pages/article/newSTR_91.htm or the (2) Simon model available in the following required text: Simon, J. (2004). *The five life stages of nonprofit organizations*. St. Paul, MN: Amherst Wilder Foundation.

This assignment provides opportunities to apply knowledge about the McKinsey and Simon theoretical approaches so that you will be able to learn how to perform an organizational life cycle and capacity profile. Your work will be expected to reflect your ability to model administrative decision-making that is based on social work values and ethics.

This profile, which will be a minimum of five pages excluding cover and reference page, should provide the following information in narrative form:

1. A description of the agency that includes a brief history, mission statement, clients served, funding sources and organizational chart (If you can obtain a copy of your agency's organizational chart, please attach it to your paper).
2. A description of the organization's current life cycle stage (please include examples to support your choice).
3. A description of your agency's effectiveness/ ineffectiveness across the seven areas of capacity (aspirations, strategy, organizational skills, human resources, systems and infrastructure, organizational structure, culture) presented in the McKinsey model, or the areas noted in the Simon model to develop the assessment grid.
4. A description of what you learned about your agency's life cycle stage and capacity that can help you in your supervisory and administrative practice.
5. A discussion about approaches that you may use, including reflection and self-awareness, to manage the influence of any personal biases that you may have that could interfere with your ability to provide ethical supervision to staff in organizational capacity development.

Your paper should be double-spaced, in 12-point type, with one-inch margins on each side. Use APA format for citations, which will be placed on a separate references cited page at the end of your paper. **Grading** will include my assessment of how well you have addressed the directives of the assignment, and the clarity of your writing, which includes adherence to APA 6th edition guidelines for in-text and reference page citations. This assignment is worth 30% of your grade.

Assignment submitted by Prof. B. Warde and Prof. B. Williams-Gray, modified by Prof. P. Kolb

Revised June 1, 2017

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

SWK 729

ADMINISTRATION IN URBAN AGENCIES

SPRING 2018

Asynchronous Assignment #1

Read the attached newspaper report about the Muslim Women's Institute for Research and Development. Use one of the following life stage models as a theoretical basis for your analysis and describe in writing the current stage of development of the Muslim Institute's Institute for Research and Development. Provide examples of the organization's current functioning to justify the selection of the life stage. Discuss how capacity issues have affected the organization's ability to service their clients:

(1) McKinsey model available at https://www.mindtools.com/pages/article/newSTR_91.htm or

(2) the Simon model available in Simon, J. (2004). *The five life stages of nonprofit organizations*. St. Paul, MN: Amherst H. Wilder Foundation.

Your paper should be at least two full pages in length, double-spaced, using 12-point type with one-inch margins on each side. Use APA 6th ed. style for any text citations and for a separate reference page. This assignment is worth 3% of your overall course grade.

Due: _____

Late or electronically delivered assignments will not be accepted.

Developed by Prof B Warde
June 1, 2017

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

SWK 729

ADMINISTRATION IN URBAN AGENCIES

SPRING 2018

Asynchronous Assignment #2

Read the attached newspaper report about St. Vincent's Hospital. Use one of the following life stage models as a theoretical basis for your analysis and describe in writing the current stage of development of St. Vincent's Hospital:

(1) McKinsey model available at https://www.mindtools.com/pages/article/newSTR_91.htm or
(2) the Simon model available in Simon, J. (2004). *The five life stages of nonprofit organizations*. St. Paul, MN: Amherst H. Wilder Foundation.

Describe in writing the current stage in which St. Vincent's Hospital is located and provide examples of St. Vincent's current functioning to justify the selection of the life stage. Also, discuss how capacity issues affected the organizations' ability to service their clients.

Your paper should be at least two full pages in length, double-spaced, using 12-point type with one-inch margins on each side. Use APA 6th ed. style for any text citations and for a separate reference page.

This assignment is worth 3% of your overall course grade.

Due: _____

Late or electronically delivered assignments will not be accepted.

Developed by Prof B Warde

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

SWK 729

ADMINISTRATION IN URBAN AGENCIES

SPRING 2018

Asynchronous Assignment #3

Read Chapter 3 (The State of Nonprofit Capacity Building) of the Paul Light book and discuss your field agency based on your understanding of the state of nonprofit capacity building. In doing so, pay particular attention to factors such as *the search for capacity building, the state of evidence, defining capacity building, and the impact of organizational age and size*, all of which are covered in the chapter.

Your paper should be at least two full pages in length, double-spaced, using 12-point type with one-inch margins on each side. Use APA 6th ed. style for any text citations and for a separate reference page.

This assignment is worth 3% of your overall course grade.

Due: _____

Late or electronically delivered assignments will not be accepted.

Developed by Prof. B. Warde
June 1, 2017

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

SWK 729

ADMINISTRATION IN URBAN AGENCIES

SPRING 2018

Asynchronous Assignment #4

Background

The financial management of a non-profit organization requires the board of directors and executive director to, among other things, pay close attention to (a) procuring and maintaining existing funding sources; (b) accounting practices; (c) balancing the budget, and (d) financial planning.

Assignment

In light of the aforementioned, Asynchronous Assignment 4 will require that you first read the attached *New York Times* article, and then discuss your thoughts on how plans to cut red tape in the non-profit contracting system in New York City, and increasing the use of technology, may make the financial management of a non-profit organization easier.

In doing this assignment, please do not just do a summary of the article. Rather, extract those concepts and arguments from the article that help to support your assertions.

Your paper should be at least two full pages in length, double-spaced, using 12-point type with one-inch margins on each side. Use APA 6th ed. style for any text citations and for a separate reference page.

This assignment is worth 3% of your overall course grade.

Due: _____

Late or electronically delivered assignments will not be accepted.

Developed by Prof B Warde

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

SWK 729

ADMINISTRATION IN URBAN AGENCIES

SPRING 2018

Asynchronous Assignment 5

Read the attached *New York Times* article, "Mission Accomplished, Nonprofits Go Out of Business." After reading, please describe your thoughts about nonprofit agencies deciding to close once they have either achieved, or are no longer meeting, their mission statement. In doing so, provide a for-and-against argument about non-profit social service agencies closing once their mission statement has been achieved.

Your paper should be at least two full pages in length, double-spaced, using 12-point type with one-inch margins on each side. Use APA 6th ed. style for any text citations and for a separate reference page.

This assignment is worth 3% of your overall course grade.

Due at start of class _____

Late or electronically delivered assignments will not be accepted.

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

SWK 745

SPRING 2018

SOCIAL WELFARE POLICY PRACTICE

PREREQUISITES:

SWK 643 (Social Welfare Policy Analysis) or
Admission to the Advanced Standing Program

COREQUISITES:

SWK 714 (Advanced Social Work Practice in the Urban Environment II)
SWK 729 (Administration in Urban Agencies)
SWK 774 (Fieldwork and Seminar IV)

COURSE DESCRIPTION

This course completes the social welfare policy sequence, building on the knowledge, skills, values, and cognitive and affective processes imparted by the previous two courses, Social Welfare Policy and Programs (SWK 639) and Social Welfare Policy Analysis (SWK 643). Reflecting the mission of the Lehman College MSW Program, the course supports students' effectiveness as policy change agents influencing, formulating, and advocating for social welfare policies that ensure that social services meets clients' needs and are consistent with the value of social justice. This course particularly emphasizes impacting policies affecting urban populations as reflected in the Capstone Assignment.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

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 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.

<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>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.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>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.</p>
<p>10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively; 33. Using the value of cultural humility, provide culturally sensitive services in urban settings; 34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems; 35. Navigate complex social service delivery systems to secure effective resources for diverse client systems; 36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>
<p>11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.</p>	<p>37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings; 38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision; 39. Demonstrate the ability to choose and implement strategies to promote effective administration policies; 40. Model ethical decision-making for agency administration based on social work values and ethics;</p>

<p>12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.</p>	<p>41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society. 42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner; 43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.</p>
---	---

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	10%
Written Assignment	15%
Capstone Project	50%
Asynchronous course work	15%

COURSE REQUIREMENTS

1. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Program Student Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work 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 NASW Code of Ethics may result in dismissal from the Department of Social Work.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. 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.
5. 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 Graduate Bulletin*).

STUDENT SERVICES (Available at no charge)

Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

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.

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.

The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

REQUIRED TEXTS

Clark, K. B. (1989). *Dark ghetto: Dilemmas of social power*. Middletown, CT: Wesleyan University Press.

Hoefler, R. (2015). *Advocacy practice for social justice* (3rd ed.). New York, NY: Oxford University Press.

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

SUPPLEMENTARY TEXT

Eitzen, D. S., Baca-Zinn, M., & Eitzen Smith, K. (2014) *Social Problems* (13th ed.). Boston, MA: Pearson.

COURSE OUTLINE

UNIT I: POLICY PRACTICE AND SOCIAL JUSTICE (Weeks 1-3)

IA: Overview (week 1)

- A. Introduction; distribution of syllabus
- B. The connection between SWK 639 (Social Welfare Policy and Programs), SWK 643 (Social Welfare Policy Analysis) and SWK 745 (Social Welfare Policy Practice)
- C. Policy practice in the context of the Advanced Generalist Practice curriculum: preparation for leadership
- D. Policy practice in the urban environment

IB: Defining policy practice and associated skills (Week 2)

- A. What is policy practice?
- B. Policy practice within the history of social work

Required Readings:

Hoefler Chapter 1, Unified Model for Advocacy Practice; Chapter 2, Social Justice and Advocacy Practice
Figueria-McDonough, J. (1993). Policy practice: The neglected side of social work intervention. *Social Work, 38*(2), 179-188.

Recommended Reading:

Eitzen D. S., Baca-Zinn, M. & Eitzen Smith, K., Chapter 1, The Sociological Approach to Social Problems

IC: Social justice and policy practice: Values, ethics, and Skills (Week 3)

- A. What is social justice?
- B. Social justice, the “Code of Ethics of the National Association of Social Workers” (NASW) and “Ethics in Social Work, Statement of Principles” of the International Federation of Social Workers/International Association of Schools of Social Work (IFSW/IASSW).
- C. How does social justice guide the policy practitioner to advance human rights and social and economic justice through advocacy and lobbying?
- D. Skills and Competencies for Policy Advocacy

Required Readings:

Hoefer, Chapter 3, Getting Involved; Chapter 4, Understanding the Issue

Caruson, K. (2005). So, you want to run for elective office?: How to engage students in the campaign process without leaving the classroom. *PS: Politics and Political Science*, 38, 305-310.

Code of Ethics of the NASW: Principles, especially Social Justice & Section 6 (Social Worker’s Ethical Responsibility to Broader Society)

The IFSW/IASSW “Ethics in Social Work, Statement of Principles”

(these last two are available in the *MSW Student Handbook and Field Education Manual*)

UNIT II: Building Agendas, Providing Leadership and Using Skills (Weeks 4 - 6)

- A. The policy making process
- B. Identifying policies to improve social wellbeing
- C. Using research to inform policy practice goals
- D. Identifying sources of power; how to enhance power
- E. Using leadership skills to inform the public
- F. Using advocacy skills on behalf of the clients
- G. Analytic, political, interactional and value-clarifying skills
- H. Developing an agenda for advancing human rights and social and economic justice
- I. Developing coalitions for change
- J. Proposing policies to address problems
- K. Presenting and defending policy proposals
- L. Implement actions to achieve client and organizational goals

Required Readings:

Hoefer Chapter 5, Planning in Advocacy Practice

Domanski, M. D. (1998). Prototypes of social work political participation: An empirical model. *Social Work*, 4(2), 156-167.

Hamilton D., & Fauri, D. (2001). Social workers' political participation: Strengthening the political confidence of social work students. *Journal of Social Work Education*. 37(2), 321-332.

UNIT III. Understanding the environment and Advocating for change (Weeks 7 to 9)

- A. Critically analyzing the sociopolitical factors that shape policy and services, including
 - o the legislative process
 - o other forces that move and shape policy
 - o the role of the media and public opinion in policy practice
- B. Linking knowledge of legislative process, forces, media and public opinion with the task of developing agendas to advance human rights and social and economic justice

Required Readings:

Hoefler Chapter 6, Advocating through Education, Persuasion, and Negotiation; Chapter 7, Presenting Your Information Effectively

Guo, C., & Saxton, G. D. (2014). Tweeting social change: How social media are changing nonprofit advocacy. *Nonprofit and Voluntary Sector Quarterly*, 43(1), 57-79.

Israel, B. A., Coombe, C. M., Cheezum, R. R., Schulz, A. J., McGranaghan, R. J., Lichtenstein, R., ... & Burris, A. (2010). Community-based participatory research: a capacity-building approach for policy advocacy aimed at eliminating health disparities. *American Journal of public Health*, 100(11), 2094-2102.

Pritzker, S., & Burnwell, C. (2016). Promoting election-related policy practice among social work students. *Journal of Social Work Education*, 52(4), 434-447.

UNIT IV: POLICY ASSESSMENT, LEADERSHIP, POLICY PRACTICE, AND SOCIAL JUSTICE (weeks 10-11)

- A. Why are analysis, monitoring, and evaluation important?
- B. Types of evaluation
- C. Common questions for evaluation

Required Readings:

Hoefler Chapter 8, Electronic Advocacy; Chapter 9, Evaluating Advocacy; Chapter 10, Ongoing Monitoring

Stott, T., MacEachron, A., & Gustavson, N. (2016). Social media & child welfare: Policy, training, the risks & benefits from an administrator's perspective. *Advances in Social Work*. 17(2), 221-234.

UNIT V: CAPSTONE PRESENTATIONS AND WRAP UP (Weeks 12 to 14))

BIBLIOGRAPHY

- Caruson, K. (2005). So, you want to run for elective office?: How to engage students in the campaign process without leaving the classroom. *PS: Politics and Political Science*, 38, 305-310.
- Clark, K. B. (1989). *Dark ghetto: Dilemmas of social power*. Middletown, CT, Wesleyan University Press.
- Domanski, M. D. (1998). Prototypes of social work political participation: An empirical model. *Social Work*, 43(2), 156-167.
- Eitzen, D. S., Baca-Zinn, M., & Eitzen Smith, K. (2014). *Social Problems* (13th ed.). Boston, MA: Pearson
- Figueira-McDonough, J. (1993). Policy practice: The neglected side of social work intervention. *Social Work*, 38(2), 179-188.
- Guo, C., & Saxton, G. D. (2014). Tweeting social change: How social media are changing nonprofit advocacy. *Nonprofit and Voluntary Sector Quarterly*, 43(1), 57-79.
- Hamilton D., & Fauri, D. (2001). Social workers' political participation: Strengthening the political confidence of social work students. *Journal of Social Work Education*. 37(2), 321-332.
- Hoefler, R. (2015). *Advocacy practice for social justice* (3rd ed.). New York, NY: Oxford University Press.
- Israel, B. A., Coombe, C. M., Cheezum, R. R., Schulz, A. J., McGranaghan, R. J., Lichtenstein, R., & Burris, A. (2010). Community-based participatory research: a capacity-building approach for policy advocacy aimed at eliminating health disparities. *American Journal of Public Health*, 100(11), 2094-2102.
- Lehman College Department of Social Work. (2017). *M.S.W. student handbook and field education manual*. Bronx, NY: Author.
- Pritzker, S., Burnwell, C. (2016). Promoting election-related policy practice among social work students. *Journal of Social Work Education*, 52(4), 434-447.
- Stott, T., MacEachron, A., Gustavson, N. (2016). Social media & child welfare: Policy, training, the risks & benefits from an administrator's perspective. *Advances in Social Work*, 17, 2, 221-234.
- Zubrzycki, J., & McArthur, M. (2004). Preparing social work students for policy practice: An Australian example. *Social Work Education*, 25(4), 451-464.

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

SWK 745

SPRING 2018

SOCIAL WELFARE POLICY PRACTICE

Written Assignment: *Dark Ghetto*

Please read the book *Dark Ghetto: Dilemmas of Social Power*, by Kenneth Clark, in its entirety. As you read it, please take notes about the issues discussed. Although the book was written many years ago, much of what it discusses is still very relevant today.

Your assignment will consist of several parts, which can be completed in paragraph form, as a journal. Each part should be between 1 to 2 single spaced pages. You should have one section or part for each of the four unit that we cover in class. The fifth section will be a final reflection journal in the entire experience in the class and completing the capstone. Each of the 5 journal sections are worth 3 points for a total of 15% of your course grade.

For each section, choose an issue that has come up in the book and strikes you as salient to your work or personal experiences and describe the issue or situation. Explain why you think this is salient in your work or personal experience in current times. *Then, connect the issue to the content which we discussed in that unit. Talk about why it is important to have the skills or knowledge we discussed within the context of that specific issue.* You can stick with the same issue throughout the book and talk about it as the author progresses through the book, or you can choose to discuss different issues as you read. *In your journals you should cite material that we discuss in class as well as material that you have read in the text.*

So, the four sections of your *Dark Ghetto* journal will be as follows:

Section 1: Unit 1, Intro to and Defining Policy Practice

Section 2: Unit 2, Building Agendas and Using Skills

Section 3: Unit 3, Understanding the Environment and Advocating for Change

Section 4: Unit 4, Policy Assessment, Leadership, Policy Practice, and Social Justice

Followed by

Section 5: Personal reflection on the class, work on the capstone, class discussions/activities, etc.

Sections 1 and 2 will be due _____

Section 3 will be due _____

Sections 4 and 5 will be due _____

Dr Amanda Sisselman-Borgia

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

SWK 745

SPRING 2018

SOCIAL WELFARE POLICY PRACTICE

Asynchronous Assignment-Community Activities

This assignment requires that you visit two separate community meetings (for example, community board or advocacy group meetings) and write about your experiences. Be as active as appropriate at each meeting, asking questions to clarify agendas and other relevant contributions. You should also do some research about the group and their presenting issues prior to arriving at the meetings; some information may be available online.

In your write ups, describe how you identified the community meetings you attended. Who attended and facilitated the meetings you observed? Describe each group's agenda, and what their main objectives are.

Then your paper should address the differences between the two meetings and which one you found to be most effective and why. Explain how each group plans to move its agenda forward, and how these agendas and methods are either similar or different.

You should spend approximately 15 hours in total on this experiential, hands on, assignment. Included in the 15 hours are the actual meetings (including travel to and from), the research that you do beforehand, and the write-ups. Your paper should be 4 to 5 pages in length.

This assignment is worth 15% of the course grade

Due Date _____

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

SWK 745

SOCIAL WELFARE POLICY PRACTICE

SPRING 2018

Capstone Project Assignment Description

Task: The capstone project is the culmination of your studies in the M.S.W. program and is designed to integrate the knowledge, values, and skills you have learned across the curriculum. Over the course of the semester, you will work in a small group to describe a social issue and publically present a new way of addressing the problem.

Purpose: The purpose of these assignments is for you to demonstrate your skills as a policy practitioner. To that end, you will show your knowledge, values, and skills as they relate to the all of the competencies and practice behaviors as you will:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations and communities.
10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.
11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.
12. Assume leadership roles as an advanced generalist social work practitioner within the context of diverse urban environments.

Details: There are several components to the capstone project:

1. Policy brief – two parts
 - a. Formulation of the social issue (Capstone part 1)
 - b. Formulation of a response (Capstone part 3)
2. History and Causes – a visual timeline (Capstone part 2)
3. Plan for public presentation (Capstone part 4)
4. Classroom presentation (Capstone part 5)

Each component is described in detail below.

Policy Brief Part 1: Formulation of the Social Issue (Outline DUE _____)

Each group will select a social issue/problem/condition (hereafter “the social issue”) that affects a large number of people in the urban environment in the New York City metropolitan region. The social issue directly or indirectly impacts individuals, families, organizations, and/or communities. Examples of social issues include poverty, prostitution, crime, civil rights, racial and ethnic profiling, violence, gangs, lack of affordable housing, health care, human trafficking, HIV/AIDS, and immigration, among others.

Each group will prepare a formulation and precise definition describing the social issue. Provide background information about the social issue (i.e. who it affects, the needs of this population specific to the social problem,).

Specifically:

- From a practice perspective, explain how this issue affects social work clients. Who does it affect and how? Pay particular attention to social work’s core constituents: those who are vulnerable, at-risk, needy, oppressed, disadvantaged, etc.
- What are the current costs associated with this social issue?
- Discuss the social issue from a social justice perspective. Use social work values and ethics to describe the social issue.
- By explaining how this social issue affects social work clients and by framing the social issue in terms of social justice, provide a rationale for change to the status quo. In this way, you justify the change.

You will need to gather data. How many people are affected? What percentage of the population is directly affected? Which demographic groups are disproportionately affected based on their percentage of the population? Has there been an increase, decrease, or stabilization of the prevalence rate? Over what time frame? What are the direct costs for treatment? What are the costs in terms of lost productivity or opportunity costs? Has spending on this social issue increased, decreased, or stabilized recently?

Due dates: An outline for this piece of the policy brief is due _____. You should answer all of the above questions in detail. You can use bullets or blurbs, but please be certain all of the information is there. You should also provide a reference list. You will receive feedback based on how well you completed the outline, whether there is information missing, appropriateness of references, etc. You should incorporate this feedback into your final written policy brief, which is due later in the term.

2. History and Causes of the Issue – A Visual Timeline (DUE _____)

You will need to work on and complete this project before completing the remainder of the policy brief, as this piece will inform the second part of your policy brief. Research the history and emergence of the issue in the New York City metropolitan region. Your group is tasked with finding a creative way to represent the way that your chosen social issue has emerged over time, how it has been dealt with over time, and to describe the current and previous policies that have been designed to address the issue. You can use a mixed media approach, either through creative arts materials or digital media, or some combination of both. The idea is to develop some creative way to share this information. You may choose to share all or part of this piece of your assignment in either or both of your presentations, as you feel relevant. The visual timeline will be a part of your final portfolio.

Specifically:

- At what point in time did the issue emerge as a major social issue?
- Trace the history of the development of this issue.
- Identify the stakeholders who have been and are now concerned with this issue.
- Describe the current policies that are designed to address this issue, as well as previous policies (did this issue always impact the same groups?).
- When were these policies put in place?
- How have social services agencies dealt with this issue over time?
- Where was this issue situated politically or ideologically? Who supported it?

History and Causes Grading: This assignment will be based on the rubric below for a total of 15 points

Content	points	comments
emergence and history of the issue (4)		
Stakeholders (3)		
current policies (3)		
social services agencies' involvement (3)		
Effective presentation of material (2)		
Total		

Policy Brief Part 2: Formulate your response to the issue – Outline DUE _____

Your group will take action to change how this social issue is currently addressed. In this part of the assignment, you will develop a specific plan to take that action. In order to frame your proposed change, you must understand who is affected and how (from the formulation component), the history of the issue (from the history and causes component), and what could be done differently. Thus, you need to understand the alternatives.

- Describe other relevant programs and policies that are in place in other agencies, cities, states, or countries (as applicable). What has worked well elsewhere and in what ways? What has been tried but not worked so well? What has not been tried?

- Based on the current programs and policy here and elsewhere, what are the options to do things differently? That is, what are possible solutions to this perceived problem?
- What are the advantages and disadvantages associated with the existing approach and with other options?
- Based on what has been tried and other options, what is your proposal? Be sure to address how your proposal reflects social work values and ethics and how your proposed change is consistent with social work practice. Describe in detail your change, innovation, or addition. What exactly do you think should happen? State clear objectives and what exactly they are intended to accomplish.
- Based on the needs and desires of stakeholders', including social work constituents, costs, and political viability, address how feasible your change actually is. Be realistic.

An outline for this part of the policy brief – with answers to all above questions, reference list, etc is due March 28th. You will receive feedback based on your outline and will be expected to incorporate this feedback into your full policy brief, which is due on the day you do your class presentation.

Full Policy Brief Grading: This assignment will be based on the rubric below and is *due on the date you do your classroom presentation*. The policy brief paper, including parts 1 and 2, should be approximately 10-12 of text pages long (Times New Roman, 12-point font with 1 inch margins) plus a full reference page (including references used in both parts, in APA style. *It is worth a total of 15 points.*

content	points	comments
existence and effectiveness of other programs and policies (2)		
assessment of options for change (2)		
proposed change, including objectives (2)		
Feasibility (2)		
scope of social issue (2)		
Costs (1)		
issue from a social justice perspective (1)		
justification for change from status quo (1)		
Written Mechanics (including grammar, punctuation, organization, APA style, integration of content – cohesion, uniformity etc.) (2)		

4. Plan for Presentation to Public Audience

Describe to whom you will present and why, where, when, what, and how.

Examples of public presentations include but are not limited to:

- submitting a proposal to present at a conference
- writing an article of an agency newsletter
- providing an in-service training for an agency
- Lehman College campus event
- writing letters to political leaders
- submitting letters to newspapers
- lobbying efforts
- developing a website or substantially contributing to an existing website
- creating a YouTube video

This piece can be done as an outline or in paragraph/blurbs and will be graded as detailed below. Please hand in the detailed plan for presentation by _____. so that your group can receive any necessary feedback re: adjustments, etc. *This is worth a total of 10 points.*

Evidence that the presentation was completed will be included as part of the final Portfolio.

Presentation to Public Audience Grading:

content	points	comments
Plan for presentation (i.e., realistic, feasible, well developed) (5)		
Materials used in presentation (i.e., handouts, powerpoint, activities) (3)		
Documentation of actual presentation (2)		

5. Presentation to Class

Each group will present their project to the entire class. In the presentation, each group will explain what the social issue is, who is affected, its history, and your plan for change. In addition, address:

- What barriers would have to be overcome in order for your plan to come to fruition?
- How would you gain support for your proposed changes?
- What resources would you need in order to implement the changes?

- How does this project address the 10 competencies?
- How is your plan consistent with social work values and ethics?
- How is your plan for change sensitive to the social worker-client relationship?

- How would elements of this plan be incorporated into all levels of *practice* by advanced generalist social workers in urban areas?

- Reflect on this project in terms of the *administration* of social services agencies.

- How would you conduct and use *research* to evaluate the effectiveness of these changes if they were to happen? How will you know that the change is more effective, socially just, efficient, etc.? Base your evaluation on the realistic objectives you seek to accomplish. *This is worth a total of 10 points.*

Presentation to Class Grading: This assignment will be based on the rubric below.

content	points	comments
explanation of social issue & plan for change (2)		
barriers, gaining support, resources (2)		
competencies and values and ethics (1)		
Practice (1)		
Administration (1)		
Research (1)		
clarity & presentation (Were you easy to understand? Did you speak in the right tone, volume, pace, etc.? Did you control any nervousness? Did you maintain good eye contact? Were you appropriately formal and professional?) (1)		
preparation & timeliness (Were you adequately prepared? Did you maintain the time limit?) (1)		
Total		

6. Portfolio

Each group will submit to the instructor a portfolio of their accumulated work. The portfolio will include documentation of their presentation to a public audience. *This is worth 5 points.*

Portfolio Grading: This assignment will be based on the rubric below.

content	points	comments
Inclusion of Materials from each capstone Part (1)		
Completed APA reference List (1)		
Inclusion of public audience presentation documentation (1)		
Evidence of a cohesive and organized package of materials (2)		
Total		

7. Peer Evaluation Form

Since the project is done in a group format, it is important to understand the contributions of the various group members. To this end, each student will complete a peer evaluation form (in separate document) about the members of her/his group. Only the instructor will see this form.

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

SWK 747

SOCIAL WORK RESEARCH II

Fall 2017

PREREQUISITE:

**SWK 646 (Social Work Research I) or
Admission to the Advanced Standing Program**

COURSE DESCRIPTION

This course builds on the skills and knowledge presented in previous research courses to support the design of research instruments, methods of collecting data; and developing skills facilitating the descriptive and inferential statistical analysis of data. Students develop and submit a research proposal that seeks to contribute to social work knowledge. The proposal will include an understanding of diversity and/or the needs of urban populations.

COURSE SCHEDULE

All 3-credit MSW courses are 3-hour hybrid courses requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

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 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.

<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>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.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>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.</p>
<p>10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively; 33. Using the value of cultural humility, provide culturally sensitive services in urban settings; 34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems; 35. Navigate complex social service delivery systems to secure effective resources for diverse client systems; 36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>
<p>11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.</p>	<p>37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings; 38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision; 39. Demonstrate the ability to choose and implement strategies to promote effective administration policies; 40. Model ethical decision-making for agency administration based on social work values and ethics;</p>

<p>12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.</p>	<p>41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society.</p> <p>42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner;</p> <p>43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.</p>
--	--

COURSE REQUIREMENTS

1. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *M.S.W. Student Handbook & Field Education Manual* provided all graduate social work students by the Lehman College Department of Social Work. All students in the Department of Social Work 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 NASW Code of Ethics may result in dismissal from the Department of Social Work.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. 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.
5. 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 Graduate Bulletin*).

STUDENT SERVICES (Available at no charge)

Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

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.

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.

The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance, punctuality, and constructive class participation	15%
Asynchronous course work	15%
Research proposal: step I	10%
Research proposal: step II	20%
Research proposal: step III	30%
Research diaries	10%

REQUIRED TEXT

Rubin, A., & Babbie, E. (2016). *Essential research methods for social work* (4th ed.). Belmont, CA: Brooks/Cole-Cengage Learning. ISBN: 978-1-305-10168-5

COURSE OUTLINE

UNIT I: Applying Research Skills as an Advanced Generalist Practitioner (weeks 1 & 2)

- A. Review Of Syllabus and Course
- B. Evidence-Based Practice
- C. Practice-Informed Research And Research-Informed Practice: Using Practice Experience And Theory To Inform Scientific Inquiry And Research with Urban Populations
- D. Purposes Of Research

Required Readings:

Rubin & Babbie: Chapter 1, Why Study Research; Chapter 2, Evidence-Based Practice

UNIT II: Values, Ethics and Politics in Social Work Research (week 3)

- A. Institutional Review Boards
- B. Confidentiality, Anonymity, Invasion Of Privacy, Harm To Human Subjects, Informed Consent
- C. Culturally Competent Research

Required Readings:

Rubin & Babbie: Chapter 5, Ethical Issues in Social Work Research; Chapter 6, Culturally Competent Research
National Association of Social Workers (2008). *Code of ethics of the National Association of Social Workers*. Washington, D.C.: NASW.

UNIT III: Formulating Research Problems and Allowing the Literature to Inform Research Questions (weeks 4, 5, & 6)

- A. Research Questions And Lines Of Inquiry
- B. Literature Review
- C. Hypotheses
- D. Independent, Dependent, And Moderating Variables
- E. Sampling And Generalizability

Required Readings:

Rubin & Babbie: Chapter 7, Problem Formulation; Chapter 11, Sampling: Quantitative and Qualitative Approaches; Appendix A: Using the Library & Appendix B, Writing Research Proposals
Veronese, G., Fiore, F., Castiglioni, M., & Natour, M. (2014). Family quality of life and child psychological well-being in Palestine: A pilot case study. *Journal of Social Work, 14*(6), 553-575.
Gewirtz, A., Hart-Shegos, E., & Medhanie, A. (2008). Psychosocial status of homeless children and youth in family supportive housing. *American Behavioral Scientist, 51*(6), 810-823.

UNIT IV: Choosing Research Designs (week 6)

- A. Qualitative, Quantitative, And Mixed Methods
- B. Cross-Sectional Versus Longitudinal
- C. Experimental, Quasi-Experimental, And Non-Experimental Designs

Required Readings:

Rubin & Babbie: Chapter 3, Quantitative, Qualitative and Mixed Methods of Inquiry; Chapter 4, Factors Influencing the Research Process; and Chapter 12, Experiments and Quasi-Experiments

UNIT V: Conceptualizing, Operationalizing & Measuring Variables in Quantitative & Qualitative Studies (weeks 7, 8, & 9)

- A. Conceptualization And Operationalization
- B. Quantitative And Qualitative Measurement Instruments

Required Readings:

Rubin & Babbie: Chapter 8, Measurement in Quantitative and Qualitative Inquiry; Chapter 9 Quantitative and Qualitative Measurement Instruments; Chapter 10, Surveys

Fields, N. L., Xu, L., Richardson, V. E., Parekh, R., Ivey, D., Feinhals, G., & Calhoun, M. (2016).

The Senior Companion Program Plus: A culturally tailored psychoeducational training program (innovative practice). *Dementia, 0*(0), 1-8. DOI: 10.1177/1471301216685626

UNIT VI: Additional Designs Used in Social Work Research (week 10)

- A. Single System Design
- B. Program Evaluation
- C. Secondary Analysis

Required Readings:

Rubin & Babbie: Chapter 13, Single Case Evaluation Designs; Chapter 14, Sampling; Chapter 16, Analyzing Available Records: Quantitative and Qualitative Methods

Cooper, M. (1990). Treatment of a client with obsessive-compulsive disorder. *Social Work Research and Abstracts, 26*(2), 26-32.

UNIT VII: In-Class Laboratory: Integrating Elements of the Research Proposal (weeks 11 - 13)

UNIT VIII: Applying Research Evidence as an Advanced Generalist Practitioner (week 14)

- A. Applying Critical Thinking To Use Research Evidence for Informing and Improving Practice, Policy And Service Delivery for Urban Populations
- B. Selecting Appropriate Methods for Evaluating Outcomes at Micro, Mezzo and Macro Levels of Practice
- C. Using Research Evidence to Promote Social and Economic Justice with Urban Populations

BIBLIOGRAPHY

Adams, K. B., Matto, H. C., & LeCroy, C. W. (2009). Limitations of evidence-based practice for social work education: Unpacking the complexity. *Journal of Social Work Education, 45*(2), 165-186.

Cooper, M. (1990). Treatment of a client with obsessive-compulsive disorder. *Social Work Research and Abstracts, 26*(2), 26-32.

Corcoran, K. (2007). From scientific revolution to evidence-based practice: Teaching the short history with a long past, *Research on Social Work Practice, 17*(5), 548-552.

- Edmond, T., Rochman, E., Megivern, D., Howard, M., & Williams, C. (2006). Integrating evidence-based practice and social work field education. *Journal of Social Work Education, 42*, 377-396.
- Fields, N. L., Xu, L., Richardson, V. E., Parekh, R., Ivey, D., Feinhals, G., & Calhoun, M. (December 27, 2016). The Senior Companion Program Plus: A culturally tailored psychoeducational training program (innovative practice). *Dementia, 1-8*. Online doi.org/10.1177/1471301216685626
- Forsman, A. K., & Nordmyr, J. (August 5, 2015). Psychosocial links between Internet use and mental health in later life: A systematic review of quantitative and qualitative evidence. *Journal of Applied Gerontology, 1-48*. Online doi.org/10.1177/0733464815595509
- Franklin, C. (2007). Teaching evidence-based practices: Strategies for implementation: A response to Mullen et al. and Proctor. *Research on Social Work Practice, 17*, 592-602.
- Gambrill, E. (1999). Evidence-based practice: An alternative to authority-based practice, *Families in Society: The Journal of Contemporary Human Services, 80*, 341-350.
- Gambrill, E. D. (2003). Evidence-based practice: Sea change or the emperor's new clothes? *Journal of Social Work Education, 39*(1), 3-23.
- Gewirtz, A., Hart-Shegos, E., & Medhanie, A. (2008). Psychosocial status of homeless children and youth in family supportive housing. *American Behavioral Scientist, 51*(6), 810-823.
- Gibbs, L., & Gambrill, E. (2002). Evidence-based practice: Counterarguments to objections. *Research on Social Work Practice, 12*(3), 452-476.
- Howard, M. O., Allen-Meares, P., & Ruffalo, M. C. (2007). Teaching evidence-based practice: Strategic and pedagogical recommendations for schools of social work. *Research on Social Work Practice, 17*, 561-568.
- Howard, M. O., McMillen, C. J., & Pollio, D. E. (2003). Teaching evidence-based practice: Toward a new paradigm for social work education. *Research on Social Work Practice, 13*, 234-259.
- Huston, A. (2008). From research to policy and back. *Child Development, 79*(1), 1-12.
- Jensen, J. M. (2007). Evidence-based practice and the reform of social work education: A response to Gambrill and Howard and Allen-Meares. *Research on Social Work Practice, 17*, 561-568.
- Kessler, R. C., Galea, S., Jones, R. T., & Parker, H. A. (2006). Mental illness and suicidality after Hurricane Katrina. *Bulletin of the World Health Organization, 84*(12), 930-939.

