REAFFIRMATION SELF-STUDY

Prepared for

The Council on Social Work Education

For Review
February 2020

UNDERGRADUATE 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 BA Program **1**

PROGRAM MISSION AND GOALS **2**

EDUCATIONAL POLICY 1.0—PROGRAM MISSION AND GOALS *2*
Accreditation Standard 1.0—Program Mission and Goals 2

EXPLICIT CURRICULUM **7**

EDUCATIONAL POLICY 2.0—GENERALIST PRACTICE *7*
Accreditation Standard B2.0—Generalist Practice 7

EDUCATIONAL POLICY 2.2—SIGNATURE PEDAGOGY: FIELD EDUCATION *72*
Accreditation Standard 2.2—Field Education 72

IMPLICIT CURRICULUM **80**

EDUCATIONAL POLICY 3.0—DIVERSITY *80*
Accreditation Standard 3.0—Diversity 80

EDUCATIONAL POLICY 3.1—STUDENT DEVELOPMENT *97*
Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation 97

EDUCATIONAL POLICY 3.2 —FACULTY *108*
Accreditation Standard 3.2—Faculty 108

EDUCATIONAL POLICY 3.3—ADMINISTRATIVE AND GOVERNANCE STRUCTURE *217*
Accreditation Standard 3.3—Administrative Structure 217

EDUCATIONAL POLICY 3.4—RESOURCES *225*
Accreditation Standard 3.4—Resources 225

ASSESSMENT **252**

EDUCATIONAL POLICY 4.0—ASSESSMENT OF STUDENT LEARNING OUTCOMES *252*
Accreditation Standard 4.0—Assessment 252

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

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

*There are now two baccalaureate social work programs in the Bronx.

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

emphasizes the importance of integrity and competence, and stresses the need for students to become familiar with evidence-based practices.

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

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

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

The Mission of Lehman College

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

> The "Mission Statement" of the College lays the foundation for the mission of our programs:
>
> *Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.*
> *(Lehman College Undergraduate Bulletin, 2017-2019)*
>
> The "Values Statement" of the College articulates the values underpinning our Social Work programs:
>
> *Lehman College is committed to providing the highest quality education in a caring and supportive environment where respect, integrity, inquiry, creativity, and diversity contribute to individual achievement and the transformation of lives and communities.*
> *(Lehman College Undergraduate Bulletin, 20017-2019)*

While all students complete the same core curriculum of the Undergraduate Social Work Program, the formal introduction in Fall 2018 of the CASAC-T Option, which assists students in meeting educational qualifications for the "Credential in Alcohol and Substance Abuse Counseling," offered by the New York State Office of Alcohol and Substance Abuse Services (OASAS), prepares students to work with substance misusing clients while also furthering the students professional development in responding to the service needs of people living in this community. (This agreement with OASAS and curriculum has been in effect since 2012; the creation of the CASAC-T Option will be discussed below in **AS 2.0.2**).

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

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

Specifically, the goals of the program are to:

1) Provide a curriculum for students that builds on a liberal arts and interdisciplinary knowledge base and incorporates and reflects content based on current research;

2) Provide students with a generalist curriculum that is grounded in the profession's history, purposes, and philosophy, and is based on a body of knowledge, core values, and skills of the profession;

3) Educate students for competent, effective, and ethical entry-level professional practice based on critical thinking and aimed at the promotion of well-being and enhanced functioning of individuals, families, groups, organizations, and communities, with particular attention to client needs and potentials, and the development of resources of organizational systems through policy practice;

4) Respond to the needs of our community and utilize research-informed practice and practice-informed research in preparing graduates to provide social work services in urban social service agencies and organizations;

5) Educate students for practice with a respect for human rights and diversity as they promote the well-being and enhance the functioning of urban populations, with special attention to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation;

6) Utilize a range of current technologies to enhance learning.

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

Our curriculum emphasizes an understanding of cultural diversity and our graduates are prepared to provide culturally competent services to clients from diverse cultures. In addition, students in our Program are prepared to work in agencies providing services to underserved population groups, including agencies

providing substance abuse services, services to the homeless, services to victims of domestic violence, services to persons with and affected by HIV/AIDS, and to urban youth, to name but a few. For the most part our students are eager to work with clients in these fields of practice. Most of the students in the Program live in the Bronx and want to remain and work in the borough. Many are eager to "give back" to their communities and work in agencies that often are not able to recruit social workers from other areas of New York City.

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

Federal Grant Activity

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

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

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

Following are the grants awarded to the Department:

- U.S Dept. of Health and Human Services- Human Services, Health Resources and Services Administration (HRSA). Behavioral Health Workforce Education and Training for Professionals ($480,000), 2012 - 2015, Joy Greenberg, P.I. This grant focused on preparation of social workers to work with high-need, high-demand clients, which characterize all of our field placements.

- U.S Dept. of Health and Human Services- SAMHSA, SBIRT Medical Professional Training Program ($943,608), 2013-2016, Evan Senreich, P.I. This grant focused on enhancements to prepare all students, both graduate and undergraduate, to implement the evidence-based approach of Screening, Brief Intervention, and Referral to Treatment (SBIRT) in their work, and to utilize motivational interviewing in the process. Using a Train-the-Trainer approach, an extensive program of trainings was implemented to prepare faculty, field instructors, agency supervisors, and social workers in the community for this work. In the time period since the grant concluded these trainings have continued, and all students are required to complete an online training in SBIRT. Motivational interviewing has been built into our ongoing curriculum.

- U.S Dept. of Health and Human Services- Human Services, Health Resources and Services Administration (HRSA). Behavioral Health Workforce Education and Training for Professionals ($1,385,174), 2014 - 2017, Joy Greenberg, P.I. The grant aimed to increase the workforce of students working with underserved children and youth, from birth to age 25. The majority of our field placements serve this population.

- U.S Dept. of Health and Human Services- Human Services, Health Resources and Services Administration (HRSA). Behavioral Health Workforce Education and Training for Professionals, ($1,906,410), 2017- 2021, Amanda Sisselman and Jessica Kahn, Co – P.I. This grant is aimed at increasing the workforce for underserved clients across the lifespan. We select students who are in agencies serving a broad spectrum of age groups and needs. (See Department's website: http://lehman.edu/academics/health-human-services-nursing/social-work/hrsa-training-grant.php).

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

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

EXPLICIT CURRICULUM

EDUCATIONAL POLICY 2.0—GENERALIST PRACTICE

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

Accreditation Standard B2.0—Generalist Practice

B2.0.1: Program explains how its mission and goals are consistent with generalist practice as defined in EP2.0.

The program is grounded in the liberal arts and the person-in-environment perspective. We prepare students to understand and provide services to diverse individuals, families, groups, organizations and communities as they confront urban social problems in a wide variety of fields of practice. Generalist social workers identify with the social work profession as they practice at micro, mezzo and macro levels. Ethical principles and critical thinking are essential as they engage diversity and practice and advocate for human rights and social and economic justice. Our curriculum is strengths based and as generalist social workers, our students learn to recognize, support, and build on the strengths and resiliency of all people. They engage in research-informed practice and 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, skills, as well as exploration of cognitive and affective processes are utilized to affirm and enhance the abilities, capacities, and resilience of diverse urban client populations; to use critical thinking to analyze social welfare policies and identify gaps in services; and to advocate for expanded resources within the environments that sustain these populations. Students are challenged to address value conflicts and ethical dilemmas as they are encountered in the classroom and fieldwork. Students utilize various prevention and intervention methods to effect change in both client systems and the environment.

The faculty agreed that the competencies and behaviors incorporated in the CSWE 2015 EPAS are compatible with the goals and mission of our undergraduate program. No additional competencies or behaviors are necessary for the Undergraduate program. As indicated in the table below **(See Table 2.1)**, 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). Competencies and Behaviors applicable to each course are bolded on each course syllabus (See Volume 2).

TABLE 2.1: CORE COMPETENCIES AND BEHAVIORS	
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)**; and 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)** 12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and **(C-A PROCESSES)** 13. Use and translate research evidence to inform and improve practice, policy and service delivery. **(SKILLS)**
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; **(KNOWLEDGE)** 15. Assess how social welfare and economic policies impact the delivery of and access to social services; and **(SKILLS)** 16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice **(C-A PROCESSES)**

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 **(KNOWLEDGE)**; and 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. **(SKILLS)**
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)** 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)** 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 22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies**. (SKILLS)**
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)** 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)** 25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; **(SKILLS)** 26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies **(SKILLS);** and 27. Facilitate effective transitions and endings that advance mutually agreed-on goals. **(SKILLS)**
9. Evaluate practice with individuals, families, groups, organizations, and communities	28. Select and use appropriate methods for evaluation of outcomes; **(SKILLS**) 29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; **(KNOWLEDGE)** 30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes **(C-A PROCESSES)**; and 31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. **(SKILLS)**

The mission and goals of our undergraduate program are consistent with the core competencies that define generalist practice, specifically:

- As previously listed on page 4, our goals, (#2) to "Provide students with a generalist curriculum that is grounded in the profession's history, purposes, and philosophy, and is based on a body of knowledge, core values, and skills of the profession" and (#6), "Utilize a range of current technologies to enhance learning" are both consistent with Competency 1, "Demonstrate Ethical and Professional Behavior." Our mission statement includes," Through the implementation of a generalist curriculum built on a liberal arts foundation, and guided by a global perspective, scientific inquiry, and ethical principles, including respect for human rights and diversity, graduates will promote social and economic justice and advance human and community well-being within the context of the rich diversity of the Bronx and surrounding urban areas," reinforces both Competency 2, "Engage Diversity and Difference in Practice" and Competency 3, "Advance Human Rights and Social, Economic, and Environment Justice."

- Further, Competency 2, "Engage Diversity and Difference in Practice" is addressed by our goal (#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.

- Competency 4, "Engage in Practice-Informed Research and Research-Informed Practice" is consistent with our goal (#4) "Respond to the needs of our community and utilize research-informed practice and practice-informed research in preparing graduates to provide social work services in urban social service agencies and organizations."

- Our goal (#3) to "Educate students for competent, effective, and ethical entry-level professional practice based on critical thinking and aimed at the promotion of well-being and enhanced functioning of individuals, families, groups, organizations, and communities, with particular attention to client needs and potentials, and the development of resources of organizational systems through policy practice" is consistent with Competency 5, "Engage in Policy Practice" and Competency 6, "Engage with Individuals, Families, Groups, Organizations, and Communities.

- Competencies 7, "Assess Individuals, Families, Groups, Organizations, and Communities and 8, "Intervene with Individuals, Families, Groups, Organizations, and Communities," are consistent with our goals (#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" and (#2), "Provide students with a generalist curriculum that is grounded in the profession's history, purposes, and philosophy, and is based on a body of knowledge, core values, and skills of the profession."

- Competency 9, Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities" is seen in our goal (#4) "Respond to the needs of our community and utilize research-informed practice and practice-informed research in preparing graduates to provide social work services in urban social service agencies and organizations."

B2.0.2: Program 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.

College Requirements

Students must have completed 54 college credits before admission into the Social Work Program. As stated in the 2017-2019 Lehman College Bulletin, the (2013 Pathways) liberal arts requirements of the college are as follows:

> "Lehman College provides undergraduates with not only a major specialization but also training in a range of basic skills and general subjects on beginning, intermediate, and advanced levels. In this way, a bachelor's degree represents both training in a special field and the skills and knowledge to meet life's varied challenges responsibly, intelligently, and creatively.
>
> Lehman's courses in the 2013 CUNY General Education Curriculum include subjects comprising the shared intellectual heritage of our diverse culture. They teach critical thinking and encourage accurate and effective communication. General Education supports the integration, synthesis, and application of knowledge, and includes proficiency in information literacy. Undergraduate education offers not only specialized knowledge and professional skills but also the multiple views and general intellectual abilities developed by the study of liberal arts and sciences that provide a foundation for independent, responsible living.
>
> Required courses include: two courses in English Composition, a course in Mathematical/Quantitative Reasoning, a lab science course in Life and Physical Science and proficiency in a Foreign Language. Additionally, student complete one course from each of five distribution areas (Creative Expression, Individual and Society, Scientific World, US Experience in its Diversity, World Cultures and Global Issues, and a sixth course from any of the areas. No more than two courses from the same discipline may be used to satisfy the Distribution Requirement. After earning a minimum of 60 credits or earning an Associate's Degree, and officially selecting a major, all upper-division students must complete two LEH courses. The two are to be chosen in topics outside their major from four of the following five variable topics courses: Studies in Scientific and Applied Perspectives, Studies in Literature, Studies in the Arts, Studies in Historical Studies, Studies in Philosophy, Theory and Abstract Thinking. Students must complete four courses designated as writing-intensive, three prior to earning the 60th credit and one following."

The Social Work curriculum is developed and organized as a coherent and integrated whole so that students are well-prepared to fulfill the goals of the Program. In addition to the College's requirements, the Social Work major requires specific liberal arts courses outside the Department, which include Human Biology, Introduction to Psychology, Fundamentals of Sociology, The American Political System, and a 300-level English Writing course. All of these courses support the liberal arts base for our majors. These provide the intellectual basis for the professional curriculum and inform its design.

Social Work courses are organized sequentially in order to accomplish the following:

- provide a framework for broadening and deepening students' knowledge base and understanding of conceptual material related to the core competencies;
- develop an understanding of the values of the profession and engaging in a process of continual development of self-awareness that leads to ethical behavior for professional practice,
- develop critical thinking skills, and
- develop professional skills for entry level generalist social work practice.

In order to ensure that students applying for admission to the major have a beginning understanding of the profession and of the course of study in the major, all students are required to take the course Introduction to Social Work and Social Welfare (SWK 237) prior to applying for admission to the Social Work major. In addition, in order to ensure that students are in the process of developing a grounding in the liberal arts, the course Fundamentals of Sociology (SOC 166) is a pre-requisite or co-requisite with Introduction to Social Work and Social Welfare.

OPTION 1:

Generalist Social Work Practice (55 credit major)

All Social Work majors complete the core curriculum for the major, known as Option 1, which is a 55 credit major. During the junior year, after acceptance into the Social Work major, students take the following courses, which are critical to the preparation of students for Fieldwork in the senior year:

- Two courses in HBSE (Human Behavior and the Social Environment I and II; SWK 305 and SWK 306);
- Two courses in social work practice (Social Work Practice I and II; SWK 311 and SWK 312);
- The first course of the social welfare policy sequence, Social Welfare Institutions (SWK 239) is a pre or co-requisite for SWK 305 and SWK 311 and may be completed in the sophomore year;

HBSE I is a co-requisite with Social Work Practice I, and HBSE II is a co-requisite with Social Work Practice II, as the content of these courses reinforce each other.

This broad generalist approach prepares students for the work of the senior year, when they begin the year-long Fieldwork and Fieldwork Seminar courses. During the senior year, in both the classroom and Fieldwork, students apply and build on the knowledge, values, and skills of the core competencies gained during the junior year. Senior year courses include the following:

- Fieldwork I and II (SWK 470 and 471);
- Fieldwork Seminar I and II (SWK 440 and 441);
- Social Welfare Policy (SWK 443);
- Social Work Research (SWK 446), which may also be taken during the Spring semester of the junior year after completing SWK 305 and SWK 311.