- Leve, L. D., Harold, G. T., Ge, X., Neiderhiser, J. M., & Patterson, G. (2010). Refining intervention targets in family-based research: Lessons from quantitative behavioral genetics. *Perspectives on Psychological Science*, 5(5), 516-526.
- McDonald, C. (2003). Forward via the past? Evidence-based practice as strategy in social work. *The Drawing Board: An Australian Review of Public Affairs*, 3(3), 123-142.
- McLaughlin, J. (2016). Social work in acute hospital settings in Northern Ireland: The views of service users, carers, and multi-disciplinary professionals. *Journal of Social Work*, 16(2), 135-154.
- McNeece, C. A., & Thyer, B. A. (2004). Evidence-based practice and social work. *Journal of Evidence-Based Social Work*, 1(1), 7-25.
- McNeill, T. (2006). Evidence-based practice in an age of relativism: Toward a model for practice. *Social Work*, 51, 147-156.
- Morago, P. (2006). Evidence-based practice: From medicine to social work. *European Journal of Social Work*, 9(4), 461-477.
- Mullen, E. J., & Steiner, D. L. (2004). The evidence for and against evidence-based practice. *Brief Treatment and Crisis Intervention*, 4(2), 111-121.
- Pollio, D. E. (2006). The art of evidence-based practice. *Research on Social Work Practice*, 16, 224-232.
- Rich, J., & Grey, C. (2005). Pathways to recurrent trauma among young black men: Traumatic stress, substance use, and the code of the street. *American Journal of Public Health*, 95(5), 816-824.
- Rubin, A., & Parrish, D. (2007). Challenges to the future of evidence-based practice in social work education. *Journal of Social Work Education*, 43, 403-424.
- Soyden, H. (2007). Improving the teaching of evidence-based practice: Challenges and priorities. *Research on Social Work Practice*, 17, 612-618.
- Thyer, B. A. (2007). Social work education and clinical learning: Towards evidence-based practice? *Clinical Social Work*, 35(1), 25-32.
- _____. (2004). What is evidence-based practice? *Brief Treatment and Crisis Intervention*, 4, 167-176.
- Veronese, G., Fiore, F., Castiglioni, M., & Natour, M. (2014). Family quality of life and child psychological well-being in Palestine: A pilot case study. *Journal of Social Work*, 14(6), 553-575.

- Walker, J. S., Briggs, H. E., Koroloff, N., & Friesen, B. J. (2007). Guest editorial: Implementing and sustaining evidence-based practice in social work. *Journal of Social Work Education, 43*(3), 361-375.
- Wang, Y., & Marcotte, D. E. (2007). Golden years?: The labor market effects of caring for grandchildren. *Journal of Marriage and Family, 69*(5), 1283-1296.
- Webb, S. (2001). Some considerations on the validity of evidence-based practice in social work. *British Journal of Social Work, 31*, 57-79
- Whiting-Blome, W., & Steib, S. (2004). Whatever the problem, the answer is "Evidence-based practice"—or is it? *Child Welfare, 83*(6), 611-618.

Revised June 15, 2017

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

SWK 747

Fall 2017

Social Work Research II

Written Assignment 1
(Step I of research proposal):

Formulation of the Problem

Task: Choose a topic relevant to direct practice, administration, or policy as it impacts specific urban, at-risk populations. Decide what problem you will study and what research question(s) you will aim to answer.

Purpose: The purpose of Step I is to identify a topic worthy of social work research and explore why research about this topic is necessary. By doing so, you will be able to come up with an *initial* research question for your proposed study.

Requirements: The following will guide your writing:

1. Find and read 2 articles: You will need to do some *preliminary* reading on your topic of interest in order to decide what problem you will propose to study. Choose and read 2 empirical articles related to your topic of interest. Questions your proposal should address: how is this problem relevant to social work in terms of social justice, evidence-based practice, policy, and/or administration? This should be approximately 1 paragraph and comes after the introduction.
2. Write an introduction: here you introduce your research problem and make your reader aware that this is indeed a problem worthy of research. Using facts and statistics or concrete examples taken from previous case studies (cited appropriately) is an extremely effective way to grab your reader's attention and help him/her to quickly understand why this is a problem worthy of research. This should be approximately 1 paragraph.
3. Write a research question(s): once a problem is established, you as the author of the proposed study are ready to pose your research question(s). You can begin, "This research study will attempt to answer the following question..." Readers will also want to know how this research will advance knowledge in your field. Be sure to include how this research study, if conducted, would advance knowledge in the field. This should be approximately 1 paragraph.

Note: Write this paper as if you are writing to a potential funding source. This means the writing is formal and, your voice needs to reflect that. Use of the first person is to be kept to a minimum.

References page: A references page must be included in APA style. Include citations for your 2 empirical articles.

Paper length: Maximum of 1.5 double-spaced pages, (excluding references and cover sheet) in 12-point font with 1" margins.

Due Date: Paper due in class week 4 and is worth 10% of your course grade.

Grading: The paper will be graded according to the following rubric:

content area	points	comments
Scope of the problem: key background information (use of statistics and/or case study)	3	
Relevance to social work in terms of social justice, evidence-based practice, policy, and/or administration	2	
How research will advance knowledge: description of what gap and knowledge you wish to fill	2	
Research question(s)	1	
Effective written communication: logic, grammar, impact, organization and clarity of paper; correct use of APA style; inclusion of citations of 2 empirical articles	2	
Total	10	

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

SWK 747

Fall 2017

Social Work Research II

Written Assignment 2
(Step II of research proposal):

Abbreviated Literature Review

Task: Choose and read 7 empirical articles and 2 conceptual (theoretical) articles from *peer reviewed* journals related to your topic. Evaluate the quality and applicability of 5 of the empirical articles and one of the conceptual (theoretical) articles.

Purpose: The purpose of Step II is to help you gain practice in critically reading and assessing empirical research studies in the social work field as well as drawing connections between them. A good literature review helps the researcher refine his or her research question.

Requirements: The 9 articles should be thematically linked, such as “homeless teens in urban settings.” The empirical articles should provide clear details about the population, sample, research methodology, data collection techniques, and findings. Ultimately, you will want to identify consistent themes in the literature, areas of disagreement and possible explanations for contradictory findings. You also want to explain how your study relates to and builds upon these previous studies.

Unlike a true literature review, this paper is divided into three parts. You may address Part I by discussing one article at a time. Parts II and III, however, should address the literature as a whole.

Part I: KEY ELEMENTS OF THE STUDIES

For the conceptual (theoretical) article, *identify* the following:

- What is the purpose of the article? What gaps in knowledge are the authors seeking to fill?
- What are the key concepts and/or theoretical frameworks offered?
- How do these concepts and/or frameworks advance the current knowledge in the overall topic?

For each empirical article, *identify* the following items:

- population of interest of the research project
- purpose of the study
- sampling technique (How did the researcher select and recruit subjects?)
- method of data collection
- author’s findings/results and conclusions
- practical issues, if any, the researchers faced
- ethical considerations, if any, *you* noticed or the author identified

- strengths and limitations of the study: For example, was the researcher's method of data collection method appropriate for the topic? How well does the sample represent the population of interest? Can the results be generalized, and if yes, to whom?

Part II: SYNTHESIS. Synthesize what you have gleaned from the articles by discussing what you learned and how that will inform your study proposal. This is the "so what?" piece of the assignment. To guide you, use question 1 and any two of the following questions you think are most relevant to your research problem and your understanding of the literature:

1. What are points of similarity and difference in the findings researchers report?
2. What theories and models have researchers used? Do any seem to prevail?
3. Are new ways of thinking about your research problem emerging? If so, how?
4. What types of research questions seem to predominate? Are research studies mostly about population, problem, or practice?
5. What types of samples seem to prevail?
6. What variables/ concepts related to your research problem seem to be common across studies? Do any seem to predominate?
7. How effective do you think are the ways researchers have measured these variables?
8. To what extent do researchers make connections between their research findings and implications for practice?

Part III: CONCLUSION. Conclude your review by discussing your thoughts on the following:

- How has your thinking about your area of interest/research problem changed since conducting this literature review?
- How might you now refine your research question?

As you respond to these questions in Part III, you must provide a rationale based on your synthesis in Part II.

Note: Write this paper as if you are writing to a potential funding source. This means the writing is formal and, your voice needs to reflect that. With the exception of Part III, use of the first person is to be kept to a minimum.

References page: A references page must be included in APA style.

Paper length: 8-10 double spaced pages, (excluding references and cover sheet) in 12-point font, with 1" margins

Due Date: Paper is due in class week 9 and is worth 20% of your course grade.

Grading: The paper will be graded according to the following rubric:

content area	points	comments
Part I (12 points)		
evaluation of conceptual article	1.5	
population of interest, sampling method	1.5	
purpose of the study	1.5	

data collection method	1.5	
author's findings/conclusions	1.5	
appropriateness of methods	1.5	
ethical considerations provided by author or anticipated by you	1.5	
strengths and limitations	1.5	
Part II: Synthesis (4 points)		
similarities and differences	4	
Part III: Conclusion (2 points)		
how has your thinking changed?	1	
how might you refine your research question?	1	
Effective written communication: logic, grammar, impact, organization and clarity of paper; correct use of APA style;	2	
Total	20	

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

SWK 747

Fall 2017

Social Work Research II

Written Assignment 3 (Step III of Research Proposal)
Project Description and Final Research Proposal

Task: Describe a detailed research design that is acceptable for a final research proposal.

Purpose: The purpose of this assignment is to (1) learn how the parts of a proposal fit together and (2) explain your proposed research study in detail.

Format: Your assignment should be written with the following headings: Introduction, Literature Review, Project Description, Sampling Strategy, Method of Data Collection, Conclusion, and Appendix.

Requirements: In this assignment, your writing should be formal, as if your audience consists of reviewers who would be evaluating your proposal for IRB approval or funding. Limit use of the first person and proofread for writing and punctuation errors. Written mechanics will be 2 points of the grade. Strong peer-reviewed articles that you have read for the literature review can be models for acceptable professional writing about research. A reference page must be included using APA style. You can repeat sentences, as needed, that you have written for Parts I and II when you choose to include information from those parts of the proposal assignment. This is especially relevant to item II described below. The assignment should be 7-8 double-spaced pages plus cover sheet, reference page, and Appendix with either your questionnaire for a quantitative study or interview/focus group protocol for a qualitative study. The final version of this assignment is worth 30% of your course grade.

The following outline provides a guide for writing this assignment. All of the following should be included in your final proposal.

I. Introduction (3 points)

This section includes a statement of your research problem and informs your reader that this is indeed a problem worthy of social work research. A good problem statement concisely makes the reader aware of the scope of the problem so that he/she will understand why this problem is worthy of research. Using facts and statistics or concrete examples taken from previous case studies (cited appropriately from articles found in your literature review) is an extremely effective way to grab your reader's attention and help him/her to quickly understand why this is a problem worthy of research.

Write a concise problem statement including all of the following in an order that works for you:

- Why is this problem relevant to social work?
- What is the scope of the problem? For example, how many people and what proportion of the general population does it affect? How much does it cost to address? What systems, institutions, and policies are affected by this problem?
- Why is research about this topic necessary? For example, how does it affect a marginalized or under-served population? Is it a newly emerging topic? Does this problem affect a lot of people? Is there a social justice or ethical element related to research about this topic? Has prior research not provided an adequate explanation or understanding of the problem or an effective solution?
- What remains unknown about this problem?

II. Discussion of Literature Review (3 points)

- Write 2-3 paragraphs about past and current research about your topic.
- Discuss how your proposed research fits into this.
- Discuss how your study will advance knowledge about your topic.

III. Project Description (How would you carry out the study that you are proposing?) (total of 10 points, as indicated)

- What is the purpose of your study: exploratory, descriptive, etc.? (1 point)
- In very specific terms, what is your research question? (1 point)
- Will your study be quantitative or qualitative? What is your rationale for the chosen method? If it is quantitative, state the null and alternative hypotheses. Identify the independent variable and the dependent variable. How will your variables be defined operationally? (translation of variables into operational terms). If it is qualitative, what concepts need to be defined for the reader? (4 points)
- Sampling strategy
How will you recruit your sample?
What are the strengths and limitations of your sampling strategy? (4 points)

IV. Method of data collection (total of 5 points)

- How will you collect the data? (questionnaire, focus groups, interviews?) (1 point)
- What are the strengths and limitations of this method? (1 point)
- Include (in an Appendix) a sample questionnaire including 15-20 questions if your proposal is for a quantitative study or an interview or focus group protocol for a qualitative study) (3 points)

V. Conclusion (total of 2 points)

- What practical or ethical considerations must be addressed if this study is to be conducted? (1 point)
- If your study is carried out, how can the results be applied to evidence-based practice with individuals, groups, and communities; administration; and/or policy? (1 point)

References page: A references page must be included in APA style.

Paper length: 7-8 pages (excluding reference page, cover sheet, and appendices), double-spaced, 12-point font with 1" margins

Due Date: Paper due in class week 13 and is worth 30% of your course grade.

Grading: The paper will be graded according to the following rubric.

Content Area	Points	Comments
Introduction	3	
Discussion of literature review	3	
Purpose of the study	2	
Research question	2	
Method If quantitative: hypotheses, variables, operational definition of variables, <i>OR</i> If qualitative: sensitizing concepts (conceptual definitions)	4	
Sampling strategy	4	
Method of data collection	2	
Strengths and limitations of data collection method	2	
Sample questionnaire or interview or focus group protocol	3	
Practical or ethical issues if study is conducted	1	
Potential application of results to evidence-based practice	2	
Effective written communication: logic, grammar, impact, organization and clarity of paper; correct use of APA style	2	
Total	30	

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

SWK 747

Social Work Research II

Fall 2017

Reflective Research Diary

This assignment will require you to make **three** entries into a reflective research diary. Each entry is related to one of the three steps of the research proposal. The first entry, which is due for submission in **week 5** of class, will address your proposed research question. The second entry, which is due for submission in **week 10** of class, will address your literature review. The third entry, which is due for submission in **week 14** of class, will address your project description and final research proposal.

Your diary entries should include but not be limited to a description of the following: (a) strategies used to complete the research step; (b) challenges faced and how you overcame them; (c) what you learned; (d) feelings about the process; (e) current assessment of where you see yourself as a social work researcher.

Each entry should be at least one page in length, double-spaced, 12 point font, with one-inch margins on each side.

Grading Policy for assignment:

Your grade will be based on (a) timely submission of three diary entries and (b) my assessment of both the content of your entries and your writing. "Content" refers to your engagement with the material, including your ability to apply abstract ideas to the specifics of the assignment. "Writing" includes coherence, clarity, and adherence to rules of grammar.

This assignment is worth **10%** of your overall course grade.

Reflective Research Diary assignment devised by Bryan Warde, PhD | LCSW

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

SOCIAL WORK RESEARCH II

SWK 747

FALL 2017

ASYNCHRONOUS ASSIGNMENT-Human Subjects Research (HSR)

14 hours; completion report due in class week 13. Late assignments will not receive full credit.

In order to complete the assignment, go to the website listed below for the Collaborative Institutional Training Initiative: <https://www.citiprogram.org/>

At this site, you will complete the training program for the protection of human subjects. To get credit for this assignment, you must provide the instructor with proof that you have completed the training program by printing and submitting your completion report.

Go to: <https://www.citiprogram.org/>

This is the home page for the Collaborative Institutional Training Initiative. This is also the place for you to register (the first visit) and log on (in subsequent visits to the site). The first time you visit, you must click on "Register Here" for New Users. This link will allow you to register by answering a few simple questions.

Registration

The very first question will ask for your participating institution. From the drop down option menu provided, select City University of New York (CUNY). Note: Lehman College is not an option.

Fill in your user name, password, email, etc. You do not need Continuing Education Units (CEUs), so the training is completely free for you ("no" on question 7).

Training

Once you have registered, you can take the "HSR Course" which stands for the Human Subjects Research. Select the "**Social, Behavioral, and Education Sciences**" option. It will also ask for your role in research. Choose the graduate student option.

The training will take you several hours to complete. You do not need to complete the training in one sitting. In fact, it is not recommended for you to attempt to complete the training at one time. Rather, you can start it, get a feel for the training, take a break, digest the information, and come back to the site at another time. There are 14 modules for the behavioral sciences training.

Completion Report

In order to get a completion report and credit for the asynchronous assignment, you must pass the training course with a minimum score. Once you have done so, you will be able to download and print your completion report. From the “Learner Main Menu,” follow the link for “view course completion history for CITI program and print completion certificates.” From there, you will be able to print your completion report. Assignment comprises 15% of the course grade.

The following link shows the required modules for each training option. Page 9 of the document shows the Human Subjects Research – Social, Behavioral, Educational Modules.

[https://www.citiprogram.org/citidocuments/forms/Human%20Subjects%20Research%20\(HSR\)%20Catalog.pdf](https://www.citiprogram.org/citidocuments/forms/Human%20Subjects%20Research%20(HSR)%20Catalog.pdf)

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

SWK 773

FIELDWORK AND SEMINAR III

FALL 2017

CO-REQUISITE:

SWK 713 (Advanced Social Work Practice in the Urban Environment I)

SWK 727 (Supervision in Agency-Based Practice)

PRE-REQUISITE:

SWK 612 (Generalist Social Work Practice II)

SWK 672 (Fieldwork and Seminar II) or

Admission to the Advanced Standing Program

PRE- OR CO-REQUISITE:

SWK 707 (Understanding Clinical Assessment and Diagnosis)

NOTE: In order to begin fieldwork, all students must have completed the New York State mandated 2-hour “Training in Child Abuse Identification and Reporting” online course, provided at no cost at <http://www.nysmandatedreporter.org>. A copy of the Certification of Completion of this training must be submitted to your seminar instructor by the first Seminar class. 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 of this training.

COURSE DESCRIPTION

Students complete 280 hours of fieldwork in a social service agency as arranged by the Program. Students integrate social work knowledge, values, skills, and cognitive and affective processes as they provide services to diverse urban populations. The Fieldwork Seminar component of this course is designed to integrate classroom content with their agency practice. (5 credits)

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;

	<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;</p> <p>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;</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>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<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>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<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>
<p>10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments</p>	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively;</p> <p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings;</p> <p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems;</p> <p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems;</p> <p>36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>
<p>11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings</p>	<p>37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings;</p> <p>38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision;</p> <p>39. Demonstrate the ability to choose and implement strategies to promote effective administration policies;</p>

	40. Model ethical decision-making for agency administration based on social work values and ethics;
12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments	41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society. 42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner; 43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.

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 concerns they may be experiencing in the Fieldwork placement. All students are required to:

19. Act in accordance with the Code of Ethics of the National Association of Social Workers (NASW), which is included in the Appendix to the *M.S.W. 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 Social Work Program. Failure to comply with the Code of Ethics may result in dismissal from the Department of Social Work.
20. Participate in the learning process of the Seminar, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and be respectful to others in class.
21. Complete a minimum of 600 hours of Fieldwork over the course of the academic year according to the Fieldwork schedule provided. Students are required to complete 21 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.
22. Complete 21 hours of Fieldwork per week, of which at least two full days (7 hours per day) are 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.*
23. Submit 5 process recordings in SWK 773 (Fieldwork and Seminar III) and 5 different process recordings in SWK 713 (Advanced Social Work Practice in the Urban Environment I) in a timely manner. However, Field Instructors are permitted to assign students to write up

to 2 process recordings each week for the length of the semester, and students are required to complete these and submit them to the Field Instructor according to an agreed upon schedule. The Program expects that students will be given time to write all their process recordings during the scheduled hours of their fieldwork. Grading of process recordings will be based on content, timeliness (submission on time), and writing clarity and proficiency.

24. 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 and preparing agenda items for discussion.
25. 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.
26. 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.
27. 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.

STUDENT SERVICES (Available at no charge)

Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

The Counseling Center is available free of charge to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.

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.

The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Fieldwork performance and evaluations	65%
Acceptable content and timely submission of 5 process recordings different from the 5 submitted for SWK 713	20%
Attendance and participation in Fieldwork Seminars	15%

EVALUATION OF STUDENT PERFORMANCE IN FIELDWORK

A final evaluation is completed in December by the Fieldwork Instructor using the evaluation guide provided in the *M.S.W. 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 students’ 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.

RECOMMENDED TEXTS

- Brandler, S., & Roman, C. (2016). *Group work: Skills and strategies for effective interventions* (3rd ed.). New York, NY: Routledge/Taylor and Francis Group. ISBN 0-7890-0740-1
- Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole-Cengage. ISBN 13: 978-0-8400-2854-9
- Freire, P. (2006). *Pedagogy of the oppressed*. New York, NY: Continuum International. This book is available online
- Gitterman, A. (Ed.). (2014). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.). New York, NY: Columbia University Press.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.
- Herman, J. (2015). *Trauma and recovery*. New York, NY: Basic Books.
- Hutchison, E. D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course*. Thousand Oaks, CA: Sage Publications.

Kadushin, A., & Harkness, D. (2002). *Supervision in social work*. New York, NY: Columbia University Press.

Lehman College Department of Social Work. (2017). *M.S.W. Program student handbook & field education manual*. Bronx, NY: Author.

National Association of Social Workers. (2008). *Code of ethics of the National Association Social Workers*. Washington, DC: Author. www.nasw.org. Included in *M.S.W. Program student handbook & field education manual* provided by Lehman College Department of Social Work.

_____. (2013). *Guidelines for social worker safety in the workplace*. Washington, DC: Author. www.socialworkers.org

Saleebey, D. (2013). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Pearson. ISBN-13: 978-0-205-01154-4

Turner, F. T. (2011). *Social work treatment: Interlocking theoretical approaches* (5th ed.) New York, N.Y.: Oxford University Press. ISBN # 978-0-19-539465-8

Yalom, I. D. (2009). *The gift of therapy*. New York, NY: Harper Perennial. ISBN: 0-06-621440-8

See Fields of Practice Bibliography attached

COURSE OUTLINE

UNIT I: Introduction and Orientation to Fieldwork and Fieldwork Seminar III (Classes 1, 2 & 3)

- G. Orientation to Fieldwork and Seminar III
- H. Expectations and responsibilities of student, Field Instructor, Task Supervisor, and field advisor/seminar instructor
- I. Collection of Certificates of Completion of the Training in Child Abuse Identification and Reporting
- J. Introduction to advanced generalist practice
- K. Direct practice assignments
- L. Supervision and administration assignments may be scheduled during either Fall or Spring semesters
- M. Discussion of 700-level Process Recordings and Groupwork Process Recordings
- N. Discussion of the identification of red-flag issues and seeking instruction to address high-risk situations.
- O. Social Worker safety in the workplace

Required Readings:

- Lehman College Department of Social Work. (2017). *M.S.W. student handbook & field education manual*. Bronx, NY: Author.
- National Association of Social Workers. (2013). *Guidelines for social worker safety in the workplace*. Washington, DC: Author. www.socialworkers.org

Unit II: The Agency and its Urban Community (Classes 4 & 5)

- A. Mission and role of your fieldwork agency in the community
- B. Coalitions and resources within the community that facilitate services to clients.
- C. Identify gaps in services; discuss agency and policy responses
- D. Current news impacting the delivery of services to clients
- E. Discussion of fieldwork agency visit and Mid-Term Evaluation

Required Readings:

Agency literature

News reports on issues impacting clients and the delivery of services

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.*

Williams, N. J., & Sherr, M. E. (2013). Oh how I try to use evidence in my social work practice: efforts, successes, frustrations, and questions. *Journal of Evidence-Based Social Work, 10(2), 100-110.*

Unit III: Personal, Agency, Community and Social Work Values; Ethical Dilemmas (Classes 6, 7, & 8)

- A. Review of the use self-reflection to manage personal values in professional contexts
- B. Value conflicts and ethical dilemmas; resolving increasingly complex ethical dilemmas involving, client, social worker, agency, community, and society
- C. Explore social justice issues in the context of your agency's practice.
- D. Final Fieldwork and Course Evaluations
- E. Preparation for Spring Semester Fieldwork and Seminar IV

Required Reading:

National Association of Social Workers. (2008). *Code of ethics of the National Association Social Workers*. Washington, DC: Author. www.nasw.org. Included in *M.S.W. student handbook & field education manual* provided by Lehman College Department of Social Work.

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 Stepteanu-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., 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.
- 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, I., 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., Emllet, 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

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. (2104). 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.
- Slcsnick, 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 Services Addressing Behavioral and Physical Health

- American Psychiatric Association (2012). *DSM-5: Diagnostic and statistical manual of mental disorders*. Arlington, VA: Author.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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*, Article ID 659853. doi.org/10.1155/2012/659853.
- Rose, S. J., Brondino, M. J., & Barnack, 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 and Disability Services

- 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.
- 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.

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.

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.

Cleaveland, 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.

Revised June 15, 2017

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

SWK 774

FIELDWORK AND SEMINAR IV

SPRING 2018

CO-REQUISITES:

SWK 714 (Advanced Social Work Practice in the Urban Environment II)

SWK 729 (Administration in Urban Agencies)

SWK 745 (Social Welfare Policy Practice)

PRE-REQUISITES:

SWK 713 (Advanced Social Work Practice in the Urban Environment I)

SWK 773 (Fieldwork and Seminar III)

PRE- or CO-REQUISITE:

SWK 747 (Social Work Research II)

NOTE: In order to begin fieldwork, all students must have completed the New York State mandated 2-hour "Training in Child Abuse Identification and Reporting" online course, provided at no cost at <http://www.nysmandatedreporter.org>. A copy of the Certification of Completion of this training must be submitted to your seminar instructor by the first Seminar class. 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 of this training.

COURSE DESCRIPTION

Students complete 320 hours of fieldwork in a social service agency as arranged by the Program. Students integrate social work knowledge, values, skills, and cognitive and affective processes as they provide services to diverse urban populations. The Fieldwork Seminar component of this course is designed to integrate classroom content with their agency practice. (5 credits)

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;

	<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;</p> <p>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</p>

	<p>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>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<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>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<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>
<p>10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively;</p> <p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings;</p> <p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems;</p> <p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems;</p> <p>36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>

<p>11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.</p>	<p>37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings; 38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision; 39. Demonstrate the ability to choose and implement strategies to promote effective administration policies; 40. Model ethical decision-making for agency administration based on social work values and ethics;</p>
<p>12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.</p>	<p>41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society. 42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner; 43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.</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 concerns they may be experiencing in the Fieldwork placement. All students are required to:

Act in accordance with the Code of Ethics of the National Association of Social Workers (NASW), which is included in the Appendix to the *M.S.W. 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 Social Work Program. Failure to comply with the Code of Ethics may result in dismissal from the Department of Social Work.

Participate in the learning process of the Seminar, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and be respectful to others in class.

Complete a minimum of 600 hours of Fieldwork over the course of the academic year according to the Fieldwork schedule provided. Students are required to complete 21 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.

Complete 21 hours of Fieldwork per week, of which at least two full days (7 hours per day) are 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.*

Submit 5 process recordings in SWK 774 (Fieldwork and Seminar IV), and 5 different process recordings in SWK 714 (Advanced Social Work Practice in the Urban Environment II) in a timely manner. However, Field Instructors are permitted to assign students to write up to 2 process recordings each week for the length of the semester, and students are required to complete these and submit them to the field instructor according to an agreed upon schedule. The Program expects that students will be given time to write all their process recordings during the scheduled hours of their fieldwork. Grading of process recordings will be based on content, timeliness (submission on time), and writing clarity and proficiency.

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 and preparing agenda items for discussion.

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.

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.

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.

STUDENT SERVICES (Available at no charge)

Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

The Counseling Center is available free of charge to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.

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.

The MSW Academic Support Center, Department of Social Work, provides academic and licensing support to MSW students, Contact Mark Miller, Coordinator, Carman Hall, Room B-18, 718-960-8854.

EVALUATION OF STUDENT'S PERFORMANCE

Fieldwork performance and evaluations	65%
Acceptable content and timely submission of 5 process recordings different than the 5 submitted for SWK 714	20%
Attendance and participation in Fieldwork Seminars	15%

EVALUATION OF STUDENT PERFORMANCE IN FIELDWORK

A final evaluation is completed before the end of the semester by the Fieldwork Instructor using the evaluation guide provided in the *M.S.W. Student Handbook & 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 write an addendum.

RECOMMENDED TEXTS

Brandler, S., & Roman, C. (2016). *Group work: Skills and strategies for effective interventions* (3rd ed.). New York, NY: Routledge/Taylor and Francis Group. ISBN 0-7890-0740-1

Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole-Cengage. ISBN 13: 978-0-8400-2854-9

Freire, P. (2006). *Pedagogy of the oppressed*. New York, NY: Continuum International. This book is available online

Gitterman, A. (Ed.). (2014). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.). New York, NY: Columbia University Press.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social*

- work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.
- Herman, J. (2015). *Trauma and recovery*. New York, NY: Basic Books.
- Hutchison, E. D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course*. Thousand Oaks, CA: Sage Publications.
- Kadushin, A., & Harkness, D. (2002). *Supervision in social work*. New York, NY: Columbia University Press.
- Lehman College Department of Social Work. (2017). *M.S.W. Program student handbook & field education manual*. Bronx, NY: Author.
- National Association of Social Workers. (2008). *Code of ethics of the National Association Social Workers*. Washington, DC: Author. www.nasw.org. Included in *M.S.W. Program student handbook & field education manual* provided by Lehman College Department of Social Work.
- _____. (2013). *Guidelines for social worker safety in the workplace*. Washington, DC: Author. www.socialworkers.org
- Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social work macro practice* (6th ed.). Boston, MA: Pearson. ISBN-13: 978-0-13-394852-3
- Nichols, M. P. (2014). *The essentials of family therapy* (6th ed.). Boston, MA: Pearson. ISBN 13: 978-0-205-24900-8
- Saleebey, D. (2013). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Pearson. ISBN-13: 978-0-205-01154-4
- Turner, F. T. (2011). *Social work treatment: Interlocking theoretical approaches* (5th ed.) New York, N.Y.: Oxford University Press. ISBN # 978-0-19-539465-8
- Yalom, I. D. (2009). *The gift of therapy*. New York, NY: Harper Perennial. ISBN: 0-06-621440-8
- See Fields of Practice Bibliography attached

COURSE OUTLINE

Unit I: Advanced Generalist Social Work in Urban Social Work Agencies (Classes 1, 2, & 3)

- A. Welcome and orientation to Fieldwork and Seminar IV
- B. Expectations and responsibilities of student, Field Instructor, Task Supervisor, and field advisor/seminar instructor

- C. Collection of Certificates of Completion of the Training in Child Abuse Identification and Reporting for new students
- D. Discussion of the identification of red-flag issues and seeking instruction to address high-risk situations.
- E. Discussion of assignments including Process Recordings supervision and administration assignments
- F. Discuss policy-practice connection.

Selected Readings

Unit II: Advanced Generalist Social Work Practice in Urban Environments
(Classes 4, 5, & 6)

- A. Utilization of fieldwork case examples to illustrate challenges and successes in advanced generalist social work practice with individuals, families, groups, communities, and organizations.
- B. Explore the connections and interrelationships among all systems that comprise the policy-practice continuum.
- C. Explore and discuss utilization of evidence-based practice in developing responses to urban social issues.

Selected Readings

Unit III: Terminations and Transitions (Classes 7 & 8)

- A. Exploring termination as a growth process
- B. Final Fieldwork and Course Evaluations
- C. Preparation for licensing exam
- D. Transition from graduate student to professional practice
- E. Continuing education and life-long learning
- F. Self-care for social workers

Selected Readings

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., Klomp, 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., 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.
- 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., Emllet, 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

- 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 Services Addressing Behavioral and Physical Health

- American Psychiatric Association (2012). *DSM-5: Diagnostic and statistical manual of mental disorders*. Arlington, VA: Author.
- 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.

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.

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.

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.

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.

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.

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.

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.

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.

- 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.
- 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*, Article ID 659853. doi.org/10.1155/2012/659853.
- Rose, S. J., Brondino, M. J., & Barnack, 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 and Disability Services

- 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.
- 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.

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.

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.

Cleaveland, 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.

Revised June 15, 2017

SAMPLE SYLLABI FOR ELECTIVE COURSES

**SWK 688: SOCIAL WORK PRACTICE WITH SUBSTANCE ABUSING CLIENTS
IN THE URBAN ENVIRONMENT**

**SWK 692: SOCIAL WORK AND SUBSTANCE ABUSE: THEORIES AND
INTERVENTIONS**

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

SUMMER 2018

**SWK 688: SOCIAL WORK PRACTICE WITH SUBSTANCE ABUSING CLIENTS IN
THE URBAN ENVIRONMENT**

COURSE DESCRIPTION

An exploration of social work with substance abusing clients in an urban environment. Basic assessment of substance misuse, properties of different substances, modalities of treatment, and individual, group, and family interventions are addressed. A bio-psycho-social-spiritual model of conceptualizing issues of substance abuse is stressed. Issues of tobacco use are included.

**CORE COMPETENCIES AND BEHAVIORS
MSW PROGRAM**

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.

<p>2. Engage diversity and difference in practice</p>	<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; 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.</p>
<p>3. Advance human rights and social, economic, and environmental justice</p>	<p>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.</p>
<p>4. Engage in practice-informed research and research-informed practice</p>	<p>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.</p>
<p>5. Engage in policy practice</p>	<p>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</p>
<p>6. Engage with individuals, families, groups, organizations, and communities</p>	<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 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>
<p>7. Assess individuals, families, groups, organizations, and communities</p>	<p>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</p>

	constituencies.
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>

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and Constructive Class Participation	20
Asynchronous Assignments	15
Midterm Examination	20
Final Examination	20
Final Paper	25

COURSE REQUIREMENTS

1. All students in the Social Work Programs 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 current standing in the Social Work Program. Failure to comply with the *Code of Ethics* may result in dismissal from any of the Social Work Programs.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material. Consequently, absences and/or frequent lateness must be discussed with the instructor. Absences may result in the reduction of the student's attendance and punctuality portion of the course grade.

3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. 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 the style of *APA Sixth edition*, 2nd printing.)
5. 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 *College Bulletin*).
6. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

REQUIRED TEXTS

Doweiko, H.E. (2015). *Concepts of Chemical Dependency* (9th ed.). Stamford, CT: Cengage Learning.

Straussner, S. L. A. (Ed.). (2014). *Clinical work with substance-abusing clients* (3rd ed.). New York: Guilford Press.

REQUIRED ARTICLE

Barker, K. (5/13/15). A choice for recovering addicts: Relapse or homelessness. *The New York Times*. <http://nyti.ms/1HC3knA>
or <http://www.nytimes.com/2015/05/31/nyregion/three-quarter-housing-a-choice-for-recovering-addicts-or-homelessness.html>

RECOMMENDED WEBSITES

www.csat.samhsa.gov - Center for Substance Abuse Treatment

www.ndci.org/publications - National Drug Court Institute

www.niaaa.nih.gov - National Institute of Alcohol Abuse and Alcoholism

www.nida.nih.gov - National Institute on Drug Abuse

www.oasas.state.ny.us - NYS Office of Alcoholism and Substance Abuse Services

www.prevention.samhsa.gov - Center for Substance Abuse Prevention

COURSE OUTLINE

UNIT I: THE ROLE OF SOCIAL WORK IN SUBSTANCE ABUSE TREATMENT AND PREVENTION

- The epidemiology of substance abuse
- Ethical and legal aspects of substance abuse treatment
- The role of social workers with substance abusers in different fields of practice

Required Reading:

Doweiko, Ch. 1, 2

Recommended Reading:

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.

Ward, K. (2002). Confidentiality in substance abuse counseling. *Journal of Social Work Practice in the Addictions*. 2, 39-52.

<http://csat.samhsa.gov/publications/KnowYourRights.aspx> - Federal protection of clients with substance abuse difficulties.

UNIT II: ASSESSMENT OF DRUG AND ALCOHOL USE IN SOCIAL WORK PRACTICE

- DSM-5 diagnoses of Substance Use Disorders
- Definitions: misuse, addiction, alcoholism, tolerance, acute withdrawal, post-acute withdrawal syndrome, cross-tolerance, euphoric recall, therapeutic index
- A brief substance abuse assessment instrument for social work practice: CAGE

Required Reading:

Doweiko, Ch. 27

Straussner, Ch. 1

American Psychiatric Association. (2013). Substance-Related and Addictive Disorders. In *DSM-5 (Diagnostic and Statistical Manual of Mental Disorders)* (Fifth Edition) (481-589). American Psychiatric Association: Washington, DC.
(ON RESERVE IN LIBRARY)

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.