Social Welfare Policy (SWK 443) is a co-requisite with Fieldwork in either the Fall or Spring semester. This sequencing ensures that students take the policy course while being in Fieldwork so that they can have experience leading to an understanding of the complex linkages between policy and practice. They are then in the position to fully recognize the role of the profession in advancing human rights and social and economic justice, as well as the importance of policy practice to advance social and economic well-being and deliver effective social work services.

Social Work Research (SWK 446), was introduced in Spring 2018, replacing two required Sociology courses, Methods of Social Research (SOC 301) and Advanced Methods of Social Research (SOC 303). SWK 446 is available only to students who have been accepted into the Social Work Program; the pre-requisite is completion of SWK 305 and SWK 311 with a minimum grade of "C". Based on our students' performance in our Advanced Standing MSW program, faculty concluded that the required Sociology research courses lacked a sufficient social work focus, leaving our graduates at a disadvantage in the area of social work research. As we replaced the two former sociology research courses with one social work research course, we were in a position to require that students complete a writing course in the English Department to enhance the students' professional writing skills. This is particularly important, as numerous students were born in other countries and others may have arrived to college without the prerequisite writing experience. Students can now select from a variety of 300-level English Writing courses, choosing one that most closely meets their needs and interests. This requirement also went into effect Spring 2018.

Following is a description of the formal core curriculum design (Option 1), including all requirements for the major:

Courses to be Completed Prior to Application to the Social Work Program

SOC 166: Fundamentals of Sociology. *3 hours, 3 credits*. Introduction to sociological concepts and perspectives and their applications to societies in the modern world. PRE-OR COREQ: none.

SWK 237: Introduction to Social Work. *3 hours, 3 credits*. Role of the social work profession in relation to social, political, and economic environments. Introduction to the value, knowledge, and skill base of the profession, including the helping relationship, cultural sensitivity, and the social work process. PRE- OR COREQ: SOC 166.

Required Liberal Arts Courses that May be Taken Prior to Entering the Social Work Program or as Co-requisites during the Junior Year

PSY 166: General Psychology. *3 hours, 3 credits*. Introduction to the fundamental concepts and methods of modern psychology. Consideration of the scientific basis of psychology and of the significant problems in the areas of learning, motivation, emotion, individual differences, physiological bases of behavior, perception, developmental processes, personality, and social behavior. PRE- OR COREQ: none.

POL 166: The American Political System. *3 hours, 3 credits*. The theory and practice of the form and substance of American government and politics. PRE- OR COREQ: none.

BIO 183: Human Biology. *5 hours, 4 credits* (closed to students majoring in Biology). Introduction to the structure and function of the human body, with emphasis on the physiological mechanisms in health and disease. Topics include: the molecules of life; cells and tissues; the skeleton; muscles; the heart; blood; skin; the eye; the ear, reproduction; theory; brain; genetics; infectious disease; the immune system; cancer; nutrition. PRE - OR COREQ: none.

Required Courses in Social Work

SWK 239: Social Welfare Institutions. *3 hours, 3 credits*. History and philosophy of social welfare and social work in the United States within the context of social, economic, and political change. The impact of social welfare policy on populations at risk. PREREQ: SOC 166 and SWK 237. PRE- or COREQ: POL 166.

Students Must Complete an Application and be Accepted into the Social Work Program before Registering for the Following SWK-300 and SWK-400 Level Courses.

SWK 305: Human Behavior and the Social Environment I. *3 hours, 3 credits.* Offered only in the fall semester. The cultural, political, and economic factors that influence individual and family systems, and the effect of available social welfare resources on these systems. Emphasis on issues of human diversity, including, race, ethnicity, gender, age, and sexual orientation. PREREQ: Admission to the Social Work Program. COREQ: SWK 311. PRE- OR COREQ: SWK 239; PSY 166; POL 166.

SWK 306: Human Behavior and the Social Environment II. *3 hours, 3 credits*. Offered only in the spring semester. A continuation of SWK 305. Small and large groups, formal organizations, and communities as social systems; the effects of available social welfare resources and the interaction between diverse populations and these systems. PREREQ: SWK 305 and SWK 311 with a minimum grade of C. COREQ: SWK 312. PRE- or COREQ: BIO 183.

SWK 311: Social Work Practice I. *3 hours, 3 credits.* Offered only in the fall semester. Theories and principles of social work practice. Emphasis on knowledge, skills, and values required for working with individuals, families, groups, and communities. PRE- OR COREQ: PSY 166, POL 166, SWK 239. COREQ: SWK 305.

SWK 312: Social Work II. *3 hours, 3 credits.* Offered only in the spring semester. A continuation of SWK 311. PREREQ: Completion of SWK 311 and SWK 305 with a minimum grade of C. COREQ: SWK 306. PRE OR COREQ: BIO 183.

SWK 446: Social Work Research. *3 hours, 3 credits*. Research skills, methods, and processes needed to conceptualize social problems; critical evaluation of research designs; utilization of social work research to better understand social and economic injustices that affect at-risk populations in urban environments; knowledge of ethical and political considerations affecting research. PREREQ: SWK 305, SWK 311. *May be taken in the Junior or Senior year*.

NOTES:
Only students who have successfully completed the College's English requirements may register for SWK 440, 441, 470, and 471.

SWK 440: Fieldwork Seminar I. *2 hours, 2 credits.* Offered only in fall semester. Integration of theories and principles of social work practice with fieldwork experience. PREREQ: BIO 183; Completion of SWK 305, SWK 306, SWK 311 and SWK 312 with a minimum grade of C. COREQ: SWK 470.

SWK 441: Fieldwork Seminar II. *2 hours, 2 credits.* Offered only in the spring semester. Continuation of SWK 440. PREREQ: Completion of SWK 440 and SWK 470 with a minimum grade of C. COREQ*:* SWK 471.

SWK 443: Social Welfare Policy. *3 hours, 3 credits.* Analysis of the factors influencing social welfare policies; the process of policy formulation; and the impact of social policies on individuals, families, groups and communities, and the delivery of social services. PREREQ: BIO 183; Completion of SWK 305, SWK 306, SWK 311 and SWK 312 with a minimum grade of C. COREQ: SWK 440 and 470 *or* SWK 441 and 471.

*SWK 470: Fieldwork I. *2 days, 4 credits.* Placement in a community service agency two full days a week throughout the semester. PREREQ: BIO 183; Completion of SWK 305, SWK 306, SWK 311 and SWK 312 with a minimum grade of C. COREQ: SWK 440.

SWK 471: Fieldwork II. *2 days, 4 credits.* Continuation of SWK 470. Placement continues, in the same agency. PREREQ: Completion of SWK 440 and SWK 470 with a minimum grade of C. COREQ: SWK 441.

*In order to better prepare students for practice situations that may involve identification and/or reporting of child abuse, all students applying for Fieldwork (SWK 470) are required to complete the New York State mandated 2-hour "Training in Child Abuse Identification and Reporting" online at http://www.nysmandatedreporter.org. The training and a Certificate of Completion are provided at no cost. A copy of the Certificate of Completion must be submitted together with the application for Fieldwork I (SWK 470). Students who have taken this training previously are not required to repeat it if they provide the Social Work Department with a copy of their Certificate of Completion.

Required Elective Course

One 3-credit 300-level SWK elective course above SWK 312, OR one 3-credit 300-level SOC elective course above SOC 303.

Additional Elective Courses (these courses are not required)

Elective courses are offered on a rotating basis. All elective course are open to all students at the College, There are no pre-requisites. These are:

- SWK 250: Special Studies in Social Work. *3 hours, 3 credits.* Investigation of special topics related to social work practice. Topic announced each semester. *May be repeated for a maximum of 9 credits.*
- SWK 242: Social Work Practice with Older Adults
- SWK 342: Social Welfare Policies in an Aging Society (qualifies to meet the requirement of the major for a 300-level elective)
- SWK 251: Substance Abuse and Urban Society
- SWK 351: Theoretical Perspective of Substance Abuse (qualifies to meet the requirement of the major for a 300-level elective

Figure 2.1 Lehman Social Work Undergraduate (BA in Social Work) Brochure

ADMISSION REQUIREMENTS

In addition to the application to Lehman College, the Social Work Program has a separate application, (available in Carman Hall, B.18). Requirements to submit an application include:

- Admission to Lehman College
- 54 college credits
- Introduction to Social Work and Social Welfare
- Foundations of Sociology OR Introduction to Sociology
- Minimum cumulative index of 2.7

Note: A minimum cumulative index of 2.9 is recommended.

Transfer students with a lower index may apply after completing 12 credits at Lehman College and achieving the required index.

Students must include with their application form:

a) A student copy of their Lehman College transcript (*if applicable).*

b) Transcripts from all other colleges attended (if applicable), *student copies are acceptable*

c) A copy of the Lehman College advisement General Education Form

d) The Lehman College Transfer Evaluation

PROFESSIONAL SOCIAL WORKERS

- Work in social service agencies to provide culturally informed services to individuals, families, groups, communities, and organizations.
- Empower people to recognize their unique strengths.
- Work to improve social welfare polices that affect the quality of life for all people.
- Practice in fields such as: Child and Family Welfare, Poverty, Homelessness, HIV/ AIDS, School Social Work, Domestic Violence, Aging, Criminal Justice, Substance Abuse, and Physical and Mental Health.

THE PROGRAM DOES NOT GRANT SOCIAL WORK COURSE CREDIT FOR LIFE EXPERIENCE OR PREVIOUS WORK EXPERIENCE

CAREER OPPORTUNITIES

The undergraduate Social Work Program at Lehman College leads to a B.A. degree with a major in Social Work. This degree is recognized as the entry-level professional degree for employment in social service agencies and organizations.

Based on the accreditation of the Lehman College Social Work Program by the Council on Social Work Education, graduates are eligible to apply for Advanced Standing in M.S.W. Programs.

At Lehman College the B.A. and M.S.W. programs are separate and require separate applications.

Note: ***An undergraduate major in Social Work is NOT required in order to apply for admission to any M.S.W. program.***

FIELDWORK COURSES:
INTERNSHIPS IN SOCIAL SERVICE AGENCIES

Fieldwork I & II are required courses taken during the senior year. The Fieldwork sequence consists of four separate courses **SWK 440, 470, 441, 471.** Fieldwork placements are arranged by the Social Work Department. All students are required to schedule at least two full days of their total of 15 hours per week during regular agency hours (8:00 am—8:00pm) between Monday and Friday. The program does not guarantee any student a placement that includes evening or weekend hours. All students receive supervision from M.S.W. social workers.

Some of the participating fieldwork agencies are:

Bronx-Lebanon Hospital
Bowery Residents Committee
Dominican Sisters Family Health Services
Eastside House Settlement
Gateway Counseling Center
Good Shepherd Services
Jewish Board of Family & Children's Services
NYC Administration for Children's Services
NYC Department of Homeless Services
NYS Bronx Addiction Treatment Center
Office of the Public Advocate
Presbyterian Senior Services
Ryer Avenue Elementary School
St. Vincent's Westchester Medical Center

CURRICULUM FOR SOCIAL WORK MAJORS

Freshman Year

SOC 166: Fundamentals of Sociology
PSY 166: General Psychology
POL 166: The American Political System

Sophomore Year

SWK 237: Introduction to Social Work and Social Welfare
BIO 183: Human Biology
SWK 239: Social Welfare Institutions
ENW 300-level series course **(not ENW 300)**

Junior Year

*SWK 305**W**: Human Behavior and the Social Environment I (*offered Fall semester only)*
*SWK 306: Human Behavior and the Social Environment II (*offered Spring semester only)*
*SWK 311**W**: Social Work Practice I (*offered Fall semester only)*
*SWK 312: Social Work Practice II (*offered Spring semester only)*
*SWK 446 Social Work Research *(offered Spring and Fall semesters) pre-requisite SWK 305 & SWK 311*
May be taken in the Junior or Senior year

Note: *Prior to applying for Fieldwork, Students must complete 2-hour "Training in Child Abuse Identification and Reporting" mandated by the New York State Education Dep't. This training is offered free of charge online and a Certificate of Completion is provided. Go to:*
http://www.nysmandatedreporter.org/

Senior Year

*SWK 440: Fieldwork Seminar I (*offered Fall semester only)*
*SWK 441: Fieldwork Seminar II (*offered Spring semester only)*
*SWK 470: Fieldwork I (*offered Fall semester only)*
*SWK 471: Fieldwork II (*offered Spring semester only)*
*SWK 443: Social Welfare Policy *(offered Fall and Spring semesters)* ***co-requisite SWK 440 or SWK 441***

REQUIRED ELECTIVE COURSE
One 3–credit 300 level SWK elective course above SWK 312, ***OR***
One 3-credit 300 level Sociology elective course above SOC 303

****Students must be accepted into the Social Work Program before registering for these courses.***

SPECIAL PROGRAMS

♦

CREDENTIALED ALCOHOLISM AND SUBSTANCE ABUSE COUNSELOR TRAINEE (CASAC-T)

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 individuals who wish to obtain credentialing as a Credentialed Alcoholism and Substance Abuse Counselor (CASAC).

Students who complete the social work major, the 2 elective courses listed below, and the New York State mandated two-hour training, "Identification and Reporting Child Abuse and Maltreatment," will have completed all educational requirements for the CASAC in New York State and will be issued the OASAS CASAC-T 350-Hour Standardized Certificate of Completion by the Social Work Department of Lehman College.

SWK 251: Substance Abuse and Urban Society
*** SWK 351: Theoretical Perspectives of Substance Abuse**

♦

INTERDISCIPLINARY MINOR IN AGING

The Interdisciplinary Minor in Aging is open to students from all majors who are interested in learning about the field of aging. Students complete 4 courses (12 credits) at the 200- and 300- level; at least 6 credits must be in 300-level courses. Students select from the following 3-credit courses:

200-level courses:

PSY 219 : Psychology of Adulthood and Aging
SWK 242 : Social Work Practice with Older Adults
SOC 243 : The Aged in Modern Society

300-level courses:

HEA 310 : Health and Aging
HEA 336 : Death & Dying
PSY 366: Clinical Neuropsychology
***SWK 342 : Social Welfare Policies in an Aging Society**
SOC 343 : Sociological Theories of Aging
SPV 300 : Neurolinguistics of Aging

SOCIAL WORK ELECTIVE COURSES

Social Work elective courses on the 200- and 300-level are offered each semester.

Some elective courses also meet the elective course requirements for the major.

SOCIAL WORK FACULTY

Carl Mazza M.S.W., D.S.W.
Chair, Social Work Department

Brenda Williams-Gray, M.S.W., D.S.W.
Director, Undergraduate Program

Jonathan Alex, M.S.W., A.B.D.
Graciela Castex, M.S.W., Ed.D.
Sharon Freedberg, M.S.W., Ph.D.
Joy Greenberg, M.S.W., Ph.D.
Jessica Kahn, M.S.W., Ph.D.
Patricia Kolb, M.S.S.A., M.A., Ph.D.
Justine McGovern, M.S.W., Ph.D.
Jermaine Monk, M.S.W., Ph.D.
Manuel Munoz M.S.W.
Evan Senreich, M.S.W., Ph.D.
Amanda Sisselman-Borgia, M.S.W., Ph.D.
Nicole Saint-Louis, M.S.W., Ph.D.
Mohan Krishna Vinjamuri, M.S.W., Ph.D.
Bryan Warde, M.S. (Social Work), Ph.D.
Barbara Zerzan, M.S.W., A.B.D.

CATHERINE CASSIDY, M.S.W.
Undergraduate Social Work Program Coordinator

•

PETER W. NIEDT, M.S. (SOCIAL WORK), A.B.D.
Director of Field Education

JULIE AQUILATO, M.S.W.
Assistant Director of Field Education

•

C. MARK MILLER, M.S.W., A.B.D.
Coordinator of MSW Academic Support Center

DEBORAH RUBIN, M.S (SOCIAL WORK), M.P.H.
MSW Admissions Director

LEHMAN COLLEGE

City University of New York

Social Work Department

THE BACHELOR OF ARTS DEGREE
With a Major in

SOCIAL WORK

WWW.LEHMAN.CUNY.EDU

The City University of New York

Application and Information contact:
CATHERINE CASSIDY, M.S.W.
Undergraduate Social Work Program Coordinator
Social Work Department
Carman Hall, Room B18
Lehman College/CUNY
250 Bedford Park Boulevard West
Bronx, NY 10468
Phone: 718-960-6782 or 8192; Fax: 7402
catherine.cassidy@lehman.cuny.edu

Revised Fall 2018

OPTION 2:

CASAC-T: Generalist Social Work major with CASAC-T Enhancement (58 Credit Major)

This Option is designed to provide additional qualified social workers to work with clients who misuse substances, to create employment opportunities for our students, and to make it possible for students in good standing to complete the 350-hour educational requirements for the CASAC (Credentialed Alcoholism and Substance Abuse Counselor), a New York State credential of the Office of Alcoholism and Substance Abuse Services that is valuable and important for career development for many students. The Option has also been designed to meet community need for well-trained social workers in the area of substance abuse; given the extensive substance abuse problem in the Bronx, there is a desperate need for this.

New York State Office of Alcoholism and Substance Abuse Services (OASAS) has defined the CASAC-T (Trainee) as an interim credential for those who have completed their educational requirements for the CASAC. Since 2013 we have had an arrangement with OASAS so that Lehman College Social Work majors who fulfill the following will have completed all educational requirements for the CASAC-T and will be issued the OASAS CASAC 350-Hour Standardized Certificate of Completion by the Lehman College Social Work Department:

- Successful completion of all requirements for the Social Work major (the same as Option 1), and, in addition,
- Successful completion of the following two social work elective courses:

  SWK 251: Substance Abuse and Urban Society (3 hours, 3 credits)
  SWK 351: Theoretical Perspectives of Substance Abuse (3 hours, 3 credits)
  (These two courses may be taken in any order.)

- Completion of the 2-hour "Training in Child Abuse Identification and Reporting" mandated by the New York State Education Department. This training is free online and a **Certificate of Completion is provided. Go to: http:www.nysmandatedreporter.org/
- Completion of the 3-hour online course "Supporting Recovery with Medications for Addiction Treatment (MAT)." This training is free online and a **Certificate of Completion is provided. Go to: http://healtheknowledge.org/course/search.php?search=Medication+Assisted

  Note: This Option has no impact on students' fieldwork placement.

The CASAC-T Option was introduced into our curriculum formally in Fall 2018 following approval by the Board of Trustees of the City University of New York and by the New York State Education Department. Option 2 was requested by the Department for two reasons:

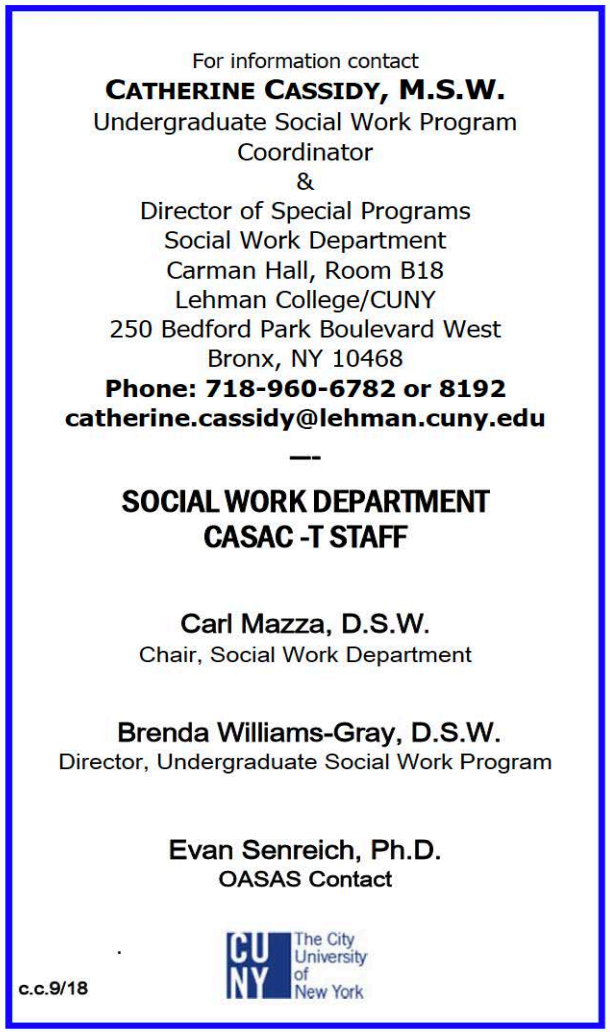
- Completion of the CASAC-T Option would be included on student's college transcript, with the intention that it would benefit students as they further their career, and
- While students could receive financial aid for the course SWK 351 because it also fulfills the 300-level elective requirement in the Social Work major, those depending on financial aid for tuition could not receive payment for SWK 251 because it was not designated as a required course for the major; consequently many students were not able to complete the credential. With the CASAC-T Option, the course is recognized as a requirement of the curriculum and therefore it can be covered by financial aid. We expect this will make it possible for additional student to complete the requirements for the CASAC-T, and that it will result in a significant benefit for our students, our profession, and our community.

Students are informed that in addition to completing the educational requirements, they will be responsible for completion of the following additional requirements for the CASAC:

- Work experience in an OASAS-approved substance abuse agency; 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).

Figure 2.2 Lehman Undergraduate Social Major Option 2-CASAC-T Brochure



For information contact
CATHERINE CASSIDY, M.S.W.
Undergraduate Social Work Program
Coordinator
&
Director of Special Programs
Social Work Department
Carman Hall, Room B18
Lehman College/CUNY
250 Bedford Park Boulevard West
Bronx, NY 10468
Phone: 718-960-6782 or 8192
catherine.cassidy@lehman.cuny.edu

—-

SOCIAL WORK DEPARTMENT
CASAC -T STAFF

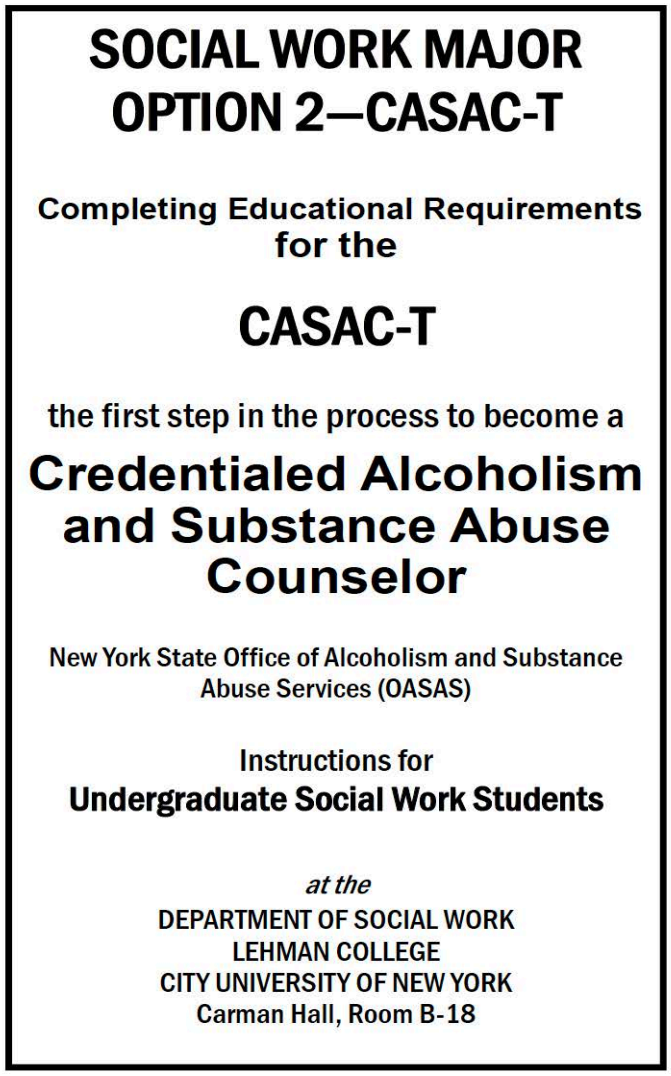
Carl Mazza, D.S.W.
Chair, Social Work Department

Brenda Williams-Gray, D.S.W.
Director, Undergraduate Social Work Program

Evan Senreich, Ph.D.
OASAS Contact

c.c.9/18

The City University of New York



SOCIAL WORK MAJOR OPTION 2—CASAC-T

Completing Educational Requirements for the

CASAC-T

the first step in the process to become a

Credentialed Alcoholism and Substance Abuse Counselor

New York State Office of Alcoholism and Substance Abuse Services (OASAS)

Instructions for
Undergraduate Social Work Students

at the
DEPARTMENT OF SOCIAL WORK
LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
Carman Hall, Room B-18

BECOMING A CREDENTIALED ALCOHOLISM AND SUBSTANCE ABUSE COUNSELOR TRAINEE (CASAC-T)

The Department of Social Work at Lehman College has been designated by the N.Y. State Office of Alcoholism and Substance Abuse Services (OASAS) as an Education and Training Provider for both Undergraduate Social Work Majors and for M.S.W. students who wish to complete the educational requirements for the CASAC-Trainee (CASAC-T) credential.

After completing all educational requirements, the Social Work Department at Lehman College will award students the ***OASAS Standardized CASAC 350-Hour Certificate of Completion***. This Certificate is required in order to apply for the CASAC-T credential from OASAS.

With the CASAC-T, after working full-time in an OASAS-approved substance abuse treatment program for 2 years and passing a state examination, a person with a B.A. degree can obtain the Credentialed Alcoholism and Substance Abuse Counselor (CASAC) credential in New York State.

HOW TO OBTAIN THE OASAS CASAC-T 350-HOUR STANDARDIZED CERTIFICATE OF COMPLETION

- **Completion of all required 300– and 400– level Social Work major courses at Lehman College**
- **Satisfactory completion of the two designated undergraduate elective courses at Lehman College**:

  SWK 251: Substance Abuse and Urban Society
  SWK 351: Theoretical Perspectives of Substance Abuse
  (These two courses may be taken in any order.)

- **Completion of the 2-hour "Training in Child Abuse Identification and Reporting" mandated by the New York State Education Dep't.** This training is free online and a **Certificate of Completion is provided. **Go to: http:www.nysmandatedreporter.org/**

- **Completion of the 3-hour online course "Supporting Recovery with Medications for Addiction Treatment (MAT)."** This training is free online and a **Certificate of Completion is provided. **Go to:**

http://healtheknowledge.org/course/search.php?search=Medication+Assisted

After all educational requirements are met, *bring the following documents to Catherine Cassidy, Carman Hall B-18, and request your Certificate of Completion for the CASAC-T Educational Requirements*

1. A copy of your Lehman College transcript (student copy) indicating **completion of all required social work courses and the 2 required electives,** SWK 251 & SWK 351
2. A copy of your **Certificate of Completion of the New York State mandated 2-hour "Training in Child Abuse Identification and Reporting"
3. A copy of your **Certificate of Completion of the 3-hour online course "Supporting Recovery with Medications for Addiction Treatment (MAT)."

**Please write your cell phone number on the copy of your transcript*

AFTER OBTAINING YOUR CERTIFICATE

1. ***Keep it in a safe place, you will need it later.***
2. When you are ready to take the next step, go to:

http://www.oasas.ny.gov/sqa/credentialing/index.cfm

and download the OASAS Credentialing Application for the CASAC-T.

3. Submit your Certificate, completed application and required fee (approx. $100) to OASAS' Credentialing Unit.

In the application packet from OASAS you only have to complete **Part A & D,** for the CASAC-T, **NOT** part B or Part C. You are the only one required to sign it. Slowly and carefully initial everything they require you to initial. In **Part D**, you will need to submit the Certificate of Completion for your CASAC-T Education requirements, which you received from Lehman College's social work program. Mail the application, fee and certificate to NYC:OASAS at the address listed on the application packet.

Note: *The CASAC-T will expire after 5 years if you have not yet completed all requirements for the CASAC credential. However, your 350-hour Certificate of Completion from Lehman College never expires, and you can always use it to obtain the CASAC or re-apply for the CASAC-T.*

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

Response to this standard consists of three sections:

- **Table 2.2,** "Competencies and Behaviors Integrated in Courses for Option 1 and Option 2," illustrates graphically where the 9 competencies and 31 behaviors encompassed in the competencies are addressed in the core curriculum. A grid includes the competencies in one column and behaviors in the next column. Each course is labeled in rows, and the cells intersecting the course and behavior indicate where the behaviors are addressed. This is followed by **Table 2.3,** "Competencies and Behaviors Integrated in Courses for Option 2," which includes only the 2 additional courses required for the CASAC-T Option.

- **Table 2.4,** "Competencies and Behaviors Including Designated Dominant Dimension for Each Behavior," 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 2.5**, Undergraduate Core Curriculum Matrix for Option 1 And Option 2, which is an elaboration of the content on the "Competencies and Behaviors Integrated in Courses" listed in **Table 2.2**. The matrix illustrates *how* each competency and practice behavior is implemented throughout the curriculum, including the units where the material is covered. The matrix also identifies where the knowledge, values, skills and cognitive-affective processes for each Behavior is covered in the courses. The content for the matrix draws from the most detailed description of the courses, this is found on the course syllabi and course materials that comprise Volume 2. An Appendix to the Matrix, **Table 2.6**, addresses the additional two courses required for Option 2; these are SWK 251: Substance Abuse and Urban Society, and SWK 351: Theoretical Perspectives of Substance Abuse. Only the behaviors identified for those 2 courses are included in the Matrix Appendix.