UNIT III: OVERVIEW OF THE SUBSTANCES OF ABUSE

- The biological and psychological effects of the different groups of substances: alcohol, benzodiazepines, barbiturates, opiates, cocaine, amphetamines, marijuana, hallucinogens, inhalants
- Pharmacological treatments for specific categories of substances: methadone maintenance, buprenorphine, disulfiram, use of benzodiazepines for alcohol withdrawal
- Consequences of substance use during pregnancy

Required Reading:

Doweiko, Ch. 4-13, 17

Straussner Ch. 3, 4, 5

UNIT IV: THE DISEASE MODEL OF ADDICTION

- Overview of the disease model
- Different ways of conceptualizing the disease model
- Genetic basis of substance abuse
- Substance abuse as a brain illness
- Strengths and limitations of the disease model

Required Reading:

Doweiko, Ch. 25 (pp. 359-373)

Yalisove, D. (1998). The origins and evolution of the disease concept of treatment. *Journal of Studies on Alcohol, 59*, 469-476.

UNIT V: THE BIO-PSYCHO-SOCIAL-SPIRITUAL MODEL OF ADDICTION

- Applying the bio-psycho-social model of social work when working with substance abusing clients
- Early life history, trauma, and substance abuse
- Personality theories and substance abuse
- The social environment and substance abuse
- Including issues of spirituality in the assessment of substance abuse

Required Reading:

Doweiki, Ch. 25 (pp. 373-389), 26

UNIT VI: SUBSTANCE ABUSE TREATMENT MODALITIES AND SOCIAL WORK PRACTICE

- Inpatient treatment (detoxes, rehabs)
- Residential treatment (therapeutic communities, halfway and three-quarter houses, programs for adolescents)
- Outpatient treatment
- Methadone maintenance and buprenorphine treatment programs
- Programs for dual-diagnosis (MICA) clients
- Harm reduction vs. abstinence programs

Required Reading:

Doweiko, Ch. 29, 32, 24

Straussner, Ch. 7, 16

Barker, K. (5/13/15). A choice for recovering addicts: Relapse or homelessness. *The New York Times*. <http://nyti.ms/1HC3knA> or <http://www.nytimes.com/2015/05/31/nyregion/three-quarter-housing-a-choice-for-recovering-addicts-or-homelessness.html>

Recommended Readings:

De Leon, G. (1995) Therapeutic communities for addictions: A theoretical framework. *The International Journal for the Addictions*, 30, 1603-1645.

MacMaster, S.A. (2004). Harm reduction: A new perspective on substance abuse services. *Social Work*, 49, 356-363.

UNIT VII: THE 12-STEP PROGRAM AS AN EFFECTIVE SELF-HELP MODALITY

- Description of the format of 12-step programs
- The different types of 12-step programs
- The meaning of the 12 steps
- Strengths and limitations of 12-step programs
- Self help alternatives to 12-step programs

Required Reading:

Doweiko, Ch. 34

Straussner, Ch. 12

Recommended Reading:

Cloud, R. N., Ziegler, C. H., & Blondell, R. D. (2004). What is alcoholics anonymous affiliation? *Substance use & misuse*, 39(7), 1117-1136.

UNIT VIII: INDIVIDUAL AND GROUP INTERVENTIONS FOR SUBSTANCE ABUSING CLIENTS

- Stages of change (Prochaska and DiClemente)
- Motivational interviewing (Miller and Rollnick)
- Relapse prevention
- Dealing with counter-transference issues
- Utilizing evidence-based practice in working with substance abusing clients

Required Reading:

Doweiko, Ch. 30, 31, 33

Straussner, Ch. 6, 8, 9, 10, 17, 18, 19, 20

Recommended Reading:

Miller, W. & Rollnick, S. (1991). Principles of motivational interviewing (Chapter 5). In *Motivational Interviewing* (pp. 51-63). NY: Guilford Press.

Prochaska, J., Norcross, J., & DiClemente, C. (1994). *Changing for Good*. New York: Avon Books.

UNIT IX: INTERVENTIONS WITH FAMILIES OF SUBSTANCE ABUSING CLIENTS

- Family systems perspective
- Use of genograms
- “Rules” in families with addiction issues
- Co-dependency and enabling
- 12-step programs for family members
- A family systems approach to relapse prevention
- A family perspective of substance abuse prevention

Required Reading:

Doweiko, Ch. 22, 23

Straussner, Ch. 13, 14, 15

UNIT X: SOCIAL WORK PRACTICE WITH TOBACCO USING CLIENTS

- Scope of the problem
- Pharmacology of cigarette smoking
- Drug interactions between nicotine and prescribed medications
- Effects of nicotine on the human body
- Smoking cessation treatments

Required Reading:

Doweiko, Ch. 16, Ch 32 (pages 485-490)

Go to <http://www.oasas.ny.gov/admed/edseries.cfm>

(This is the New York State Addiction Medicine Free Education Series.)

Download and read:

Knowledge Workbook III-Nicotine Dependence and Smoking Cessation

Tobacco-Chemical Dependence Connection

Tobacco Myths and Myth-Understandings

NYC Quits (2012): <https://a816-nycquits.nyc.gov/pages/homepage.aspx>

UNIT XI: MEDICAL ISSUES COMMON TO INDIVIDUALS WITH SUBSTANCE USE DISORDERS

- HIV and AIDS
- Hepatitis B and C
- Sexually transmitted diseases
- Tuberculosis and other communicable diseases
- Promoting health and well-being

Required Reading:

Doweiko, Ch. 35

Straussner, Ch. 21

BIBLIOGRAPHY

- American Psychiatric Association. (2013). Substance-Related and Addictive Disorders. In *DSM-5 (Diagnostic and Statistical Manual of Mental Disorders)* (Fifth Edition) (pp. 481-589). American Psychiatric Association: Washington, DC.
- 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.
- Cloud, R. N., Ziegler, C. H., & Blondell, R. D. (2004). What is alcoholics anonymous
- De Leon, G. (1995) Therapeutic communities for addictions: A theoretical framework. *The International Journal for the Addictions*, 30, 1603-1645.
- Doweiko, H.E. (2015). *Concepts of Chemical Dependency* (9th ed.). Stamford, CT: Cengage Learning.
- MacMaster, S.A. (2004). Harm reduction: A new perspective on substance abuse services. *Social Work*, 49, 356-363.
- Miller, W. & Rollnick, S. (1991). Principles of motivational interviewing (Chapter 5). In *Motivational Interviewing* (pp.51-63). NY: Guilford Press.
- New York State Addiction Medicine Free Education Series
<http://www.oasas.ny.gov/admed/edseries.cfm>
Knowledge Workbook III-Nicotine Dependence and Smoking Cessation
Tobacco-Chemical Dependence Connection
Tobacco Myths and Myth-Understandings
- NYC Quits (2012): <https://a816-nycquits.nyc.gov/pages/homepage.aspx>
- Prochaska, J., Norcross, J., & DiClemente, C. (1994). *Changing for Good*. New York: Avon Books.
- 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.
- Straussner, S. L. A. (Ed.). (2014). *Clinical work with substance-abusing clients* (3rd ed.). New York: Guilford Press.
- Ward, K. (2002). Confidentiality in substance abuse counseling. *Journal of Social Work Practice in the Addictions*. 2, 2, 39-52
- <https://a816-nycquits.nyc.gov/pages/homepage.aspx> - NYC Quits
- www.csat.samhsa.gov - Center for Substance Abuse Treatment

www.csat.samhsa.gov/publications/KnowYourRights.aspx - Federal protection of clients with substance abuse difficulties.

www.ndci.org/publications - National Drug Court Institute

www.niaaa.nih.gov - National Institute of Alcohol Abuse and Alcoholism

www.nida.nih.gov - National Institute on Drug Abuse

www.oasas.state.ny.us - NYS Office of Alcoholism and Substance Abuse Services

www.prevention.samhsa.gov - Center for Substance Abuse Prevention

Yalisove, D. (1998). The origins and evolution of the disease concept of treatment.
Journal of Studies on Alcohol, 59, 469-476.

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

SUMMER 2018

**SWK 692: SOCIAL WORK AND SUBSTANCE ABUSE:
THEORIES AND INTERVENTIONS**

COURSE DESCRIPTION

Numerous theoretical models of addiction, chemical dependency assessment tools, and substance abuse treatment interventions useful in social work practice are studied. Addiction services and prevention programs for adults, youth, and families are explored. Basic concepts of social, political, and cultural systems and their impact on substance use are addressed.

**CORE COMPETENCIES AND BEHAVIORS
MSW PROGRAM**

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

	<p>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;</p> <p>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;</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>

EVALUATION OF STUDENT'S PERFORMANCE

Attendance, punctuality, and class participation	20
Asynchronous assignments	15
Midterm Examination	20
Final Examination	20
Final Paper	25

COURSE REQUIREMENTS

1. All students in the Social Work Programs 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 current standing in the Social Work Program. Failure to comply with the *Code of Ethics* may result in dismissal from any of the Social Work Programs.
2. Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material. Consequently, absences and/or frequent lateness must be discussed with the instructor. Absences may result in the reduction of the student's attendance and punctuality portion of the course grade.
3. Class participation includes contributions to the learning process, which indicates student preparedness for class, including the ability to discuss assigned readings and the willingness

- to ask questions, share ideas, actively participate in class activities, and to be respectful to others in class.
4. 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 the style of *APA Sixth edition*, 2nd printing.)
 5. 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 *College Bulletin*).
 6. Students who request reasonable accommodation for documented disabilities should contact Student Disability Services, Shuster 238.

REQUIRED TEXTS

McNeece, C.A., & DiNitto, D.M. (2012). *Chemical dependency: A systems approach*. (4th ed.). Boston, MA: Pearson.

Thombs, D.L. & Osborn, C.J. (2013) *Introduction to addictive behaviors* (4th ed.) New York: Guilford Press.

SUPPLEMENTARY TEXT

Straussner, S. L. A. (Ed.). (2014). *Clinical work with substance-abusing clients* (3rd ed.). New York: Guilford Press.

RECOMMENDED WEBSITES

www.csat.samhsa.gov - Center for Substance Abuse Treatment

www.ndci.org/publications - National Drug Court Institute

www.niaaa.nih.gov - National Institute of Alcohol Abuse and Alcoholism

www.nida.nih.gov - National Institute on Drug Abuse

www.oasas.state.ny.us - NYS Office of Alcoholism and Substance Abuse Services

www.prevention.samhsa.gov - Center for Substance Abuse Prevention

COURSE OUTLINE

UNIT I: OVERVIEW OF THE ADDICTIONS FIELD

- The history of alcohol and drugs
- Basic concepts of social, political, economic, and cultural systems and their impact on alcohol and drug-taking activity
- Risk and protection factors that characterize individuals and groups and their living environments

Required Reading:

McNeece & DiNitto, Ch. 1, 8

Thombs, Ch. 1

UNIT II: THE SUBSTANCES OF ABUSE

- Categories of substances: depressants, stimulants, hallucinogens, and inhalants
- Characteristics of the different substances
- Pharmacological treatments for specific categories of substances
- Substance abuse and pregnancy

Required Reading:

McNeece & DiNitto, Ch. 4;

Recommended Readings:

Straussner, Ch. 3,4,5

UNIT III: BIOLOGICAL ASPECTS OF SUBSTANCE ABUSE

- The pharmacology of substance abuse
- Substance abuse and the brain
- Effective dose, lethal dose, and the therapeutic index
- Metabolic, pharmacodynamic, and behavioral tolerance
- The process of withdrawal
- Interaction of substances of abuse and prescribed medications

Required Reading:

McNeece & DiNitto, Ch. 3

Recommended Readings:

Straussner, Ch. 2

UNIT IV: ASSESSMENT TOOLS FOR DRUG AND ALCOHOL USE IN SOCIAL WORK PRACTICE

- Assessing substance abuse and dependence by using the DSM-4-TR
- CAGE: A brief assessment tool
- Assessment questionnaires: MAST, DAST, AUDIT
- The Addiction Severity Index (ASI): A bio-psycho-social assessment tool

Required Reading:

McNeece & DiNitto, Ch. 5

American Psychiatric Association. (2000). Substance Related Disorders. In *DSM-IV-TR (Diagnostic and Statistical Manual of Mental Disorders)* (Fourth Edition) (pp. 191-212). American Psychiatric Association: Washington, DC. (ON RESERVE IN LIBRARY)

Recommended Readings:

Straussner, Ch. 1

UNIT V: THE THEORETICAL MODELS OF ADDICTION FOR ASSESSMENT AND TREATMENT IN SOCIAL WORK PRACTICE

- Purpose of utilizing numerous theoretical models of addiction when working with substance abusing clients from a bio-psycho-social-spiritual perspective in social work practice
- Disease model
- Moral model
- Behavioral model (learning model)
- Cognitive model
- Social model
- Spiritual model
- Psychoanalytic models (ego psychology, object relations, self psychology)
- Family systems model
- Gestalt therapy model

Required Reading:

Thombs, Ch. 2, 6, 7, 8, 9.

McNeece & DiNitto, Ch. 2

Brower, K.J., Blow, F.C., & Beresford, T. P. (1989). Treatment implications of chemical dependency models: An integrative approach. *Journal of Substance*

Abuse Treatment, 6, 147-157.

Recommended Readings:

Johnson, B. (1999). Three perspectives of addiction. *Journal of the American Psychoanalytic Association*, 47, 791-815.

Kohut, H. (1994). Self deficits and addiction. In J.D. Levin & R.H. Weiss (Eds.), *The Dynamics and Treatment of Alcoholism* (35-47). Northvale, N.J: Jason Aronson.

Liese, B.S., & Najavits, L.M. (1997). Cognitive and behavioral therapies. In J.H. Lowinson, P. Ruiz, R.B. Millman, & J.G. Langrod (Eds.), *Substance Abuse: A Comprehensive Textbook* (Third Edition) (458-467). Baltimore, MD: Williams & Wilkins.

Levinson, V. R. (1985). The compatibility of the disease concept with a psychodynamic approach in the treatment of alcoholism. *Alcoholism Treatment Quarterly*, 2, 7- 24.

Matzko, H.M.G. (1997). A gestalt therapy treatment approach for addictions: "multiphasic transformation process." *Gestalt Review*, 1, 34-56.

Yalisove, D. (1998). The origins and evolution of the disease concept of treatment. *Journal of Studies on Alcohol*, 59, 469-476.

UNIT VI: TOXICOLOGY; DRUG AND ALCOHOL SCREENING

- Urinalysis
- Saliva tests
- Breathalyzer tests
- Hair tests
- Sweat tests
- Clients' attempts at deception
- False positives and negatives

Required Reading:

Doweiko, H.E. (2015). *Concepts of Chemical Dependency* (9th ed.). Stamford:CT Cengage Learning. (Ch. 33-pp. 504-511: "Toxicology Testing.")
(ON RESERVE IN LIBRARY)

Kipnis, S., Serdinsky, G., & Davidoff, J. Alcohol and Drug Screens.
New York State Office of Alcoholism and Substance Abuse Services
www.oasas.ny.gov/admed/documents/drugscreen.pdf

UNIT VII: THE CONTINUUM OF ADDICTION SERVICES

- Outpatient programs
- Inpatient programs
- Residential programs
- Methadone/buprenorphine treatment
- MICA programs
- Acupuncture
- Abstinence vs. harm reduction treatment
- 12-step programs

Required Reading:

McNeece & DiNitto, Ch. 6

Thombs, Ch. 10

Steenrod, S.A. (2009). The interface between community-based and specialty substance abuse treatment sectors: Navigating the terrain in social work. *Journal of Social Work Practice in the Addictions, 9*, 4-20.

Recommended Reading:

Straussner, Ch. 7, 12

UNIT VIII: PROGRAMS FOR SUBSTANCE USING YOUTH

- Outpatient programs
- Inpatient rehab programs
- Residential programs
- School-based programs

Required Reading:

McNeece & DiNitto, Ch. 9

Recommended Readings:

Straussner, Ch. 15,17

UNIT IX: TREATMENT PLANNING, RECORD KEEPING, AND DISCHARGE PLANNING IN SUBSTANCE ABUSE TREATMENT

- Cooperative process of devising a treatment plan
- Goals, objectives, time frames, activities, evaluation, relapse prevention, discharge planning

- Roles and tasks of interdisciplinary team
- Documentation and record-keeping methods and processes
- Components of client records: release forms, assessments, treatment plans
progress notes, discharge summaries and plans
- Use of new technologies for record keeping

Required Reading:

McNeece & DiNitto, Ch. 5

Class Handouts

UNIT X: PREVENTION PROGRAMS

- Presentation and training techniques that address how to prevent relevant information about tobacco and substance abuse to individuals, families and communities
- Prevention and training techniques that support substance abuse prevention, treatment and the recovery process
- Knowledge of the connection of the theories and models of alcohol, tobacco, drugs, and gambling prevention to current best practices including OASAS and SAMHSA frameworks and strategies
- Knowledge of the importance of life skills to the prevention and treatment of substance use disorders
- School prevention programs
- A family systems relapse prevention approach

Required Reading:

McNeece & DiNitto, Ch. 7

Thombs, Ch. 3

<http://www.oasas.ny.gov/prevention/index.cfm#>

Kellam, S.G., & Langevin, D.J. (2003). A framework for understanding "evidence" in prevention research and programs. *Prevention Science, 4* (3), 137-153.

Mrazek, P., Biglan, A., & Hawkins, J.D. *Community-Monitoring Systems: Tracking and Improving the Well-being of America's Children and Adolescents*
Society for Prevention Research
www.preventionresearch.org/CMSbook.pdf

OASAS Risk and Protective Factors:

<http://www.oasas.ny.gov/prevention/documents/rpfactordictionary07.pdf>

Risk Factors That Inhibit Healthy Youth Development
<http://www.oasas.ny.gov/prevention/documents/RiskProtFactors2011.pdf>

UNIT XI: ETHICAL ISSUES WHEN WORKING WITH SUBSTANCE ABUSING CLIENTS

- The CASAC Canon of Ethical Principles
- Relating the CASAC Canon of Ethical Principles to the NASW Code of Ethics
- HIPAA and substance abuse treatment
- Confidentiality and substance abuse treatment
- Utilizing clinical supervision on complex issues related to confidentiality and legal matters
- Confidentiality and legal issues associated with working with clients impacted by HIV/AIDS

Required Reading:

CASAC Canon of Ethical Principles (New York State Office of Alcoholism and Substance Abuse Services) www.oasas.ny.gov/sqa/credentialing/casac_canon.cfm

NASW Code of Ethics *Lehman College Undergraduate Social Work Programs Student Handbook and Field Education Manual.*

BIBLIOGRAPHY

- American Psychiatric Association. (2000). Substance Related Disorders. In *DSM-IV-TR (Diagnostic and Statistical Manual of Mental Disorders)* (Fourth Edition) (pp. 191-212). American Psychiatric Association: Washington, DC.
- Brower, K.J., Blow, F.C., & Beresford, T. P. (1989). Treatment implications of chemical dependency models: An integrative approach. *Journal of Substance Abuse Treatment*, 6, 147-157.
- CASAC Canon of Ethical Principles (New York State Office of Alcoholism and Substance Abuse Services) www.oasas.ny.gov/sqa/credentialing/casac_canon.cfm
- Doweiko, H.E. (2015). *Concepts of Chemical Dependency* (9th ed.). Stamford, CT: Cengage Learning.
- Johnson, B. (1999). Three perspectives of addiction. *Journal of the American Psychoanalytic Association*, 47, 791-815.

- Kellam, S.G., & Langevin, D.J. (2003). A framework for understanding "evidence" in prevention research and programs. *Prevention Science*, 4 (3), 137-153.
- Kipnis, S., Serdinsky, G., & Davidoff, J. Alcohol and Drug Screens.
New York State Office of Alcoholism and Substance Abuse Services
www.oasas.ny.gov/admed/documents/drugscreen.pdf
- Kohut, H. (1994). Self deficits and addiction. In J.D. Levin & R.H. Weiss (Eds.), *The Dynamics and Treatment of Alcoholism* (35-47). Northvale, N.J: Jason Aronson.
- Lehman College Undergraduate Social Work Programs Student Handbook and Field Education Manual. *NASW Code of Ethics*.
- Liese, B.S., & Najavits, L.M. (1997). Cognitive and behavioral therapies. In J.H. Lowinson, P. Ruiz, R.B. Millman, & J.G. Langrod (Eds.), *Substance Abuse: A Comprehensive Textbook* (Third Edition) (458-467). Baltimore, MD: Williams & Wilkins.
- Levinson, V. R. (1985). The compatibility of the disease concept with a psychodynamic approach in the treatment of alcoholism. *Alcoholism Treatment Quarterly*, 2, 7- 24.
- Matzko, H.M.G. (1997). A gestalt therapy treatment approach for addictions: "multiphasic transformation process." *Gestalt Review*, 1, 34-56.
-
- McNeece, C.A., & DiNitto, D.M. (2012). *Chemical dependency: A systems approach*. (4th ed.). Boston, MA: Pearson.
- Mrazek, P., Biglan, A., & Hawkins, J.D. *Community-Monitoring Systems: Tracking and Improving the Well-being of America's Children and Adolescents*
Society for Prevention Research
www.preventionresearch.org/CMSbook.pdf
-
- Straussner, S. L. A. (Ed.). (2014). *Clinical work with substance-abusing clients* (3rd ed.). New York: Guilford Press.
- Steenrod, S.A. (2009). The interface between community-based and specialty substance abuse treatment sectors: Navigating the terrain in social work. *Journal of Social Work Practice in the Addictions*, 9, 4-20.
- Thombs, D.L. & Osborn, C.J. (2013). *Introduction to addictive behaviors* (4th ed.) New York: Guilford Press.
- <http://www.oasas.ny.gov/prevention/index.cfm#>
- OASAS Risk and Protective Factors:
<http://www.oasas.ny.gov/prevention/documents/rpfactordictionary07.pdf>

Risk Factors That Inhibit Healthy Youth Development

<http://www.oasas.ny.gov/prevention/documents/RiskProtFactors2011.pdf>

www.csat.samhsa.gov - Center for Substance Abuse Treatment

www.csat.samhsa.gov/publications/KnowYourRights.aspx - Federal protection of clients with substance abuse difficulties.

www.ndci.org/publications - National Drug Court Institute

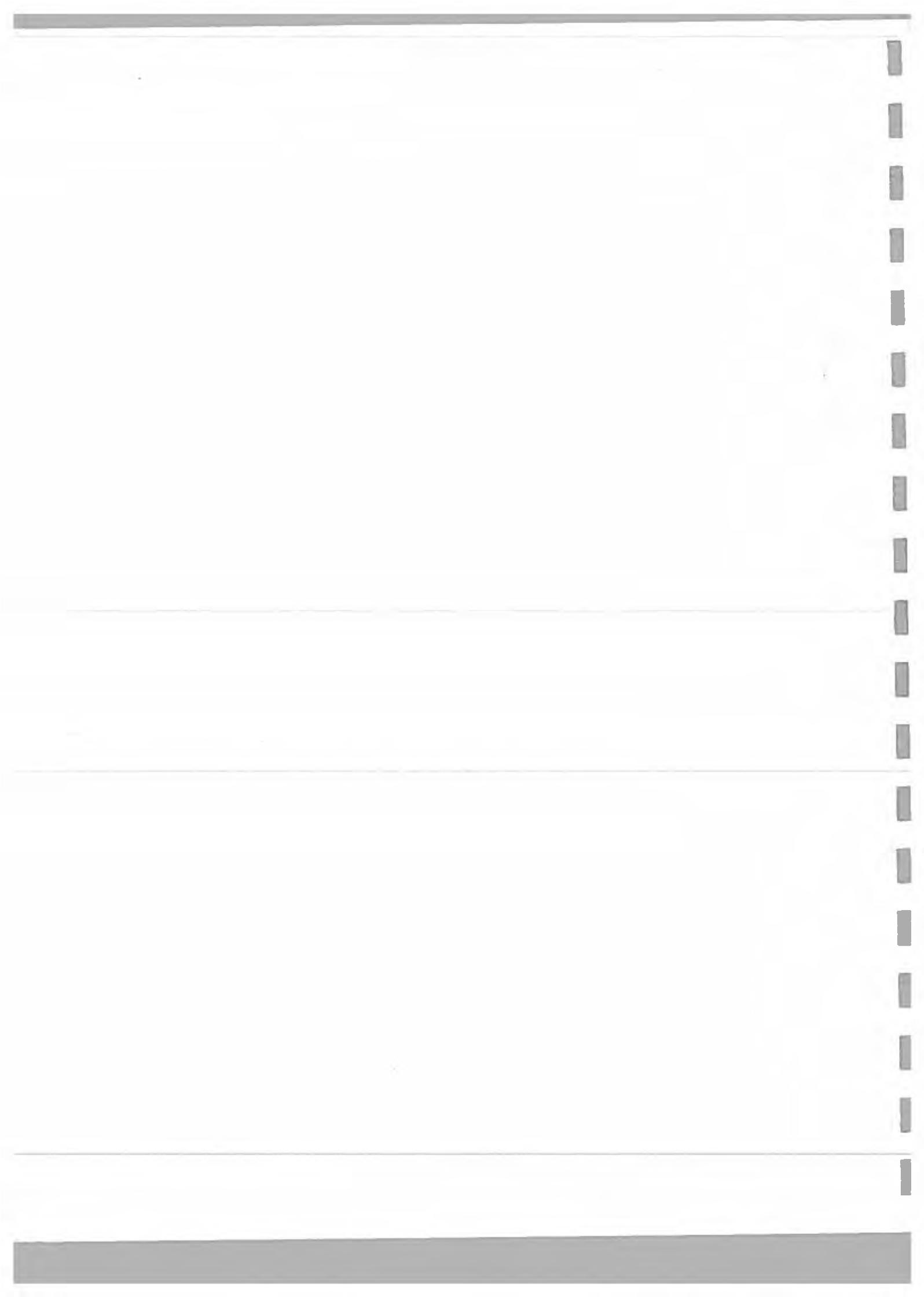
www.niaaa.nih.gov - National Institute of Alcohol Abuse and Alcoholism

www.nida.nih.gov - National Institute on Drug Abuse

www.oasas.state.ny.us - NYS Office of Alcoholism and Substance Abuse Services

www.prevention.samhsa.gov - Center for Substance Abuse Prevention

Yalisove, D. (1998). The origins and evolution of the disease concept of treatment.
Journal of Studies on Alcohol, 59, 469-476.



REAFFIRMATION SELF-STUDY

Prepared for

The Council on Social Work Education

**For Review
February 2020**

GRADUATE SOCIAL WORK PROGRAM

at

LEHMAN COLLEGE/CITY UNIVERSITY OF NEW YORK

VOLUME III

**M.S.W. STUDENT HANDBOOK &
FIELD EDUCATION MANUAL**

**Lehman College/City University of New York
250 Bedford Park Boulevard West
Bronx, New York 10468**

**Carl Mazza
Chair, Social Work Department
Phone 718-960-7862
Fax 718-960-7402
E-mail: carl.mazza@lehman.cuny.edu**

GRADUATE SOCIAL WORK PROGRAM

M.S.W. Student Handbook & Field Education Manual



LEHMAN COLLEGE

**THE CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
CARMAN HALL, ROOM B18
250 BEDFORD PARK BOULEVARD WEST
BRONX, NEW YORK 10468-1589
www.lehman.cuny.edu**

Revised fall 2016

IMPORTANT NOTICE OF POSSIBLE CHANGES

The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the University and its constituent colleges without notice. Tuition and fees set forth in this publication (or on this website) are similarly subject to change by the Board of Trustees of The City University of New York. The University regrets any inconvenience this may cause.

MSW STUDENT HANDBOOK

and

FIELD EDUCATION MANUAL

TABLE OF CONTENTS

	<u>Page</u>
Message from Faculty of the Social Work Department	1
Introduction, Program Overview, & Contact Information	2
Mission of Lehman College	3
Mission of the MSW Program	3
Goals of the MSW Program	4
The New York State Licensing Exams	5

SECTION I

Student Handbook

Description of the 3 Tracks	6
Curriculum by Track	7
Track A: 2-Year Full-time	7
Track B: 3-Year Extended Program	7
Track C: Advanced Standing Program	8

Part 1: ADMISSIONS POLICIES AND PROCEDURES

Requirements for Admission	9
Admission Requirements for All Tracks	9
Admission Requirements for Track C, Advanced Standing	9
Additional Admissions Policies	9
<i>Policy on Selection of Track and Class Schedules</i>	9
<i>Policy on Transfer of Credits to the MSW Program</i>	9
<i>Policy on Life Experience Credit</i>	9
<i>Policy on Non-Matriculated Status</i>	11
Admissions Procedures	11

***Part 2: ACADEMIC, CONTINUATION AND CLASSROOM
POLICIES AND PROCEDURES***

Grade Appeals, Probation and Continuation Criteria	12
Grade Appeals Procedures	12
Academic Probation	12
Continuation in the M.S.W. Program	12
G.P.A. Requirement for Graduation	13
Classroom Policies and Procedures	13
Policy Regarding Use of Tape-Recorders and Electronic Devices in Classes	13
Rules and Regulations on Campus Conduct; College Policies, Procedures and Regulations; CUNY Policy on Academic Integrity	13
Social Work Department Retention Requirements and Procedures for Review and Termination For Violation of Professional Behavior	13
Purpose of the Retention and Review Committee	14
Composition of the Retention and Review Committee	14
Procedure for Review	14
Appeals Procedure	15

Part 3: ADVISEMENT POLICIES AND PROCEDURES

Role of the MSW Graduate Advisor	16
Role of the MSW Faculty Advisor	16
Role of the Office of the Graduate Studies Advisor	16

**Part 4: STUDENT PARTICIPATION IN DECISION-MAKING
AND IN THE FORMULATION OF PROGRAM AND
DEPARTMENTAL POLICIES**

Social Work Club	17
Social Work Faculty and Administrative Staff Meetings	17
Social Work Department Advisory Committee	18
Personnel and Budget Committee	18
Student Evaluation of Courses, Fieldwork, and the Program	18

Part 5: THE MSW CURRICULUM

Foundation Year Curriculum	20
Competencies and Practice Behaviors of the Foundation Year	20
Advanced Year Curriculum	23
Conceptualization of Advanced Generalist Practice	24
Competencies and Practice Behaviors of the Advanced Year	24
Organization of the Curriculum	28
Note re: asynchronous learning	28
Foundation (1 st Year) Curriculum	29
Advanced (2 nd Year) Curriculum	30
Typical Program with Pre- and Co- Requisites	31
Year 1 Fall and Spring Semesters	31
Year 2 Fall Semester	32
Year 2 Spring Semester	33
Optional Certification	34

Part 6: COLLEGE RESOURCES

APEX	35
Career Counseling	35
Child Care Center	35
Counseling Center	36
Student Disability Services	36
Information Technology Center	36
Instructional Support Services Programs (ISSP)	37
<i>Library</i>	37
MSW Academic Support Center	37
Parking	37
Health Center	37
Student Life	38
Alumni Activities	38

Part 7: ADDITIONAL TRAINING FOR 2ND YEAR STUDENTS

Training for Identification and Reporting of Child Abuse and Maltreatment	39
The New York State Licensing Exams	39
LMSW Exam	39
LCSW Exam	39
Preparation for New York State LMSW Licensing Exam	40

SECTION II

Field Education Manual

Field Education Overview	41
Contact Information	41

Part 1: CURRICULUM FOR FIELD EDUCATION

Foundation Year Curriculum	42
Advanced Year Curriculum	43
Conceptualization of Advanced Generalist Practice	43
Competencies and Practice Behaviors of the Fieldwork and Fieldwork Seminar Curriculum	44
The Fieldwork and Fieldwork Seminar Curriculum	45
Fieldwork and Fieldwork Seminar During the Foundation Year	45
SWK 671 (Fieldwork and Fieldwork Seminar I)	45
SWK 672 (Fieldwork and Fieldwork Seminar II)	48
Fieldwork and Fieldwork Seminar During the Advanced Year	51
SWK 773 (Fieldwork and Fieldwork Seminar III)	51
SWK 774 (Fieldwork and Fieldwork Seminar IV)	55

Part 2: THE STUDENT IN THE FIELDWORK AGENCY

Assignment of Students to Fieldwork Agencies	59
MSW Fieldwork Educational Plan	59
Student Responsibilities	59

Part 3: THE FIELDWORK AGENCY AND THE FIELDWORK INSTRUCTOR

Criteria for Selection of Fieldwork Agencies	62
Criteria for Work-Study Placements	62
Selection of Field Instructors	63
Task Supervision	63
Ongoing Professional Opportunities for Fieldwork Instructors	63
Process Recordings	64
Supervisory Agendas	64
Classroom Assignments Related to Fieldwork Placement	64
Maintaining Field Liaison Contacts	64
Guidelines for Home and Community Visits	64
CUNY-Agency Affiliation Agreements	65
The Fieldwork Seminar and the Faculty Advisor	65

***Part 4: PROCEDURES FOR REVIEW AND TERMINATION FOR
VIOLATION OF PROFESSIONAL BEHAVIOR IN FIELD
EDUCATION***

Purpose of the Retention and Review Committee	66
Composition of the Retention and Review Committee	66
Procedure for Review	66
Appeals Procedure	67

Part 5: EVALUATIONS

Fieldwork Instructors' Evaluation of Students' Performance	69
Grading Procedures	69
Students' Evaluation of Fieldwork Agencies	69

APPENDICES

<i>Appendix 1.</i>	About the National Association of Social Workers (NASW) NASW <i>Code of Ethics</i>	71
<i>Appendix 2</i>	<i>Ethics in Social Work, Statement of Principles</i> <i>International Federation of Social Workers (IFSW)</i> <i>International Association of Schools of Social Work (IASSW)</i>	89
<i>Appendix 3.</i>	Council on Social Work Education: 2008 Educational Policy and Accreditation Standards (EPAS)	93
<i>Appendix 4.</i>	Lehman College/CUNY Policies: Article XV of the CUNY Bylaws Board of Trustees Rules and Regulations on Campus Conduct CUNY Policy on Academic Integrity Statement of Nondiscrimination CUNY Policy on Sexual Harassment Extracurricular Activities and Programs Workplace Violence Policy and Procedures Freedom of Information Law Notice	103 107 109 113 114 116 116 120
<i>Appendix 5.</i>	Retention Documents: Compliance Plan and Agreement Field Education Plan and Agreement	122 124
<i>Appendix 6.</i>	Field Education Documents: Application for Fieldwork Work-Study Field Placement Agreement MSW Fieldwork Educational Plan Process Recording Form Group Process Recording Form Fieldwork Instructors' Evaluation of Students: <i>Mid-Term Fieldwork Evaluation – Fall Semester</i> <i>YEAR ONE: End of Fall Semester Fieldwork I Evaluation (SWK 671)</i> <i>End of Spring Semester Fieldwork II Evaluation (SWK 672)</i> <i>Mid-Term Fieldwork Evaluation – Fall Semester</i> <i>YEAR TWO: End of Fall Semester Fieldwork III Evaluation (SWK 773)</i> <i>End of Spring Semester Fieldwork IV Evaluation (SWK 774)</i>	127 129 130 132 137 141 143 155 167 169 183

MESSAGE FROM FACULTY AND STAFF OF THE SOCIAL WORK DEPARTMENT

The faculty and staff of the Social Work Department at Lehman College welcome you to our MSW Program and welcome our Fieldwork Instructors and Educational Coordinators to Field Education. This Handbook provides information students will need as they proceed through the Program. It should be read carefully and will be discussed in classes and in Fieldwork. The Handbook contains important information about the policies, procedures, curriculum, governance, and resources that will guide you through the Program.

The Appendix to this Handbook includes important documents:

- The Code of Ethics of the National Association of Social Workers (NASW) is included in its entirety. It will be discussed at length in classes and in Field Education. The Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. Compliance with professional behavior, as described in the NASW Code of Ethics, is required of all social workers and social work students. Also included is the Ethics in Social Work, Statement of Principles of the International Federation of Social Workers (IFSW) International Association of Schools of Social Work (IASSW), to be used as applicable.
- The 2008 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards. CSWE establishes standards that guide undergraduate and graduate social work education, thereby ensuring high quality professional education.
- Lehman College and CUNY policies and procedures.
- Retention documents used by the Retention and Review Committee, including the Compliance Plan and Agreement and the Field Education Plan and Agreement. Review and appeals procedures of the Lehman College MSW Program are included in the Student Handbook and the Field Education Manual sections.
- Field Education documents, including the Application for Fieldwork, MSW Field Education Plan, Process Recording Form, and Fieldwork Instructors' Evaluation forms.

The Social Work Department is situated within the School of Natural and Social Sciences. The Social Work Department works cooperatively with, and contributes to the social work community in the Bronx and other boroughs and neighboring areas.

The faculty and staff wish you a very productive and successful educational experience in the MSW Program at Lehman College.

INTRODUCTION

Program Overview

The Master of Social Work (MSW) Program at Lehman College prepares social workers to assume positions of leadership in urban public and voluntary sector social service agencies and organizations. All students in the program complete an Advanced Generalist curriculum and develop social work skills in direct practice with individuals, families, groups, and communities, as well as skills in supervision, administration, research and policy practice. The MSW program is registered with the New York State Education Department and is fully accredited by the Council on Social Work Education (CSWE).

Students who earn their MSW degree will have completed all requirements and be eligible to take the NYS licensing exam for the Licensed Master Social Worker (LMSW). Students who complete the two-year curriculum and earn their MSW degree will have met the educational requirements for the New York State licensing exam for the Licensed Clinical Social Worker (LCSW). Advanced Standing students, Track C, will need to take one additional course designated as having clinical content. The additional course can also be taken at another accredited MSW Program after graduation from Lehman. However, if the student chooses to take the course at another institution, the student needs to ensure that the elective course has been approved by the New York State Department of Education for clinical content. All electives in Lehman College's MSW Program have been approved for clinical content. Please note that the New York State Education Department has established post-graduate clinical supervision requirements to be eligible to take the LCSW exam; those requirements must be met after graduation.

The Department of Social Work has been designated by the New York State Office of Alcoholism and Substance Abuse Services (OASAS) as an *Education and Training Provider* for MSW students who wish to obtain credentialing as a Credentialed Alcoholism and Substance Abuse Counselor (CASAC). See page 34 for a description.

Contact Information:

Carl Mazza, LMSW, D.S.W., Chair
Carman Hall, B-18
718.960.7862
carl.mazza@lehman.cuny.edu

Joy P. Greenberg, LMSW, Ph.D., MSW Program Director
Associate Professor of Social Work
Carman Hall, B-18
718.960.8774
joy.greenberg@lehman.cuny.edu

Jessica M. Kahn, LMSW, Ph.D., Graduate Advisor
Associate Professor of Social Work
Carman Hall, B-18
718.960.8964
jessica.kahn@lehman.cuny.edu

Mission of Lehman College

Our program embodies both the “Mission Statement” and the “Values Statement” of Lehman College; as stated in the Lehman College Graduate Bulletin. 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 Graduate Bulletin, online, 2013)

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 Graduate Bulletin, online, 2013)

Mission of the MSW Program

The mission of our Graduate Program is consistent with the profession’s purpose and core values. It derives from the mission and values of the College and the context of the community served:

The mission of the Master of Social Work (MSW) Program at Lehman College, City University of New York, the only graduate social work program in the Bronx, is to educate students to become ethical and competent graduate level social workers for practice in the urban environment. Through the implementation of an Advanced Generalist Practice curriculum, built on a liberal arts foundation and guided by a global perspective, scientific inquiry and the ethical imperative of respect for human rights and diversity, the program prepares students for leadership in urban communities. Graduates will strengthen opportunities, resources, and capacities of urban populations as they provide direct services, provide agency administration and supervision, utilize research, and formulate and promote policies that advance social and economic justice and human and community well-being within the context of the rich diversity of the Bronx and its surrounding urban areas.

Goals of the MSW Program

The goals of the graduate Social Work Program derive from the mission of the program. Goals are focused on creating opportunities for learning that will prepare our graduates to assume leadership positions in 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 an Advanced Generalist Practice 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 advanced professional practice based on critical thinking and aimed at the promotion of well-being and enhanced functioning of individuals and communities, with particular attention to needs, potentials, and resources of clients and organizational systems in our complex urban environment;
- 4) Respond to the needs of urban communities such as the Bronx by preparing graduates to assume leadership positions in urban social service agencies and organizations and in the development of service delivery systems to promote policies, services, programs and allocation of resources, and alleviate injustices such as poverty, discrimination, and social and economic oppression;
- 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;
- 7) Contribute to the development of leadership within the profession, to social work knowledge, and to the improvement of the effectiveness of social work practice, policies, and programs by
 - creating an academic and professional context that furthers professional identification, participation, and intellectual and scientific inquiry, and
 - promoting and supporting students, faculty, and practitioners in conducting and disseminating research.

The New York State Licensing Exams

LMSW Exam – Students who earn their MSW degree will have completed the requirements and be eligible to take the New York State licensing exam for the Licensed Master Social Worker (LMSW).

LCSW Exam – Students who complete the two-year curriculum and earn their MSW degree will have met the educational requirements for the New York State licensing exam for the Licensed Clinical Social Worker (LCSW). Advanced Standing Students (Track C) will need to take one additional course designated as having clinical content. This can be accomplished by taking one additional elective course in the Lehman College MSW program, or it can be completed at a later time. The additional course can also be taken at another accredited MSW Program after graduation from Lehman. However, if the student chooses to take the course at another institution, the student needs to ensure that the elective course has been approved by the New York State Department of Education for clinical content. All electives in Lehman College's MSW Program have been approved for clinical content. Please note that the New York State Education Department has established post-graduate clinical supervision requirements to be eligible to take the LCSW exam; those requirements must be met after graduation.

SECTION I

Student Handbook

Description of 3 Tracks

Three tracks are offered in the MSW Program. The curriculum is the same for all tracks, except for Advanced Standing, which includes only the concentration (second) year of study.

- Track A: 2-year full-time program, 65 credits
- Track B: Extended 3-year program, 65 credits
- Track C: Advanced standing program, 34 credits, for qualified graduates of baccalaureate social work programs accredited by the Council on Social Work Education

Track A: 2-Year Full-time Program

Year One: Full-time student status

- Classes meet 2 evenings per week
- Fieldwork 3 full days, at least 2 of which are weekdays, (21 hours) per week: 600 hours each academic year

Year Two: Full-time student status

- Classes meet 2 evenings per week
- Fieldwork 3 full days, at least 2 of which are weekdays, (21 hours) per week: 600 hours each academic year

Track B: 3-Year Extended Program

Year One: Part-time student status

- Classes meet 2 evenings per week

Year Two: Part-time student status

- Classes meet 1 evening per week
- Fieldwork 3 full days, at least 2 of which are weekdays, (21 hours) per week: 600 hours each academic year

Year Three: Full-time student status

- Classes meet 2 evenings per week
- Fieldwork 3 full days, at least 2 of which are weekdays, (21 hours) per week: 600 hours each academic year

Track C: 1-Year Advanced Standing Program

Students enter the second year curriculum and are full-time students.

- Classes meet 2 evenings per week
- Fieldwork 3 full days, at least 2 of which are weekdays, (21 hours) per week: 600 hours in the academic year

Curriculum by Track

Track A: 2-Year Full-time

YEAR ONE

Fall Semester

	<u>credits</u>
SWK 611.....Generalist Social Work Practice I	3
SWK 605.....Human Behavior and the Social Environment	3
SWK 639.....Social Welfare Institutions and Programs	3
*SWK 671.....Fieldwork and Seminar I	5

Spring Semester

SWK 612.....Generalist Social Work Practice II	3
SWK 606.....Human Diversity and the Social Environment	3
SWK 643.....Social Welfare Policy Analysis	3
SWK 646.....Social Work Research I	3
*SWK 672.....Fieldwork and Seminar II	5

YEAR TWO

Fall Semester

SWK 713.....Advanced Social Work Practice in the Urban Environment I	3
SWK 707.....Understanding Clinical Assessment and Diagnosis	3
SWK 727.....Supervision in Agency-Based Practice	3
*SWK 773.....Fieldwork and Seminar III	5
SWK 747.....Social Work Research II	3

Spring Semester

SWK 714.....Advanced Social Work Practice in the Urban Environment II	3
SWK 729.....Administration in Urban Agencies	3
SWK 745.....Social Welfare Policy Practice	3
SWK 747.....Social Work Research II	3
*SWK 774.....Fieldwork and Seminar IV	5
SWK 680-694.....Special Topic or Social Work Elective	3

*Students are required to complete 3 full days of fieldwork placement each semester.

Track B: 3- Year Extended Program

Students complete the first year curriculum in two years. The second year curriculum is on a full-time basis.

YEAR ONE

Fall Semester

	<u>credits</u>
SWK 605.....Human Behavior and the Social Environment	3
SWK 639.....Social Welfare Institutions and Programs	3
SWK 680 Special Topics in Social Work <i>OR</i> one elective from SWK 681-694	3

Spring Semester

SWK 606.....Human Diversity and the Social Environment	3
SWK 643.....Social Welfare Policy Analysis	3

SWK 646.....Social Work Research I 3

YEAR TWO

Fall Semester

SWK 611.....Generalist Social Work Practice I 3

*SWK 671.....Fieldwork and Seminar I 5

Spring Semester

SWK 612.....Generalist Social Work Practice II 3

*SWK 672.....Fieldwork and Seminar II 5

YEAR THREE

Fall Semester

SWK 713.....Advanced Social Work Practice in the Urban Environment I 3

SWK 707.....Understanding Clinical Assessment and Diagnosis 3

SWK 727.....Supervision in Agency-Based Practice 3

*SWK 773.....Fieldwork and Seminar III 5

Spring Semester

SWK 714.....Advanced Social Work Practice in the Urban Environment II 3

SWK 729.....Administration in Urban Agencies 3

SWK 745.....Social Welfare Policy Practice 3

SWK 747.....Social Work Research II 3

*SWK 774.....Fieldwork and Seminar IV 5

*Students are required to complete 3 full days of fieldwork placement each semester in both their Second and Third Years in the Program.

Track C: Advanced Standing Program

YEAR TWO

Fall Semester

SWK 713.....Advanced Social Work Practice in the Urban Environment I 3

SWK 707.....Understanding Clinical Assessment and Diagnosis 3

SWK 727.....Supervision in Agency-Based Practice 3

*SWK 773.....Fieldwork and Seminar III 5

SWK 680 Special Topics in Social Work *OR* one elective from SWK 681-694 3

Spring Semester

SWK 714.....Advanced Social Work Practice in the Urban Environment II 3

SWK 729.....Administration in Urban Agencies 3

SWK 745.....Social Welfare Policy Practice 3

SWK 747.....Social Work Research II 3

*SWK 774.....Fieldwork and Seminar IV 5

*Students are required to complete 3 full days of fieldwork placement each semester.

Part 1: ADMISSIONS POLICIES AND PROCEDURES

Requirements for Admission

Admission Requirements for all Tracks

Bachelor's degree from an accredited college or university, including 45 liberal arts credits;

- Minimum undergraduate grade point average of 3.0;
- Electronic application to the program, including a personal statement that addresses the student's preparation for the program, career goals and commitment to social work values;
- Three letters of recommendation, at least two of which should be from college faculty and/or professionals in fields related to social work. Letters should address applicant's suitability for the social work profession and preparedness to enter a rigorous academic program;
- Resume;
- An interview may be required.

Additional Admission Requirements for Track C, Advanced Standing Program

In addition to the above, candidates must:

- Have completed a bachelor's degree with a social work major from a social work program accredited by the Council on Social Work Education;
- Have attained a minimum 3.2 cumulative index in the major;
- Include, among the three recommendations, one from the most recent Faculty Advisor or from the Program Director of the baccalaureate social work program, and another recommendation from a fieldwork instructor;
- Complete additional essay questions that focus on an illustration from the field.

Admissions Policies

Policy on Selection of Track and Class Schedules

Students accepted into the MSW Program remain in the same Track (A, B, or C) throughout their time in the Program. All courses require permission to register for the MSW Program.

Policy on Transfer of Credits to the MSW Program

The MSW Program at Lehman College does not accept transfer credits, except the 3-credit elective with approval of the Social Work Graduate Advisor. This policy differs from and takes precedence over the College policy on transfer of graduate credits.

Policy on Life Experience Credit

The program does not grant social work course credit for life experience or previous work experience.

Policy on Non-Matriculated Students

All students in the MSW Program must be matriculated in either Track A, B, or C.

Admissions Procedures

The Graduate Admissions Committee reviews all completed applications. The Committee includes the MSW Program Director, the Admissions Director, the Social Work Graduate Advisor, and at least two full-time faculty members. The MSW Program Director chairs the Committee. Criteria on which applications are evaluated include:

- a) Academic history;
- b) Quality of personal statement, including degree of self-awareness, conceptual ability, understanding of the social work profession, and ability to communicate effectively in writing;
- c) References.
- d) An interview may be required.

Part 2: ACADEMIC, CONTINUATION, AND CLASSROOM POLICIES AND PROCEDURES

Grade Appeals, Probation, and Continuation Criteria

Grade Appeals Procedures

As stated in the current online Lehman College Graduate Bulletin:

A graduate student dissatisfied with his/her course grade should first discuss the situation with the instructor who assigned the grade. If the student is still not satisfied that the grade is fair, he/she should then consult the Graduate Program Advisor for the department in which the course was offered. The Graduate Program Advisor will then attempt to resolve the disagreement.

If the student is still dissatisfied, or if the program Advisor was the instructor who assigned the grade originally, the student should appeal in writing to the department chair. If the chair is the instructor of the course in question, the senior member of the department Personnel and Budget Committee will act for the chair.

The chair will appoint a Graduate Grade Appeal Committee consisting of three faculty members from the department, all of whom have taught graduate courses. The Graduate Program Advisor may not serve on this committee.

The committee will examine all materials relevant to the appeal, submitted by both the instructor and the student, and will prepare a written report of its findings, either sustaining the original grade or recommending a change.

The chair will notify the student, the instructor, and the Office of Graduate Studies of the Committee's decision. If the Committee recommends a grade change, the chair will forward a grade change form reflecting the decision.

Grade appeals must be initiated in the semester following the entry of a permanent grade, and no grades can be changed after the date of graduation. The decision of the Graduate Grade Appeal Committee is binding on all parties.

Academic Probation

As per the Lehman College Graduate Bulletin, the lowest passing grade is a C. Graduate students whose G.P.A. falls between 2.7 and 3.0 will be placed on academic probation. Students on academic probation must raise their G.P.A. to 3.0 within the next semester in order to continue in the MSW program. Graduate students whose G.P.A. remains below 3.0 at the end of the probationary semester will be allowed to continue in the MSW program only upon successful appeal to the Graduate Studies Committee.

Continuation in the MSW Program

Graduate students whose G.P.A. falls below 2.7 will not be eligible for probation and will not be permitted to continue in the MSW program. These students may only continue in the MSW program upon successful appeal to the Graduate Studies Committee. Students who receive less

than a C in Fieldwork and Seminar (SWK 671, 672, 773, 774) may only continue in the MSW program upon successful appeal to the Graduate Studies Committee. Students who receive a failing grade in a course may not continue in any course for which the failed course is a prerequisite. They may enroll in the class for which they received the failing grade in the semester in which it is offered if their G.P.A. meets the criteria for probation and continuation.

G.P.A. Requirement for Graduation

According to the current online Lehman College Graduate Bulletin:

In order to be awarded a Masters degree, a graduate student must finish his/her program with a cumulative grade point average (G.P.A.) of 3.0 (B) or better.

Classroom Policies and Procedures

Policy Regarding Use of Tape-Recorders and Electronic Devices in Classes

Due to the confidential nature of classroom discussions, tape recording in classes is not allowed. Any student who has registered with the Office of Student Disability Services and has a documented need for this accommodation must discuss the need for this accommodation with the classroom instructor. In such cases there must be an agreement about confidentiality of the classroom material.

Beepers, cellular telephones, and all other electronic devices must be turned off during classes and during exams.

Rules and Regulations on Campus Conduct; College Policies, Procedures and Regulations; and CUNY Policy on Academic Integrity

Students who violate rules and regulations on *Campus Conduct; College Policies, Procedures, and Regulations*; or the *CUNY Policy on Academic Integrity*, will be subject to due process guidelines of the Board of Trustees Bylaws, as they appear in the Lehman College Graduate Bulletin and in the Appendix of this *Handbook*. In situations related to conduct or activity encompassed by the College and CUNY Rules and Regulations, the classroom instructor will refer the situation to the Vice-President for 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, of the online 2012-2015 *Lehman College Graduate Bulletin*.

Social Work Department Retention Requirements and Procedures for Review and Termination for Violation of Professional Behavior

All students in the Social Work Programs 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 current***

standing in the Social Work Program. Failure to comply with the Code of Ethics may result in dismissal from the MSW Program.

The faculty of the MSW Program is aware that becoming a professional social worker is a complex process requiring the student to make commitments to the mission of the profession; to the policies of fieldwork agencies; to personal growth and development, including exploration of one's feelings as they pertain to issues of professionalism, diversity, and social justice; and to adhering to the NASW *Code of Ethics*. While most students pursuing social work education will be successful in these areas, there are situations that arise that require the attention of the Retention and Review Committee of the MSW Program.

Purpose of the Retention and Review Committee

The Retention and Review Committee reviews situations that are of a professional, rather than academic nature, or that involve conduct contrary to the rules and regulations of the College and University addressed above. The Retention and Review Committee of the MSW Program reviews situations that have to do with violations of professional or ethical conduct. The Committee can recommend the dismissal of a student from the MSW Program. Students have the right to appeal this decision as described below under *Appeals Procedure*.

Composition of the Retention and Review Committee

The MSW Program Director will convene the Retention and Review Committee, as needed. It should be comprised of three full-time faculty members within the Social Work Department. The MSW Program Director and the Chair of the Social Work Department will not serve on the Committee. The MSW Program Director will designate one of the three faculty members to serve as Committee Chair. Below is the procedure for review.

Procedure for Review

1. The student, in conjunction with the classroom instructor, attempts to resolve any issues prior to being referred for review by the Retention and Review Committee.
2. At any point during the discussions referred to in number one, above, the student or the classroom instructor may invite the student's faculty advisor and, in the case of an issue related to Fieldwork, the Director of Field Education, to facilitate a resolution of the issues. If the classroom instructor is also the student's faculty advisor or is also the Director of Field Education, the student may request another full-time faculty member of the MSW Program to attend. If the issue is related to a classroom situation, a *Compliance Plan and Agreement* will be completed. If the issue is related to Fieldwork, a *Field Education Plan and Agreement* will be completed (see Appendix). This paperwork must be completed with the student before he or she is referred to the Retention and Review Committee unless the situation warrants immediate and direct referral to the Committee.

3. If the student does not comply with the steps outlined in the *Compliance Plan and Agreement* or in the *Field Education Plan and Agreement*, the classroom instructor will make a written request to the MSW Program Director for a review by the Retention and Review Committee.
4. The MSW Program Director will inform the student that he or she will hear from the Committee Chair to discuss a mutually convenient time for the Review and Retention Committee meeting and also provide the student with the written procedure for the review and appeal, as found below.
5. The Chair of the Committee will contact the student and invite the student to provide supporting documents.
6. The Chair of the Committee will distribute all documents to the other members of the Committee. The Chair of the Committee will also invite the following individuals to attend and participate in the discussion at the review meeting:
 - a. The student's current faculty advisor
 - b. An advocate of the student's choosing
 - c. The Director of Field Education (if relevant)
7. Upon completion of the Committee's review and deliberation, Committee members will vote and 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 faculty advisor, and to the MSW Program Director. The Committee can decide whether or not to dismiss the student from the program. In order to ensure timeliness of action, the Committee will not exceed a deliberation period of 14 calendar days. The Committee Chair places supporting documents and a copy of the determination in the student's file.

Appeals Procedure

The student has five school days to submit a written appeal to the Department Chair and the Office of Graduate Studies, where the appeal will be heard. The decision will be final.

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, included in the Appendix of the Lehman College Graduate Bulletin and in the Appendix of this Handbook.

Part 3: ADVISEMENT POLICIES AND PROCEDURES

There are two levels of advisement within the MSW program, and in addition there is advisement by the college's Office of Graduate Studies:

Role of the MSW Graduate Advisor

The *MSW Graduate Advisor* provides professional advisement to help students maximize their potential as graduate social work students and graduate social workers. The Graduate Advisor performs the following:

- assists with registration and program planning
- serves as Faculty Advisor to Track B students during their first year in the Program
- meets with students who are experiencing academic difficulties that may jeopardize their continuation in the Program
- works closely with the College Graduate Advisor in the event that a student is placed on academic probation
- meets with individual students for consultation around planning for employment and post-graduate education.

Note: Students are encouraged to contact the MSW Graduate Advisor as early in the semester as possible if circumstances arise that make it difficult for them to continue in the Program.

Role of the MSW Faculty Advisor

MSW Faculty Advisors are faculty members teaching Fieldwork and Fieldwork Seminar I-IV (SWK 671, 672, 773, 773). Faculty Advisors serve as liaison between students and the professional community and also provide academic advisement for those students in their sections of Fieldwork and Fieldwork Seminar. Students remain in the same section of Fieldwork and Fieldwork Seminar for the two semesters of each academic year. Faculty Advisors guide students through the course of study for the year, including discussion of issues related to academic performance, and write letters of reference for their advisees. As noted in the section above, the MSW Graduate Advisor serves as Faculty Advisor to Track B students during their first year in the Program.

Role of the Graduate Studies Advisor

The College's Graduate Studies Advisor, who supervises the Office of Graduate Studies, is available to clarify policies and procedures related to graduate studies, and helps students through the appeals process if they do not meet the grade point average requirements.

Part 4: STUDENT PARTICIPATION IN DECISION-MAKING AND IN THE FORMULATION OF PROGRAM AND DEPARTMENTAL POLICIES

Students play an important role in decision-making and in the formulation of policies of the Social Work Department. In addition, students are encouraged to participate in college-wide student government activities, See Lehman College/CUNY policies on Extracurricular Activities and Programs in the Appendix of this *Handbook*. Students are represented in the following Departmental committees and meetings:

Social Work Club

The MSW Social Work Club serves as a conduit for exchange of ideas between students and faculty. The Club has a Faculty Advisor, however, it is self-governed. Student representatives participate in various committees including:

Social Work Department Faculty and Administrative Staff Meetings
 Faculty Search Committee
 Departmental Personnel and Budget Committee
 Social Work Department Advisory Committee
 Annual Evaluation of Retention and Review Procedures
 Common Day Committee
 Celebration Committee
 Alumni Activities

In addition, the MSW Club serves as a bridge between graduate and undergraduate students' needs and interests, and the two Clubs sponsor joint activities. These may include activities such as sponsoring guest speakers and conferences; Holiday Toy Drives; fundraisers, such as bake sales to raise money for special projects; and other activities.

Student representatives also consult with the MSW Program Director and the Graduate Advisor about programmatic issues.

In addition to the MSW Social Work Club, students are encouraged to form campus-based clubs reflecting their interests, in accordance with the College policies on Extracurricular Activities and Programs (see Appendix), or to join existing clubs on the campus.

Social Work Department Faculty and Administrative Staff Meetings

Social Work Department meetings are held weekly to discuss student matters, policies, procedures, curriculum, programmatic and professional issues. All full-time Social Work faculty members, as well as the Director and Assistant Director of Field Education, the MSW Admissions Coordinator, and the Undergraduate Program Coordinator are in attendance. Student representatives are invited to attend those meetings that are concerned with policies, procedures, curriculum, and program issues.

Social Work Department Advisory Committee

The function of the Advisory Committee is to address policy and program issues that bridge the graduate and undergraduate Lehman Social Work Programs with educational and professional institutions in the community. The Advisory Committee meets every Fall and Spring semester, and may meet at other times as needed. The Social Work Advisory Committee includes student representatives and representatives from:

- social welfare agencies in the public and private sectors
- public and private social work education programs
- professional and government organizations
- undergraduate and graduate students currently in the Lehman College Social Work Programs
- alumnae/i of the undergraduate and graduate Social Work Programs
- faculty and staff of the Social Work Department
- College faculty and administration

Personnel and Budget Committee

This Departmental committee meets as needed to make recommendations to the College administration on faculty matters, including hiring, re-appointments, tenure, and promotion. Student representatives are also invited to interviews of candidates for faculty and staff positions. While the students are non-voting members, their suggestions are highly valued.

Student Evaluation of Courses, Fieldwork, and the Program

A variety of evaluation instruments are utilized each semester to inform faculty about students' responses to the curriculum and the educational experience. These instruments also offer faculty opportunities at the close of each Spring semester to assess the success of the Program in achieving the Competencies and Practice Behaviors and to assess students' response to the Fieldwork experience. This information is continuously used by the faculty to affirm and improve the educational program. Evaluation instruments include:

- In accordance with College policy, all students complete an anonymous university-wide evaluation of each instructor and course taken. Faculty member review these evaluations during the semester following the evaluation.
- At the close of each semester, all students complete anonymous outcome instruments for each Social Work course taken; these are designed by the Department's Evaluation Committee. These instruments are part of the overall evaluation component of the Social Work Department.
- At the close of the Spring semester of each year, students complete an anonymous evaluation of their achievement of the Competencies and Practice Behaviors of the MSW Program. This is analyzed statistically and utilized by faculty to improve the curriculum.

- At the close of the Spring semester, students complete an evaluation of their fieldwork agency and fieldwork experience. The Director of Field Education takes these recommendations into consideration in determining fieldwork placements for the following year.

Part 5: The MSW CURRICULUM

Foundation Year Curriculum

With its grounding in the liberal arts, the first year of the two-year program, known as the Foundation Year, offers students entering the program with varied academic backgrounds the opportunity to share in a common academic framework as they are introduced to the profession and develop the knowledge, values, and skills that serve as the foundation of ethical and competent professional social work practice. An understanding of social work values and ethics, of diversity, and of diverse urban populations experiencing oppression and deprivation of social and economic justice is necessary for the assessment of, and intervention with, all client systems. Social service agencies and political and economic systems also are the focus of social workers. Students will be educated to practice with respect for others and value human diversity, including clients' age, class, perception of physical appearance, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation.

Foundation Year courses in *Social Work Practice, Human Behavior and the Social Environment, Human Diversity and the Social Environment, Social Welfare Policy, Fieldwork and Fieldwork Seminar, and Social Work Research* combine to offer students content that supports the core competencies of the program and is relevant to the mission and goals, as well as the purposes, values, and ethics of the social work profession. Content related to values and ethics, diversity, and vulnerable urban populations and social and economic justice is integrated in all the courses:

During the Foundation Year students gain an understanding of individuals, families, groups, organizations and communities in the Generalist Social Work Practice sequence and the two courses in the Human Behavior and the Social Environment sequence. Students gain knowledge of the historical and philosophical roots of social welfare and the social work profession, and gain skills in analyzing social welfare policies in the two courses in the Social Welfare Policy sequence. Students are introduced to the importance of research for professional practice and development in Social Work Research, and Fieldwork and Seminar give students the opportunity to utilize their new skills under supervision, and to integrate their learning with their practice.

The entire curriculum is grounded in liberal arts. For example, courses in HBSE utilize theories from human development, psychology, sociology, biology, and environmental studies; practice courses call on research containing information on psychology, sociology, communication arts; policy courses refer to material from history, political science, and economics; research refers to material from sociology, statistics, and computer technology; administration and supervision refer to content from sociology, political science, economics, and communications arts; field education calls on material from communications arts, sociology, political science, and economics. This makes it possible for all students, regardless of whether or not they share the same academic background, to have a common reference point as they understand the mission and goals of our MSW program and fulfill its objectives.

The broad generalist approach of the Foundation Year prepares students for the more intensive second year, the Concentration Year, where the focus of the Lehman College MSW Program is Advanced Generalist Social Work Practice in the Urban Environment.

Competencies and Practice Behaviors of the Foundation Year

Foundation Year Core Competencies and Expected Learning Outcomes (Practice Behaviors)

Program graduates are expected to master the ten core competencies of the Foundation Year, listed below (left column) and integrate and apply these competencies in their associated professional practice behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, and values-based learning outcomes.

Competencies	Expected Learning Outcomes (Practice Behaviors)
1. Identify as a professional social worker and conduct oneself accordingly	1. Identify need and advocate for client access to the services of social work. 2. Practice personal reflection and demonstrate positive change that assures continual professional development. 3. Recognize and attend to professional roles and boundaries. 4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context. 5. Engage in career-long learning. 6. Utilizes supervision and consultation.
2. Apply social work ethical principles to guide professional practice.	7. Recognize and manage personal values in a way that allows professional values to guide practice. 8. Make ethical decisions by applying the standards of the “Code of Ethics of the National Association of Social Workers” and, as applicable, the “Ethics in Social Work, Statement of Principles” of the International Federation of Social Workers/International Association of Schools of Social Work. 9. Tolerate ambiguity in resolving ethical conflicts. 10. Apply strategies of ethical reasoning to arrive at principled decisions.
3. Apply critical thinking to inform and communicate professional judgments.	11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. 12. Analyze models of assessment, prevention, intervention, and evaluation. 13. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.
4. Engage diversity and difference in practice in	14. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize

<p>the urban environment. <i>including clients' age, class, perception of physical appearance, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation.</i></p>	<p>potential; oppress, marginalize, or alienate; and create or enhance privilege and power. 15. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups. 16. Recognize and communicate an understanding of the importance of differences in shaping life experiences. 17. Utilize themselves as learners and engage those with whom they work.</p>
<p>5. Advance human rights and social and economic justice.</p>	<p>18. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment. 19. Advocate for human rights and social and economic justice. 20. Participate in practices that advance social and economic justice.</p>
<p>6. Engage in research-informed practice and practice-informed research.</p>	<p>21. Use practice experience to inform scientific inquiry. 22. Use research evidence to inform practice.</p>
<p>7. Apply knowledge of human behavior and the social environment.</p>	<p>23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation. 24. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.</p>
<p>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p>	<p>25. Analyze, formulate and advocate for policies that advance social well-being. 26. Collaborate with colleagues and clients for effective policy action.</p>
<p>9. Respond to contexts that shape practice in the urban environment.</p>	<p>27. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. 28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>
<p>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and</p>	<p>29. Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities. 30. Use empathy and other interpersonal skills. 31. Develop a mutually agreed-on focus of work and desired outcomes.</p>

communities.	32. Collect, organize, and interpret client data. 33. Assess client strengths and limitations. 34. Develop mutually agreed-on intervention goals and objectives. 35. Select appropriate intervention strategies. 36. Initiate actions to achieve client and organizational goals. 37. Implement prevention strategies and enhance client capacities. 38. Help clients resolve problems. 39. Negotiate, mediate, and advocate for clients. 40. Facilitate transitions and endings. 41. Social workers critically analyze, monitor, and evaluate interventions.
--------------	--

Advanced Year Curriculum

Through the *Advanced Generalist Curriculum* of the *Concentration Year*, students become competent in working with diverse urban populations who are at risk as they face not only personal problems but also a variety of social problems commonly found in the cities. The curriculum prepares students for leadership positions in urban social work agencies and organizations. During the Advanced Year, all students take two courses in Advanced Generalist Practice in the Urban Environment, where they focus on practice with systems of all sizes with greater depth, breadth, and specificity. The course Clinical Assessment and Diagnosis stresses bio-psycho-social-cultural issues of diverse urban populations. In addition, students take the course, Policy Practice; a second course on Social Work Research; a course on Supervision and one on Administration; and an elective. Two semesters of Fieldwork and Fieldwork Seminar during the Concentration Year provide all students with opportunities for assignments in direct practice with systems of various sizes, in agency administration and supervision, and in policy practice.

The second practice course, Advanced Generalist Practice in the Urban Environment II includes a capstone assignment that requires students to use critical thinking skills as they integrate the learning that has taken place in all their courses, including their fieldwork experience.

This comprehensive curriculum provides the scope of professional knowledge, values, and skills that is necessary for social workers who work in underserved urban areas. Many community agencies in this and other urban areas are understaffed and supervision is not available for staff. . .in fact, new MSW's are often expected to provide supervision. Our curriculum is designed to develop students' abilities to work effectively with a variety of responsibilities and with the spectrum of diverse urban populations, and ultimately to do so with a high degree of autonomy. Many community agencies also are in need of staff with administrative skills. There is a need in this community to work on a political level to advance policies reflecting social and economic justice, particularly in areas where there are large numbers of new immigrant groups and other vulnerable population groups. The curriculum is designed to provide graduates with the understanding and skills needed to achieve greater social and economic justice for all groups. Research efforts are minimal in many community agencies and the curriculum is designed to facilitate graduates' abilities to both utilize and conduct research that develops social work

knowledge and improves the effectiveness of social work practice, policies, and programs. In sum, students are prepared to assume leadership positions in urban social work agencies.

Conceptualization of Advanced Generalist Practice

The Lehman College MSW program, located in The Bronx, New York, utilizes an *Advanced Generalist Practice* approach for the Advanced Year. Building on the generalist perspective of the Foundation Year and the liberal arts, the advanced generalist curriculum prepares students for competent and ethical advanced generalist practice in this urban community.

Our MSW Program conceptualizes the advanced generalist practice approach as a synthesis of advanced social work knowledge, advanced skills, and a deeper commitment to the values that underpin the profession. While advanced generalist practice is a universally effective approach, it is uniquely suited for work in the urban community of the Bronx, which, as other urban environments, is complex, diverse, and ever-changing. This approach facilitates the fulfillment of the mission of our program, as it prepares practitioners for leadership in diverse fields of practice, to utilize the range of practice methodologies, and to intervene with a variety of client systems. This approach fosters both critical thinking and the capacity for creativity in responding to the needs of clients and the complex community.

This community is a multidimensional environment consisting of often conflicting priorities, values, and mandates. It is therefore essential that social workers in this urban community, are prepared to practice effectively, creatively, and with an ever-increasing degree of confidence and autonomy in a variety of contexts.

Advanced generalist social workers perform the full range of social work activities and master the knowledge, values, and skills that enable them to assume leadership roles in the community. They seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including roles as clinicians, supervisors, administrators, policy practitioners, and researchers. Advanced generalist practitioners are aware of the critical linkages between practice and policy, and in their capacity as policy practitioners they are prepared to work to advocate for policies that promote social justice. They are aware that the role of the social worker is always a process of learning, exploration, and continuing analysis in an often challenging environment.

Competencies and Practice Behaviors of the Advanced Year

The advanced year curriculum builds on the foundation year curriculum to provide students with a body of knowledge, values, and skills to function as advanced practitioners in the urban environment.