TABLE 2.2: COMPETENCIES AND BEHAVIORS INTEGRATED IN COURSES FOR OPTION 1 AND 2												
COMPE-TENCY	BEHA-VIOR	Social Welfare Insti-tutions SWK 239	HBSE I SWK 305	HBSE II SWK 306	Practice I SWK 311	Practice II SWK 312	Field Seminar I SWK 440	Field Seminar II SWK 441	Social Wel-fare Policy SWK 443	Social Work Re-search SWK 446	Field-work I SWK 470	Field-work II SWK 471
1	1				x		x	x		x	x	x
	2		x		x		x	x			x	x
	3		x		x		x	x			x	x
	4						x	x			x	x
	5						x	x			x	x
2	6			x			x				x	x
	7						x	x			x	x
	8		x	x	x		x	x			x	x
3	9	x		x		x	x	x	x			x
	10								x		x	x
4	11									x		x
	12	x						x		x		x
	13					x				x	x	x
5	14	x							x			x
	15	x					x	x	x		x	x
	16	x							x		x	x

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

TABLE 2.3: COMPETENCIES AND BEHAVIORS INTEGRATED IN ADDITIONAL COURSES REQUIRED FOR OPTION 2			
COMPE-TENCY	**BEHAVIOR**	**Substance Abuse and Urban Society SWK 251**	**Theoretical Perspectives of Substance Abuse SWK 351**
1	**1**		**x**
	2		
	3		
	4		**x**
	5		
2	**6**		
	7		
	8		
3	**9**		
	10		
4	**11**		
	12		
	13		
5	**14**		**x**
	15		
	16		
6	**17**	**x**	
	18		
7	**19**	**x**	
	20	**x**	**x**
	21	**x**	
	22		**x**
8	**23**	**x**	**x**
	24	**x**	**x**
	25		**x**

	26		
	27		
9	**28**		
	29		
	30		
	31		

TABLE 2.4: COMPETENCIES AND BEHAVIORS INCLUDING DESIGNATED DOMINANT DIMENSION FOR EACH BEHAVIOR

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

Competencies	Behaviors with Dominant Dimensions
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)**; and 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)** 12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and **(C-A PROCESSES)** 13. Use and translate research evidence to inform and improve practice, policy and service delivery. **(SKILLS)**
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; **(KNOWLEDGE)** 15. Assess how social welfare and economic policies impact the delivery of and access to social services; and **(SKILLS)** 16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice **(C-A PROCESSES)**

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 **(KNOWLEDGE)**; and 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. **(SKILLS)**
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)** 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)** 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 22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies**. (SKILLS)**
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)** 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)** 25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; **(SKILLS)** 26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies **(SKILLS);** and 27. Facilitate effective transitions and endings that advance mutually agreed-on goals. **(SKILLS)**
9. Evaluate practice with individuals, families, groups, organizations, and communities	28. Select and use appropriate methods for evaluation of outcomes; **(SKILLS**) 29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; **(KNOWLEDGE)** 30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes **(C-A PROCESSES)**; and 31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. **(SKILLS)**

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

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**	**Exams**
Practice I (SWK 311)	II	Hepworth et al., Ch. 4: Operationalizing the Cardinal Social Work Values	*Undergraduate Social Work Program student handbook & field education manual:* NASW *Code of Ethics*; International Federation of Social Workers/International Assoc. of Schools of Social Work, "Ethics in Social Work Statement of Principles."	Role plays; Experiential exercises.	Ethics paper	Midterm exam
Research (SWK 446)	II, III	Rubin & Babbie, Ch. 4: Factors Influencing the Research Process; Ch. 5: Ethical Issues in Social Work Research; Ch. 6: Culturally Competent Research		Small group discussion on informed consent.	Group presentation	Mid-term exam, final exam
Fieldwork Seminar I (SWK 440)	II, III, VI	Hepworth et al., Ch. 4: Operationalizing the Cardinal Social Work Values.	Agency policy manual and materials; NASW, *Code of ethics; Lehman College Undergraduate Social Work Program student handbook & field education manual*;	Group discussion	Weekly journal entries; process recordings.	

Fieldwork I (SWK 470)					Process recordings	Field visit; Fieldwork evaluation
FieldworkSeminar II (SWK 441)	I	Royse et al., Ch. 4: the Student Intern: Learning New Roles.	Bressi &Vaden, Reconsidering self-care.	Group discussion	Journal entries, process recordings	
Fieldwork II (SWK 471)					Process recordings	Field Evaluation

Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. *DOMINANT DIMENSION: COGNITIVE-AFFECTIVE (C-A) PROCESSES*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
HBSE I (SWK 305)	I, II, XI	Hepworth, Ch. 4, Operationalizing the Cardinal Social Work Values; NASW *Code of Ethics;* Hutchison, Ch. 1: Human Behavior: A Multi-dimensional Approach; Ch. 2: Theoretical Perspectives on Human Behavior	Runyowa, Microaggressions matter; Saleebey, Ch. 2, The Challenge of Seeing Anew the World We Think We Know: Learning Strengths-Based Practice; Gawande, Letting go: What should medicine do when it can't save your life;; Lee, Impact of Head Start's entry age and enrollment duration on children's health; Gershoff, More harm than good; Arnette, emerging Adulthood: What is it, and what is it good for; Kolb, Theories of aging and social work practice with sensitivity to diversity: Are there useful theories?	Small group exercise; Role play	Values and Ethical Dilemma Essay, Theories of Moral Development paper	Final exam

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

Behavior 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. *DOMINANT DIMENSION: SKILLS*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
HBSE I (SWK 305)	II, III	Walsh, Ch. 6: Family Emotional Systems Theory	Reamer, The challenge of electronic communication; Battista-Freeze, The high-tech social worker – Myth or reality; Goodman & Smith, A call for a social network-oriented approach to services for survivors of intimate partner violence; Janairo et al., The time is now: The importance of social work participation in politics	Role play; Class discussion	Assign. 1: Values and Ethical Dilemma Essay; Assign 2: The Biological Person: Implications for Social Work Practice; Assign. 3.: Theories of Moral Development	Midterm exam
Practice I (SWK 311)	I	Hepworth et al., Ch.1: The Challenges of Social Work; Ch. 2: Direct Practice: Domain, Philosophy, and Roles.	*Undergraduate Social Work Program student handbook & field education manual:* NASW *Code of Ethics* and the International Federation of Social Workers/International Assoc. of Schools of Social Work, "Ethics in Social Work Statement of Principles."	Field work orientation and presentation; Role Plays; Experiential exercises		Midterm Exam
Fieldwork Seminar I (SWK 440)	II, IV, VII	Royse et al., Ch.1: Field Instruction and the Social Work Curriculum; Ch. 8, Legal and Ethical Concerns	Ames, Writing clearly for clients: What social workers should know.	Role plays.	Journal entries, process recordings, group presentation, final paper.	
Fieldwork I (SWK 470)					Process recordings	Field visit Fieldwork evaluation
Fieldwork Seminar II (SWK 441)	I, III	Hepworth, Ch. 8: Assessment; Ch.10,Assessing Family Functioning	Edwards. Cultural intelligence for clinical social work practice; Landau, Enhancing resilience families and communities as agents for change.	Role plays	Journals, process recordings	

Fieldwork II(SWK471)					Process recordings	Fieldwork evaluation

Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes. *DOMINANT DIMENSION: SKILLS*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
Fieldwork Seminar I (SWK440)	II, IV		Reamer, Challenge of Electronic communication; Ames, Writing clearly for clients: What social workers should know.	Group discussion; Role plays	Process recordings	
Fieldwork I (SWK 470)					Process recordings	Field visit Fieldwork evaluation
Fieldwork Seminar II (SWK441)	II		Leathers & Strand, Increasing access to evidence based practices and knowledge and attitudes; Mullen et al., Implementing evidence-based social work practice.		Reflection paper, journals, process recordings.	
Fieldwork II (SWK471)					Process recordings	Fieldwork evaluation

Behavior 5: - Use supervision and consultation to guide professional judgment and behavior. *DOMINANT DIMENSION: COGNITIVE-AFFECTIVE (C-A) PROCESSES*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
Fieldwork Seminar I (SWK 440)	I, II	Royse et al., Ch.1: Field Instruction and the Social Work Curriculum; Ch. 2: The Partnership with Social Service Agencies; Ch. 4, The Student Intern		Class discussion, role plays	Process recordings	
Fieldwork I (SWK 470)					Process recordings	Field visit, Fieldwork evaluation
Fieldwork Seminar II (SWK 441)	IV	Hepworth, Ch. 6, Verbal Following, Exploring, and Focusing Skills		Class discussion, role plays	Process recordings	
Fieldwork II(SWK471)					Journals, Process recordings.	Fieldwork evaluation

COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE						
Behavior 6: - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. *DOMINANT DIMENSION: SKILLS*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
HBSE II (SWK 306)	I, II, V	Marsiglia & Kulis, Ch. 1: Culture; Ch. 6: Intersecting social and cultural determinants of health and well-being; Ch. 9: Gender; Ch. 10: Sexual Orientation; Ch.. Hutchison; Ch. 5: The spiritual person.	Hall, Biracial sensitive practice; Kolb, Introduction, in Social work practice with ethnically and racially diverse nursing home residents and their families; West, Nihilism in Black America; Lee et al., Mechanisms of familial influence on reentry of formerly incarcerated Latino men; Butler, GLBT elders; Mallon, Ch. 1: The journey toward parenting, in *Gay men choosing parenthood;* Simoni & Walters, Heterosexual identity and heterosexism; Vinjamuri, It's so important to talk and talk: How gay adoptive fathers respond to their children's encounters with heteronormativity; Alam, Where can queer Muslims go to pray? Senreich, An inclusive definition of spirituality in social work education and practice; Taylor et al., Mental health services in faith communities; Whitley, Atheism and mental health; Westerfelt, A qualitative investigation of adherence issues for men who are HIV positive; Corcoran, Ch. 14: Crime victims, in Gitterman; Potocky, The travesty of human trafficking; Simmons, Ethical challenges of military social workers serving in a combat zone; Wansink & Wansink, Are there atheists in foxholes; Graham et al., Cultural considerations for social service agencies working with Muslim clients; Suleiman, Beyond cultural competence.	Class discussions; Role play; Small group work	II: Exploring Your Diversity	Midterm exam; Final exam

Fieldwork Seminar I (SWK 440)	V, VI	Marsiglia & Kulis, Ch. 2: Cultural diversity, oppression & action; Ch. 3: The Intersectionality of race, ethnicity & other factors	Walsh, A family resilience framework: Innovative practice applications; Flesaker & Larsen, To offer hope you must have hope: Accounts of hope for reintegration counselors working with women on parole and probation.	Group discussion, group work, case presentation	Journals, process recordings	
Fieldwork I (SWK 470)					Process recordings	Field visit, Fieldwork evaluation
Fieldwork II (SWK 471)					Process recordings	Fieldwork evaluation

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

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

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

Behavior 8: - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies *DOMINANT DIMENSION: COGNITIVE-AFFECTIVE (C-A) PROCESSES*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
HBSE I (SWK 305)	IV-IX	Hutchison, Ch. 3: The biological person; Ch. 4: The psychological person; Ch. 11: Conception, pregnancy, childbirth, and infancy.; Ch. 12: Toddlerhood and early childhood; Ch. 13: Middle childhood; Ch. 14: Ch. 15: Young and middle adulthood; Ch. 16: Late adulthood	Butler, Gay, lesbian, bisexual, and transgender (GLBT) elders; Cole & Dale, Traumatic brain injury and the Americans With Disability Act: Implications for the social work profession; McCutcheon, Toward an integration of social and biological research; NASW Standards for Integrating Genetics into Social Work Practice	Class Discussion; Small group exercise	Assign. 1: Values and Ethical Dilemma Essay	Midterm exam; Final exam
(HBSE II (SWK 306)	II, V		NASW, Code of Ethics; National Association of Black Social Workers, Code of Ethics; Danso, Cultural competence and cultural humility; NASW, Standards and indicators for cultural competence in social work practice; Simmons, Ethical challenges of military social workers serving in a combat zone; McCormick, Self-determination, the right to die, and culture	Role play	Reading log	Final exam
Practice I (SWK 311)	II	Hepworth et al.:Ch. 4: Opeational-izing cardinal social work values; Marsiglia, & Kulis: Ch.2, Cultural Diversity, Oppression, and Action	Reamer, The challenge of electronic Communication	Role plays; Experiential exercises	Ethics paper	Midterm exam
Fieldwork Seminar I (SWK 440)	I, II, V	Marsiglia and Kulis, Ch.3: The Inter-sectionality of Race,Ethnicity,&Other\ Factors; Royse et al., Ch. 4: The Student Intern		Group discussion, case presentations	Weekly journals, process recordings	
Fieldwork I (SWK 470)					Process recordings	Field visit, Field eval.

Fieldwork Seminar II (SWK 441)			Edwards, Cultural intelligence for clinical social work practice; Garran & Rozas,Cultural competence revisited; Sue et al., Racial micro- aggressions in everyday life	Group discussion, case presentations, role plays	Journal entries, process recordings	
Fieldwork II (SWK 471)					Process recordings	Fieldwork evaluation

COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE.						
Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. *DOMINANT DIMENSION: VALUES*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
Social Welfare Institutions (SWK 239)	I, VIII	Trattner, Ch. 1: The Background; Ch. 14: From World War to Great Society.	Abramovitz, "Everyone is Still on Welfare"; Reish, "Defining Social Justice in a Socially Unjust World"; Harrington, *The Other America*	News Reports	Oral Presentation Term Paper	Midterm exam; Final exam

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

Fieldwork Seminar II (SWK 441)	I, V	Marsiglia & Kulis, Ch. 2: Cultural Diversity, Oppression and Action: A Culturally Grounded Paradigm; Ch. 3: The Intersectionality of Race and Ethnicity with Other Factors.	NASW, Code of Ethics; Edwards, Cultural intelligence for clinical social work practice; Sue et al., Racial microaggressions in everyday life: Implications for clinical practice.		Process recordings	
Fieldwork II (SWK 471)					Process recordings	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**	**Exams**
Social Welfare Policy (SWK 443)	III	Warde, Ch. 3, Social Inequality.	Lane & Pritzker, Political social work. E*ncyclopedia of Social Work;* Long, The importance of social work and politics: A social worker's call to arms. *Social Work Helper;* Mickelson, Political process. *Encyclopedia of Social Work*.	Class and small group discussions.	Opening class assignment; Formal written assignment 1; Debate assignment	Midterm exam; Final exam
Fieldwork I (SWK 470)					Process recordings	Field visit, Fieldwork evaluation
Fieldwork II (471)					Process recordings	Fieldwork evaluation

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE						
Behavior 11: Use practice experience and theory to inform scientific inquiry and research. *DOMINANT DIMENSION: KNOWLEDGE*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
Research (SWK 446)	I, III, IV, V	Rubin & Babbie: Ch. 1, Why Study Research; Ch. 2, Evidence-Based Practice; Ch. 3, Quantitative, Qualitative and Mixed Methods of Inquiry; Ch. 4, Factors Influencing the Research Process; Ch. 7, Problem Formulation; Ch. 13, Single Case Evaluation Designs		Class discussions; Exercise: Formulating problems and creating research questions	Written Assignment, Steps 1, 2 & 3	Mid-term exam, Final exam
Fieldwork II (SWK 471)					Process recordings	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**	**Exams**
Social Welfare Institutions (SWK 239)	IV, V, VI	Trattner, Ch. 4: The Trend Towards Indoor Relief; Ch. 6: Child Welfare; Ch. 8: The Settlement House Movement	Carlton-LaNey, African-American Social Work Pioneers' Response to Need; Riis: How the Other Half Lives; Sinclair, The Jungle; Spargo, Bitter Cry of the Children Addams: Twenty Years at Hull House	Discussion of Dorothea Dix's and Jane Addams' use of Research as a Strategy of Reform	Term Paper Oral report	Midterm exam, Final exam

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

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

Course	Units	Text	Additional Readings	Class Participation	Assignments	Exams
Practice II (SWK 312)	II, VIII	Walsh, Ch. 11:Motivational Interviewing; Saleebey, The strengths perspective in the present context of scientific research, empirically supported treatment, and evidence-based practice.	Adams et al.: Limitations of evidence-based practice for social work education: Unpacking the complexity; Thyer, What is evidence-based practice?			Midterm exam
Research (SWK 446)	I, VII	Rubin & Babbie, Ch. 1, Why Study Research; Ch. 2, Evidence-Based Practice; Ch. 17, Quantitative Data Analysis; Ch. 18, Qualitative Data Analysis	Padgett: Ch. 6, Data Analysis	class discussions and activities	Written Assignment, Steps 1, 2 & 3	Mid-term exam, Final exam

Fieldwork I (SWK 470)					Process recordings	Field visit, Fieldwork evaluation
Fieldwork II (SWK 471)					Process recordings	Fieldwork evaluation

COMPETENCY 5: ENGAGE IN POLICY PRACTICE						
Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. *DOMINANT DIMENSION: KNOWLEDGE*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
Social Welfare Institutions (SWK 239)	IV, VIII, X	Trattner, Ch. 5, Civil War and After; Ch. 14: From World War to Great Society; Ch.15:A Transitional Era; Ch. 16: War on the Welfare State; Ch. 17: Looking Forward-Or Backward?	Olds, The Freedmen's Bureau: A 19th Century Federal Welfare Agency; Rabinowitz: From Exclusion to Segregation; Harrington,*The other America;* Piven and Cloward: *Regulating the Poor* (Intro); Ryan: *Blaming* the *Victim;* Lens: TANF. What Went Wrong and What to do Next; Selections from: Alexander; Desmond; Mazza; Phillips; Ward.	News Reports	Term Paper; Oral Presentation	Midterm exam; Final exam

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

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

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

Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. *DOMINANT DIMENSION: COGNITIVE-AFFECTIVE (C-A) PROCESSES*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
Social Welfare Institutions (SWK 239)	III, IV V,X	Trattner, Ch.4: The Trend Toward Indoor Relief, Ch.4: The Civil War and After-Scientific Charity	Sinclair: The Jungle; Spargo: Bitter Cry of the Children; Selections from: Alexander; Desmond; Mazza; Phillips; Ward	Students' immigration and migration stories; Film: Orphan Trains+ class discussion; Film: Triangle Shirtwaist Fire+class discussion	Term paper. Oral reports	Midterm exam, Final exam.
Social Welfare Policy (SWK 443)	V, VI, VII	Warde , Ch. 4: Theoretical Frameworks.	Palley: Civil rights for people with disabilities: Obstacles related to the least restrictive environment mandate; Lee: Impact of Head Start's entry age and enrollment duration on children's health. Chandler: Working hard, living poor: Social work and the movement for livable wages.	Class and small group discussions.	Opening class assignment; Formal written assignment 1; Debate assignment	Midterm exam; Final exam
Fieldwork I (SWK 470)					Process recordings	Field visit Fieldwork evaluation
Fieldwork II (SWK 471)					Process recordings	Fieldwork evaluation

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES						
Behavior 17: - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. *DOMINANT DIMENSION: KNOWLEDGE*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
HBSE II (SWK 306)	II, III, IV, V, VI	Marsiglia & Kullis, Ch. 7: Social work perspectives: Social context, consciousness, and resiliency; Ch. 11: Cultural norms and social work practice; Ch 12: Culturally grounded methods of social work practice.	Danso, Cultural competence and cultural humility; Nebbitt et al., Descriptive analysis of individual and community factors among African American youths in urban public housing; U.S. Bureau of the Census, QuickFacts; Yasso, Whose culture has capital? A critical race theory discussion of community cultural wealth; Cappiccle et al., Using critical race theory to analyze how Disney constructs diversity: A construct for the baccalaureate human behavior in the social environment curriculum; Kolb, Introduction, in *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; Anyon et al., Help-seeking in the school context: Understanding Chinese-American adolescents underutilization of school health services; Zayas & Bradlee, Exiling children, creating orphans; West & Friedline, Coming of age on a shoestring budget; Gustavvson & MacEachron, Poverty and child welfare, 101 years later; Hamilton-Mason & Halloran, Urban children living in poverty,in Phillips & Straussner.	Class discussion	Reading log	Midterm exam, Final exam
Social Work Practice II (SWK 312)	II, - VII	Hepworth,et al., Ch. 8: Assessment; Ch. 9: Assessment: Intrapersonal, Interpersonal & Environmental Factors; Ch. 10: Assessing families; Ch. 11: Forming and assessing social work groups; Ch. 14: Developing resources, organizing, planning &	APA, (2013). DSM 5th Ed. (select chapters); Mallet, School to prison pipeline; Lee et al.; Trauma & residency in Grandparent-headed multigenerational families; Narendorf et al., Parents & homeless: Profiles of young adult mothers & fathers in unstable housing situations; Williams-Gray, A framework for culturally responsive practice, in Webb; Coholic & Eys, Benefits of arts-based mindfulness group intervention for vulnerable children; Lietz. Strengths-	Role Play Case Scenarios with Diverse Populations. & Class Discussion	Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment	Midterm exam; Final exam

		advocacy as intervention strategies.	based group practice. Marsiglia & Kulis, Ch 13: Culturally-grounded methods of community based helping			
Fieldwork I (SWK 470)					Process recordings	Field visit, Fieldwork evaluation
Fieldwork Seminar II (SWK 441)	V, VIII	Marsiglia & Kulis, Ch. 2: Cultural Diversity, Oppression and Action; Ch. 3: The Intersectionality of Race and Ethnicity with Other Factors.	Baum, End-of-year treatment termination responses of Social Work student trainees; Edwards, Cultural intelligence for clinical social work practice; Garran & Rozas, Cultural competence revisited; Sue et al., Racial microaggressions in everyday life: Implications for clinical practice.	Class discussion, case presentation	Process recordings, journal entries, oral presentation	
Fieldwork II (SWK 471)					Process recordings	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**	**Exams**
HBSE I (SWK 305)	V, IX, XI	Walsh, Ch. 1: Thinking About Theory; Ch. 4: Ego Psychology; Ch. 7: Behavior Theory.	The challenges and resilience of this marginalized group; Price, Women and reproductive loss: Client and worker dialogues designed to break the silence; Atkins-Burnett & Allen-Meares, Infants and toddlers with disabilities: Relationship-based approaches; Geneed & Powers, Are we ignoring youths with disabilities in foster care? Hack et al., Learning from dying patients during their final days: Life reflections gleaned from Dignity therapy; Rutledge, Neuroscience and social work; Gonzalez-Prendes & Brisebois, Cognitive-Behavior therapy and social work values: A critical analysis; McGovern, Capturing the significance of place in the lived experience of dementia.			

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

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

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.						
Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. *DOMINANT DIMENSION: COGNITIVE-AFFECTIVE (C-A) PROCESSES*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
Social Work Practice II (SWK 312)	II, VIII	Walsh, Ch. 1I: Motivational interviewing; Saleebey, The strengths perspective in the present context of scientific research, empirically supported treatment, and evidence-based practice.	Adams et al., Limitations of evidence-based practice for social work education: Unpacking the complexity; Thyer, What is evidence-based practice?			

Social Work Research (SWK 446)	V, VI	Rubin & Babbie, Ch. 9: Quantitative and qualitative measurement instruments; Ch. 10: Surveys; Ch. 11: Sampling: Quantitative and qualitative approaches; Ch. 16: Analyzing available records: Quantitative and qualitative methods.	Padgett, Ch. 5: Data collection: Observation, interviewing and use of documents	class discussions and activities	Written Assignment, Steps 1, 2 & 3	mid-term exam, final exam
Fieldwork Seminar I (SWK 440)	III, VII	Hepworth, Ch. 8: Assessment: Exploring and understanding problems and strengths; Royse et al., Ch. 6: Client systems: The recipients of service.		Group presentations	Weekly journals, process recordings	
Fieldwork I (SWK 470)					Process recordings	Field visit, Field evaluation
Fieldwork Seminar II (SWK 441)	III, IV, VIII	Hepworth et al., Ch.6: Verbal following, exploring, and focusing skills; Ch. 19: The final phase, evaluation and termination; Royse et al., Ch. 1: Getting started.	Baum, End-of-year treatment termination responses of student trainees.	Class discussion	Process recordings, Journal entries, process, BPS assessment paper	
Fieldwork II (SWK 471)					Process recordings	Fieldwork evaluation

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**	**Exams**
Social Work Practice II (SWK 312)	II-VII	Hepworth,et al., Ch. 8: Assessment: exploring and understanding problems & strengths; Ch. 9: Assessment: Intra-personal, interpersonal & environmental factors; Ch. 10: Assessing families; Ch. 11: Forming and assessing social work groups; Ch.12, Developing goals & formulating a contract; Ch. 13: Planning & implementing change-oriented strategies; Ch. 14: Developing resources, organizing, planning & advocacy as intervention strategies; Ch. 15: Enhancing family relationships; Ch. 16, Intervening in social work groups; Walsh, Ch. 5: Family systems; Ch. 9: Structural family theory; Bernard & Trubridge, Ch 11: A shift in thinking: Influencing social workers' beliefs about individual & family resilience in an effort to enhance well-being, in Saleebey.	DSM 5th ed. (select chapters); Mallet, School to prison pipeline; Lee et al.; Trauma & residency in grandparent-headed multigenerational families; Narendorf et al., Parents & homeless: Profiles of young adult mothers & fathers in unstable housing situations; Williams-Gray, A framework for culturally responsive practice, in Webb; Coholic & Eys, Benefits of arts-based mindfulness group intervention for vulnerable children; Lietz. Strengths- based group practice. Marsiglia & Kulis, Ch 13: Culturally-grounded methods of community based helping	Role play; Case scenarios with diverse populations; Class discussion	Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment	Midterm exam; Final exam
Fieldwork Seminar II (SWK 441)	V	Marsiglia & Kulis, Ch. 2: Cultural Diversity, Oppression and Action; Ch. 3: The Intersectionality of Race and Ethnicity with other Factors.	Edwards, Cultural intelligence for clinical social work practice; Garran & Rozas, Cultural competence revisited; Sue et al., Racial microaggressions in everyday life.	Group discussion	Reflection paper, oral presentation, Process recordings	
Fieldwork I (SWK 470)					Process recordings	Field visit Fieldwork evaluation

Fieldwork II (SWK 471)					Process recordings	Fieldwork evaluation

Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. *DOMINANT DIMENSION: SKILLS*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
Social Work Practice (SWK 311)	IV	Walsh. Ch. 3: Psychodynamic theories 1: Ego psychology; Ch. 4: Psychodynamic theories II: Object relations theory; Ch. 6: Behavior theory; Ch. ? Cognitive theory. Ch.13: Crisis theory and intervention.		Role plays; Experiential exercises	Theory papers	Final exam
Fieldwork I (SWK 470)					Process recordings	Field visit Fieldwork evaluation
Fieldwork Seminar II (SWK 441)	III, IV, VIII	Hepworth, Ch. 8: Assessment, exploring, and understanding problems and strengths; Ch. 10: Assessing family functioning in diverse family and cultural contexts. Ch. 13, Planning and implementing change-oriented strategies; Ch. 18, Managing barriers to change; Ch. 15, Enhancing family functioning and relationships; Ch. 19, The final phase, Evaluation and termination		Class discussion, Role plays	Process recordings	
Fieldwork II (SWK 471)					Process recordings	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**	**Exams**
Social Work Practice II (SWK 312)	II- VII	Hepworth,et al., Ch. 5: Blocks to Communication: Communicating with Empathy & Authenticity; Ch. 6: Verbal Following, Exploring & Focusing Skills; Ch. 7: Eliminating Counterproductive Communication Patterns; Pransky & McMillan, Ch. 13: Exploring the true nature of resilience, in Saleebey.	APA, (2013). DSM 5th Ed. (select chapters); Mallet, School to prison pipeline; Lee et al.; Trauma & residency in Grandparent-headed multigenerational families; Narendorf et al., Parents & homeless: Profiles of young adult mothers & fathers in unstable housing situations; Coholic & Eys, Benefits of arts-based mindfulness group intervention for vulnerable children; Lietz. Strengths- based group practice. Marsiglia & Kulis, Ch 13: Culturally-grounded methods of community based helping	Role play; Case scenarios with diverse populations; Class discussion	Bio-Psycho-Social paper; Facilitative Conditions paper	Midterm exam; Final exam

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

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**	**Exams**
Fieldwork I (SWK 470)					Process recordings	Field visit Fieldwork evaluation
Fieldwork Seminar II (SWK 441)	IV, VII	Hepworth, Ch. 14, Developing resources, advocacy, and organizing as intervention strategies; Ch.13: Planning and implementing change-oriented strategies; Ch. 18, Managing barriers to change.	Sherraden et al., Solving current social challenges: Engaging undergraduates in policy practice.	Class discussion, case presentations	Process recordings, Journal entries, , Bio-Psycho-Social assessment paper	
Fieldwork II (SWK 471)					Process recordings	Fieldwork evaluation

Behavior 24: - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. *DOMINANT DIMENSION: KNOWLEDGE*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
Practice I (SWK 311)	IV	Walsh; Ch. 3, Psychodynamic Theories 1: Ego Psychology; Ch. 4, Psychodynamic Theories II: Object Relations Theory; Ch. 6. Behavior Theory; Ch. ? Cognitive Theory. Ch.13, Crisis Theory and Intervention	González-Prendes & Brisebois: Cognitive-behavioral therapy and social work values: A critical analysis.	Role plays; Experiential exercises	Theory papers	Final exam
Practice II (SWK 312)	II-VII	Hepworth,et al., Ch. 8: Assessment: Exploring and Understanding Problems & Strengths; Ch. 9: Assessment: Intrapersonal, Interpersonal & Environmental Factors; Ch. 10: Assessing families; Ch. 11: Forming and assessing social work groups; Ch. 14: Developing resources, organizing, planning & advocacy as intervention strategies; Ch. 15: Enhancing Family Relationships; Ch. 16, Intervening in Social Work Groups;	DSM 5th Ed. (select chapters); Mallet, School to prison pipeline; Lee et al.; Trauma & residency in grandparent-headed multigenerational families; Narendorf et al., Parents & homeless: Profiles of young adult mothers & fathers in unstable housing situations; Williams-Gray, A framework for culturally responsive practice, in Webb.	Role Play; Case scenarios with diverse populations; Class discussion	Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment	Midterm exam; Final exam