Advanced Year Competencies And Practice Behaviors (additional advanced year practice behaviors are bolded)

Competencies	Expected Learning Outcomes (Practice Behaviors)
1. Identify as a professional social worker and conduct oneself accordingly	1. Identify need and advocate for client access to the services of social work. 2. Practice personal reflection and demonstrate positive change that assures continual professional development. 3. Recognize and attend to professional roles and boundaries. 4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context. 5. Engage in career-long learning. 6. Utilize supervision and consultation. 7. Provide effective supervision and consultation within the context of agency-based practice. 8. Demonstrate an integration, and autonomous use of social work knowledge, skills, and values essential for advanced generalist practice in the urban environment.
2. Apply social work ethical principles to guide professional practice.	9. Recognize and manage personal values in a way that allows professional values to guide practice. 10. Make ethical decisions by applying the standards of the “Code of Ethics of the National Association of Social Workers” and, as applicable, “Ethics in Social Work, Statement of Principles” of the International Federation of Social Workers/International Association of Schools of Social Work. 11. Tolerate ambiguity in resolving ethical conflicts. 12. Apply strategies of ethical reasoning to arrive at principled decisions. 13. Provide leadership in articulating and resolving ethical dilemmas as they arise in agency-based practice and policy practice.
3. Apply critical thinking to inform and communicate professional judgments.	14. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. 15. Analyze models of assessment, prevention, intervention, and evaluation. 16. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues. 17. Provide leadership in communicating knowledge of advanced generalist social work practice in urban agencies.
4. Engage diversity and difference in practice in the urban environment, including clients’ age,	18. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power. 19. Be sufficiently self-aware to eliminate the influence of personal

<p>class, perception of physical appearance, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation..</p>	<p>biases and values in working with diverse groups. 20. Recognize and communicate an understanding of the importance of differences in shaping life experiences. 21. Utilize themselves as learners and engage those with whom they work. 22. Demonstrate the knowledge, skills and values essential for advanced generalist social work in agency-based practice with diverse urban populations, recognizing their inherent strengths and resilience.</p>
<p>5. Advance human rights and social and economic justice.</p>	<p>23. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment. 24. Advocate for human rights and social and economic justice. 25. Participate in practices that advance social and economic justice. 26. Exercise leadership in efforts to advances human rights and social and economic justice in work with individuals, families, groups, organizations, and urban communities.</p>
<p>6. Engage in research-informed practice and practice-informed research.</p>	<p>27. Use practice experience to inform scientific inquiry. 28. Use research evidence to inform practice. 29. Apply research findings to practice with diverse urban clients.</p>
<p>7. Apply knowledge of human behavior and the social environment.</p>	<p>30. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation. 31. Critique and apply knowledge to understand person and environment, with emphasis on the urban context. 32. Apply conceptual frameworks of human behavior and the social environment, supported by empirical evidence, for practice with a broad range of diverse urban populations, organizations and communities.</p>
<p>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services</p>	<p>33. Analyze, formulate and advocate for policies that advance social well-being. 34. Collaborate with colleagues and clients for effective policy action. 35. Critically analyze the sociopolitical factors that shape agency policy and the delivery of services to the range of urban populations. 36. Exercise leadership in policy practice to advance social and economic well-being and to deliver effective social work services to urban populations.</p>
<p>9. Respond to contexts that shape practice in the urban environment</p>	<p>37. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. 38. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>

	<p>39. Apply the knowledge, values, and skills of advanced generalist practice when responding to the broad range of urban social issues addressed in agency-based practice.</p> <p>40. Demonstrate the knowledge, values, and skills of advanced generalist practice in the performance of administrative tasks in urban agencies.</p>
<p>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p>	<p>41. Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities.</p> <p>42. Use empathy and other interpersonal skills.</p> <p>43. Develop a mutually agreed-on focus of work and desired outcomes.</p> <p>44. Collect, organize, and interpret client data.</p> <p>45. Assess client strengths and limitations.</p> <p>46. Develop mutually agreed-on intervention goals and objectives.</p> <p>47. Select appropriate intervention strategies.</p> <p>48. Initiate actions to achieve client and organizational goals.</p> <p>49. Implement prevention strategies and enhance client capacities.</p> <p>50. Help clients resolve problems.</p> <p>51. Negotiate, mediate, and advocate for clients.</p> <p>52. Facilitate transitions and endings.</p> <p>53. Social workers critically analyze, monitor, and evaluate interventions.</p> <p>54. Exercise advanced skills in the engagement of the broad range of diverse clients in our complex urban environment.</p> <p>55. Utilize advanced assessment skills guided by knowledge of various theoretical frameworks and research in determining and providing services to a range of client systems.</p> <p>56. Demonstrate advanced intervention skills, guided by social work knowledge and values, with the range of client systems encountered in urban agency-based practice.</p> <p>57. Exercise leadership in evaluating social issues and social welfare policies impacting clients and agencies in the urban environment.</p>

Organization of the Curriculum (see note below)

The curriculum is developed and organized as a coherent and integrated whole so that students are well-prepared to fulfill the goals of the program and implement its objectives. Courses are organized in sequences in order to provide a framework for broadening and deepening students' understanding of conceptual material, for developing self-awareness and a full understanding of the values of the profession and of ethical behavior for professional practice as described in the *Code of Ethics* of NASW, and for developing professional skills.

Note: All 3-credit MSW courses are 3-hour hybrid courses, requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.

Foundation (1st Year) Curriculum

All two-year students will take the following sequences and courses during the foundation year:

Human Behavior and the Social Environment:

SWK 605: *Human Behavior and the Social Environment (3 credits)*
 SWK 606: *Human Diversity and the Social Environment (3 credits)*

Social Work Practice:

SWK 611: *Generalist Social Work Practice I (3 credits)*
 SWK 612: *Generalist Social Work Practice II (3 credits)*

Social Work Research:

SWK 646: *Social Work Research I (3 credits)*

Social Welfare Policy:

SWK 639: *Social Welfare Institutions and Programs (3 credits)*
 SWK 643: *Social Welfare Policy Analysis (3 credits)*

Fieldwork and Fieldwork Seminar:

SWK 671: *Fieldwork and Fieldwork Seminar I (5 credits)*
 SWK 672: *Fieldwork and Fieldwork Seminar II (5 credits)*

Advanced (2nd Year) Curriculum

All second year and advanced standing students will take the following sequences and courses during the advanced year:

Human Behavior and the Social Environment:

SWK 707: *Understanding Clinical Assessment (3 credits)*

Social Work Practice:

SWK 713: *Advanced Generalist Practice in the Urban Environment I (3 credits)*
 SWK 714: *Advanced Generalist Practice in the Urban Environment II (3 credits)*

Social Work Research:

SWK 747: *Social Work Research II (3 credits)*

Social Welfare Policy:

SWK 745: *Social Welfare Policy Practice (3 credits)*

Supervision and Administration:

SWK 727: *Supervision in Agency-Based Practice (3 credits)*
 SWK 729: *Administration in Urban Agencies (3 credits)*

Elective:

SWK 680: *Special Topics in Social Work OR SWK 681-694*

Fieldwork and Fieldwork Seminar:

SWK 773: *Fieldwork and Fieldwork Seminar III (5 credits)*
 SWK 774: *Fieldwork and Fieldwork Seminar IV (5 credits)*

TYPICAL PROGRAM, WITH PRE- AND CO-REQUISITES
YEAR ONE
Fall Semester, 14 credits

Course Number and Course Title	No. of Credits	Pre-Requisites <i>(Course Number and Course Title)</i>	Co-Requisites <i>(Course Number and Course Title)</i>	Pre- OR Co-Requisites <i>(Course Number and Course Title)</i>
SWK 611: Generalist Social Work Practice I	3		SWK 671: <i>Fieldwork and Seminar I</i>	
SWK 605: Human Behavior and the Social Environment	3			
SWK 639: Social Welfare Institutions and Programs	3			
SWK 671: Fieldwork and Seminar I	5		SWK 611: <i>Generalist Social Work Practice I</i>	

Spring Semester - 17 credits

Course Number and Course Title	No. of Credits	Pre-Requisites <i>(Course Number and Course Title)</i>	Co-Requisites <i>(Course Number and Course Title)</i>	Pre- OR Co-Requisites <i>(Course Number and Course Title)</i>
SWK 612: Generalist Social Work Practice II	3	SWK 611: <i>Generalist Social Work Practice I</i>	SWK 672: <i>Fieldwork and Seminar II</i>	
SWK 606: Human Diversity and the Social Environment	3	SWK 605: <i>Human Behavior and the Social Environment</i>		
SWK 643: Social Welfare Policy Analysis	3	SWK 639: <i>Social Welfare Institutions and Programs</i>		
SWK 646: Social Work Research I	3			
SWK 672: Fieldwork and Seminar II	5	SWK 671: <i>Fieldwork and Seminar I</i>	SWK 612: <i>Generalist Social Work Practice II</i>	

(Note: Courses will be offered only during the semester indicated)

YEAR TWO
Fall Semester - 17 Credits

Course Number and Course Title	No. of Credits	Pre-Requisites <i>(Course Number and Course Title)</i>	Co-Requisites <i>(Course Number and Course Title)</i>	Pre- OR Co-Requisites <i>(Course Number and Course Title)</i>
SWK 713: Advanced Social Work Practice in the Urban Environment I	3	SWK 612: <i>Generalist Social Work Practice II</i> SWK 672: <i>Fieldwork and Seminar II</i>	SWK 727: <i>Supervision in Agency-Based Practice</i> SWK 773: <i>Fieldwork and Seminar III</i>	SWK 707: <i>Understanding Clinical Assessment</i>
SWK 707: Understanding Clinical Assessment	3	SWK 606: <i>Human Diversity and the Social Environment</i>	SWK 611: <i>Generalist Social Work</i> and SWK 671: <i>Fieldwork and Seminar I</i> OR SWK 713: <i>Advanced Social Work Practice in the Urban Environment I</i> and SWK 773: <i>Fieldwork and Seminar III</i>	
SWK 727: Supervision in Agency-Based Practice	3		SWK 713: <i>Advanced Social Work Practice in the Urban Environment I</i> SWK 773: <i>Fieldwork and Seminar III</i>	SWK 707: <i>Understanding Clinical Assessment,</i>
SWK 747: Social Work Research II	3	SWK 646: <i>Social Work Research I</i>		
SWK 773: Fieldwork and Seminar III	5	SWK 612: <i>Generalist Social Work Practice II</i> SWK 672: <i>Fieldwork and Seminar II</i>	SWK 713: <i>Advanced Social Work Practice in the Urban Environment I</i> SWK 727: <i>Supervision in Agency-Based Practice</i>	SWK 707: <i>Understanding Clinical Assessment</i>

(Note: Courses will be offered only during the semester indicated)

YEAR TWO
Spring Semester - 17 credits

Course Number and Course Title	No. of Credits	Pre-Requisites <i>(Course Number and Course Title)</i>	Co-Requisites <i>(Course Number and Course Title)</i>	Pre- OR Co-Requisites <i>(Course Number and Course Title)</i>
SWK 714: Advanced Social Work Practice in the Urban Environment II	3	SWK 713: <i>Advanced Social Work Practice in the Urban Environment I</i> SWK 747: <i>Social Work Research II</i> SWK 773: <i>Fieldwork and Seminar III</i>	SWK 729: <i>Administration in Urban Agencies</i> SWK 774: <i>Fieldwork and Seminar IV</i> SWK 745: <i>Social Welfare Policy Practice</i>	
SWK 729: Administration in Urban Agencies	3	SWK 727: <i>Supervision in Agency-Based Practice</i> SWK 747: <i>Social Work Research II</i>	SWK 714: <i>Advanced Social Work Practice in the Urban Environment II</i> SWK 745: <i>Social Welfare Policy Practice</i> SWK 774: <i>Fieldwork and Seminar IV</i>	
SWK 745: Social Welfare Policy Practice	3	SWK 612: <i>Generalist Practice II</i> SWK 672: <i>Fieldwork and Seminar II</i> SWK 643: <i>Social Welfare Policy Analysis</i>	SWK 714: <i>Advanced Social Work Practice in the Urban Environment II</i> SWK 774: <i>Fieldwork and Seminar IV</i> SWK 727: <i>Supervision in Agency-Based Practice</i>	
SWK 774: Fieldwork and Seminar IV	5	SWK 713: <i>Advanced Social Work Practice in the Urban Environment I</i> SWK 773: <i>Fieldwork and Seminar III</i> SWK 747: <i>Social Work Research II</i>	SWK 714: <i>Advanced Social Work Practice in the Urban Environment II</i> SWK 729: <i>Administration in Urban Agencies</i> SWK 745: <i>Social Welfare Policy Practice</i>	
SWK 680: Special Topics in Social Work or 1 course from SWK681-694	3			

(Note: Courses will be offered only during the semester indicated)

(Note: Courses will be offered only during the semester indicated)

Optional Certification

Preparation for Credentialed Alcoholism and Substance Abuse Counselor (CASAC) Certificate

The Department of Social Work has been designated by the New York State Office of Alcoholism and Substance Abuse Services (OASAS) as an *Education and Training Provider* for MSW students who wish to obtain credentialing as a Credentialed Alcoholism and Substance Abuse Counselor. Lehman College M.S.W. **students in Tracks A and B** who complete the full MSW curriculum plus the following requirements will have completed all *educational requirements* for the CASAC-T in New York State and will be issued the OASAS CASAC 350-Hour Standardized Certificate of Completion by the Lehman College Social Work Department:

- 1) Successful completion of the following 2 social work elective courses at Lehman College
 - SWK 688: Social Work Practice with Substance Abusing Clients in the Urban Environment
 - SWK 692: Social Work and Substance Abuse: Theories and Interventions

- 2) Completion of the New York State mandated two-hour training, “Identification and Reporting of Child Abuse and Maltreatment.” Training is offered by the Social Work Department each Spring semester; if completed elsewhere, a certificate of completion must be presented to the Lehman College Social Work Department.

Other requirements for the CASAC will include:

- Work experience in the field of substance abuse;
- Successful completion of the N.Y. State CASAC credentialing examination;
- Submission of an application and required fee to OASAS Credentialing Unit staff.

Arrangements to meet those requirements will be made individually by the student with the N.Y. State Office of Alcoholism and Substance Abuse Services (OASAS).

Track C students who completed the undergraduate Social Work major at Lehman College after 2008 and who did not complete SWK 251: Introduction to Social Work Practice with Substance Abusing Clients **and** SWK 351: Theories and Social Work Practice Interventions with Substance Abusing Clients, will be eligible for the CASAC-T after completing SWK 688 and SWK 692 in the M.S.W. program. **Track C students** who completed the undergraduate Social Work major at Lehman College after 2008 and who did complete SWK 251: Introduction to Social Work Practice with Substance Abusing Clients **and** SWK 351: Theories and Social Work Practice Interventions with Substance Abusing Clients, can receive the CASAC-T through the undergraduate program.

The arrangement between the Lehman College Social Work Program and OASAS is based on the curriculum provided to students in our undergraduate and graduate programs.

Track C students who completed the undergraduate Social Work major in another college will not have had the full curriculum at Lehman and will not be eligible for the CASAC-T through the Social Work Department.

Part 6: COLLEGE RESOURCES

The College provides a range of resources that may be helpful to students. Additional information about these and other resources are available on the College website at www.Lehman.edu. The resources that are briefly described here include:

<i>APEX</i>	<i>MSW Academic Support Center</i>	<i>Library</i>
<i>Career Counseling</i>	<i>Information Technology Center</i>	<i>Parking</i>
<i>Child Care Center</i>	<i>Instructional Support Services Program</i>	<i>Health Center</i>
<i>Counseling Center</i>	<i>Student Disability Services</i>	<i>Student Life</i>

APEX

The APEX, the Athletics and Physical Education Complex at Lehman College is a state-of-the-art physical education/athletics and recreational facility. It features a fully equipped fitness center, an extensive free weight room supervised by an exercise physiologist, an auxiliary gym, a swimming pool, four racquetball courts, an indoor track, an aerobics/dance studio, a ballet studio for teaching and performances, and five outdoor tennis courts. The APEX is free of charge to all currently registered students (except students participating in the Continuing Education Program). Call (718) 960-1117 for further information.

Career Counseling

Individuals have the opportunity to discuss career planning issues, resumes and cover letters, search strategies, and other career related topics. All personal information will be kept confidential. Workshops are also offered. Call (718) 960-8366 for more information.

Child Care Center

The Child Care Center is committed to providing an environment where a child's growth is supported and stimulated in all areas of development. It is rich with experiences in Art, Music, Movement, Science, Language Arts, and Math, with plenty of room for nurturing individual interests. Eligibility to use the Child Care Center is contingent upon the parent's current enrollment as a matriculated student at Lehman College. The Child Care Center offers rates which are designed for students attending college and are below the market rate. There is a

Federal Grant (based on family size and income) available for qualifying students which will help with tuition; however, it will not cover the entire amount and is not a guaranteed grant.

Counseling Center

The Lehman College Counseling Center offers a variety of services in English and Spanish, including confidential individual and group counseling, crisis intervention, consultations, and referrals to campus services and outside mental health agencies. Screening evaluations for depression, anxiety, bipolar disorder, post-traumatic stress disorder, eating disorder and alcohol abuse are also offered. Services are free to all Lehman College students and are provided by qualified professionals. In addition, personal development workshops and educational support groups for students are offered: The Counseling Center is located in the Old Gym Building, next to the Library; phone number is 718-960-8761.

Student Disability Services

Students with disabilities may register with the Office of Student Disability Services, which is located in Shuster Hall, Room 238. The main entrance on Goulden Avenue is equipped with a ramp that enables the wheelchair assisted and others with mobility impairments to gain access to all offices. The elevator is equipped with keypads that contain Braille coding. The Office of Student Disability Services provides a broad range of assistive technology for students who provide documentation of a disability. Services include advocacy; advisement; assistance during registration; individual test administration, both timed and unlimited; tutoring, note-taking, provision of technical equipment, and referrals to outside agencies. The Office of Student Disability Services also arranges for the hiring of trained specialists, such as sign language interpreters, note-takers, proctors, and learning disability specialists.

Specialized technical equipment is available for students who are deaf and hard-of-hearing, visually impaired and those with learning disabilities. The equipment includes computers with specialized software, such as JAWS, LP Windows, and Windows Eyes. When indicated, students are referred to agencies such as the Office of Vocational and Educational Services for Individuals with Disabilities, the Commission for the Blind and Visually Handicapped, the International Center for the Disabled, and the New York State Reader's Aid Program.

It is the responsibility of the student registered with the Office of Student Disability Services to notify instructors for each course taken at the start of each semester so that accommodations can be planned. Notification must include a letter from the Disability Services Office, which is given to the instructor by the student.

Information Technology Center

Located in Carman Hall, the Information Technology Center has over 100 freestanding computers for students to use on a first-come, first-served basis. Other computers available for student use on a first-come, first-served basis can be found in the Library and in the Student Life Building.

Instructional Support Services Program (ISSP)

The Instructional Support Services Program (ISSP) provides tutoring, workshops, and additional resources to support classroom learning. The Academic Support Center for Excellence (ACE) offers workshops and tutoring for students who seek to improve their proficiency in writing, reading, and research. ACE's staff of peer tutors and skills specialists work with students at all academic levels. PLATO learning software is also available at ACE's computer center for students who want to improve their writing and language skills. ACE is located in the Old Gym Building (next to the Library), Room 205. The phone number is 718-960-8175.

Library

The Leonard Lief Library is housed in a modern four-story building located adjacent to the Concert Hall. Named for the first President of Lehman College, the Library is equipped with a fully automated CUNY-wide catalog and circulation system, electronic databases and Internet workstations. The open stack book collection now contains 530,000 books and is supplemented by 500,000 microform items. The Library subscribes to 1,500 periodicals and is a designated depository for state and federal government documents. The Library is open to all currently enrolled students, faculty and staff of Lehman College and any currently enrolled student in any of the other CUNY Colleges. Lehman alumni can also enter the library with the appropriate ID cards. Government Publications may be viewed by the public. Copy machines are located in the café, directly to the left of the entrance of the Library.

MSW Academic Support Center

The Academic Support Center, located in Carman Hall, Room B-18, provides support for development of academic skills. Students are encouraged to contact the Academic Support Center Coordinator for an appointment (718-960-8854.)

The Center also provides Lehman College MSW students with preparation for the New York State Licensed Master Social Worker (LMSW) exam. Small groups, and weekend and evening workshops are available to students in all Tracks. All students are encouraged to sign up for workshops during their final year in the Program.

There is no charge to students for services through the MSW Academic Support Center.

Parking

Parking facilities are available for students in the Student Lot on Goulden Avenue, along the Reservoir. Parking stickers may be purchased in Shuster Hall, Room 080.

Health Center

The Student Health Center is a primary health care facility available to all Lehman College students with a valid ID. Most of the services are *free of charge* due to the student activity fee included in your tuition. Other services are available for a small fee. The team of providers is

experienced in treating common medical problems, offering initial diagnosis and treatment for a broad spectrum of illnesses and injuries with appropriate follow-up care. The Medical Director provides clinical leadership for the staff. The Health Center Director is a Physician's Assistant and the Women's Health provider is a Nurse Practitioner. A Health Educator offers health education and counseling to students in one-to-one sessions, class lectures, workshops and on-campus outreach events. The Medical Administrative Assistant is trained in the health-service needs of the adult population.

Student Life

Student life at Lehman College is enriched by its many student clubs and organizations, which celebrate the cultural, intellectual, and spiritual diversity of Lehman College. Joining or forming a club or organization gives all students the opportunity to become involved in campus life, to develop leadership potential, and to interact with fellow students and faculty members. Students interested in starting a new campus organization are encouraged to discuss this with the staff of the Student Activities Office. Clubs provide a forum for their members and help create an awareness of the diversity of Lehman's student body. Each year, the college Club Fair, organized by the Office of Student Activities, gives all students the opportunity to get to know, join, and interact with the various clubs and organizations, to appreciate differences, and to find common ground. Directories of current organizations are available in the Student Activities Office.

Alumni Activities

Graduates of our program are encouraged to participate in the Alumni activities sponsored by Lehman College. This provides a vehicle for renewing friendships and for networking. In addition, the faculty is always eager to know how and what you are doing. We also would like to know how we can reach you. Follow-up questionnaires are sent out periodically, and since many of our graduates move after becoming social workers, we would appreciate it if you could let us know your address and *keep in touch with us!*

Part 7: ADDITIONAL TRAINING FOR MSW STUDENTS

Training for Identification and Reporting of Child Abuse and Maltreatment

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

As an alternative, students can take the training elsewhere or online; however that will be at the student's own expense. The Certificate of Completion must be given to the MSW Program Director in Carman Hall, B-18 no later than May 1st prior to graduation. Since it may take several weeks to receive the Certificate of Completion, students who take the training online or elsewhere should arrange to do it early enough so that graduation is not delayed.

Students who already have a valid Certificate of Completion are not required to repeat the training, but must provide a copy of their Certificate to the MSW Program Director in Carman Hall, B-18 no later than May 1st. Students may choose to repeat the training.

The New York State Licensing Exams

LMSW Exam

Students who earn their MSW degree will have completed all requirements and be eligible to take the New York State licensing exam for the Licensed Master Social Worker (LMSW).

LCSW Exam

Students in Tracks A and B who complete the two-year and three-year curriculum and earn their MSW degree will have met the educational requirements for the New York State licensing exam for the Licensed Clinical Social Worker (LCSW). Advanced Standing Students (Track C) will need to take one additional course designated as having clinical content. This can be accomplished by taking one additional elective course in the Lehman College MSW program, or it can be completed at a later time. The additional course can also be taken at another accredited MSW program which has identified certain courses with approved clinical content by the New York State Department of Education. Please note that the New York State Education Department has established additional post-graduate clinical supervision requirements to be eligible to take the LCSW exam; those requirements must be met after graduation.

Preparation for the LMSW Licensing Exam

In order to help students prepare for the LMSW licensing exam, Lehman College provides a program for licensing preparation for its own MSW students through the MSW Academic Support Center. There is no charge to students for this preparation program. While it is not required, most people find it useful and participation is strongly recommended. Alumni of the Lehman MSW program are also invited to participate in the program.

SECTION II

Field Education Manual

Field Education Overview

All students in the MSW Program must complete an internship providing a range of social work services under the supervision of a qualified fieldwork instructor. This fieldwork has been called the “signature pedagogy” of social work education.

According to the Council on Social Work Education, the national accrediting body for social work education:

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect 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 the 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 the criteria by which students demonstrate the achievement of Program competencies. (2008)

The Lehman College Department of Social Work provides students with fieldwork opportunities in social service agencies and organizations in the greater New York City area and neighboring counties. Fieldwork placements are arranged through the Field Education office of the Social Work Department.

Note: All graduate Social Work students are required to schedule at least two full days of their total of 21 hours per week during regular agency hours between Monday and Friday.

Contact Information:

Mr. Peter Niedt, MSW, Director of Field Education
Carman Hall, Room B-16
718.960.7749
peter.niedt@lehman.cuny.edu

Julie Aquilato, Assistant Director of Field Education
Carman Hall, Room B-16
718.960.7249
julie.aquilato@lehman.cuny.edu

Part 1: CURRICULUM FOR FIELD EDUCATION

Foundation Year Curriculum

With its grounding in the liberal arts, the first year of the two-year program, known as the Foundation Year, offers students entering the program with varied academic backgrounds the opportunity to share in a common academic framework as they are introduced to the profession and develop the knowledge, values, and skills that serve as the foundation of ethical and competent professional social work practice. An understanding of social work values and ethics, of diversity, and of diverse urban populations experiencing oppression and deprivation of social and economic justice is necessary for the assessment of, and intervention with, all client systems. Social service agencies and political and economic systems also are the focus of social workers. Students will be educated to practice with respect for others and value human diversity, including clients' age, class, perception of physical appearance, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation.

Foundation Year courses in *Social Work Practice, Human Behavior and the Social Environment, Human Diversity and the Social Environment, Social Welfare Policy, Fieldwork and Fieldwork Seminar, and Social Work Research* combine to offer students content that supports the core competencies of the program and is relevant to the mission and goals, as well as the purposes, values, and ethics of the social work profession. Content related to values and ethics, diversity, and vulnerable urban populations and social and economic justice is integrated in all the courses:

During the Foundation Year students gain an understanding of individuals, families, groups, organizations and communities in the Generalist Social Work Practice sequence and the two courses in the Human Behavior and the Social Environment sequence. Students gain knowledge of the historical and philosophical roots of social welfare and the social work profession, and gain skills in analyzing social welfare policies in the two courses in the Social Welfare Policy sequence. Students are introduced to the importance of research for professional practice and development in Social Work Research, and Fieldwork and Seminar give students the opportunity to utilize their new skills under supervision, and to integrate their learning with their practice.

The entire curriculum is grounded in liberal arts. For example, courses in HBSE utilize theories from human development, psychology, sociology, biology, and environmental studies; practice courses call on research containing information on psychology, sociology, communication arts; policy courses refer to material from history, political science, and economics; research refers to material from sociology, statistics, and computer technology; administration and supervision refer to content from sociology, political science, economics, and communications arts; field education calls on material from communications arts, sociology, political science, and economics. This makes it possible for all students, regardless of whether or not they share the same academic background, to have a common reference point as they understand the mission and goals of our MSW program and fulfill its objectives.

The broad generalist approach of the Foundation Year prepares students for the more intensive second year, the Concentration Year, where the focus is on Advanced Generalist Social Work Practice in the Urban Environment.

Advanced Year Curriculum

Through the *Advanced Generalist Curriculum* of the *Concentration Year*, students become competent in working with diverse urban populations who are at risk as they face not only personal problems but also a variety of social problems commonly found in the cities. The curriculum prepares students for leadership positions in urban social work agencies and organizations. During the Advanced Year, all students take two courses in Advanced Generalist Practice in the Urban Environment, where they focus on practice with systems of all sizes with greater depth, breadth, and specificity. The course Clinical Assessment and Diagnosis stresses bio-psycho-social-cultural issues of diverse urban populations. In addition, students take the course, Policy Practice; a second course on Social Work Research; a course on Supervision and one on Administration; and an elective. Two semesters of Fieldwork and Fieldwork Seminar during the Concentration Year provide all students with opportunities for assignments in direct practice with systems of various sizes, in agency administration and supervision, and in policy practice.

The second practice course, Advanced Generalist Practice in the Urban Environment II includes a capstone assignment that requires students to use critical thinking skills as they integrate the learning that has taken place in all their courses, including their fieldwork experience.

This comprehensive curriculum provides the scope of professional knowledge, values, and skills that is necessary for social workers who work in underserved urban areas. Many community agencies in this and other urban areas are understaffed and supervision is not available for staff...in fact, new MSW's are often expected to provide supervision. Our curriculum is designed to develop students' abilities to work effectively with a variety of responsibilities and with the spectrum of diverse urban populations, and ultimately to do so with a high degree of autonomy. Many community agencies also are in need of staff with administrative skills. There is a need in this community to work on a political level to advance policies reflecting social and economic justice, particularly in areas where there are large numbers of new immigrant groups and other vulnerable population groups. The curriculum is designed to provide graduates with the understanding and skills needed to achieve greater social and economic justice for all groups. Research efforts are minimal in many community agencies and the curriculum is designed to facilitate graduates' abilities to both utilize and conduct research that develops social work knowledge and improves the effectiveness of social work practice, policies, and programs. In sum, students are prepared to assume leadership positions in urban social work agencies.

Conceptualization of Advanced Generalist Practice

The Lehman College MSW program, located in The Bronx, New York, utilizes an *Advanced Generalist Practice* approach for the Advanced Year. Building on the generalist perspective of the Foundation Year and the liberal arts, the advanced generalist curriculum prepares students for competent and ethical advanced generalist practice in this urban community.

Our MSW Program conceptualizes the advanced generalist practice approach as a synthesis of advanced social work knowledge, advanced skills, and a deeper commitment to the values that underpin the profession. While advanced generalist practice is a universally effective approach, it is uniquely suited for work in the urban community of the Bronx, which, as other urban environments, is complex, diverse, and ever-changing. This approach facilitates the fulfillment of the mission of our program, as it prepares practitioners for leadership in diverse fields of practice, to utilize the range of practice methodologies, and to intervene with a variety of client systems. This approach fosters both critical thinking and the capacity for creativity in responding to the needs of clients and the complex community.

This community is a multidimensional environment consisting of often conflicting priorities, values, and mandates. It is therefore essential that social workers in this urban community, are prepared to practice effectively, creatively, and with an ever-increasing degree of confidence and autonomy in a variety of contexts.

Advanced generalist social workers perform the full range of social work activities and master the knowledge, values, and skills that enable them to assume leadership roles in the community. They seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including roles as clinicians, supervisors, administrators, policy practitioners, and researchers. Advanced generalist practitioners are aware of the critical linkages between practice and policy, and in their capacity as policy practitioners they are prepared to work to advocate for policies that promote social justice. They are aware that the role of the social worker is always a process of learning, exploration, and continuing analysis in an often challenging environment.

Competencies and Practice Behaviors of the Fieldwork and Fieldwork Seminar Curriculum

Fieldwork placements during the foundation and advanced years reinforce students' identification with the purposes, values, and ethics of the profession; foster the integration of empirical and practice-based knowledge; and promote the development of professional competence. The competency-based curriculum identifies 41 practice behaviors during the foundation year and 57 practice behaviors during the advanced year. The syllabus for each course lists the competencies and practice behaviors appropriate to that year of study; the bolded competencies and practice behaviors specify the competencies and practice behaviors that apply to that particular course.

Competencies	Expected Learning Outcomes (Practice Behaviors)
communicate professional judgments.	wisdom. 12. Analyze models of assessment, prevention, intervention, and evaluation. 13. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.
4. Engage diversity and difference in practice in the urban environment, including clients' age, class, perception of physical appearance, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation.	14. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power. 15. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups. 16. Recognize and communicate an understanding of the importance of differences in shaping life experiences. 17. Utilize themselves as learners and engage those with whom they work.
5. Advance human rights and social and economic justice.	18. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment. 19. Advocate for human rights and social and economic justice. 20. Participate in practices that advance social and economic justice.
6. Engage in research-informed practice and practice-informed research.	21. Use practice experience to inform scientific inquiry. 22. Use research evidence to inform practice.
7. Apply knowledge of human behavior and the social environment.	23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation. 24. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	25. Analyze, formulate and advocate for policies that advance social well-being. 26. Collaborate with colleagues and clients for effective policy action.
9. Respond to contexts that shape practice in the urban environment.	27. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. 28. Provide leadership in promoting sustainable changes in service

Competencies	Expected Learning Outcomes (Practice Behaviors)
	delivery and practice to improve the quality of social services.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	29. Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities. 30. Use empathy and other interpersonal skills. 31. Develop a mutually agreed-on focus of work and desired outcomes. 32. Collect, organize, and interpret client data. 33. Assess client strengths and limitations. 34. Develop mutually agreed-on intervention goals and objectives. 35. Select appropriate intervention strategies. 36. Initiate actions to achieve client and organizational goals. 37. Implement prevention strategies and enhance client capacities. 38. Help clients resolve problems. 39. Negotiate, mediate, and advocate for clients. 40. Facilitate transitions and endings. 41. Social workers critically analyze, monitor, and evaluate interventions.

SWK 672

FIELDWORK AND SEMINAR II

SPRING

CO-REQUISITE: SWK 611, Generalist Practice I

COURSE DESCRIPTION

Students complete 320 hours of fieldwork in a social service agency as arranged by the Program. Students integrate social work knowledge, values and skills as they provide culturally sensitive services to diverse urban populations. The Fieldwork Seminar component of this course is designed to integrate classroom content with their agency practice. 5 credits.

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES (PRACTICE BEHAVIORS)

Program graduates are expected to master the ten core competencies listed below (left column) and integrate and apply these competencies in their associated professional practice behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, and values-based learning outcomes identified below in bold type.

<p>1. Identify as a professional social worker and conduct oneself accordingly.</p>	<p>1. Identify need and advocate for client access to the services of social work. 2. Practice personal reflection and demonstrate positive change that assures continual professional development. 3. Recognize and attend to professional roles and boundaries. 4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context. 5. Engage in career-long learning. 6. Utilize supervision and consultation.</p>
<p>2. Apply social work ethical principles to guide professional practice.</p>	<p>7. Recognize and manage personal values in a way that allows professional values to guide practice. 8. Make ethical decisions by applying the standards of the “Code of Ethics of the National Association of Social Workers” and, as applicable, the “Ethics in Social Work, Statement of Principles” of the International Federation of Social Workers/International Association of Schools of Social Work. 9. Tolerate ambiguity in resolving ethical conflicts. 10. Apply strategies of ethical reasoning to arrive at principled decisions.</p>
<p>3. Apply critical thinking to inform and communicate professional judgments.</p>	<p>11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. 12. Analyze models of assessment, prevention, intervention, and evaluation.</p>

	<p>13. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.</p>
<p>4. Engage diversity and difference in practice in the urban environment, including clients' age, class, perception of physical appearance, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation.</p>	<p>14. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.</p> <p>15. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.</p> <p>16. Recognize and communicate an understanding of the importance of differences in shaping life experiences.</p> <p>17. Utilize themselves as learners and engage those with whom they work.</p>
<p>5. Advance human rights and social and economic justice.</p>	<p>18. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment.</p> <p>19. Advocate for human rights and social and economic justice.</p> <p>20. Participate in practices that advance social and econ. justice.</p>
<p>6. Engage in research-informed practice and practice-informed research.</p>	<p>21. Use practice experience to inform scientific inquiry.</p> <p>22. Use research evidence to inform practice.</p>
<p>7. Apply knowledge of human behavior and the social environment.</p>	<p>23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</p> <p>24. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.</p>
<p>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p>	<p>25. Analyze, formulate and advocate for policies that advance social well-being.</p> <p>26. Collaborate with colleagues and clients for effective policy action.</p>
<p>9. Respond to contexts that shape practice in the urban environment.</p>	<p>27. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</p> <p>28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>

<p>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p>	<p>29. Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities.</p> <p>30. Use empathy and other interpersonal skills.</p> <p>31. Develop a mutually agreed-on focus of work and desired outcomes.</p> <p>32. Collect, organize, and interpret client data.</p> <p>33. Assess client strengths and limitations.</p> <p>34. Develop mutually agreed-on intervention goals and objectives.</p> <p>35. Select appropriate intervention strategies.</p> <p>36. Initiate actions to achieve client and organizational goals.</p> <p>37. Implement prevention strategies and enhance client capacities.</p> <p>38. Help clients resolve problems.</p> <p>39. Negotiate, mediate, and advocate for clients.</p> <p>40. Facilitate transitions and endings.</p> <p>41. Social workers critically analyze, monitor, and evaluate interventions.</p>
---	---

**FIELDWORK AND FIELDWORK SEMINAR DURING THE ADVANCED YEAR:
DESCRIPTION OF COURSES INCLUDING COMPETENCIES AND PRACTICE
BEHAVIORS:**

SWK 773

FIELDWORK AND SEMINAR III

FALL

PREREQUISITE: SWK 612 & SWK 672 or admission into Advanced Standing Program

CO-REQUISITE: SWK 713, SWK 727

PRE OR CO-REQUISITE: SWK 707

COURSE DESCRIPTION

Students complete 280 hours of fieldwork in a social service agency as arranged by the Program. Students integrate social work knowledge, values and skills as they provide culturally sensitive services to diverse urban populations. The Fieldwork Seminar component of this course is designed to integrate classroom content with their agency practice. 5 credits.

**CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES (PRACTICE
BEHAVIORS)**

Program graduates are expected to master the ten core competencies listed below (left column) and integrate and apply these competencies in their associated professional practice behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, and values-based learning outcomes identified below in bold type.