Fieldwork Seminar I (SWK 440)	III, VI	Hepworth, Ch.8: Assessment: exploring and understanding problems and strengths; Ch. 10: Assessing family functioning in diverse family and cultural contexts; Ch. 11: Forming and assessing social work groups; Royse et al., Ch. 6, Client systems: The recipients of service		Group discussion, case presentations	Process recordings	
Fieldwork Seminar II (SWK 441)		Royse, et al., Ch. 6: Client systems	Sherraden et al., Solving current social challenges: Engaging undergraduates in policy practice.	Group discussion	Process recordings	Field visit, Fieldwork evaluation
Fieldwork II (SWK 471)					Process recordings	Fieldwork evaluation

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

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

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

Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. *DOMINANT DIMENSION: SKILLS*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
HBSE I (SWK 305)	VI, VIII-XI	The challenges and resilience of this marginalized group; Price, Women and reproductive loss: Client and worker dialogues designed to break the silence; Atkins-Burnett & Allen-Meares, Infants and toddlers with disabilities: Relationship-based approaches; Geneed & Powers, Are we ignoring youths with disabilities in foster care? Hack et al., Learning from dying patients during their final days; Rutledge, Neuroscience and social work; Gonzalez-Prendes & Brisebois, Cognitive-Behavior therapy and social work values: McGovern, Capturing the significance of place in the lived experience of dementia.	Bent-Goodley & Hopps, Social justice and civil rights; Cunningham & Zayas, Reducing depression in pregnancy: Designing multi-modal interventions; Cohn, The two-year window; Center for Disease Control and Prevention, Adverse Childhood Experiences (ACE) Study; Greenberg, Significance of after-school programming for immigrant children during middle childhood: McCarter, The school-to-prison pipeline: A primer for social workers; Skiba et al., Adolescent substance abuse: Reviewing the effectiveness of prevention strategies; Felitti et al., Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults; Slesnick et al., Homeless youths' caretakers; Snyder et al., Older adulthood	Class discussion, Small group exercise	Assign. 1: Values and Ethical Dilemma Essay	Midterm exam, Final exam

Practice I (SWK 311)	IV	Hepworth, Ch. 3, Overview of the helping process.	González-Prendes & Brisebois: Cognitive-behavioral therapy and social work values: A critical analysis.	Role plays, Experiential exercises	Theory papers	Final exam
Fieldwork I (SWK 470)					Process recordings	Field visit, Fieldwork eval
Fieldwork Seminar II (SWK441)	IV, VII	Hepworth, Ch. 13: Planning And Implementing Change-Oriented Strategies; Ch.14: Developing Resources, Advocacy, and Organizing as Intervention Strategies; Ch. 18: Managing Barriers to Change;	Sherraden et al. Solving current social challenges: Engaging undergraduates in policy practice.	Class discussion, case presentations	Process recordings	
Fieldwork II (SWK 471)					Process recordings	Fieldwork evaluation

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

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES						
Behavior 28: Select and use appropriate methods for evaluation of outcomes. *DOMINANT DIMENSION: SKILLS*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
Social Work Research (SWK 446)	I, III, IV, V	Rubin & Babbie, Ch. 3: Quantitative, qualitative and mixed methods of inquiry; Ch. 4: Factors influencing the research process; Ch. 12: Experiments and quasi-experiments; Ch. 13: Single case evaluation designs; Ch. 15: Additional methods in qualitative inquiry	Padgett, Ch. 5: Data collection: Observation, interviewing and use of documents	class discussions and activities	Written Assignment, Steps 1, 2 & 3	mid-term exam, final exam
Fieldwork Seminar I (SWK440)	III, VI	Hepworth, Ch. 8: Assessment: Exploring and understanding problems and strengths; Ch. 10: Assessing family functioning in diverse family and cultural contexts; Ch. 11: Forming and assessing social work groups.		Case presentations, small group work	Journals, process recordings	
Fieldwork Seminar II (SWK 441)	IV	Hepworth, Ch. 19: The final phase: Evaluation and termination	Lebow, Common factors, shared themes, and resilience in families and family therapy.	Class discussion, case presentations	Journals, Process recordings	
Fieldwork II (SWK 471)					Process recordings	Fieldwork evaluation

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**	**Exams**
Practice II (SWK 312)	II-VII	Hepworth,et al., Ch. 8: Assessment: Exploring and understanding problems & strengths; Ch. 9: assessment: Intrapersonal, interpersonal & environmental factors; Ch. 10: Assessing families; Ch. 11: Forming and assessing social work groups; Ch.12, Developing goals & formulating a contract; Ch. 13: Planning & implementing change-oriented strategies; Ch. 14: Developing resources, organizing, planning & advocacy as intervention strategies; Walsh, Ch. 5: Family systems; Ch. 9: Structural family theory.	APA, (2013). DSM 5th Ed. (select chapters); Mallet, School to prison pipeline; Lee et al.; Trauma & residency in grandparent-headed multigenerational families; Narendorf et al., Parents & homeless: Profiles of young adult mothers & fathers in unstable housing situations; Williams-Gray, A framework for culturally responsive practice, in Webb; Coholic & Eys, Benefits of arts-based mindfulness group intervention for vulnerable children.	Role Play Case Scenarios with Diverse Populations.& Class Discussion	Assignment: Facilitative Conditions; Biopsychosocial, Process recording Assignment	Midterm exam; Final exam
Research (SWK 446)	II, III	Rubin & Babbie, Ch. 4, Factors influencing the research process; Ch. 6, Culturally competent research	Padgett: Ch. 1, Qualitative methods in context	class discussions and activities	Written Assignment, Steps 1, 2, 3	mid-term exam, final exam
Fieldwork Seminar I (SWK 440)	III, VI	Hepworth, Ch. 8: Assessment: Exploring and Understanding Problems and Strengths; Ch.10, Assessing Family Functioning in Diverse Family and Cultural Contexts; Ch. 11, Forming and Assessing Social Work Groups; Royse et al., Ch. 6, Client Systems: The Recipients of Service		Group discussion, small group work	Process recordings, paper	
Fieldwork I (SWK470)					Process recordings	Field visit, Field eval

Fieldwork Seminar II (SWK 441)	IV	Hepworth, Ch. 6: Verbal following, exploring, and focusing skills; Ch.13: Planning and implementing change-oriented strategies; Ch.18: Managing barriers to change; Chapter 19: The final phase, evaluation and termination	Lebow, Common factors, shared themes, and resilience in families and family therapy.	Class discussion, case presentations	Journal, process recordings	
Fieldwork II (SWK 471)					Process recordings	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**	**Exams**
Research (SWK 446)	I, II, IV	Rubin & Babbie: Ch. 1:Why study research; Ch. 2, Evidence-based practice; Ch. 6: Culturally competent research; Ch. 7: Problem formulation		class discussions and activities	Written Assignment, Steps 1, 2 & 3	mid-term exam, final exam
Fieldwork I (SWK 470)					Process recordings	Field visit Fieldwork eval
Fieldwork Seminar II (SWK 441)		Hepworth et al.,, Ch. 13: Planning and implementing change-oriented strategies; Ch. 18: Managing barriers to change; Ch. 19: The final phase, evaluation and termination.	Lebow, Common factors, shared themes, and resilience in families and family therapy.	Class discussion	Process recordings, journals	
Fieldwork II (SWK 471)					Process recordings	Fieldwork evaluation

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

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

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR						
Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. *DOMINANT DIMENSION: VALUES*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
Theoretical Perspectives of Substance Abuse (SWK 351)	XI		NASW Code of Ethics; NYS-OASAS, CASAC Cannon of Ethical Principles	Case examples; class discussion		Mid-term exam

Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes. *DOMINANT DIMENSION: SKILLS*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
Theoretical Perspectives of Substance Abuse (SWK 351)	VI, IX	McNeece & DiNitto, Ch. 5	Doweiko, Toxicology Testing, Ch. 33, pp. 504-511; Kipnis, Serdinsky & Davidoff, Alcohol and Drug Screens (NYS-OASAS)	Class discussion		

COMPETENCY 5: ENGAGE IN POLICY PRACTICE						
Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. *DOMINANT DIMENSION: KNOWLEDGE*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
Theoretical Perspectives of Substance Abuse (SWK 351)	I, X	McNeece & DiNitto, Ch. 1,7, 8 Thombs & Osborn, Ch. 1, 3		Class debate; case examples		Mid-term exam

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES						
Behavior 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. *DOMINANT DIMENSION: KNOWLEDGE*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
Substance Abuse and Urban Society (SWK 251)	IV, VIII	Doweiko, Ch. 22, 23, 25, 30, 31, 33	Yalisove, The Origins and Evolution of the Disease Concept of Treatment SBIRT Booklet, Lehman College Social Work Dep't.	Case examples; role playing, video demonstration	Term paper	Mid-term exam; Final exam

Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. *DOMINANT DIMENSION: COGNITIVE-AFFECTIVE (C-A) PROCESSES*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
Substance Abuse and Urban Society (SWK 251)	II	Doweiko, Ch. 27	DSM-5, Substance Related and Addictive Disorders, pp. 481-589; Bliss & Pecukonis, Screening an Brief Intervention Practice Model for Social Workers in Non-Substance Abuse Practice Settings	Group exercises; case examples	Term paper	Mid-term exam Final exam

Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. *DOMINANT DIMENSION: KNOWLEDGE*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
Substance Abuse and Urban Society (SWK 251)	Unit IV, V, VII, VIII, IX	Doweiko, Ch, 22, 23, 25, 2630-34,	Yalisove, The Origins and Evolution of the Disease Concept of Treatment; SBIRT Booklet, Lehman College Social Work Dep't.	Case examples; role playing	Term paper	Mid-term exam Final exam
Theoretical Perspectives of Substance Abuse (SWK 351)	IV, V	McNeece & DiNitto, Ch. 2, 5; Thombs & Osborn, Ch. 2, 5-9	DSM-5, pp. 481-589; Brower, Blow & Beresford, Treatment implication of chemical dependency models: An integrative approach	Class discussion, group exercises	Term paper	Mid-term exam Final exam

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

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

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES						
Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. *DOMINANT DIMENSION: SKILLS*						
Course	**Units**	**Text**	**Additional Readings**	**Class Participation**	**Assignments**	**Exams**
Substance Abuse and Urban Society (SWK 251)	VI - X	Doweiko, Ch. 16, 22-24, 29-34	Barker, Aa choice for recovering addicts: Relapse or homelessness; SBIRT booklet from Lehman College Social Work Dept.; Gibbons & Mann, Varenicline, smoking cessation, and neuro-psychiatric adverse events; New York State Addiction Medicine Free Education Series at http://www.oasas.ny.gov/admed/edseries.cfm *Knowledge Workbook III-Nicotine Dependence and Smoking Cessation* *Tobacco-Chemical Dependence Connection* *Tobacco Myths and Myth-Understandings;* NYC Quits (2016): https://www1.nyc.gov/site/doh/health/health-topics/smoking-nyc-quits.page	Role plays; class discussions		Mid-term exam Final exam
Theoretical Perspectives of Substance Abuse (SWK 351)	VII, VIII	McNeece & DiNitto, Ch. 6,9 Thombs & Osborn, Ch. 11, 12	SBIRT booklet from Lehman College Social Work Dept.; Steenrod, The interface between community-based and specialty substance abuse treatment sectors	Case examples; video demonstration		Final exam

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

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

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 first component is senior-level coursework, including Fieldwork Seminars I and II (SWK 440 and 441) taken concurrently with Fieldwork I and II (SWK 470 and 471). In addition, all students take the second course in the policy sequence, Social Welfare Policy (SWK 443), which is also taken concurrently with either SWK 440 and 470 or with SWK 441 and 471. For example, in the Seminar classes, students are required to write a policy analysis based on their field placement, and are also required to write a bio-psycho-social assessment based on their experiences in field placement. These assignments connect the theoretical and conceptual contributions of the classroom and field settings. Students will also have completed the required research course (SWK 446) by the conclusion of the senior year. Together, these courses all focus on the knowledge, values, skills, and cognitive and affective processes for the implementation of evidence-informed 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 mandatory 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 *Undergraduate 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) 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.

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

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

The practice of social work in their field placement agencies requires students to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. In choosing and evaluating intervention strategies, students must utilize cognitive-affective processes as they apply critical thinking to inform and communicate professional judgments and engage in research-informed practice and practice-informed research. This practice-informed research often leads students to engage in policy practice to advance the delivery of effective social work services. In their work with clients and other professionals, students are expected to demonstrate ethical and professional behavior. The complex environment of agency-based practice requires students to apply social work ethical principles to guide professional practice and to respond to the contexts that shape practice. To better understand their clients and the context of their work, students apply knowledge of human behavior and the social environment.

All students do field placement in the Bronx and surrounding communities, which are home to diverse populations. The opportunity and necessity for all students to engage diversity and difference in their fieldwork practice is extraordinary. Along with the racial, ethnic, religious and socio-economic diversity in the Bronx come multiple urban social problems such as poverty, discrimination and oppression, homelessness, and housing insecurity. The social service agencies in which students are placed wrestle with all these issues. Students in their field placements need to work to advance human rights and social and economic justice not only in their work with individuals, families, groups and communities, but also while engaging in policy practice to advance social and economic well-being. The weekly Fieldwork Seminar, which is taken concurrently with Fieldwork, integrates the theoretical and conceptual learning of the classroom with the practice setting 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.

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 441 & SWK 471) 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: Program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs.

All students are required to complete 450 hours of Fieldwork during the senior year; 200 hours during the Fall semester and 250 hours during the Spring semester, which also includes regular Fieldwork hours during the January intersession.

Fieldwork begins immediately after the first Seminar (SWK 440) class has met, and continues through mid-May. In order to schedule the required number of hours, and to provide consistency and continuity in the fieldwork experience for the students, clients, and agencies, 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 a timesheet 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 and is retained in the student's file.

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.

As indicated in the *Lehman College Undergraduate Bulletin*, the *Undergraduate Social Work Program Student Handbook and Field Education Manual* (See Volume III), can be accessed on the Departmental web-page (http://lehman.edu/academics/health-human-services-nursing/social-work/field-education.php). "All students must complete the Social Work Practice sequence (SWK 311 and SWK 312) and the Human Behavior and the Social Environment sequence (SWK 305 and SWK 306) with a minimum grade of "C" in each course before entering Fieldwork Seminar I (SWK 440) and Fieldwork I (SWK 470). There are no exceptions to this policy." Students are required to complete an application for Fieldwork

during the Spring semester prior to the Fieldwork year. The application process is explained during a presentation given to all Social Work Practice I (SWK 311) classes towards the end of the semester by a representative of the fieldwork department. Students need to be pre-registered by the Undergraduate Program Coordinator before registering for Fieldwork and Fieldwork Seminar (SWK 440 and 470). Students not meeting the above requirements are not given permission and are advised by the Program Coordinator of their options.

2.2.7: 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 *Undergraduate 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), Fieldwork agencies participating with the Lehman College Undergraduate 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 Undergraduate 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 one 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 Undergraduate Social Work 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, and who subscribes to the values and commitments described in the previous section. Most Field Instructors have already completed the Seminar in Field Instruction, and new Field Instructors are required to take it. 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

During the Fall semester of the students' junior year, a representative from the Field Education Department meets with all Social Work Practice I (SWK 311) classes to discuss the requirements for Fieldwork and the expectations of students in Fieldwork. They are also given information about completing the N.Y.S. mandated reporting requirement for Identification and Reporting Child Abuse and Neglect prior to beginning Fieldwork. Students have the opportunity to raise questions and issues related to the Fieldwork sequence. Field applications are distributed and are also available online. In the Fieldwork application, students are given the opportunity to indicate a preference for specific fields of practice and to indicate special needs, such as "transportation, childcare, employment, health factors, work-study, etc." Students are also asked if they are comfortable providing services in any languages other than English and to indicate which languages. The Assistant Director of Field Education, in consultation with the Social Work faculty, considers the student's requests as well as the student's learning needs and previous social work experience in relation to the needs of particular agencies. When students are notified about their agency assignment they contact the agency to make an appointment to meet with the Educational Coordinator or Fieldwork Instructor and to get travel directions. Together they set up a schedule of days and hours for placement. In addition, they learn about any special documentation the agency requires before the start of Fieldwork, such as physical exams or clearances, and discuss dress code and other items specific to the agency.

Support student safety

As stated in the *Undergraduate 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 Fieldwork Seminar Instructor, who in all cases serves as 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 Field 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 Field 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. During 2017-2018, 93 percent of students recommended continued of the agency as a field placement site.

2.2.8: 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 the Fall semester to meet together with the Field 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. Field 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 Field Instructors are honored. Students receive Certificates of Completion of Fieldwork, and Field Instructors receive Certificates of Appreciation from the Department.

B2.2.9: 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 baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. 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 Field 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. 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 Field Instructor to help the student integrate and apply the knowledge, values, and skills 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: 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 Field Instructors. The 13 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: 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 employed-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 Field 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 *Undergraduate Student Handbook and Fieldwork Manual* (See Volume III and the Department's webpage: http://lehman.edu/academics/health-human-services-nursing/social-work/field-education.php). An Employment-Based Field Placement Agreement is signed by the Educational Coordinator, Field Instructor, Student, and representative of the Lehman Social Work Field Education Department.

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 B.A Program in Social Work 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.

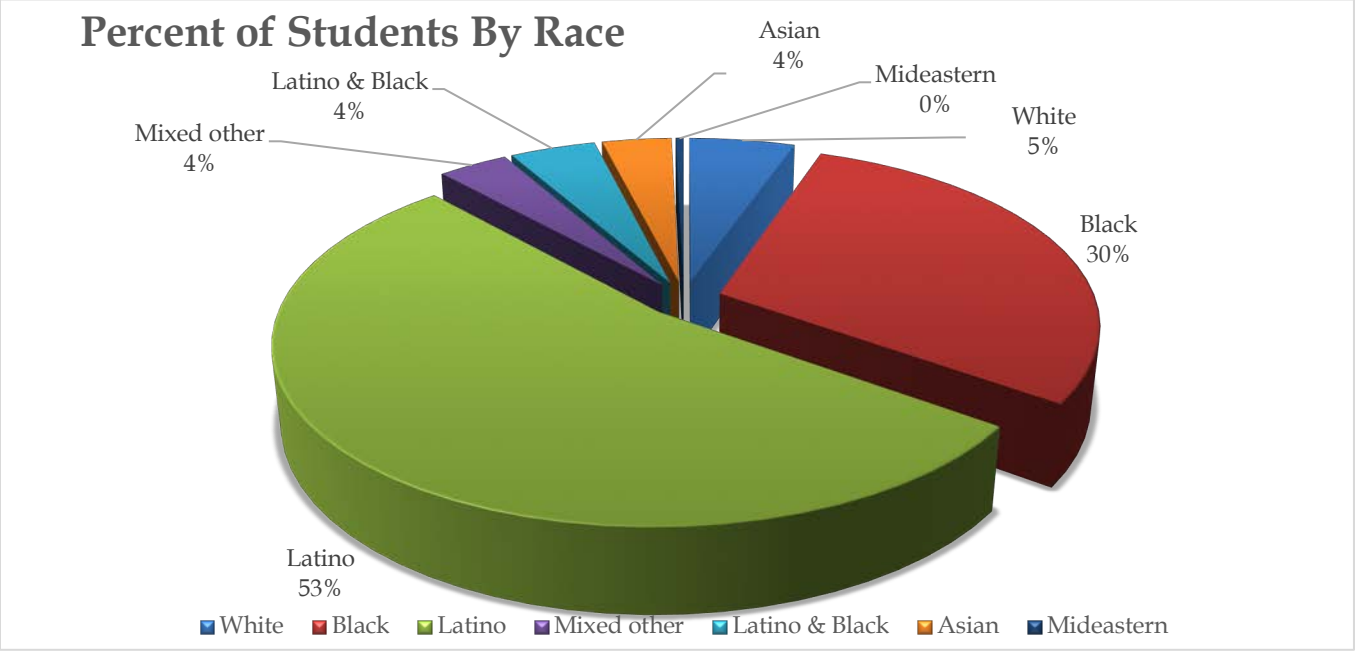
We begin this section with brief descriptions of the diversity of our faculty, staff, and students and the foundational policies and procedures in place in the school to ensure that we continue to recruit and support a diverse group of students, faculty, and staff and maintain a safe environment free 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 BA Program mirrors the Bronx population. **Figure 3.1** documents that during 2017-18 academic year, 53.1% of our BA students identified as Latino and 4.3% 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 Undergraduate Social Work Student Body:



Further mirroring the population of the Bronx and surrounding communities, 35 percent of the students identified as black. Among the students in the undergraduate social work program in 2017-2018, 39.3% percent, were born outside the U.S. this number is just slightly higher than the immigrant rate of 37 percent of the total population of New York City. Additionally, 74% of the students' mothers were born outside the United States. Seventy-five percent of students' fathers were born outside of the U.S. Thirty-five percent of students are fluent in Spanish and another 11% had some ability to speak Spanish. Other languages spoken by students in the 2017-2018 Academic Year included Haitian Creole, French, Twi, Arabic, Italian, Portuguese, Hindi, Bengali, Korean, Reutoom, Krid, Mano, Kissi and Woloff.

The following list represents the place of birth of our immigrant students, in order of numbers born in each country:

Students' Countries of Origin and Percentage in Undergraduate Social Work Program
Dominican Republic – 15.7% Jamaica – 4.8% Puerto Rico – 2.6% Mexico – 2.2% Ghana – 1.7% Columbia-1.3% Bangladesh –0.9% Guatemala—0.9% Guyana – 0.9% Haiti – 0.9% Liberia—0.9% Sierra Leone—0.9% Trinidad – 0.9% Canada –0.4%

Ecuador – 0.4%
Honduras—0.4%
Ivory Coast –0.4%
Gambia—0.4%
Grenada – 0.4%
Pakistan –0.4%
Peru –0.4%
St. Kitts –0.4%
Uganda –0.4%
Ukraine –0.4%

Seventeen percent of the students in the BA program at Lehman identified as male, 83 percent as female, and less than 1% identified as other. Ten percent of the students identified their sexual orientation as being other than heterosexual. The students ranged in age from 19 to 57, with a mean of 29 (*SD*=8.9). Reflecting many students' need to support themselves financially while in school, 36 percent were working full-time and 28 percent were working part-time while working on obtaining their BA in Social Work program. While we do not currently collect data regarding the number of our undergraduate students that have children, anecdotally we estimate that approximately one-third of our students are parents.

Transfer students entering the Program in Fall 2017& Fall 2018 came from a range of experiences in college, from CUNY community colleges to public and private colleges in New York State, outside the state, and internationally:

Note: CUNY is the abbreviation for the City University of New York and SUNY is the abbreviation for the State University of New York.

	2017	**2018**
CUNY Community Colleges		
Bronx Community College/CUNY –	36	41
Borough of Manhattan Community College/CUNY –	27	17
Hostos Community College/CUNY –	22	22
LaGuardia Community College/CUNY –	11	6
Kingsborough Community College/CUNY –	2	5
Guttman Community College –	2	2
Queensborough Community College–	2	1
SUNY Colleges		
Westchester Community College/SUNY –	22	14
Delhi/SUNY–	1	0
College of Staten Island –	0	2
Nyack Community College –	0	1
Bergen County Community College –	1	0
Rockland Community College –	0	2
Brockport College, Sanborn NY –	0	1
CUNY Senior Colleges		
Hunter College/CUNY –	1	0
Brooklyn College/CUNY –	1	1
York College/CUNY –	1	0
New York City College of Technology/CUNY –	4	3
Medgar Evers College/CUNY –	0	1

Lehman College, CUNY	14	22
Private Colleges, New York State		
Monroe College –	2	1
St. Johns University –	1	0
Mercy College –	1	1
Dominican College –	0	1
St Francis University –	1	0
Marymount University –	1	0
Marist College–	2	0
College of Mt. St. Vincent –	0	1
Colleges in U.S.A, Outside New York State		
Niagara County College–	1	0
City College of Chicago (Chicago) –	0	1
Colleges Outside U.S.A.		
Fourah Bay College (Sierra Leon) –	0	1
Guyana State College (Guyana) –	0	1
UCC (Jamaica) –	0	1

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 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.

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:
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 published research and conceptual 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.

Urban Social Work Journal (See **AS 3.2.6**)

Urban Social Work (USW) is a peer-reviewed journal that was introduced and is currently co-edited by Professor Brenda Williams-Gray and Professor Carl Mazza, along with faculty from Morgan State University, a public historically black university. The journal focuses specifically on urban social work

theories and practice and contributes to the improvement and sustainability of healthy urban communities Articles focus on all components of social work in urban communities including strengths, assets, and challenges for problem resolution using a holistic perspective that would be useful to educators, researchers, practitioners, policy makers, community leaders and social work students. The journal was a 2018 Prose Award Winner with an Honorable Mention of Best New Journal in the Social Sciences.

Learning from Personal Experiences of Institutional Oppression and Injustice

The most poignant and ongoing learning about diversity in our undergraduate 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 visually impaired; this often results in strong bonds of support that extend beyond the classroom. 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.

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)

The Undergraduate Social Work Club (See **AS 3.1.10**)
Students are encouraged to organize in their interests in several ways. The Undergraduate Social Work Club is one way in which students can come together to share ideas and organize events for their fellow students. The Undergraduate Club Faculty Advisor(s) serve as a liaison between the Club and the Undergraduate Program. He or she advises the Club when they have questions or concerns.

The Undergraduate Social Work Club at Lehman College 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 Club has held a number of programs including a food and coat drive, volunteered at local agencies and hosted a Mental Health First Aid Training in Collaboration with THRIVENYC, a Program of the New York City Department of Health and Mental Hygiene. The undergraduate social work club maintains a membership of about 15-20 undergraduate students in addition to the executive board. The executive team meets every two weeks and holds full membership meetings once a month.

Writing Workshops for Social Work Students

Due to the importance of writing in the field of social work and to better help our students critically consider, communicate, and apply key social work concepts in their writing, faculty from the Undergraduate Social Work Program (the Director of Undergraduate Social Work program, Professor Brenda Williams-Gray, Professor Barbara Zerzan, and the Undergraduate Social Work Program Coordinator, Catherine Cassidy) collaborated with Lehman's Instructional Support Services Program (ISSP), which houses the Academic Center for Excellence (ACE) to create a series of writing workshops tailored to social work students. The workshop series spans five-weeks and are offered in both the fall and spring semesters. These two-hour sessions, which are offered around lunch time on a day when most of the undergraduate students have classes, target specific skills and assignments. These two-hour sessions include:

- "Engaging Sources and Reading Critically"
- "Preparing to Write: Decoding the Writing Assignment"
- "Your Argument: Paraphrasing and Summarizing"
- "Strategies for Revision and Organization"
- "Citing Sources and the Research Writing Process"

Educational and Social Resources, Special Programs, Resource Allocation

The B.A. in Social Work 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 4.9**).

- 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: 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 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

- 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:

Professional Development Session	Date
The Power of a Gestalt Therapy Approach to Social Work Practice with Children, Adolescents, and Young Adults • Presenter: Evan Senreich, Ph.D.	January 2015
Culturally- Informed Behavioral Health Services for At-Risk Children and Transitional-Age Youth: Collaboration & Best Practices	March 2015

• 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	
Traumatized Youth and Protective Factors that Promote Resiliency • Presenter: Brenda William-Gray, D.S.W.	March 2015
Being in the Crossroads: Social Work Practice with Lesbian, Gay, Bisexual, Transgendered and Questioning Adolescents and Emerging Adults • Presenter: Mohan Vinjamuri, Ph.D	April 2015
My Brother's Keeper:' Contemporary Challenges for Black and Latino Males in 21st Century • Presenter: Jermaine J. Monk, MSW, Ph.D.	June 2015
Professional Writing Skills • 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 • Presenter: Mohan Vinjamuri, Ph.D.	December 2015
Children of Incarcerated Parents: Living in a Strange World • Presenter: Carl Mazza, DSW	March 2016
Responding to the Needs of Homeless Youth • 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 • Presenter: Mohan Vinjamuri, Ph.D.	December 2016
Working with Veterans: Trauma and Resilience • 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 • 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 • Presenters: Justine McGovern, Ph.D., LMSW & Sabrina Esbitt, PhD	December 2017
Putting Theory into Practice • 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 • Presented by: Kingsbridge Heights Community Center's (KHCC)	October 2018
Understanding and Addressing Trauma in the LGBTQ+ Community • Presenter: Edward Alessi, Ph.D., LCSW	November 2018
Trauma and Immigration Experiences: Cross-disciplinary Perspectives • 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 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. It has continued even after the grant was completed and has been very well-received by 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 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 homelessness, 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: 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) 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.

2) 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.

3) The Lehman Undergraduate Social Work Program hosts a Graduate School Day, where all of the MSW Programs in the New York City vicinity are invited to make presentations to the seniors. This even occurs early in the fall semester of the senior year. Although we have an MSW program, we believe that all of our students should see their options and select the graduate program that is right for them.

4) The Undergraduate Program holds meetings three times per month. As part of each meeting, faculty and staff discuss concerns about students with one a number as a way to better support students as they matriculate through the program. Anecdotally, this may also serve to support the faculty and staff in our work with students.