<u>Competencies</u>	<u>Expected Learning Outcomes (Practice Behaviors)</u>
1. Identify as a professional social worker and conduct oneself accordingly	1. Identify need and advocate for client access to the services of social work. 2. Practice personal reflection and demonstrate positive change that assures continual professional development. 3. Recognize and attend to professional roles and boundaries. 4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context. 5. Engage in career-long learning. 6. Utilize supervision and consultation. 7. Provide effective supervision and consultation within the context of agency-based practice. 8. Demonstrate an integration, and autonomous use of social work knowledge, skills, and values essential for advanced generalist practice in the urban environment.
2. Apply social work ethical principles to guide	9. Recognize and manage personal values in a way that allows professional values to guide practice.

<p>professional practice.</p>	<p>10. Make ethical decisions by applying the standards of the “Code of Ethics of the National Association of Social Workers” and, as applicable, “Ethics in Social Work, Statement of Principles” of the International Federation of Social Workers/International Association of Schools of Social Work.</p> <p>11. Tolerate ambiguity in resolving ethical conflicts.</p> <p>12. Apply strategies of ethical reasoning to arrive at principled decisions.</p> <p>13. Provide leadership in articulating and resolving ethical dilemmas as they arise in agency-based practice and policy practice.</p>
<p>3. Apply critical thinking to inform and communicate professional judgments.</p>	<p>14. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</p> <p>15. Analyze models of assessment, prevention, intervention, and evaluation.</p> <p>16. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.</p> <p>17. Provide leadership in communicating knowledge of advanced generalist social work practice in urban agencies.</p>
<p>4. Engage diversity and difference in practice in the urban environment, <i>including clients’ age, class, perception of physical appearance, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation.</i></p>	<p>18. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.</p> <p>19. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.</p> <p>20. Recognize and communicate an understanding of the importance of differences in shaping life experiences.</p> <p>21. Utilize themselves as learners and engage those with whom they work.</p> <p>22. Demonstrate the knowledge, skills and values essential for advanced generalist social work in agency-based practice with diverse urban populations, recognizing their inherent strengths and resilience.</p>
<p>5. Advance human rights and social and economic justice.</p>	<p>23. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment.</p> <p>24. Advocate for human rights and social and economic justice.</p> <p>25. Participate in practices that advance social and economic justice.</p> <p>26. Exercise leadership in efforts to advances human rights and social and economic justice in work with individuals, families, groups, organizations, and urban communities.</p>

6. Engage in research-informed practice and practice-informed research.	<p>27. Use practice experience to inform scientific inquiry.</p> <p>28. Use research evidence to inform practice.</p> <p>29. Apply research findings to practice with diverse urban clients.</p>
7. Apply knowledge of human behavior and the social environment.	<p>30. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</p> <p>31. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.</p> <p>32. Apply conceptual frameworks of human behavior and the social environment, supported by empirical evidence, for practice with a broad range of diverse urban populations, organizations and communities.</p>
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services	<p>33. Analyze, formulate and advocate for policies that advance social well-being.</p> <p>34. Collaborate with colleagues and clients for effective policy action.</p> <p>35. Critically analyze the sociopolitical factors that shape agency policy and the delivery of services to the range of urban populations.</p> <p>36. Exercise leadership in policy practice to advance social and economic well-being and to deliver effective social work services to urban populations.</p>
9. Respond to contexts that shape practice in the urban environment	<p>37. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</p> <p>38. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p> <p>39. Apply the knowledge, values, and skills of advanced generalist practice when responding to the broad range of urban social issues addressed in agency-based practice.</p> <p>40. Demonstrate the knowledge, values, and skills of advanced generalist practice in the performance of administrative tasks in urban agencies.</p>
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	<p>41. Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities.</p> <p>42. Use empathy and other interpersonal skills.</p> <p>43. Develop a mutually agreed-on focus of work and desired outcomes.</p> <p>44. Collect, organize, and interpret client data.</p> <p>45. Assess client strengths and limitations.</p> <p>46. Develop mutually agreed-on intervention goals and objectives.</p> <p>47. Select appropriate intervention strategies.</p> <p>48. Initiate actions to achieve client and organizational goals.</p> <p>49. Implement prevention strategies and enhance client capacities.</p> <p>50. Help clients resolve problems.</p>

	<p>51. Negotiate, mediate, and advocate for clients.</p> <p>52. Facilitate transitions and endings.</p> <p>53. Social workers critically analyze, monitor, and evaluate interventions.</p> <p>54. Exercise advanced skills in the engagement of the broad range of diverse clients in our complex urban environment.</p> <p>55. Utilize advanced assessment skills guided by knowledge of various theoretical frameworks and research in determining and providing services to a range of client systems.</p> <p>56. Demonstrate advanced intervention skills, guided by social work knowledge and values, with the range of client systems encountered in urban agency-based practice.</p> <p>57. Exercise leadership in evaluating social issues and social welfare policies impacting clients and agencies in the urban environment.</p>
--	--

SWK 774

FIELDWORK AND SEMINAR IV

SPRING

PREREQUISITES: SWK 713, SWK 773**COREQUISITES: SWK 714, SWK 729****PRE- or CO-REQUISITE: SWK 745, SWK 747****COURSE DESCRIPTION**

Students complete 320 hours of fieldwork in a social service agency as arranged by the Program. Students integrate social work knowledge, values and skills as they provide culturally sensitive services to diverse urban populations. The Fieldwork Seminar component of this course is designed to integrate classroom content with their agency practice. 5 credits.

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES (PRACTICE BEHAVIORS)

Program graduates are expected to master the ten core competencies listed below (left column) and integrate and apply these competencies in their associated professional practice behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, and values-based learning outcomes identified below in bold type.

<u>Competencies</u>	<u>Expected Learning Outcomes (Practice Behaviors)</u>
1. Identify as a professional social worker and conduct oneself accordingly	1. Identify need and advocate for client access to the services of social work. 2. Practice personal reflection and demonstrate positive change that assures continual professional development. 3. Recognize and attend to professional roles and boundaries. 4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context. 5. Engage in career-long learning. 6. Utilize supervision and consultation. 7. Provide effective supervision and consultation within the context of agency-based practice. 8. Demonstrate an integration, and autonomous use of social work knowledge, skills, and values essential for advanced generalist practice in the urban environment.
2. Apply social work ethical principles to guide professional practice.	9. Recognize and manage personal values in a way that allows professional values to guide practice. 10. Make ethical decisions by applying the standards of the “Code of Ethics of the National Association of Social Workers” and, as applicable, “Ethics in Social Work, Statement of Principles” of

	<p>the International Federation of Social Workers/International Association of Schools of Social Work.</p> <p>11. Tolerate ambiguity in resolving ethical conflicts.</p> <p>12. Apply strategies of ethical reasoning to arrive at principled decisions.</p> <p>13. Provide leadership in articulating and resolving ethical dilemmas as they arise in agency-based practice and policy practice.</p>
3. Apply critical thinking to inform and communicate professional judgments.	<p>14. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</p> <p>15. Analyze models of assessment, prevention, intervention, and evaluation.</p> <p>16. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.</p> <p>17. Provide leadership in communicating knowledge of advanced generalist social work practice in urban agencies.</p>
4. Engage diversity and difference in practice in the urban environment <i>including clients' age, class, perception of physical appearance, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation.</i>	<p>18. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.</p> <p>19. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.</p> <p>20. Recognize and communicate an understanding of the importance of differences in shaping life experiences.</p> <p>21. Utilize themselves as learners and engage those with whom they work.</p> <p>22. Demonstrate the knowledge, skills and values essential for advanced generalist social work in agency-based practice with diverse urban populations, recognizing their inherent strengths and resilience.</p>
5. Advance human rights and social and economic justice.	<p>23. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment.</p> <p>24. Advocate for human rights and social and economic justice.</p> <p>25. Participate in practices that advance social and economic justice.</p> <p>26. Exercise leadership in efforts to advances human rights and social and economic justice in work with individuals, families, groups, organizations, and urban communities.</p>
6. Engage in research-informed practice and practice-informed research.	<p>27. Use practice experience to inform scientific inquiry.</p> <p>28. Use research evidence to inform practice.</p> <p>29. Apply research findings to practice with diverse urban clients.</p>

7. Apply knowledge of human behavior and the social environment.	<p>30. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</p> <p>31. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.</p> <p>32. Apply conceptual frameworks of human behavior and the social environment, supported by empirical evidence, for practice with a broad range of diverse urban populations, organizations and communities.</p>
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services	<p>33. Analyze, formulate and advocate for policies that advance social well-being.</p> <p>34. Collaborate with colleagues and clients for effective policy action.</p> <p>35. Critically analyze the sociopolitical factors that shape agency policy and the delivery of services to the range of urban populations.</p> <p>36. Exercise leadership in policy practice to advance social and economic well-being and to deliver effective social work services to urban populations.</p>
9. Respond to contexts that shape practice in the urban environment	<p>37. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</p> <p>38. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p> <p>39. Apply the knowledge, values, and skills of advanced generalist practice when responding to the broad range of urban social issues addressed in agency-based practice.</p> <p>40. Demonstrate the knowledge, values, and skills of advanced generalist practice in the performance of administrative tasks in urban agencies.</p>
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	<p>41. Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities.</p> <p>42. Use empathy and other interpersonal skills.</p> <p>43. Develop a mutually agreed-on focus of work and desired outcomes.</p> <p>44. Collect, organize, and interpret client data.</p> <p>45. Assess client strengths and limitations.</p> <p>46. Develop mutually agreed-on intervention goals and objectives.</p> <p>47. Select appropriate intervention strategies.</p> <p>48. Initiate actions to achieve client and organizational goals.</p> <p>49. Implement prevention strategies and enhance client capacities.</p> <p>50. Help clients resolve problems.</p> <p>51. Negotiate, mediate, and advocate for clients.</p> <p>52. Facilitate transitions and endings.</p> <p>53. Social workers critically analyze, monitor, and evaluate interventions.</p>

	<p>54. Exercise advanced skills in the engagement of the broad range of diverse clients in our complex urban environment.</p> <p>55. Utilize advanced assessment skills guided by knowledge of various theoretical frameworks and research in determining and providing services to a range of client systems.</p> <p>56. Demonstrate advanced intervention skills, guided by social work knowledge and values, with the range of client systems encountered in urban agency-based practice.</p> <p>57. Exercise leadership in evaluating social issues and social welfare policies impacting clients and agencies in the urban environment.</p>
--	--

Part 2: THE STUDENT IN THE FIELD PLACEMENT AGENCY

Assignment of Students to Fieldwork Agencies

The Director of Field Education, in consultation with the Social Work faculty, assigns students to fieldwork agencies. *Students do not find their own field placements.*

MSW Fieldwork Educational Plan

Students and Fieldwork Instructors complete the Educational Plan during the first week of fieldwork. The student gives a copy of the Plan to the Seminar instructor. The Fieldwork Educational Plan serves several purposes for the school, student, and fieldwork 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. A copy of the Educational Plan is in the Appendix.

Student Responsibilities

The student must assume responsibility for participating in the educational experience provided at the fieldwork placement. This requires receptivity to the learning process and an openness to suggestions and directions. Students are expected to inform their Faculty Advisor of any problems they may be experiencing in the Fieldwork placement.

All students are required to meet the following requirements for Fieldwork:

- A. Track A – 2-year Fulltime students must complete 600 fieldwork hours in each year;
 - Track B – 3-year Extended students must complete 600 fieldwork hours in both their Second and Third years in the Program;
 - Track C – Advanced Standing students must complete 600 hours in their one year in the Program.
- Students do their fieldwork 21 hours per week in three days per week.
 - In order to make it possible for Fall grades for Fieldwork to be submitted on time, students are required to complete 280 hours of Fieldwork during the Fall semester and 320 hours during the Spring semester.
 - Field placements begin about the second week of September and continue through mid-May.
 - At minimum students must have 2 days (7 hours each day) of fieldwork during the Monday through Friday work week that they are available for fieldwork between the hours of 8 AM and 8 PM. There are a small number of field placements that have some weekend hours and evening.
 - **The Program does not guarantee any student a placement that includes weekend or evening hours.**

All students are required to be in Fieldwork the entire month of January; all of these hours count towards the 320 hours required during the Spring semester. Students are required to work continually through this month, both to accumulate the required hours and to provide for continuity of the fieldwork experience.

B. Regular attendance at the field placement is expected of all students. The student is expected to be prompt in arriving at work. Chronic lateness (or leaving early) is unacceptable. The student must notify the agency if he/she is unable to report on a given day. In the case of a personal emergency, students need to consult with their Fieldwork Instructor to make up the time. Students who need to be out for religious observance must notify their Fieldwork Instructors in advance. All hours and days missed must be made up.

C. The student and Fieldwork Instructor must meet at a regularly scheduled time each week for at least one hour of supervision. Students are responsible for raising issues of concern. Written supervisory agendas must be prepared by the student.

D. A minimum of one process recordings each week is required to be submitted to the Fieldwork Instructor. The student is responsible for providing the Fieldwork Instructor with process recordings sufficiently in advance of his/her weekly supervisory meeting so that the Fieldwork Instructor has the opportunity to review them prior to the supervisory meeting. The Program expects that students will be given reasonable time to write their process recordings during their scheduled hours at the fieldwork agency. The process recording form is in the Appendix of this *Handbook*.

E. Student must complete the Fieldwork Attendance Sheet each week; the form is to be initialed by the Fieldwork Instructor weekly. The form is given to the student's Faculty Advisor at the end of each semester.

F. The student is responsible for adhering to all policies and customary practices (including dress code) of the fieldwork agency. Students are expected to discuss any issues of concern with the Fieldwork Instructor and, if necessary, with the Faculty Advisor.

G. Students may be required to make home and community visits as part of their fieldwork assignment. The student and Fieldwork Instructor are expected to discuss the process of home and community visiting prior to the first visit. See "Guidelines for Home and Community Visits" in Part 3 of this *Fieldwork Manual*. *Agencies are expected to reimburse students for travel expenses associated with home and community visits.*

H. The student is expected to function at the agency in a manner that is accountable to the agency, the school, and the profession. Students are required to demonstrate professional behavior consistent with the *Code of Ethics* of the National

Association of Social Workers. The NASW *Code of Ethics*, which is printed in its entirety in Appendix 1.

Students who request reasonable accommodations for documented disabilities should contact the Office of Student Disability Services, Shuster Hall, Room 238, (718) 960-8441.

Part 3: THE FIELDWORK AGENCY AND THE FIELD INSTRUCTOR

Criteria for Selection of Fieldwork Agencies

Fieldwork agencies participating with the Lehman College MSW Social Work Program are expected to have a strong commitment to the education of social work student in urban areas. Participating agencies must reflect a commitment to social justice and to issues related to human diversity. They are selected on the basis of their potential to:

- Fulfill the mission of and goals of the MSW Social Work Program as reflected in the program's competencies and operationalized in the practice behaviors;
- Apply the knowledge, values, and skills acquired in the classroom with individuals, families, groups, communities, and organizations in the urban environment;
- Meet the learning needs of our students through structured learning opportunities, including 1 hour of weekly individual supervision and weekly review of process recordings; and
- Enter into a field education plan and agreement with the Lehman College Program and the student that assures that the student will have the opportunity to demonstrate the core competencies.

The Director or Assistant Director of Field Education visits all agencies that are being considered as new fieldwork sites to determine the capacity of the agency to meet the above criteria. The Director or Assistant Director of Field Education also orients the Educational Coordinator and the Fieldwork Instructor to the mission and goals of the Lehman College MSW Social Work Program and to our specific requirements. Together they determine the potential of the agency to fulfill our program's mission and to meet the needs of the clients of the agency.

Criteria for Work-Study Placements

Agencies offering work-study placements for their employees must meet all the criteria described above in "Selection of Agencies" and, in addition, they must enter into an agreement with the Lehman College Social Work Program, specifying that:

- The student will conform to all the requirements and procedures of Fieldwork, including hours, supervision, and process recording requirements;
- Assignments for the student placement will be different than his/her ongoing assignment;
- The student will work with a different Fieldwork Instructor for their fieldwork assignment than the supervisor he/she works with as an employee;
- The student can not be on probation at his/her place of employment, including new hire probation;
- As of the first day of field, the student must have been working in his/her current position for a minimum of nine months;
- Work-study agreements between the Lehman College Department of Social Work, the agency, and the student will be in effect for one academic year.

The Program retains the right not to approve any work-study arrangement that it does not deem academically sound.

Criteria for Field Instructors

Agencies must be able to provide a Field Instructor who has an MSW degree from a CSWE-accredited Social Work Program, has experience as an MSW social worker for a minimum of 2 years, a license to practice social work, and who subscribes to the missions and goals as described in the previous section. Field Instructors are required to have completed or be in the process of taking the Seminar in Field Instruction (SIFI). If the field instructor has taken the SIFI at another social work school in the greater New York City area, he or she does not need to repeat the course. It is the responsibility of the Fieldwork Instructor to help students integrate and apply the knowledge, values, and skills of the core competencies acquired in their classes to their work in the agency.

Task Supervision

In addition to their regular supervision, students may receive part of their supervision from a task supervisor who will assist the Fieldwork Instructor for specific assignments.

Ongoing Professional Opportunities for Fieldwork Instructors

The Lehman College Social Work Department offers programs for Fieldwork Instructors:

1. Prior to the start of the Fall semester, an *Orientation for Fieldwork Instructors* is held at Lehman College. All fieldwork instructors who will be supervising Lehman students for the first time are expected to attend this orientation in order to become familiar with the Program and the expectations of the field placement. Fieldwork instructors who have been with the Program are also invited to refresh their understanding of the Program, learn about any changes in the Program, renew acquaintances, and assist new fieldwork instructors.
2. A *Seminar in Field Instruction (SIFI)* course is required for all new Fieldwork Instructors. The eleven social work programs in the greater New York City area have created a standardized curriculum that all schools use. A committee with representatives from all of the schools meets on an ongoing basis to revise the curriculum as needed. The SIFI includes 12 sessions spread out over the academic year. A calendar of these sessions is e-mailed to all Field Instructors and Educational Coordinators each summer and is included on the Department website.
3. Throughout the academic year, *workshops* are held for Fieldwork Instructors and Educational Coordinators. These workshops provide an opportunity for integration of classroom learning and the fieldwork experience as faculty members present on topics of their specialization.

Process Recordings

Process recordings are viewed as essential learning tools for students. It is important that Fieldwork Instructor return process recordings to the student with written comments within the week that they are submitted so that they may be reviewed during the supervisory meeting. A minimum of two process recordings each week is required to be submitted to the Fieldwork Instructor. Process recordings are the property of the student and should not contain identifying information. Students share a sampling of their process recordings, with the comments of the Fieldwork Instructor; with their Seminar instructor, who is also their Faculty Advisor; and with their Practice instructors. This makes it possible for the Seminar and Practice instructors to monitor the progress the student is making in the fieldwork placement and to ensure that integration of theory and practice is maximized.

Supervisory Agendas

Students are required to submit supervisory agendas to the Fieldwork Instructor prior to each supervisory meeting. The agenda serves as a tool that helps the student to think through and take responsibility for his/her learning needs, and informs the Fieldwork Instructor of issues the student wants to discuss during the supervisory meeting.

Classroom Assignments Related to Fieldwork Placement

Students will have assignments in their courses related to their fieldwork agencies. Fieldwork Instructors are encouraged to provide guidance for students in their efforts to integrate empirical and practice-based knowledge in their assignments, as well as in their practice in the agency.

Maintaining Field Liaison Contacts

Field liaison contacts are maintained by the Field Faculty Advisor, who is also the student's Fieldwork Seminar instructor. In the Advanced Year, the Fieldwork Seminar instructor is also the instructor for the student in Advanced Practice I and II (SWK 713 and 714). Each student's Field Faculty Advisor makes an onsite visit to the agency during both the Fall and Spring semesters to meet together with the Fieldwork Instructor, the student, and Task Supervisor (if applicable). Additional onsite visits are made if needed, as in the case of a student who is performing marginally in fieldwork. Fieldwork Instructors also contact the student's Field Faculty Advisor if questions or problems arise.

Home and Community Visits

Students may be required to make home visits as part of their fieldwork. These visits are a valuable field learning experience and can be extremely beneficial to the client and the social work relationship. Community visits may include: accompanying clients to schools, courts, medical appointments, public assistance, etc. In addition to the preparations necessary for the delivery of services to the clients and organizations to be visited, the agency and the student need

to consider and make provisions for issues relating to the student's safety on such visits. These provisions include, but are not limited to:

- Appropriate time of day for home visits
- Appropriate dress for visits, care in carrying purses and avoiding expensive jewelry
- Selection of transportation mode, including routing of safest streets if walking
- Traveling with official agency identification
- Using caution in entering elevators, stairwells, and buildings
- Making certain that the agency is aware of the date, time, location, purpose of the visit
- Informing the person they are visiting of the expected time of arrival.

Students should be accompanied by an agency staff member during their first (at a minimum) home visit or community visit so that the student is familiarized with the process and assisted in mastering the requisite skills and overcoming related fears and uneasiness.

All students must be provided with carfare associated with the visit, and with any other exceptional expenses prior to making the visit.

CUNY-Agency Affiliation Agreements

All participating agencies are required to enter into a standard agreement with the City University of New York. The Director of Field Education discusses this with the Educational Coordinator of the agency.

The Fieldwork Seminar and the Faculty Advisor

Students remain in the same section of Fieldwork and Seminar for the two semesters of the academic year, allowing for continuity in the learning and advisement processes throughout the year. The faculty member teaching the Fieldwork Seminar serves as the student's Faculty Advisor. The Faculty Advisor visits the fieldwork agency during both the Fall and Spring semesters to meet with the Fieldwork Instructor and the student together. The purpose of this visit is to assess the student's progress and to assure that the student is having a field experience that meets the requirements of the Program. If problems occur in the field that the student or the Fieldwork Instructor are not able to resolve, they should be brought to the attention of the Faculty Advisor.

Part 4: PROCEDURES FOR REVIEW AND TERMINATION FOR VIOLATION OF PROFESSIONAL BEHAVIOR IN FIELD EDUCATION

In order to remain in the Social Work Program, students are required to demonstrate professional behavior consistent with the *Code of Ethics* of the National Association of Social Workers in field education, as well as in the classroom. The faculty of the MSW Program is aware that becoming a professional social worker is a complex process requiring the student to make commitments to the mission of the profession; to the policies of fieldwork agencies; to adhering to the NASW *Code of Ethics*; and to personal growth and development, including exploration of one's feelings as they pertain to issues of professionalism, diversity, and social justice. While the majority of students pursuing social work education will be successful in these areas, there are situations that arise that require the attention of the Retention and Review Committee of the MSW Program.

Purpose of the Retention and Review Committee

The Retention and Review Committee reviews situations that are of a professional, rather than academic nature, or that involve conduct contrary to the rules and regulations of the College and University addressed above. The Retention and Review Committee of the MSW Program reviews situations that have to do with violations of professional or ethical conduct in Fieldwork agencies, as well as the classroom. The Committee can recommend the dismissal of a student to the Vice President of Student Affairs. Students have the right to appeal this decision as described below under *Appeals Procedure*.

Composition of the Retention and Review Committee

The full Retention and Review Committee is comprised of six full-time faculty members with principal assignment to the MSW 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 Retention and Review Committee to serve on a review panel, and will designate one of the three members to serve as Committee 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. The student, in conjunction with the classroom instructor, attempts to resolve any issues prior to being referred for review by the Retention and Review Committee.
2. At any point during the discussions referred to above, the student or the classroom instructor may invite the student's faculty advisor and, in the case of an issue related to

Fieldwork, the Director of Field Education, to facilitate a resolution of the issues. If the classroom instructor is also the student's faculty advisor or is also the Director of Field Education, the student may request another full-time faculty member who is on the Retention and Review Committee of the MSW Program to attend in place of the advisor or the Director of Field Education. If the issue is related to a classroom situation, a *Compliance Plan and Agreement* will be completed. If the issue is related to Fieldwork, a *Field Education Plan and Agreement* will be completed (see Appendix, Plans and Agreements).

3. 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 for a review by the Retention and Review Committee. The written request is submitted to the Department Chair, who appoints three members of the Retention and Review 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 with the procedure for an appeal, as found below.
4. The Chair of the Committee will contact the student and may request that the student provide supporting documents.
5. 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 Director of Field Education (if relevant)
6. 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 faculty advisor, 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

The student has five school days to submit a written appeal to the Program Director. If the student requests an appeal, the Program Director requests all supporting documentation from the Committee Chair. The Program Director convenes the Appeals Committee, comprised of the:

- Department Chair
- MSW Program Director
- College Graduate Advisor

The Appeals Committee reviews the documentation from the Retention and Review Committee and all communications from the student. The Department Chair communicates to the student, the classroom instructor, and the student's faculty advisor the determination of the appeal within five school days after receipt of the appeal.

If the Department Chair is also the classroom instructor involved, or is also the student's advisor, the MSW Program Director 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 Retention and Review Committee.

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, included in the Appendix of the Lehman College Graduate Bulletin and in the Appendix of this Handbook.

Part 5: EVALUATIONS

Fieldwork Instructors' Evaluation of Students' Performance

It is the responsibility of the Fieldwork Instructor to evaluate the student's performance throughout the year of Fieldwork. During the Fall semester the Fieldwork Instructor completes a Mid-Semester Evaluation which provides a "snapshot" of the student's beginning performance at the fieldwork agency. *This mid-semester evaluation, which is done for both 1st and 2nd year students, helps to clarify expectations of future performance, and allows for identification of serious concerns (See Appendix.)* The Fieldwork Instructor completes End-of-Semester Evaluations at the close of the Fall and Spring semesters. *There are separate evaluation forms for each semester of the 1st and 2nd year field placements (See Appendix).*

All evaluations must be signed by the fieldwork 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 to the evaluation. All evaluation guides are in the Appendix of this *Handbook*.

Grading Procedures

The Faculty Advisor, in consultation with the Social Work Program faculty, gives the grade for Fieldwork, based on the following:

- Written evaluations of the Fieldwork Instructor
- Agency contacts, including visits and discussions with the Fieldwork Instructor
- Review of process recordings
- Contacts with the student throughout the semester
- Demonstrated professional behavior consistent with the *NASW Code of Ethics*.

Students' Evaluation of Fieldwork Agencies

At the end of the Spring semester of Fieldwork, students complete an evaluation of their fieldwork agency and fieldwork experience. The Director of Field Education considers these recommendations in determining fieldwork placements for the following year.

APPENDICES

Appendix 1. Code of Ethics, National Association of Social Workers

Appendix 2. Ethics in Social Work, Statement of Principles
International Federation of Social Workers (IFSW)
International Association of Schools of Social Work (IASSW)

Appendix 3. Council on Social Work Education, 2008 Educational Policy and Accreditation Standards (EPAS)

Appendix 4. Lehman College/CUNY Policies

Appendix 5. Retention Documents

Compliance Plan and Agreement
Field Education Plan and Agreement

Appendix 6. Field Education Documents

Application for Fieldwork
MSW Field Education Plan
Process Recording Form

Fieldwork Instructor's Evaluation of Students

MSW First Year

Mid-Term Fieldwork Evaluation – Fall Semester

End of Fall Semester Fieldwork Evaluation

End of Spring Semester Fieldwork Evaluation

MSW Second Year

Mid-Term Fieldwork Evaluation – Fall Semester

End of Fall Semester Fieldwork Evaluation

End of Spring Semester Fieldwork Evaluation

Appendix 1

About the National Association of Social Workers (NASW)

NASW is the largest membership organization of professional social workers in the world, with 153,000 members and has chapters in 50 states. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly..

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards

to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a

manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests

and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social

workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required.

This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

- (a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- (b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
- (c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

- (a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
- (b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

- (a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
- (b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

Appendix 2

Ethics in Social Work, Statement of Principles International Federation of Social Workers (IFSW) International Association of Schools of Social Work (IASSW)

International Federation of Social Workers (IFSW)
International Association of Schools of Social Work (IASSW)

1. Preface

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organisations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries;

others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organisations of IFSW and IASSW.

2. Definition of Social Work

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

3. International Conventions

International human rights declarations and conventions form common standards of achievement, and recognise rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights
- The International Covenant on Economic Social and Cultural Rights
- The Convention on the Elimination of all Forms of Racial Discrimination
- The Convention on the Elimination of All Forms of Discrimination against Women
- The Convention on the Rights of the Child
- Indigenous and Tribal Peoples Convention (ILO convention 169)

4. Principles

4.1. Human Rights and Human Dignity

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination - Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.
2. Promoting the right to participation - Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.
3. Treating each person as a whole - Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognise all aspects of a person's life.
4. Identifying and developing strengths – Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

4.2. Social Justice

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

1. Challenging negative discrimination* - Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin colour, racial or other physical characteristics, sexual orientation, or spiritual beliefs.

**In some countries the term “discrimination” would be used instead of “negative discrimination”. The word negative is used here because in some countries the term “positive discrimination” is also used. Positive discrimination is also known as “affirmative action”. Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.*

2. Recognising diversity – Social workers should recognise and respect the ethnic and cultural diversity of the societies in which they practise, taking account of individual, family, group and community differences.

3. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.

4. Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.

5. Working in solidarity - Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatisation or subjugation, and to work towards an inclusive society.

5. Professional conduct

It is the responsibility of the national organisations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organisations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.
2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognising the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.
4. Social workers should act in relation to the people using their services with compassion, empathy and care.
5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).
8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the

people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.

9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge

10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.

11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.

12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The document “Ethics in Social Work, Statement of Principles” was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004

Copyright © 2004 International Federation of Social Workers and International Association of Schools of Social Work, PO Box 6875, CH-3001 Bern, Switzerland

Appendix 3

Council on Social Work Education, 2008 Educational Policy and Accreditation Standards (EPAS)

Copyright © 2008, Council on Social Work Education, Inc. All rights reserved. Revised March 27, 2010

Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.²

1. Program Mission and Goals

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 (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,¹ 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.

¹ These six value elements reflect the National Association of Social Workers *Code of Ethics*. National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political,

economic, social, cultural, demographic, 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 and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program's mission.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and

- apply strategies of ethical reasoning to arrive at principled decisions.

2 National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

3 International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

4. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

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

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

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and

- use research evidence to inform practice.

6 Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

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

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate 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. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.⁴ In social work, the signature pedagogy is field education. The intent of field education is to connect 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 achievement of program competencies.

⁴ Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

B2.0.2 *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

B2.0.3 *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

B2.0.4 *Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

B2.0.5 *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 *Identifies its concentration(s) (EP M2.2).*

M2.0.2 *Discusses how its mission and goals are consistent with advanced practice (EP M2.2).*

M2.0.3 *Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.*

M2.0.4 *Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].*

M2.0.5 *Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

M2.0.6 *Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*

B2.1.2 *Provides generalist practice opportunities for students to demonstrate the core competencies.*

M2.1.2 *Provides advanced practice opportunities for students to demonstrate the program's competencies.*

2.1.3 *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*

2.1.4 *Admits only those students who have met the program's specified criteria for field education.*

2.1.5 *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*

2.1.6 *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

2.1.7 *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*

2.1.8 *Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the

program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.⁵

⁵ Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*

3.1.2 *The program describes how its learning environment models affirmation and respect for diversity and difference.*

3.1.3 *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 *The program identifies the criteria it uses for admission.*

M3.2.1 *The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.*

3.2.2 *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*

M3.2.3 *BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*

3.2.4 *The program describes its policies and procedures concerning the transfer of credits.*

3.2.5 *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

Advisement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

Student participation

3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio 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, 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.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

***B3.3.3** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*

***M3.3.3** The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*

3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

3.3.6 The program describes how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.4—Administrative Structure

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. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1 *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*

3.4.2 *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*

3.4.3 *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*

3.4.4 *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*

B3.4.4(a) *The program describes the BSW 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 preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*

B3.4.4(b) *The program provides documentation that the director has a full-time appointment to the social work program.*

B3.4.4(c) *The program describes the procedures for determining the 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.*

M3.4.4(a) *The program describes the MSW 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. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.*

M3.4.4(b) *The program provides documentation that the director has a full-time appointment to the social work program.*

M3.4.4(c) *The program describes the procedures for determining the 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 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.*

3.4.5 *The program identifies the field education director.*

3.4.5(a) *The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*

3.4.5(b) *The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of postbaccalaureate or postmaster's social work degree practice experience.*

B3.4.5(c) *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*

M3.4.5(c) *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative*

functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

Educational Policy 3.5—Resources

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 support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program's context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

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

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.

Appendix 4
LEHMAN COLLEGE/CUNY POLICIES

ARTICLE XV OF THE CUNY BYLAWS (STUDENTS*)

* For graduate students at the Graduate Division, the President of the Graduate Division shall, insofar as practicable, establish procedures, consistent with this Article to implement the provisions thereof. The sections on student activity fees shall apply to the Graduate Division.

Section 15.0. PREAMBLE.

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination based on racial, ethnic, religious, sex, political, and economic differentiations. Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom; if these rights are to be secure, then students should exercise their freedom with responsibility.

Section 15.1. CONDUCT STANDARD DEFINED.

Each student enrolled or in attendance in any college, school or unit under the control of the board and every student organization, association, publication, club or chapter shall obey the laws of the city, state and nation, and the bylaws and resolutions of the board, and the policies, regulations, and orders of the college. The faculty and student body at each college shall share equally the responsibility and the power to establish, subject to the approval of the board, more detailed rules of conduct and regulations in conformity with the general requirement of this article. This regulatory power is limited by the right of students to the freedoms of speech, press, assembly and petition as applied to others in the academic community and to citizens generally.

Section 15.2. STUDENT ORGANIZATIONS.

a. Any group of students may form an organization, association, club or chapter by filing with the duly elected student government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the faculty of the college or school at which they are enrolled or in attendance (1) the name and purposes of the organization, association, club or chapter, (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary. However, no group, organization or student publication with a program against the religion, race, ethnic origin or identification or sex of a particular group or which makes systematic attacks against the religion, race, ethnic origin or sex of a particular group shall receive support from any fees collected by the college or be permitted to organize or continue at any college or school. No organizations, military or semi-military in character, not connected with established college or school courses, shall be permitted without the authorization of the faculty and the duly elected student government and the board.

b. Extra-curricular activities at each college or school shall be regulated by the duly elected student government organization to insure the effective conduct of such college or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in bylaw 15.1. Such powers shall include:

1. The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations, associations, clubs or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend or revoke any charter or other authorization for cause after hearing on notice.
2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint. Any aggrieved student or group whose charter or other authorization has been refused, suspended or revoked may appeal such adverse action by such officer or committee of student government to the duly elected student government. On appeal an aggrieved student or group shall be entitled to a hearing following the due process procedures as set forth in section 15.3. Following such hearing the duly elected student government shall have the authority to set aside, decrease or confirm the adverse action.

c. Any person or organization affiliated with the college may file charges with an office of the dean of students**

 **Throughout these bylaws in any college or unit where the title "dean of students" does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a dean of students.

alleging that a student publication has systematically attacked the religion, race, ethnic origin or sex of a particular group, or has otherwise contravened the laws of the city, state or nation, or any bylaw or resolution of the board, or any policy, regulation or order of the college, within a reasonable period of time after such occurrence. If the dean of students determines, after making such inquiries as he/she may deem appropriate, that the charges are substantial, he/she shall attempt to resolve the dispute, failing which he/she shall promptly submit the charges to the faculty-student disciplinary committee for disposition in accordance with the due process procedures of section 15.3. thereof. If the committee sustains the charges or any part thereof against the student publication, the committee shall be empowered to (1) reprimand the publication, or (2) recommend to the appropriate funding bodies the withdrawal of budget funds. The funding body shall have the authority to implement fully, modify or overrule the recommendations.

d. Each college shall establish a student elections review committee in consultation with the various student governments. The student elections review committee shall approve the election procedures and certify the results of elections for student governments, and student body referenda.

e. Student government elections shall be scheduled and conducted, and newly elected student governments shall take office, in accordance with policies of the board, and implementing regulations.

Section 15.3. STUDENT DISCIPLINARY PROCEDURES.

Complaint Procedures:

a. Any charge, accusation, or allegation which is to be presented against a student, and, which if proved, may subject a student to disciplinary action, must be submitted in writing in complete detail to the office of the dean of students promptly by the individual, organization or department making the charge. b. The chief student affairs officer of the college or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her designee will advise the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, which shall be concluded within thirty (30) calendar days of the filing of the complaint, the chief student affairs officer or designee shall take one of the following actions:

(i) Dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been dismissed;

(ii) Refer the matter to conciliation. If a matter is referred to conciliation the accused student shall receive a copy of the notice required pursuant to section 15.3.e. of this bylaw; or

(iii) Prefer formal disciplinary charges.

Conciliation Conference:

c. The conciliation conference shall be conducted by the counselor in the office of the dean of students or a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:

1. An effort will be made to resolve the matter by mutual agreement.

2. If an agreement is reached, the counselor shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant shall be notified.

3. If no agreement is reached, or if the student fails to appear, the counselor shall refer the matter back to the chief student affairs officer who will prefer disciplinary charges.

4. The counselor is precluded from testifying in a college hearing regarding information received during the conciliation conference.

Notice of Hearing and Charges:

d. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered or sent by the chief student affairs officer of the college to the student at the address appearing on the records of the college, by registered or certified mail and by regular mail. The hearing shall be scheduled within a reasonable time following the filing of the charges or the conciliation conference. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.

e. The notice shall contain the following:

1. A complete and itemized statement of the charge(s) being brought against the student including the rule, bylaw or regulation he/she is charged with violating, and the possible penalties for such violation.
2. A statement that the student has the following rights:
 - (i) to present his/her side of the story;
 - (ii) to present witnesses and evidence on his/her behalf;
 - (iii) to cross-examine witnesses presenting evidence against the student;
 - (iv) to remain silent without assumption of guilt; and
 - (v) to be represented by legal counsel or an advisor at the student's expense.
3. A warning that anything the student says may be used against him/her at a non-college hearing.

Faculty-Student Disciplinary Committee Procedures:

f. The following procedures shall apply at the hearing before the faculty-student disciplinary committee:

1. The chairperson shall preside at the hearing. The chairperson shall inform the student of the charges, the hearing procedures and his or her rights.
2. After informing the student of the charges, the hearing procedures, and his or her rights, the chairperson shall ask the student charged to plead guilty or not guilty. If the student pleads guilty, the student shall be given an opportunity to explain his/her actions before the committee. If the student pleads not guilty, the college shall present its case. At the conclusion of the college's case, the student may move to dismiss the charges. If the motion is denied by the committee the student shall be given an opportunity to present his or her defense.
3. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may only rule on the sufficiency of the evidence and may exclude irrelevant, immaterial or unduly repetitive evidence. However, if either party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude all persons who are to appear as witnesses, except the accused student.
4. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, a tape recording or the equivalent. A disciplined student is entitled upon request to a copy of such a transcript, tape or equivalent without cost.
5. The student is entitled to a closed hearing but has the right to request an open public hearing. However, the chairperson has the right to hold a closed hearing when an open public hearing would adversely affect and be disruptive of the committee's normal operations.
6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.
7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination as to guilt or innocence. In the event the student is found guilty, the committee shall then determine the penalty to be imposed.
8. At the end of the fact-finding phase of the hearing, the student may introduce additional records, such as character references. The college may introduce a copy of the student's previous disciplinary record, where applicable, provided the student was shown a copy of the record prior to the commencement of the hearing. The disciplinary record shall be submitted to the committee in a sealed envelope and shall not be opened until after the committee has made its findings of fact. In the event the student has been determined to be guilty of the charge or charges the records and documents introduced by the student and the college shall be opened and used by the committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained.
9. The committee shall deliberate in closed session. The committee's decision shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.
10. The student shall be sent a copy of the faculty-student disciplinary committee's decision within five days of the conclusion of the hearing. The decision shall be final subject to the student's right of appeal.
11. Where a student is represented by legal counsel the president of the college may request that a lawyer from the general counsel's office appear at the hearing to present the college's case.

Section 15.4. APPEALS.

An appeal from the decision of the faculty-student disciplinary committee may be made to the president who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate

committee of the board. Any appeal under this section shall be made in writing within fifteen days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or board committees as the case may be. If the president is a party to the dispute, his/her functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor.

Section 15.5. COMMITTEE STRUCTURE.

- a. Each faculty-student disciplinary committee shall consist of two faculty members and two student members and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time and efforts shall be made to insure full student and faculty representation.
- b. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the instructional staff of that college to receive training and to serve in rotation as chair of the disciplinary committee. If none of the chairpersons appointed from the campus can serve, the president, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary meetings and decide and make all rulings for the committee. He/she shall not be a voting member of the committee but shall vote in the event of a tie.
- c. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the college shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.
- d. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a student or faculty seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the faculty or student panel by lottery.
- e. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

Section 15.6. SUSPENSION OR DISMISSAL.

The board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution. The chancellor or chancellor's designee, a president or any dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw section 15.3. to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the college shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the college shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

Section 15.7. THE UNIVERSITY STUDENT SENATE.

There shall be a university student senate responsible, subject to the board, for the formulation of university-wide student policy relating to the academic status, role, rights and freedoms of the student. The authority and duties of the university student senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the university. Consistent with the authority of the board of trustees in accordance with the education law and the bylaws of the board of trustees, the university student senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, for its internal administration and for such other matters as is necessary for its existence. The university student senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and alternate delegates to the university student senate shall be elected by their respective constituencies, or by their student governments from the elected members of the respective student governments.

Section 15.8. COLLEGE GOVERNANCE PLANS.

The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.

Board of Trustees Rules and Regulations on Campus Conduct

**RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER
PURSUANT TO ARTICLE 129-A OF THE EDUCATION LAW**

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self restraint and reciprocity as the condition upon which they share in its intellectual autonomy. Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the *Bylaws* of the Board of Higher Education. With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Trustees provide that:

“THE PRESIDENT. The president, with respect to his education unit, shall:

- a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;
- b. Be the advisor and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of the several faculties;
- c. Exercise general superintendence over the concerns, officers, employees, and students of his educational unit.”

I. RULES

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution’s educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution’s instructional, personal, administrative, recreational, and community services.
2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.
3. Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation and use of University/college equipment and/or supplies.
4. Theft from or damage to University/college premises or property, or theft of or damage to property of any person on University/college premises is prohibited.
5. Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.
6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution’s educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution’s instructional, personal, administrative, recreational, and community services.
7. Disorderly or indecent conduct on University/college-owned or controlled property is prohibited.

8. No individual shall have in his possession a rifle, shotgun, or firearm or knowingly have in his possession any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his possession any other instrument or material which can be used and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees in the workplace is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.

II. PENALTIES

1. Any student engaging in any manner of conduct prohibited under substantive Rules 1 to 11 shall be subject to the following range of sanctions as hereafter defined: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1 to 11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the *Bylaws* of the City University of New York, or suspension with/without pay pending a hearing before an appropriate College authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1 to 11, shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the *Bylaws* or written policies of the City University of New York.

3. Any visitor, licensee, or invitee engaging in any manner in conduct prohibited under substantive Rules 1 to 11 shall be subject to ejection, and/or arrest by the civil authorities.

4. Any organization which authorizes the conduct prohibited under substantive rules 1-11 shall have its permission to operate on campus rescinded.

Penalties 1-4 shall be in addition to any other penalty provided by law or the City University Trustees.

SANCTIONS DEFINED:

A. Admonition. An oral statement to the offender that he has violated University rules.

B. Warning. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.

C. Censure. Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.

D. Disciplinary Probation. Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

E. Restitution. Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

F. Suspension. Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.

G. Expulsion. Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.

H. Complaint to Civil Authorities.

I. Ejection.

Bylaw Section 15.6**SUSPENSION OR DISMISSAL.**

The Board of Trustees reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution. The Chancellor or Chancellor's designee, a president or any dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw section 15.3 to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the College shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the College shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list.:

- *Copying from another student during an examination or allowing another to copy your work.*
- *Unauthorized collaboration on a take home assignment or examination.*
- *Using notes during a closed book examination.*
- *Taking an examination for another student, or asking or allowing another student to take an examination for you.*
- *Changing a graded exam and returning it for more credit.*
- *Submitting substantial portions of the same paper to more than one course without consulting with each instructor.*
- *Preparing answers or writing notes in a blue book (exam booklet) before an examination.*
- *Allowing other to research and write assigned papers or do assigned projects, including use of commercial term paper services.*
- *Giving assistance to acts of academic misconduct/ dishonesty.*
- *Fabricating data (all or in part).*
- *Submitting someone else's work as your own.*
- *Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.*

Plagiarism is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- *Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.*
- *Presenting another person's ideas or theories in your own words without acknowledging the source.*
- *Using information that is not common knowledge without acknowledging the source.*
- *Failing to acknowledge collaborators on homework and laboratory assignments.*

Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means it is an exhaustive list:

- *Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.*
- *Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.*
- *Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.*
- *Intentionally obstructing or interfering with another student’s work.*

Falsification of Records and Officials Documents

The following are some examples of falsification, but by no means is it an exhaustive list:

- *Forging signatures of authorization.*
- *Falsifying information on an official academic record.*
- *Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.*

PROCEDURES FOR IMPOSITION OF SANCTIONS FOR VIOLATIONS OF CUNY POLICY ON ACADEMIC INTEGRITY

Introduction

As a legal matter, in disciplining students for violations of policies of academic integrity, CUNY, as a public institution, must conform to the principles of due process mandated by the Fourteenth Amendment to the United States Constitution – generally speaking, to provide notice of the charges and some opportunity to be heard. In the context of court-litigated violations, questions as to how much and what kind of process was “due” turn on the court’s judgment whether the decision on culpability was “disciplinary” (a question of fact) or “academic” (a question of the instructor’s expert judgment). This distinction has proved difficult to apply on campus. Accordingly, these procedures provide for alternative approaches depending on the severity of the sanction(s) being sought. If the instructor desires solely an “academic” sanction, that is, a grade reduction, less process is due than if a “disciplinary” sanction, such as suspension or expulsion, is sought.

A faculty member who suspects that a student has committed a violation of the CUNY or the college Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance, but the college retains the right to bring disciplinary charges against the student. Among the factors the college should consider in determining whether to seek a disciplinary sanction are whether the student has committed one or more prior violations of the Academic Integrity Policy and mitigating circumstances if any. It is strongly recommended that very instance of suspected violation should be reported to the Academic Integrity Official on a form provided by the college as described in the third Recommendation for Promoting Academic Integrity, above. Among other things, this reporting will allow the college to determine whether it wishes to seek a disciplinary sanction even where the instructor may not wish to do so.

Procedures in Cases Where the Instructor Seeks an Academic Sanction Only

1. Student Accepts Guilt and Does Not Contest the Academic Sanction

If the faculty member wishes to seek only an academic sanction (i.e., a reduced grade¹ only), and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the

student shall be given the reduced grade, unless the college decides to seek a disciplinary sanction, see Section I above and IV below. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion.

2. Student Denies Gilt and/or Contests The Academic Sanction

If the student denies guilt or contests the particular grade awarded by the faculty member, then the matter shall be handled using the college's grade appeals process, including departmental grading committees where applicable, or the Academic Integrity Committee. In either case, the process must, at a minimum, provide the student with an opportunity to be heard and to present evidence.

Procedures in Cases Where a Disciplinary Sanction Is Sought

If a faculty member suspects a violation and seeks a disciplinary sanction, the faculty member shall refer the matter to the college's Academic Integrity Official using the Faculty Report form, as described in the third Recommendation for Promoting Academic Integrity above, to be adjudicated by the college's Faculty-Student Disciplinary Committee under Article 15 of the CUNY Bylaws. As provided for therein, the Faculty-Student Disciplinary may, among other things, investigate, conciliate, or hear evidence on cases in which disciplinary charges are brought.² Under certain circumstances, college officials other than the Academic Integrity Official may seek disciplinary sanctions following the procedures outlined above. For the reasons discussed in Item IV below, if a reduced grade is also at issue, then that grade should be held in abeyance, pending the Faculty-Student Disciplinary Committee's action.

Procedures in Cases in Which Both a Disciplinary and an Academic Sanction Are Sought

If a faculty member or the college seeks to have both a disciplinary and an academic sanction imposed, it is not advisable to proceed on both fronts simultaneously lest inconsistent results ensue. Thus, it is best to begin with the disciplinary proceeding seeking imposition of a disciplinary sanction and await its outcome before addressing the academic sanction. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur. Then no sanction of any kind may be imposed. The decision whether to pursue both types of sanctions will ordinarily rest with the faculty member.

Reporting Requirements

1. By the Faculty Member to the Academic Integrity Official

In cases where a violation of academic integrity has been found to have occurred (whether by admission or a fact-finding process), the faculty member should promptly file with the Academic Integrity Official a report of the adjudication in writing on a Faculty Report form (see sample attached) provided by the college as described above. The Academic Integrity Official shall maintain a confidential file for each student about whom a suspected or adjudicated violation is reported. If either the grade appeals process or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student's confidential academic integrity file. Before determining what sanction(s) to seek, the faculty member or the Academic Integrity Official may consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken.

2. By the Academic Integrity Official to the Faculty Member

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Official shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as indicated above, the suspected violation was held to be unfounded, in which case all reporting forms concerning that suspected violation shall be destroyed.

¹ A reduced grade can be an “F,” a “D-,” or another grade that is lower than the grade that would have been given but for the violation.

² Typically, disciplinary sanctions would be sought in cases of the most egregious, or repeated, violations, for example: infraction in ways similar to criminal activity (such as forging a grade form; staling an examination from a professor or a university office; or forging a transcript); having a substitute take an examination or taking an examination for someone else; sabotaging another student’s work through actions designed to prevent the student from successfully completing an assignment; dishonesty that affects a major or essential portion of work done to meet course requirements. [These examples have been taken from a list of violations compiled by Rutgers University.]

STATEMENT OF NONDISCRIMINATION

Statement of Principles

The City University of New York, located in a historically diverse municipality, is committed to engendering values and implementing policies that will enhance respect for individuals and their cultures. The University believes that, in order truly to benefit from this diversity, the University must foster tolerance, sensitivity and mutual respect among all members of its community. Efforts to promote diversity and to combat bigotry are an inextricable part of the educational mission of the University. Diversity among the University's many members strengthens the institution, promotes the exchange of new ideas, and enriches campus life.

The University does not condone and will not tolerate discrimination in employment or in its educational programs and activities.

The City University of New York continues to recognize the important need to maintain at each campus equal access and opportunity for qualified students, faculty and staff from all ethnic and racial groups and from both sexes.

Policy Statement

It is the policy of The City University of New York and the constituent colleges and units of the University to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as a victim of domestic violence.

Sexual Harassment, a form of sex discrimination, is prohibited under the university's policy against sexual harassment.

The City University of New York, as a public university system, adheres to federal, state and city laws and regulations regarding non-discrimination and affirmative action including among others, Executive Order 11246, as amended, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, as amended, and the Age Discrimination Act of 1975, the New York State Human Rights Law and the New York City Human Rights Law. The "protected classes" as delineated in Executive Order 11246 (Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native and Women) were expanded on December 9, 1976 by the Chancellor of the City University of New York to include Italian-Americans.

Responsibility for Compliance

The President of each constituent college of the University, the Senior Vice Chancellor at the Central Office, and the Dean of the Law School shall have ultimate responsibility for overseeing compliance with this Policy at his or her respective unit of the University.

Discrimination Complaints

The City University of New York is committed to addressing discrimination complaints promptly, consistently and fairly. There shall be an employment discrimination complaint procedure administered by each unit of the University.

A job applicant, employee, or former employee of Lehman College who wishes to make a complaint related to equal employment opportunity or affirmative action should consult with Dawn Ewing Morgan, the Director of Compliance and Diversity. Mrs. Morgan can be reached at (718) 960-8111. Her office is Shuster Hall, Room 352.

Students who believe they have been discriminated against in violation of this policy should bring their complaints to the Chief Student Affairs Officer for investigation by the officer or his or her designee in accordance with this policy.

Retaliation against any member of the University community who has made a complaint of discrimination is prohibited.

THE CITY UNIVERSITY OF NEW YORK POLICY ON SEXUAL HARASSMENT

Policy Statement

It is the policy of The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University's non-discrimination policy. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University.

The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the College to investigate the allegations.

A. Prohibited Conduct

It is a violation of University policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

B. Definition of Sexual Harassment

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between a faculty member and student supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or coworkers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

C. Examples of Sexual Harassment

Sexual harassment may take different forms. Using a person's response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples of this type of sexual harassment include, but are not limited to, the following:

- requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations);
- submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.

Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target does find, and a reasonable person would find, that an intimidating, hostile or abusive work or academic environment has been created. Examples of this kind of sexual harassment include, but are not limited to, the following:

- sexual comments, teasing, or jokes;
- sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
- graphic or sexually suggestive comments about an individual's attire or body;
- inquiries or discussions about sexual activities;
- pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
- sexually suggestive letters or other written materials;
- sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, or fondling;
- coerced sexual intercourse or sexual assault.

D. Consensual Relationships

Amorous, dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the University community and any person for whom he or she has a professional responsibility. These dangers can include: that a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her education or employment; that conflicts of interest may arise when a faculty member, supervisor, or other member of the University community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he or she is having a romantic relationship; that students or employees may perceive that a fellow student or coworker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

Faculty members, supervisors, and other members of the University community who have professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above, such relationships are strongly discouraged.

For purposes of this section, an individual has "professional responsibility" for another individual at the University if he or she performs functions including, but not limited to, teaching, counseling, grading, advising, evaluating, hiring, supervising, or making decisions or recommendations that confer benefits such as promotions, financial aid awards or other remuneration, or that may impact upon other academic or employment opportunities.

Sexual Harassment Awareness and Intake Committee

The Sexual Harassment Awareness and Intake Committee is responsible for educating the Lehman College community about sexual harassment and its potential consequences to the University community. The members of the Sexual Harassment Awareness and Intake Committee are available to respond to inquiries, receive complaints alleging sexual harassment from any member of the college community, and to refer individuals and/or the complaint to the Sexual Harassment Coordinator. The members of the Sexual Harassment Awareness and Intake Committee are:

Annecy Baez, Counseling Center, 718-960-8761

Chelsea Campbell, Paralegal Studies Program/Continuing Education, 718-960-1159

Vanessa Gonzalez, Campus Life, 718-960-8468

Joette Reaves, Health Programs/Continuing Education, 718-960-8998

Maritza Rivera, Office of Compliance and Diversity, 718-960-8111

Michael Sullivan, Campus Life, 718-960-8535

Sexual Harassment Coordinator

Dawn Ewing Morgan, Office of Compliance and Diversity, 718-960-8111

Sexual Harassment Deputy Coordinators

Graciela Castex, Social Work, 718-960-7864

John Cirace, Economics & Accounting, 718-960-8388

Vincent Zucchetto, Student Affairs, 718-960-8242

COLLEGE POLICY ON EXTRACURRICULAR ACTIVITIES AND PROGRAMS

Group Activities

The College offers a wide range of extracurricular activities and programs. These include departmental, religious, social, political, and athletic activities; creative events such as art displays and literary, musical, and dramatic performances; and extracurricular lectures on varied topics. Students publish newspapers and other publications and have the opportunity to join a variety of clubs.

Policy on Guest Speakers

Student groups have the right to hear speakers of their choice in accordance with the rules set by the College. It may not, however, be assumed that speakers invited by students represent the views of the College.

Student Government

Student government consists of The Campus Association for Student Activities (CASA) which plans and administers programs and allocates funds for student groups, and the Student Conference which represents students' interests in the Lehman College Academic Senate.

Participation in College Governance

Students shall comprise a permanent one-third of the total membership of the Senate, based upon combining the total number of voting faculty and voting administration representatives. Senate meetings are open to all students and staff at the College. Students are also represented on College committees. The student senators comprise the Student Conference.

THE CITY UNIVERSITY OF NEW YORK WORKPLACE VIOLENCE POLICY AND PROCEDURES

The City University of New York has a long-standing commitment to promoting a safe and secure academic and work environment that promotes the achievement of its mission of teaching, research, scholarship and service. All members of the University community—students, faculty and staff—are expected to maintain a working and learning environment free from violence, threats of harassment, violence, intimidation or coercion. While these behaviors are not prevalent at the University, no organization is immune.

The purpose of this policy is to address the issue of potential workplace violence in our community, prevent workplace violence from occurring to the fullest extent possible, and set forth procedures to be followed when such violence has occurred.

Policy

The City University of New York prohibits workplace violence. Violence, threats of violence, intimidation, harassment, coercion, or other threatening behavior towards people or property will not be tolerated. Complaints involving workplace violence will not be ignored and will be given the serious attention they deserve. Individuals who violate this policy may be removed from University property and are subject to disciplinary and/or personnel action up to and including termination, consistent with University policies, rules and collective bargaining

agreements, and/or referral to law enforcement authorities for criminal prosecution. Complaints of sexual harassment are covered under the University's Policy Against Sexual Harassment.

The University, at the request of an employee or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-related business. This policy particularly applies in cases where the employee or student suspects that an act of violence will result from an encounter with said individual(s).

Scope

All faculty, staff, students, vendors, contractors, consultants, and others who do business with the University, whether in a University facility or off-campus location where University business is conducted, are covered by this policy. This policy also applies to other persons not affiliated with the University, such as former employees, former students, and visitors. When students have complaints about other students, they should contact the Office of Student Affairs at their campus.

Definitions

Workplace violence is any behavior that is violent, threatens violence, coerces, harasses or intimidates others, interferes with an individual's legal rights of movement or expression, or disrupts the workplace, the academic environment, or the University's ability to provide services to the public. Examples of workplace violence include, but are not limited to:

1. Disruptive behavior intended to disturb, interfere with or prevent normal work activities (such as yelling, using profanity, verbally abusing others, or waving arms and fists).
2. Intentional physical contact for the purpose of causing harm (such as slapping, stabbing, punching, striking, shoving, or other physical attack).
3. Menacing or threatening behavior (such as throwing objects, pounding on a desk or door, damaging property, stalking, or otherwise acting aggressively; or making oral or written statements specifically intended to frighten, coerce, or threaten) where a reasonable person would interrupt such behavior as constituting evidence of intent to cause harm to individuals or property.
4. Possessing firearms, imitation firearms, knives or other dangerous weapons, instruments or materials. No one within the University community, shall have in their possession a firearm or other dangerous weapon, instrument or material that can be used to inflict bodily harm on an individual or damage to University property without specific written authorization from the Chancellor or the college President regardless of whether the individual possesses a valid permit to carry the firearm or weapon.

Reporting of Incidents

1. General Reporting Responsibilities

Incidents of workplace violence, threats of workplace violence, or observations of workplace violence are not to be ignored by any member of the University community. Workplace violence should promptly be reported to the appropriate University official (see below). Additionally, faculty, staff and students are encouraged to report behavior that they reasonably believe poses a potential for workplace violence as defined above. It is important that all members of the University community take this responsibility seriously to effectively maintain a safe working and learning environment.

2. Imminent or Actual Violence

Any person experiencing or witnessing imminent danger or actual violence involving weapons or personal injury should call the Campus Public Safety Office immediately, or call 911.

3. Acts of Violence Not Involving Weapons or Injuries to Persons

Any person who is the subject of a suspected violation of this policy involving violence without weapons or personal injury, or is a witness to such suspected violation, should report the incident to his or her supervisor, or in lieu thereof, to their respective Campus Public Safety Office. Students should report such incidents to the Office of Student Affairs at their campus or in lieu thereof, their campus Public Safety Office. The Campus Public Safety Office will work with the Office of Human Resources and the supervisor or the Office of Student Affairs on an appropriate response.

4. Commission of a Crime

All individuals who believe a crime has been committed against them have the right, and are encouraged, to report the incident to the appropriate law enforcement agency.

5. False Reports

Members of the University community who make false and malicious complaints of workplace violence, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action and/or referral to civil authorities as appropriate.

6. Incident Reports

The University will report incidents of workplace violence consistent with the College Policies for Incident Reporting Under the Campus Security Policy and Statistical Act (Cleary Act).

Responsibilities

1. Presidents

The President of each constituent college of the City University of New York, the Chief Operating Officer at the Central Office, and the Deans of the Law School and the Sophie Davis School of Biomedical Education shall be responsible for the implementation of this policy on his or her respective campus. The responsibility includes dissemination of this policy to all members of the college community, ensuring appropriate investigation and follow-up of all alleged incidents of workplace violence, constituting a Workplace Violence Advisory Team (See #7. below), and ensuring that all administrators, managers, and supervisors are aware of their responsibilities under this policy through internal communications and training.

2. Campus Public Safety Office

The Campus Public Safety Office is responsible for responding to, intervening, and documenting all incidents of violence in the workplace. The Campus Public Safety Office will immediately log all incidents of workplace violence and will notify the respective supervisor of an incident with his/her employee, or notify the appropriate campus official of an incident with a student. All officers should be knowledgeable of when law enforcement action may be appropriate. Public Safety will maintain an internal tracking system of all threats and incidents of violence. Annual reports will be submitted to the President (at the same time as the report noted below) detailing the number and description of workplace violence incidents, the disposition of the incidents, and recommend policy, training issues, or security procedures that were or should be implemented to maintain a safe working and learning environment. These incidents will be reported in the Annual Report of the College Advisory Committee on Campus Security consistent with the reporting requirements of Article 129A Subsection 6450 of the NYS Education Law (Regulation by Colleges of Conduct on Campuses and Other College Property for Educational Purposes).

Officers will be trained in workplace violence awareness and prevention, non-violent crises intervention, conflict management, and dispute resolution.

Officers will work closely with Human Resources when the possibility of workplace violence is heightened, as well as on the appropriate response to workplace violence incidents consistent with CUNY policies, rules, procedures and applicable labor agreements, including appropriate disciplinary action up to and including termination.

When informed, Public Safety will maintain a record of any Orders of Protection for faculty, staff, and students. Public Safety will provide escort service to members of the college community within its

geographical confines, when sufficient personnel are available. Such services are to be extended at the discretion of the Campus Public Safety Director or designee. Only the President, or designee, in his/her absence, can authorize escort service outside of the geographical confines of the college.

3. Supervisors

Each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility (hereinafter "supervisor") is responsible within his/her area of jurisdiction for the implementation of this policy. Supervisors must report to their respective Campus Public Safety Office any complaint of workplace violence made to him/her and any other incidents of workplace violence of which he/she becomes aware or reasonably believes to exist. Supervisors are expected to inform their immediate supervisor promptly about any complaints, acts, or threats of violence even if the situation has been addressed and resolved. After having reported such complaint or incident to the Campus Public Safety Director and immediate supervisor, the supervisor should keep it confidential and not disclose it further, except as necessary during the investigation process and/or subsequent proceedings.

Supervisors are required to contact the Campus Public Safety Office immediately in the event of imminent or actual violence involving weapons or potential physical injuries.

4. Faculty and Staff

Faculty and staff must report workplace violence, as defined above, to their supervisor. Faculty and staff who are advised by a student that a workplace violence incident has occurred or has been observed must report this to the Campus Public Safety Director immediately. Recurring or persistent workplace violence that an employee reasonably believes is not being addressed satisfactorily, or violence that is, or has been, engaged in by the employee's supervisor should be brought to the attention of the Campus Public Safety Director.

Employees who have obtained Orders of Protection are expected to notify their supervisors and the Campus Public Safety Office of any orders that list CUNY locations as protected areas.

Victims of domestic violence who believe the violence may extend into the workplace, or employees who believe that domestic or other personal matters may result in their being subject to violence extending into the workplace, are encouraged to notify their supervisor, or the Campus Public Safety Office. Confidentiality will be maintained to the extent possible.

Upon hiring, and annually thereafter, faculty and staff will receive copies of this policy. Additionally, the policy will be posted throughout the campus and be placed on the CUNY website and on the college's website, as appropriate.

5. Office of Human Resources

The Office of Human Resources at each campus is responsible for assisting the Campus Public Safety Director and supervisors in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; notifying the Campus Public Safety Office of workplace violence incidents reported to that office; and consulting with, as necessary, counseling services to secure professional intervention.

The Office of Human Resources is responsible for providing new employees or employees transferred to the campus with a copy of the Workplace Violence Policy and Procedures and insuring that faculty and staff receive appropriate training. The Office of Human Resources will also be responsible for annually disseminating this policy to all faculty and staff at their campus, as well as posting the policy throughout the campus and on the college's website, as appropriate.

6. Students

Students who witness violence, learn of threats, or are victims of violence by employees, students or others should report the incident immediately to the Campus Public Safety Office. If there is no imminent danger, students should report threatening incidents by employees, students or others as soon as possible to the Campus Public Safety Office or Office of Student Affairs. Students will be provided with workplace

violence awareness information (including information regarding available counseling services) upon registration each year.

7. Workplace Violence Advisory Team

A college President shall establish a Workplace Violence Advisory Team at his/her college. This Team, working with the College Advisory Committee on Campus Security, will assist the President in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; assessing the potential problem of workplace violence at its site; assessing the college's readiness for dealing with workplace violence; evaluating incidents to prevent future occurrences; and utilizing prevention, intervention, and interviewing techniques in responding to workplace violence. This Team will also develop workplace violence prevention tools (such as pamphlets, guidelines and handbooks) to further assist in recognizing and preventing workplace violence on campus. It is recommended that this Team include representatives from Campus Public Safety, Human Resources, Labor Relations, Counseling Services, Occupational Health and Safety, Legal, and others, including faculty, staff and students, as deemed appropriate by the President.

In lieu of establishing the Workplace Violence Advisory Team, a President may opt to expand the College Advisory Committee on Campus Security with representatives from the areas recommended above to address workplace violence issues at the campus and perform the functions outlined above.

8. University Communications

All communications to the University community and outside entities regarding incidents of workplace violence will be made through the University Office of University Relations after consultation with the respective President or his/her designee.

Education 10

Colleges are responsible for the dissemination and enforcement of this policy as described herein, as well as for providing opportunities for training in the prevention and awareness of workplace violence. The Office of Faculty and Staff Relations will provide assistance to the campuses in identifying available training opportunities, as well as other resources and tools, (such as reference materials detailing workplace violence warning signs) that can be incorporated into campus prevention materials for dissemination to the college community. Additionally, the Office of Faculty & Staff Relations will offer periodic training opportunities to supplement the college's training programs.

Confidentiality

The University shall maintain the confidentiality of investigations of workplace violence to the extent possible. The University will act on the basis of anonymous complaints where it has a reasonable basis to believe that there has been a violation of this policy and that the safety and well being of members of the University community would be served by such action.

Retaliation

Retaliation against anyone acting in good faith who has made a complaint of workplace violence, who has reported witnessing workplace violence, or who has been involved in reporting, investigating, or responding to workplace violence is a violation of this policy. Those found responsible for retaliatory action will be subject to discipline up to and including termination.

FREEDOM OF INFORMATION LAW NOTICE

Requests to inspect public records at the college should be made to the Records Access Officer, Esdras Tulier, special counsel to the President, who is located in Shuster Hall, Room 376 (718-960-8559). Public records are available for inspection and copying by appointment only at a location to be designated. You have a right to appeal a denial of a request for access to records to the CUNY General Counsel and Vice Chancellor for Legal Affairs. Copies of the CUNY Procedures for Public Access to Public Records Pursuant to Article 6 of the Public Officers Law and the appeal form are available at the Reference Desk of the Library and on the College website.

Appendix 5

Retention Documents

Compliance Plan and Agreement
Field Education Plan and Agreement

**LEHMAN COLLEGE/CUNY
DEPARTMENT OF SOCIAL WORK
SOCIAL WORK PROGRAM**

COMPLIANCE PLAN AND AGREEMENT

Student: _____ **Date:** _____

Becoming a social worker is a complex process whereby the student is expected to develop not only professional behavior in fieldwork, but also to develop professional behavior in the classroom. This is often difficult for the beginning student, as this type of behavior may not have been required in previous (non-social work) classes. However, students are required to begin to incorporate the NASW *Code of Ethics* into classroom decorum. This plan and agreement has been developed in order to address specific problematic behaviors that have been identified by the classroom instructor and that warrant attention and need to be resolved.

This form is for use for problematic behaviors not covered by the CUNY Rules and Regulations on Campus Conduct. In the case of behaviors covered by the CUNY Rules and Regulations on Campus Conduct, a referral is made by the classroom instructor to the Vice-President for Student Affairs.

This Plan and Agreement addresses the following situation:

The expectations and goals as outlined in this document have been developed jointly by the student, classroom instructor, and faculty advisor. If the classroom instructor and faculty advisor are the same, then the student may select another full-time faculty member who will participate in developing this agreement. This Compliance Plan and Agreement clarifies for all concerned parties the behavioral requirements for the student to remain in the Social Work Program at Lehman College.

Responsibilities of the student:

Responsibilities of the classroom instructor:

Responsibilities of the faculty advisor:

I, [the student], agree to the responsibilities as outlined above. I am aware that failure to comply with the terms of this Compliance Plan and Agreement will result in a referral to the Retention Committee of the Social Work Program and may result in dismissal from the MSW Program.

The social work faculty, in turn will provide academic instruction and professional advising to assist with the learning and professional development process.

Student Name: Print/Signature/Date

Classroom Instructor: Print/Signature/Date

Faculty Advisor or, if Classroom Instructor is the same as Faculty Advisor, another Full-Time Faculty Member Selected by the Student: Print/Signature/Date

**LEHMAN COLLEGE/CUNY
DEPARTMENT OF SOCIAL WORK
SOCIAL WORK PROGRAM**

FIELD EDUCATION PLAN AND AGREEMENT

Student: _____ **Date:** _____

The purposes of this Field Education Plan and Agreement are

- to clarify the learning goals and objectives for the fieldwork experience,
- to assist in the synthesis of classroom material and field experiences
- to promote professional development, and
- to clarify the mutual expectations and responsibilities of the student, the field instructor, and the faculty advisor.

The expectations and goals as outlined in this document have been developed jointly by the student, field instructor, and the student's field faculty advisor. This Plan and Agreement clarifies for all concerned parties the student's educational goals and objectives, assignments and agency responsibilities, as well as the responsibilities of the field instructor and faculty advisor at Lehman College.

Based upon the NASW *Code of Ethics*, the student agrees to practice in an ethical and appropriate manner and adhere to the policies and procedures of the fieldwork agency. The student will incorporate the academic coursework with field practice in an ongoing and increasingly complex manner. It is recognized that educational needs and objectives can change over time; therefore, the Plan and Agreement can be modified as needed, in consultation with the student, field instructor, and faculty advisor. Such changes need to be agreed upon by all parties.

The student, field instructor, or faculty advisor can request that the Director of Field Education and/or the Director of the Social Work Program participate in the process of designing and/or modifying this agreement.

Responsibilities of the student:

- To attend fieldwork, on the agreed upon days, for a total of _____ hours per week.
- To assume responsibility for rescheduling any unavoidably missed hours or days in the field placement.
- To attend weekly supervision at the agreed upon time, for at least one hour per week.
- To submit ____ process recordings to the field instructor and faculty advisor within a week of seeing the assigned client.
- To utilize the skills and knowledge of entry-level generalist social work practice, as being taught in undergraduate Social Work courses at Lehman College.
- To demonstrate progress towards achievement of the learning objectives for Fieldwork and Fieldwork Seminar, as listed on the syllabi for those courses .
- To adhere to the NASW *Code of Ethics*.

Responsibilities of the field instructor:

- To monitor the appropriateness of student assignments.
- To meet weekly, at the assigned time, with the student for supervision, for a minimum of one hour of individual supervision.
- To provide supervision in a manner that is consistent with the goals and objectives of the undergraduate Social Work Program at Lehman College. These goals and objectives have been described in detail in the *MSW Student Handbook and Field Education Manual* that was distributed to all field instructors by the Director of Field Education.

Responsibilities of the field faculty advisor:

- To serve as the academic liaison for both the field instructor and student, thereby providing a bridge between academic expectations, goals, and objectives and that of field instruction.
- To conduct agency visits, a minimum of once during the Fall semester. Frequency of visits will be increased as deemed necessary and appropriate by the field faculty advisor and Director of Field Education.
- To provide academic advisement to the student.

Additional Requirements or Comments:

Student:

Field Instructor:

Faculty Advisor:

I, [the student], agree to the responsibilities as outlined above. I am aware that failure to comply with the terms of this Plan and Agreement will result in a referral to the Review and Retention Committee of the Lehman College Social Work Program and may result in dismissal from the MSW Program.

The Field Instructor will commit to the responsibilities listed above and to provide an internship that allows the student to learn and demonstrate professional social work growth.

The social work faculty will provide academic instruction and professional advising to assist with the learning and professional development process.

Student Name: Print/Signature/Date

Field Instructor: Print/Signature/Date

Faculty Advisor: Print/Signature/Date

Appendix 6

Field Education Documents

Application for Fieldwork

Work-Study Field Placement Agreement

MSW Fieldwork Educational Plan

Process Recording Form

Group Process Recording Form

Fieldwork Instructors' Evaluation of Students

Mid-Term Evaluation (*Fall semester only*)

End-of-Semester Evaluation (*Fall semester*)

End-of-Semester Evaluation (*Spring semester*)

**LEHMAN COLLEGE/CUNY
GRADUATE SOCIAL WORK PROGRAM**

**MSW APPLICATION FOR FIELD PLACEMENT
(PLEASE TYPE)**

Date: _____

NAME: _____

ADDRESS: _____

TELEPHONE #s (home) _____

(work) _____ (cell) _____

E-MAIL _____

SOCIAL SECURITY # _____

Valid Driver's License: YES NO

Willing and able to drive to a field placement: YES NO

Please describe any volunteer or paid social work related experiences. Include type of experience, setting, responsibilities, and length of time in each setting. Use additional paper if necessary.

Do you speak any language(s) other than English? _____ If yes, please list: _____

Can you provide services in any language(s) other than English? _____ If yes, please list: _____

Please specify any health factors for us to consider in planning for your field placement.

(Your field instructor will be provided with a copy of this page.)

NAME _____ SOCIAL SECURITY # _____

Do you plan to do your first year field placement at your current place of employment (a "work-study placement")? Yes_____ No_____

If yes please complete the following information regarding the person responsible for negotiating the details of the placement:

Agency Name: _____

Agency Address: _____

Contact Person: _____

Phone number: _____

*If "No" please complete the below information to assist the faculty in matching you with a field placement agency. Please note the program **does not guarantee** that you will get a placement in the field of practice that you request.*

Social Work Interests: List in order of preference the three fields of practice in which you are interested (do not list specific agencies):

(1) _____

(2) _____

(3) _____

Are there any fields of practice in which you would prefer not to be placed?

Additional comments: Please discuss any information which will assist the faculty regarding the selection of your field work placement. You may note concerns about transportation, child care, employment, health factors, special schedule needs etc.

Signature

NAME (print)

WORK-STUDY FIELD PLACEMENT AGREEMENT

Date: _____

STUDENT'S NAME: _____

AGENCY NAME: _____

STUDENTS CURRENT SUPERVISOR: _____

TELEPHONE: _____

CURRENT JOB RESPONSIBILITIES: _____

PROPOSED FIELD INSTRUCTOR: _____

(Please attach completed Curriculum Vitae form or a copy of field instructors resume)

FIELD INSTRUCTORS CONTACT INFORMATION:

ADDRESS: _____

E-MAIL: _____

PHONE NUMBER: _____

Has the Field Instructor completed a Seminar in Field Instruction in the New York? _____

DESCRIBE THE PROPOSED FIELDWORK ASSIGNMENT (Please be specific attach additional paper if needed):

APPROVED DATE _____

DISAPPROVED DATE _____

SIGNATURE _____

**LEHMAN COLLEGE/CUNY
SOCIAL WORK DEPARTMENT**

MSW Fieldwork Educational Plan

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:

- Eg. John will conduct ongoing supportive counseling to three clients.

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 (MSW 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.

Describe the client's personal and environmental strengths:

What special circumstances or situation affected this interaction?

How did this contact fit in with the client's short- and long-term goals?

What do you think you could have done differently in this interaction?

Plans for future actions (Describe the activities you plan to undertake on behalf of the client):

For Advanced Year Students

Has the client been diagnosed? _____ If yes, then provide information about the diagnosis:

Given all of the information available regarding this client, and the purpose of your work with this client, discuss the theoretical perspective that guided, or in retrospect might have been helpful in, your interaction with the client. Why did you select this perspective?

**LEHMAN COLLEGE
DEPARTMENT OF SOCIAL WORK
GROUP PROCESS RECORDING**

Name of student: _____

Name of agency: _____

Date and time of **this** group meeting: _____

I. DESCRIPTION OF THE GROUP

Name and type of group: _____

Stated purpose of the group session (attach any agenda and/or handouts):

Name of facilitator(s): _____ Position at agency _____

When and how frequently does the group meet? _____

How long is each session? _____

What are the criteria for membership in this group? _____

Who was present at this session? (Include initials of clients, gender, [M/F/T] and age.)

Is this an open-ended or closed-ended group? _____

If this is a closed-ended group, this is session ____ of _____. What is the total group membership? _____

Indicate which individuals are mandated and which are voluntary. _____

Where does the group meet? _____

What did you do to obtain space for the group?

Draw a diagram of where you and each group member sat during this session and indicate any other significant physical arrangements for the group and/or session.



II. DESCRIPTION OF SESSION

A. How did you prepare for this group session? What was your role during this session?

B. Describe and discuss the behaviors of group members and the group dynamics that you observed directly before the beginning of the group session.

C. Write a detailed narrative of what occurred in the group from the beginning to the end of the session. Identify any norms and rules the members develop as well as the roles the group members take on. Include interactions among group members such as leadership patterns, alliances, competition, conflict resolution, etc.

D. Discuss what you think you did well as a group facilitator during this session; evaluate your strengths in group practice. Discuss areas that you feel could be strengthened or further developed in your role(s) with the group?

LEHMAN COLLEGE/CUNY - SOCIAL WORK DEPARTMENT

MSW First Year
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: Breeches 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.)

TO: All Field Instructors

FROM: Lehman College Field Education Department

RE: New Fieldwork Evaluations

Attached please find our new fieldwork evaluation form.

The Council on Social Work Education, the national organization that accredits social work programs, is now requiring that schools of social work move to a competency-based model for curriculum and student evaluation. The Council on Social Work Education has identified 10 core competencies. Each competency is implemented by practice behaviors that students should be able to demonstrate upon completion of the program. One very important place where students demonstrate these practice behaviors is in fieldwork.

In our new fieldwork evaluation we are asking that you rate students on each practice behavior. Therefore, for each practice behavior listed, we are asking fieldwork instructors to determine what level of competency they think their students are demonstrating by checking off the appropriate box (see instruction sheet for key). Following each practice behavior, we then ask you to write a short narrative explaining how the student has or has not mastered the practice behavior. Please include specific evidence.

For example, Competency #10 includes the practice behavior, "Negotiate, mediate, and advocate for clients," and could be responded to as follows:

Negotiate, mediate, and advocate for clients.	IP	EC	FC	C	AC
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>As evidenced by: Mrs. X experienced difficulty getting the heat turned on in her apartment. Mary spoke with the client and helped her find ways to speak to the landlord. When that didn't prove effective she assisted the client in writing a letter of concern to the building management.</u>					

Please do not hesitate to call your student's faculty field advisor or the Field Education Department if you have any questions or concerns regarding this evaluation.

Thank you for your continued work with Lehman students!

FIELDWORK EVALUATION INSTRUMENT

This evaluation instrument assesses the practice behaviors associated with each competency, which students should demonstrate by the end of the first semester of the field practicum.

When rating each practice behavior, please provide content (eg. descriptive examples or anecdotes) to support the rating you provide. Also, please include ways in which the student's performance can be further improved for each practice behavior.

On the scale provided after each practice behavior, please indicate the student's *level of performance* at the end of the semester by placing an X in the appropriate box.

- IP Insufficient Progress**
Rarely demonstrates awareness, knowledge and skills as a social work intern
- EC Emerging Competence**
Is beginning to demonstrate awareness, knowledge and skills as a social work intern
- FC Frequent Competence**
Frequently demonstrates awareness, knowledge and skills as a social work intern
- C Competence**
Consistently demonstrates awareness, knowledge and skills as a social work intern
- AC Advanced Competence**
Expertly demonstrates awareness, knowledge and skills as a social work intern

Note: Those Practice Behaviors followed by "Spring Semester Only" are not evaluated during the Fall semester.

Evaluation Process

- The field instructor and student jointly review the student's performance in terms of the criteria specified in this evaluation instrument.
- Following their review and discussion, the field instructor completes this instrument. The student then reviews it and, if he or she wishes, writes comments in the section indicated.
- If the student wishes, he or she may append an additional statement to the instrument.
- Finally, the field instructor and student both sign and date the instrument.
Note: The student's signature does not indicate agreement, but rather that the evaluation has been read.
- The field instructor sends the completed evaluation to the faculty advisor, who reviews and signs the evaluation.
- The faculty advisor assigns the grade for the field practicum.

The Social Work Department at Lehman College appreciates your work with our students

COMPETENCY I:**Identify as a professional social worker and conduct oneself accordingly**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

1. Identify need and advocate for client access to the services of social work.	Spring Semester Only				
2. Practice personal reflection and demonstrate positive change that assures continual professional development.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
3. Recognize and attend to professional roles and boundaries.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
5. Engage in career-long learning.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
6. Utilize supervision and consultation.	IP	EC	FC	C	AC
	<input type="checkbox"/>				

Evidence to support rating and strategies to increase competence:

COMPETENCY II:**Apply social work ethical principles to guide professional practice.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

7. Recognize and manage personal values in a way that allows professional values to guide practice		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
8. Make ethical decisions by applying the standards of the “Code of Ethics of the National Association of Social Workers” and, as applicable, “Ethics in Social Work, Statement of Principles” of the International Federation of Social Workers/International Association of Schools of Social Work.	Spring Semester Only						
9. Tolerate ambiguity in resolving ethical conflicts.	Spring Semester Only						
10. Apply strategies of ethical reasoning to arrive at principled decisions.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					

Evidence to support rating and strategies to increase competence:

COMPETENCY III:**Apply critical thinking to inform and communicate professional judgments.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Spring Semester Only				
12. Analyze models of assessment, prevention, intervention, and evaluation.	Spring Semester Only				
13. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.	IP	EC	FC	C	AC
	<input type="checkbox"/>				

Evidence to support rating and strategies to increase competence:

COMPETENCY IV:**Engage diversity and difference in practice in the urban environment.**

Includes: Age, class, perception of physical appearance, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

14. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.	Spring Semester Only				
15. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.	Spring Semester Only				
16. Recognize and communicate an understanding of the importance of differences in shaping life experiences.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
17. Utilize themselves as learners and engage those with whom they work .	IP	EC	FC	C	AC
	<input type="checkbox"/>				

Evidence to support rating and strategies to increase competence:

COMPETENCY V:**Advance human rights and social and economic justice.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

18. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment.	Spring Semester Only
19. Advocate for human rights and social and economic justice.	Spring Semester Only
20. Participate in practices that advance social and economic justice.	Spring Semester Only

COMPETENCY VI:**Engage in research-informed practice and practice-informed research.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence;

Practice Behaviors

21. Use practice experience to inform scientific inquiry.	Spring Semester Only
22. Use research evidence to inform practice.	Spring Semester Only

COMPETENCY VII:**Apply knowledge of human behavior and the social environment.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.	Spring Semester Only				
24. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.	IP	EC	FC	C	AC
	<input type="checkbox"/>				

Evidence to support rating and strategies to increase competence:**COMPETENCY VIII:****Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

25. Analyze, formulate and advocate for policies that advance social well-being.	Spring Semester Only
26. Collaborate with colleagues and clients for effective policy action.	Spring Semester Only

COMPETENCY IX:**Respond to contexts that shape practice.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

27. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Spring Semester Only
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Spring Semester Only

COMPETENCY X:**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

29. Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
30. Use empathy and other interpersonal skills.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
31. Develop a mutually agreed-on focus of work and desired outcomes.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
32. Collect, organize, and interpret client data.	Spring Semester Only					
33. Assess client strengths and limitations.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
34. Develop mutually agreed-on intervention goals and objectives.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
35. Select appropriate intervention strategies.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					

36. Initiate actions to achieve client and organizational goals.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
37. Implement prevention strategies and enhances client capacities.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
38. Help clients resolve problems.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
39. Negotiate, mediate, and advocate for clients.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
40. Facilitate transitions and endings.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
41. Critically analyzes, monitors, and evaluates interventions.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					

Evidence to support rating and strategies to increase competence:

SUMMARY OF STUDENT ACHIEVEMENT

GRADUATE EVALUATION OF STUDENT PERFORMANCE

FALL SEMESTER

I. Student's Strengths:

II. Student's Limitations or Areas Identified for Additional Experience

III. Student's Comments

Signature of Field Instructor

Date

Signature of Student

Date

Signature of Faculty advisor

Date

FIELDWORK EVALUATION INSTRUMENT

This evaluation instrument assesses the practice behaviors associated with each competency, which students should demonstrate by the end of the second semester of the field practicum.

When rating each practice behavior, please provide content (eg. descriptive examples or anecdotes) to support the rating you provide. Also, please include ways in which the student's performance can be further improved for each practice behavior.

On the scale provided after each practice behavior, please indicate the student's *level of performance* at the end of the semester by placing an X in the appropriate box.

- IP Insufficient Progress**
Rarely demonstrates awareness, knowledge and skills as a social work intern
- EC Emerging Competence**
Is beginning to demonstrate awareness, knowledge and skills as a social work intern
- FC Frequent Competence**
Frequently demonstrates awareness, knowledge and skills as a social work intern
- C Competence**
Consistently demonstrates awareness, knowledge and skills as a social work intern
- AC Advanced Competence**
Expertly demonstrates awareness, knowledge and skills as a social work intern

Evaluation Process

- The field instructor and student jointly review the student's performance in terms of the criteria specified in this evaluation instrument.
- Following their review and discussion, the field instructor completes this instrument. The student then reviews it and, if he or she wishes, writes comments in the section indicated. If the student wishes, he or she may append an additional statement to the instrument.
- Finally, the field instructor and student both sign and date the instrument.
Note: The student's signature does not indicate agreement, but rather that the evaluation has been read.
- The field instructor sends the completed evaluation to the faculty advisor, who reviews and signs the evaluation.
- The faculty advisor assigns the grade for the field practicum.

The Social Work Department at Lehman College appreciates your work with our students

COMPETENCY I:**Identify as a professional social worker and conduct oneself accordingly**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

1. Identify need and advocate for client access to the services of social work.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
2. Practice personal reflection and demonstrate positive change that assures continual professional development.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
3. Recognize and attend to professional roles and boundaries.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
5. Engage in career-long learning.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
6. Utilize supervision and consultation.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					

Evidence to support rating and strategies to increase competence:

COMPETENCY II:**Apply social work ethical principles to guide professional practice.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

7. Recognize and manage personal values in a way that allows professional values to guide practice		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
8. Make ethical decisions by applying the standards of the “Code of Ethics of the National Association of Social Workers” and, as applicable, “Ethics in Social Work, Statement of Principles” of the International Federation of Social Workers/International Association of Schools of Social Work.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
9. Tolerate ambiguity in resolving ethical conflicts.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
10. Apply strategies of ethical reasoning to arrive at principled decisions.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					

Evidence to support rating and strategies to increase competence:

COMPETENCY III:**Apply critical thinking to inform and communicate professional judgments.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
12. Analyze models of assessment, prevention, intervention, and evaluation.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
13. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					

Evidence to support rating and strategies to increase competence:

COMPETENCY IV:**Engage diversity and difference in practice in the urban environment.**

Includes: Age, class, perception of physical appearance, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

14. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
15. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
16. Recognize and communicate an understanding of the importance of differences in shaping life experiences.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
17. Utilize themselves as learners and engage those with whom they work .		IP	EC	FC	C	AC	
		<input type="checkbox"/>					

Evidence to support rating and strategies to increase competence:

COMPETENCY V:**Advance human rights and social and economic justice.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

18. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
19. Advocate for human rights and social and economic justice.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
20. Participate in practices that advance social and economic justice.	IP	EC	FC	C	AC
	<input type="checkbox"/>				

Evidence to support rating and strategies to increase competence:

COMPETENCY VI:**Engage in research-informed practice and practice-informed research.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

21. Use practice experience to inform scientific inquiry.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
22. Use research evidence to inform practice.	IP	EC	FC	C	AC
	<input type="checkbox"/>				

Evidence to support rating and strategies to increase competence:**COMPETENCY VII:****Apply knowledge of human behavior and the social environment.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
24. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.	IP	EC	FC	C	AC
	<input type="checkbox"/>				

Evidence to support rating and strategies to increase competence:

COMPETENCY VIII:

Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

25. Analyze, formulate and advocate for policies that advance social well-being.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
26. Collaborate with colleagues and clients for effective policy action.	IP	EC	FC	C	AC
	<input type="checkbox"/>				

Evidence to support rating and strategies to increase competence:

COMPETENCY IX:

Respond to contexts that shape practice.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

27. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	IP	EC	FC	C	AC
	<input type="checkbox"/>				

Evidence to support rating and strategies to increase competence:

COMPETENCY X:

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

29. Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
30. Use empathy and other interpersonal skills.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
31. Develop a mutually agreed-on focus of work and desired outcomes.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
32. Collect, organize, and interpret client data.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
33. Assess client strengths and limitations.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
34. Develop mutually agreed-on intervention goals and objectives.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
35. Select appropriate intervention strategies.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
36. Initiate actions to achieve client and organizational goals.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
37. Implement prevention strategies and enhances client capacities.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
38. Help clients resolve problems.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
39. Negotiate, mediate, and advocate for clients.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					

40. Facilitate transitions and endings.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
41. Critically analyzes, monitors, and evaluates interventions.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					

Evidence to support rating and strategies to increase competence:

SUMMARY OF STUDENT ACHIEVEMENT

GRADUATE EVALUATION OF STUDENT PERFORMANCE

SPRING SEMESTER

I. Student's Strengths:

II. Student's Limitations or Areas Identified for Additional Experience

III. Student's Comments

Signature of Field Instructor

Date

Signature of Student

Date

Signature of advisor

Date

Lehman College/CUNY
DEPARTMENT OF SOCIAL WORK

MSW Second Year
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 _____

I. Fieldwork Tasks: Please briefly describe the tasks the student is doing in each area below and assess the student’s performance using the following scale: Above Satisfactory (“AS”), Satisfactory (“S”), Problematic (“P”). If the student has not begun work in this area please indicate when this work will begin.

II.

a. Direct Practice

b. Administration

c. Policy Practice

d. Supervisory

III. Supervisory Process: Please indicate the students performance in the following areas using the following scale: Above Satisfactory (“AS”), Satisfactory (“S”), Problematic (“P”)

G. Regular attendance at scheduled weekly supervisory meetings. _____

H. Preparation of agenda. _____

I. Identifying learning needs/problems. _____

J. Accepting constructive criticism. _____

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

Comments: _____

IV. Please indicate any significant strengths:

V. Please indicate any 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.)

When rating each practice behavior, please provide content (e.g. descriptive examples or anecdotes) to support the rating you provide. Also, please include ways in which the student's performance can be further improved for each practice behavior. Please use additional sheets if needed.

On the scale provided after each practice behavior, please indicate the student's *level of performance* at the end of the semester by placing an X in the appropriate box:

- IP Insufficient Progress**
Rarely demonstrates awareness, knowledge and skills as a social work intern
- EC Emerging Competence**
Is beginning to demonstrate awareness, knowledge and skills as a social work intern
- FC Frequent Competence**
Frequently demonstrates awareness, knowledge and skills as a social work intern
- C Competence**
Consistently demonstrates awareness, knowledge and skills as a social work intern
- AC Advanced Competence**
Expertly demonstrates awareness, knowledge and skills as a social work intern

Note: Those Practice Behaviors followed by "Spring Semester Only" are not evaluated during the Fall semester.

Evaluation Process

- The fieldwork instructor and student jointly review the student's performance in terms of the criteria specified in this evaluation instrument.
- Following their review and discussion, the fieldwork instructor completes this instrument. The student then reviews it and, if he or she wishes, writes comments in the section indicated.
- Finally, the fieldwork instructor and student both sign and date the instrument.
Note: The student's signature does not indicate agreement, but rather that the evaluation has been read.
- The fieldwork instructor sends the completed evaluation to the faculty advisor, who reviews and signs the evaluation.
- If the student wishes, he or she may append an additional statement to the instrument.
- The faculty advisor assigns the grade for the field practicum.

The Social Work Department at Lehman College appreciates your work with our students.

COMPETENCY I:**Identify as a professional social worker and conduct oneself accordingly**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

1. Identify need and advocate for client access to the services of social work.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
2. Practice personal reflection and demonstrate positive change that assures continual professional development.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
3. Recognize and attends to professional roles and boundaries.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
5. Engage in career-long learning.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
6. Utilize supervision and consultation.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
7. Provide effective supervision and consultation within the context of agency-based practice.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
8. Demonstrate an integration, and autonomous use of social work knowledge, skills, and values essential for advanced generalist practice in the urban environment.	Spring Semester Only					

Evidence to support rating and strategies to increase competence:

COMPETENCY II:**Apply social work ethical principles to guide professional practice.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

9. Recognize and manage personal values in a way that allows professional values to guide practice		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
10. Make ethical decisions by applying the standards of the “Code of Ethics of the National Association of Social Workers” and, as applicable, “Ethics in Social Work, Statement of Principles” of the International Federation of Social Workers/International Association of Schools of Social Work.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
11. Tolerate ambiguity in resolving ethical conflicts.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
12. Apply strategies of ethical reasoning to arrive at principled decisions.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
13. Provide leadership in articulating and resolving ethical dilemmas as they arise in agency-based practice and policy practice.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					

Evidence to support rating and strategies to increase competence:

COMPETENCY III:**Apply critical thinking to inform and communicate professional judgments.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

14. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
15. Analyze models of assessment, prevention, intervention, and evaluation.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
16. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
17. Provide leadership in communicating knowledge of advanced generalist social work practice in urban agencies.	Spring Semester Only						

Evidence to support rating and strategies to increase competence:

COMPETENCY IV:**Engage diversity and difference in practice.**

Includes: Age, class, perception of physical appearance, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

18. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>FC</th> <th>C</th> <th>AC</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	FC	C	AC	<input type="checkbox"/>				
IP	EC	FC	C	AC							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
19. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>FC</th> <th>C</th> <th>AC</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	FC	C	AC	<input type="checkbox"/>				
IP	EC	FC	C	AC							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
20. Recognize and communicates an understanding of the importance of differences in shaping life experiences.	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>FC</th> <th>C</th> <th>AC</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	FC	C	AC	<input type="checkbox"/>				
IP	EC	FC	C	AC							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
21. Utilize themselves as learners and engage those with whom they work.	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>FC</th> <th>C</th> <th>AC</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	FC	C	AC	<input type="checkbox"/>				
IP	EC	FC	C	AC							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
22. Demonstrate the knowledge, skills, and values essential for advanced generalist practice in agency-based practice with diverse urban populations; recognizing their inherent strengths and resilience.	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>FC</th> <th>C</th> <th>AC</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	FC	C	AC	<input type="checkbox"/>				
IP	EC	FC	C	AC							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

Evidence to support rating and strategies to increase competence:

COMPETENCY V:**Advance human rights and social and economic justice.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

23. Confront the forms and mechanisms of oppression and discrimination, as well as counter veiling systems of empowerment.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
24. Advocate for human rights and social and economic justice.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
25. Participate in practices that advance social and economic justice.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
26. Exercise leadership in efforts to advances human rights and social and economic justice in work with individuals, families, groups, organizations, and urban communities.	Spring Semester Only					

Evidence to support rating and strategies to increase competence:

COMPETENCY VI:**Engage in research-informed practice and practice-informed research.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

27. Use practice experience to inform scientific inquiry.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
28. Use research evidence to inform practice.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
29. Apply research findings to practice with diverse urban clients.	Spring Semester Only				

Evidence to support rating and strategies to increase competence:

COMPETENCY VII:**Apply knowledge of human behavior and the social**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

30. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
31. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
32. Apply conceptual frameworks of human behavior and the social environment, supported by empirical evidence, for practice with a broad range of diverse urban populations, organizations and communities.	IP	EC	FC	C	AC
	<input type="checkbox"/>				

Evidence to support rating and strategies to increase competence:

COMPETENCY VIII:

Engage in policy practice to advance social and economic well-being and to deliver effective social work services. .

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

33. Analyze, formulate and advocate for policies that advance social well-being.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
34. Collaborate with colleagues and clients for effective policy action.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
35. Critically analyze the sociopolitical factors that shape agency policy and the delivery of services to the range of urban populations.	Spring Semester Only					
36. Exercise leadership in policy practice to advance social and economic well-being and to deliver effective social work services to urban populations.	Spring Semester Only					

Evidence to support rating and strategies to increase competence:

COMPETENCY IX:**Respond to contexts that shape practice in the urban environment.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

37. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>FC</th> <th>C</th> <th>AC</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	FC	C	AC	<input type="checkbox"/>				
IP	EC	FC	C	AC							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
38. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>FC</th> <th>C</th> <th>AC</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	FC	C	AC	<input type="checkbox"/>				
IP	EC	FC	C	AC							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
39. Apply knowledge, values, and skills of advanced generalist when responding to the range of urban social issues addressed in agency-based practice.	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>FC</th> <th>C</th> <th>AC</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	FC	C	AC	<input type="checkbox"/>				
IP	EC	FC	C	AC							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
40. Demonstrate the knowledge, values, and skills of advanced generalist practice in the performance of administrative tasks in urban agencies.	<p style="text-align: center;">Spring Semester Only</p>										

Evidence to support rating and strategies to increase competence:

COMPETENCY X:

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities in the urban environment.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

41. Substantively and affectively prepares for practice with individuals, families, groups, organizations, and communities.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
42. Use empathy and other interpersonal skills.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
43. Develop a mutually agreed-on focus of work and desired outcomes.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
44. Collect, organize, and interpret client data.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
45. Assess client strengths and limitations.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
46. Develop mutually agreed-on intervention goals and objectives.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
47. Select appropriate intervention strategies.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
48. Initiate actions to achieve client and organizational goals.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
49. Implement prevention strategies and enhances client capacities.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
50. Help clients resolve problems.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
51. Negotiate, mediate, and advocate for clients.	IP	EC	FC	C	AC	
	<input type="checkbox"/>					
52. Facilitate transitions and endings.	IP	EC	FC	C	AC	

		<input type="checkbox"/>					
53. Critically analyze, monitor, and evaluate interventions.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
54. Exercise advanced skills in the engagement of the broad range of diverse clients in our complex urban environment.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
55. Utilize advanced assessment skills guided by knowledge of various theoretical frameworks and research in determining and providing services to a range of client systems.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
56. Demonstrate advanced intervention skills, guided by social work knowledge and values, with the range of client systems encountered in urban agency-based practice.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
57. Exercise leadership in evaluating social issues and social welfare policies impacting clients and agencies in the urban environment.	Spring Semester Only						

Evidence to support rating and strategies to increase competence:

SUMMARY OF STUDENT ACHIEVEMENT
GRADUATE EVALUATION OF STUDENT PERFORMANCE

FALL SEMESTER

I. Student's Strengths:

II. Student's Limitations or Areas Identified for Additional Experience

III. Student's Comments

Signature of Field Instructor

Date

Signature of Student

Date

Signature of advisor

FIELDWORK EVALUATION INSTRUMENT

This evaluation instrument assesses the practice behaviors associated with each competency, which students should demonstrate by the end of the third semester of the field practicum.

When rating each practice behavior, please provide content (eg. descriptive examples or anecdotes) to support the rating you provide. Also, please include ways in which the student's performance can be further improved for each practice behavior.

On the scale provided after each practice behavior, please indicate the student's *level of performance* at the end of the semester by placing an X in the appropriate box.

- IP Insufficient Progress**
Rarely demonstrates awareness, knowledge and skills as a social work intern
- EC Emerging Competence**
Is beginning to demonstrate awareness, knowledge and skills as a social work intern
- FC Frequent Competence**
Frequently demonstrates awareness, knowledge and skills as a social work intern
- C Competence**
Consistently demonstrates awareness, knowledge and skills as a social work intern
- AC Advanced Competence**
Expertly demonstrates awareness, knowledge and skills as a social work intern

Evaluation Process

- The field instructor and student jointly review the student's performance in terms of the criteria specified in this evaluation instrument.
- Following their review and discussion, the field instructor completes this instrument. The student then reviews it and, if he or she wishes, writes comments in the section indicated.
- If the student wishes, he or she may append an additional statement to the instrument.
- Finally, the field instructor and student both sign and date the instrument.
Note: The student's signature does not indicate agreement, but rather that the evaluation has been read.
- The field instructor sends the completed evaluation to the faculty advisor, who reviews and signs the evaluation.
- The faculty advisor assigns the grade for the field practicum.

The Social Work Department at Lehman College appreciates your work with our students

COMPETENCY I:

Identify as a professional social worker and conduct oneself accordingly

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

1. Identify need and advocate for client access to the services of social work.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
2. Practice personal reflection and demonstrate positive change that assures continual professional development.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
3. Recognize and attends to professional roles and boundaries.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
5. Engage in career-long learning.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
6. Utilize supervision and consultation.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
7. Provide effective supervision and consultation within the context of agency-based practice.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
8. Demonstrate an integration, and autonomous use of social work knowledge, skills, and values essential for advanced generalist practice in the urban environment.	IP	EC	FC	C	AC
	<input type="checkbox"/>				

Evidence to support rating and strategies to increase competence:

COMPETENCY II:

Apply social work ethical principles to guide professional practice.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

9. Recognize and manage personal values in a way that allows professional values to guide practice	IP	EC	FC	C	AC
	<input type="checkbox"/>				
10. Make ethical decisions by applying the standards of the “Code of Ethics of the National Association of Social Workers” and, as applicable, “Ethics in Social Work, Statement of Principles” of the International Federation of Social Workers/International Association of Schools of Social Work.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
11. Tolerate ambiguity in resolving ethical conflicts.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
12. Apply strategies of ethical reasoning to arrive at principled decisions.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
13. Provide leadership in articulating and resolving ethical dilemmas as they arise in agency-based practice and policy practice.	IP	EC	FC	C	AC
	<input type="checkbox"/>				

Evidence to support rating and strategies to increase competence:

COMPETENCY III:

Apply critical thinking to inform and communicate professional judgments.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

14. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
15. Analyze models of assessment, prevention, intervention, and evaluation.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
16. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
17. Provide leadership in communicating knowledge of advanced generalist social work practice in urban agencies.	IP	EC	FC	C	AC
	<input type="checkbox"/>				

Evidence to support rating and strategies to increase competence:

COMPETENCY IV:

Engage diversity and difference in practice.

Includes: Age, class, perception of physical appearance, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

Practice Behaviors

18. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
19. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
20. Recognize and communicates an understanding of the importance of differences in shaping life experiences.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
21. Utilize themselves as learners and engage those with whom they work.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
22. Demonstrate the knowledge, skills, and values essential for advanced generalist practice in agency-based practice with diverse urban populations; recognizing their inherent strengths and resilience.	IP	EC	FC	C	AC
	<input type="checkbox"/>				

Evidence to support rating and strategies to increase competence:

COMPETENCY V:

Advance human rights and social and economic justice.

**Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence**

23. Confront the forms and mechanisms of oppression and discrimination, as well as counter veiling systems of empowerment.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
24. Advocate for human rights and social and economic justice.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
25. Participate in practices that advance social and economic justice.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
26. Exercise leadership in efforts to advances human rights and social and economic justice in work with individuals, families, groups, organizations, and urban communities.	IP	EC	FC	C	AC
	<input type="checkbox"/>				

Evidence to support rating and strategies to increase competence:

COMPETENCY VI:

Engage in research-informed practice and practice-informed research.
--

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

27. Use practice experience to inform scientific inquiry.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
28. Use research evidence to inform practice.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
29. Apply research findings to practice with diverse urban clients.	IP	EC	FC	C	AC
	<input type="checkbox"/>				

Evidence to support rating and strategies to increase competence:

COMPETENCY VII:

Apply knowledge of human behavior and the social

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

30. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
31. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
32. Apply conceptual frameworks of human behavior and the social environment, supported by empirical evidence, for practice with a broad range of diverse urban populations, organizations and communities.	IP	EC	FC	C	AC
	<input type="checkbox"/>				

Evidence to support rating and strategies to increase competence:

COMPETENCY VIII:

Engage in policy practice to advance social and economic well-being and to deliver effective social work services. .

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

33. Analyze, formulate and advocate for policies that advance social well-being.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
34. Collaborate with colleagues and clients for effective policy action.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
35. Critically analyze the sociopolitical factors that shape agency policy and the delivery of services to the range of urban populations.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
36. Exercise leadership in policy practice to advance social and economic well-being and to deliver effective social work services to urban populations.	IP	EC	FC	C	AC
	<input type="checkbox"/>				

Evidence to support rating and strategies to increase competence:

COMPETENCY IX:

Respond to contexts that shape practice in the urban environment.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

Practice Behaviors

<p>37. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #cccccc;">IP</th> <th style="background-color: #cccccc;">EC</th> <th style="background-color: #cccccc;">FC</th> <th style="background-color: #cccccc;">C</th> <th style="background-color: #cccccc;">AC</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	FC	C	AC	<input type="checkbox"/>				
IP	EC	FC	C	AC							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
<p>38. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #cccccc;">IP</th> <th style="background-color: #cccccc;">EC</th> <th style="background-color: #cccccc;">FC</th> <th style="background-color: #cccccc;">C</th> <th style="background-color: #cccccc;">AC</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	FC	C	AC	<input type="checkbox"/>				
IP	EC	FC	C	AC							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
<p>39. Apply knowledge, values, and skills of advanced generalist when responding to the range of urban social issues addressed in agency-based practice.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #cccccc;">IP</th> <th style="background-color: #cccccc;">EC</th> <th style="background-color: #cccccc;">FC</th> <th style="background-color: #cccccc;">C</th> <th style="background-color: #cccccc;">AC</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	FC	C	AC	<input type="checkbox"/>				
IP	EC	FC	C	AC							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
<p>40. Demonstrate the knowledge, values, and skills of advanced generalist practice in the performance of administrative tasks in urban agencies.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #cccccc;">IP</th> <th style="background-color: #cccccc;">EC</th> <th style="background-color: #cccccc;">FC</th> <th style="background-color: #cccccc;">C</th> <th style="background-color: #cccccc;">AC</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	FC	C	AC	<input type="checkbox"/>				
IP	EC	FC	C	AC							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

Evidence to support rating and strategies to increase competence:

COMPETENCY X:

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities in the urban environment.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence;
C = Competence; AC = Advanced Competence

Practice Behaviors

41. Substantively and affectively prepares for practice with individuals, families, groups, organizations, and communities.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
42. Use empathy and other interpersonal skills.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
43. Develop a mutually agreed-on focus of work and desired outcomes.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
44. Collect, organize, and interpret client data.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
45. Assess client strengths and limitations.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
46. Develop mutually agreed-on intervention goals and objectives.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
47. Select appropriate intervention strategies.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
48. Initiate actions to achieve client and organizational goals.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
49. Implement prevention strategies and enhances client capacities.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
50. Help clients resolve problems.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
51. Negotiate, mediate, and advocate for clients.	IP	EC	FC	C	AC
	<input type="checkbox"/>				
52. Facilitate transitions and endings.	IP	EC	FC	C	AC

		<input type="checkbox"/>					
53. Critically analyze, monitor, and evaluate interventions.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
54. Exercise advanced skills in the engagement of the broad range of diverse clients in our complex urban environment.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
55. Utilize advanced assessment skills guided by knowledge of various theoretical frameworks and research in determining and providing services to a range of client systems.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
56. Demonstrate advanced intervention skills, guided by social work knowledge and values, with the range of client systems encountered in urban agency-based practice.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					
57. Exercise leadership in evaluating social issues and social welfare policies impacting clients and agencies in the urban environment.		IP	EC	FC	C	AC	
		<input type="checkbox"/>					

Evidence to support rating and strategies to increase competence:

SUMMARY OF STUDENT ACHIEVEMENT

GRADUATE EVALUATION OF STUDENT PERFORMANCE

SPRING SEMESTER

I. Student's Strengths:

II. Student's Limitations or Areas Identified for Additional Experience

III. Student's Comments

Signature of Field Instructor

Date

Signature of Student

Date

Signature of Faculty Liaison

Date