5) The Undergraduate Social Work Program invites support staff from various offices around the college to Orientation, including the Counseling Center, Lehman's Instructional Support Services Program (ISSP), which houses the Academic Center for Excellence (ACE), Information Technology, and Student Disability Services.

Program Leadership

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 supports 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 Content – While the second Human Behavior in the Social Environment (SWK 306) course focuses on diversity, the faculty has designed the curriculum so that diversity issues are infused throughout the entire curriculum. In addition, faculty members engage in a wide range of research interests related to diversity, which they share with students in their classes and through curriculum development, including development of new elective courses for the undergraduate program. These are offered as SWK 250, "Special Topics in Social Work" elective courses. These courses are very popular with students as they broaden their knowledge, value, and skill base in these areas. We have begun the process of increasing the number of "Special Topics" courses as students may get credit from 6 credits, or 2 courses, to 9 credits, or 3 courses. All SWK 250 courses are considered liberal arts courses. These include:

- Children and Families
- Criminal Justice
- Gender Course

- Group Work
- HIV/AIDS
- LGBT course

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

B3.1.1 The program identifies the criteria it uses for admission.

Admissions Criteria

The program has admissions criteria and procedures that reflect the program's goals. The admissions requirements are as follows:

- Completion of 54 college credits
- Completion of the courses:
  - Introduction to Social Work and Social Welfare
  - Fundamentals of Sociology
- Attainment of a cumulative index of 2.7, with a recommendation of an index of 2.9
- Completion of Application to the Social Work Program

Transfer students must provide copies of:

- Transcripts from other colleges they have attended (student copy is acceptable)
- Completed Lehman College Transfer Credit Evaluation Form

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

The Undergraduate Program Coordinator, Ms. Catherine Cassidy, interviews all applicants to the program and reviews the admissions requirements of the program and the applicants' qualifications for admission. Qualified students submit a completed application.

Transfer students must provide the following documents along with their application:

- a student copy of transcript(s) from all colleges previously attended;
- a copy of the Transfer Credit Evaluation Form completed by the Admissions Department of Lehman College
- a copy of the Liberal Arts Requirement Form completed by the Office of Academic Standards and Evaluation, indicating the number of liberal arts credits required for the student to meet the 90 liberal arts credits mandated by the New York State Education Department for a B.A. degree.

Transfer students with lower than a 2.7 index are informed during an interview that they may apply when they have completed at least 12 credits at Lehman and have achieved a 2.7 cumulative index.

The Undergraduate Social Work Program Coordinator reviews the applicants' materials. If there are special circumstances, such as a cumulative index below 2.7 because of academic difficulties several years ago in non-social work required courses, followed by markedly improved academic functioning, the Coordinator consults with the Undergraduate Program Director and a determination is agreed upon. Applicants who are not accepted into the program meet with the Coordinator for a discussion of the reasons for the denial of admission and clarification of the requirements that must be met in order to reapply, such as completion of required credits and courses, and improving their cumulative index. When appropriate, students are also given information about other options for majors that would make it possible for them to complete their college degree in a timely manner.

The Coordinator notes on the application the date it was received and the date of the disposition, and, if the student is admitted, lists the courses to be taken the following semester. The Program Secretary sends a letter of admission to the student and enters the student's information on a spread sheet which is used for assessment purposes and for statistical reporting to CSWE. A file is set up for each student accepted into the program; this includes the student's application and required documents for transfer students, letter of acceptance, and later the notice of assignment to field placement and fieldwork evaluations. (Students have access to this material; in fact they are encouraged to keep a copy of everything that goes into their file for their own use.) Student files are kept in a secure file cabinet in the Coordinator's office.

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

We have articulation agreements with those community colleges of City University of New York that prepare students for transfer to our program. We are in the process of reaching out to additional community colleges in New York State. A chart indicating equivalent courses at CUNY community colleges is below.

Figure 3.2: Lehman College Undergraduate Social Work Program Articulation Agreements-2009/2017

LEHMAN COLLEGE SOCIAL WORK PROGRAM ARTICULATION AGREEMENTS – 2009/2017

Lehman College CUNY	BMCC	BRONX Community College	HOSTOS Community College	KINGSBORO Community College	LAGUARDIA College	NYC Tech	WCC	GUTTMAN Community College
SWK 237 *Intro to Social Work*	**HUM 101** *Intro to Human Services & Social Work*	**SOC 35** *Intro to Social Work*	**SOC 1200** – or **SW 101** *Intro to Social Work*	**MH 01100** *Intro to Human Services*	HSC 101 & HSC 102 Orientation Human Serv & Princip of Hum. Rel	*American Government & Politics*	**HSERV 101** *Intro to Human Services*	**HSVC 103** *Intro to Human Services*
SWK 239 *Social Welfare Institutions*	**HUM 411** *Soc Welfare Programs & Policies*	**HSC 10** *Human Services & Social Welfare* ***AFTER 2003*	No course……	**MH 03000** *Human Services Org*	No course……	*American Government & Politics*	No course……	HSVC 213 *Health & Human Services Policy*
SOC 166 *Fundamentals of Sociology*	**SOC 100** *Intro to Sociology*	**SOC 11** *Intro to Sociology*	**SOC 1232** – or **SOC 101** *Intro to Sociology*	**SOC 03100** *Intro to Sociology*	SSB 110/ SSS 100 *Intro to Sociology*	*American Government & Politics*	**SOC 101** *Intro to Sociology*	**SOSC 102** *Intro to Sociology*
PSY 166 *General Psychology*	**PSY 100** *General Psychology*	**PSY 11** *Psychology*	**PSY 1032** – or **PSY 101** *General Psychology*	**PSY 01100** *General Psychology*	SSY 101/ SSB 102 General Psychology	*American Government & Politics*	**PSYCH 101** *General Psychology*	**No course…….**
POL 166 *American Political System*	**POL 100** *American Government*	**POL 11** *American Nat Govt*	**POL 4701** – or **POL 101** *American Government*	**POL 05100** *American Government & Politics*	SSP 101 US Power & Politics	*American Government & Politics*	**POLSC 102** *American Government & Issues*	**GOVT 202** *American Government & Politics*
BIO 183 *Human Bio* - or **BIO 181** *Anatomy & Physiology* - or **BIO 166 & 167** *General Bio*	**BIO 110 & BIO 220** - or **BIO 210 & BIO 220** *General Bio* - or **BIO 425** *Anatomy & Physiology*	**BIO 18** *Human Bio* – or **BIO 23** *Anatomy & Physiology* – or **BIO 11 & 12** *General Bio* - or **BIO 21**	**BIO 3902 & BIO 3904** **BIO 210 & BIO 220** *General Bio* - or **BIO 230/3906** *Anatomy & Physiology* – or **BIO 240/3900**	**BIO 01100** **BIO 01200** *Anatomy & Physiology* - or **BIO 01300** & **BIO 01400** *General Biology*	SCB 203 Hum Bio I - or SCB 204 Hum Bio II - or SCB 201 & SCB 202 Fundamentals of Biology	*American Government & Politics*	**BIO 116/117 & 118** *General Bio* - or **BIOL 121** *Anat & Phys I* - or **BIOL 103A or 104A** *Human Bio*	**BIOL 212** ***Human Biology (Life and Physical Sciences)***

These courses are evaluated by the Admissions Department of Lehman College and are entered on a Transfer Credit Evaluation Form, which is reviewed by the Coordinator during the application procedure as described under **AS 3.2.2.**

When students transfer from colleges outside the CUNY system; the Undergraduate Program Coordinator reviews the course description for each course pertaining to social work that the student has completed, the student's grade as it appears on the transcript, and discusses course content with the student, including textbooks used for the course. The Coordinator discusses the situation with the Undergraduate Program Director, and if it is deemed that the course had equivalent content, the Social Work Coordinator completes an **Electronic Record Modification Request (e-RMR) (Formerly A-1 form)** for the registrar, stating that the course is equivalent to that required by the Social Work Program; these forms are countersigned by the Department Chair. It is extremely rare to receive a request for a student to transfer from another CSWE-accredited program; in such cases credit may be given for some courses above the 200- level. However, all students take, at a minimum, Social Work Practice II and both semesters of Fieldwork and Fieldwork Seminar at Lehman College. This policy is supported by the college requirement that students earning a degree from Lehman College complete at least 30 of the 120 credits required for graduation at the College.

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 online undergraduate college bulletin, the program brochure (**see Figure 2.1**, and the *Undergraduate Social Work Program 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), All applicants and students requesting information about the program receive a copy of the program brochure, and all students entering Fieldwork, Field Instructors, Educational Coordinators at fieldwork agencies, and members of the Advisory Board of the Department of Social Work are given the link to the online *Undergraduate Social Work Program 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).
.

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.

Academic and professional advising policies and procedures support the program's mission and goals. An orientation for juniors accepted into the Program is held a few days prior to the start of classes so students and faculty can get acquainted. An overview of the Program is presented, and representatives from many of the support programs of the college present information about their programs.

All students receive academic advising to guide them through the liberal arts requirements of the college, including the evaluation of transfer credits. Most students receive advisement through the Office of Academic Standards and Evaluation (Shuster Hall, Room 280), where advisors meet individually with students. Students in the Adult Degree Program, the Lehman Scholars Program, SEEK, or who are registered with the Office of Student Disability Services, receive advisement through those offices.

Students are expected to initiate meetings at least once each semester with their academic advisor to discuss the liberal arts requirements of the College and to plan registration for the coming semester.

Several major fairs are sponsored by the College throughout the year. Our Undergraduate Social Work Coordinator is present at all the fairs, along with several faculty members.

All Social Work applicants and students accepted into the Program receive advisement related to the major from the Undergraduate Social Work Coordinator and a full-time Social Work faculty member, as described below:

The Application Process and Advisement Prior to the Junior Year

During the application process, and prior to beginning Social Work Practice I (SWK 311), students are advised by the Undergraduate Program Coordinator, Ms. Catherine Cassidy, M.S.W., who holds a Higher Education Assistant position. Requirements to enter the program are discussed as Ms. Cassidy meets individually with each applicant. Students are encouraged to return to see her when they have completed the required number of credits and courses and have met the required cumulative index. Curriculum planning is based on the following pre- and co-requisite chart. Applicants are given a copy of the Pre- and Co-Requisite Brochure (**see Table 3.1** and **Figure 2.1**, the Undergraduate Program Brochure); this information is also available on the Department's website: http://lehman.smartcatalogiq.com/en/2017-2019/Undergraduate-Bulletin/Academic-Departments-and-Programs/Social-Work/Social-Work-B-A).

TABLE 3.1: UNDERGRADUATE PROGRAM OF STUDY: PRE- AND CO- REQUISITES

	SWK 305: Human Beha- vior and The Social Environ - Ment I	SWK 311: Social Work Prac- tice I	SWK 306: Human Beha- vior and The Social Enviro n- Ment II	SWK 312: Social Work Prac- tice II	SWK 446: Social Work Res- earch	SWK 440 & SWK 470 Field Seminar I and Field I	SWK 441 & SWK 471 Field Seminar II and Field II	SWK 443 Social Welfare Policy
PRE-REQ	Admission into the Social Work Program	Admission into the Social Work Program	Completi on of SWK 305 and SWK 311, both with a minimum grade of C	Comp letion of SWK 305 and SWK 311, both with a minimu m grade of C	Completi on of SWK 305 and SWK 311, both with a minimum grade of C	Completio n of SWK 305, 311, 306, 312 all with a minimum grade of C; BIO 183	Compl etion of SWK 440, 470, both with a minimum grade of C	Completi on of SWK 305, 311, 306, 312 all with a minimum grade of C; BIO 183
PRE- or CO-REQ	PSY 166 POL 166 SWK 239	PSY 166 POL 166 SWK 239	BIO 183	BIO 183	SWK 305, 311, 306, 312, all with a minimum grade of C			

CO-REQ	SWK 311	SWK 305	SWK 312	SWK 306	May also be taken in the fieldwork year	SWK 443 must be taken with either SWK 440 & 470 or SWK 441 & 471

Advisement during the Junior Year

Once the student begins the Social Work Practice sequence, which takes place during the junior year, the Social Work Practice faculty member teaching the particular section is responsible for providing professional advisement to his/her students. Students remain in the same section during both courses in the Social Work Practice sequence and therefore remain with the same advisor throughout the year. This provides continuity during the advisement process. We have one adjunct who teaches two sections of Social Work Practice I and II. Advisement for these students is carried by Ms. Cassidy, the Undergraduate Social Work Coordinator, who knows all the junior year students from the application process. Students who do not go on to Fieldwork immediately after completing the Social Work Practice and HBSE sequences also receive continued advisement from Ms. Cassidy.

Advisement during the Senior Year

During the senior year, the faculty member teaching Fieldwork Seminar I and II (SWK 440 and SWK 441) serves as the student's faculty advisor. This faculty member is also the student's Field Faculty Advisor, with responsibility to serve as field-faculty liaison for the student in Fieldwork I and II (SWK 470 and SWK 471). Students remain in the same section of Fieldwork and Fieldwork Seminar for the two semesters of the academic year, allowing for continuity in the advisement process throughout the senior year. Field Faculty Advisors guide the students through the course of study for the year, including discussion of issues related to academic performance. Field Faculty advisors also write letters of references for employment or graduate school for their graduating advisees.

Our view of Fieldwork and Seminar is that these courses are crucial to the students' learning and we minimize the use of outside adjuncts as instructors or for fieldwork liaison. We require these adjuncts to attend our Departmental meetings to ensure the most effective advisement. Using our full-time faculty for these courses also makes it possible to structure the most effective advisement, so that faculty can discuss students who are having difficulties in their class with other faculty members who are also teaching the students, as appropriate.

Advisement Related to Fieldwork

The Assistant Director of Field Education, under the supervision of the Director of Field Education, provides advisement around planning for and implementing field placement during the junior year and prior to the start of Fieldwork. Due to the resignation of the Assistant Director of Field Education in April 2011 this role is being assumed by the Director of Field Education, who has a similar position with the MSW students. At the time of this writing, in June 2011, the position has not been approved and there is no search in progress.

Once the student begins Fieldwork Seminar I, the faculty member teaching the Seminar is the first line of advisement. If further interventions are needed, the Assistant Director of Field Education steps in.

Discussion of Program at Weekly Faculty Meetings

Faculty teaching undergraduate level courses meet weekly with the Undergraduate Program Director, the Coordinator, and the Director and Assistant Director of Field Education to discuss administrative and programmatic issues, and to identify areas of concern related to student progress through the program. The faculty works as a team to suggest and implement administrative changes and optimize students' learning and performance in the program. Students who do not meet grade requirements to continue in the program, or who have decided not to continue in the program, are referred to the Undergraduate Coordinator who provides them with assistance to change their major.

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

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

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

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

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 order for a student to progress through the program, the following requirements must be met:

Academic Performance

Minimum grade requirements

A minimum final grade of C is required in the following courses in order to continue in the program:

- Social Work Practice I and II (SWK 311 and SWK 312)
- Human Behavior and the Social Environment I and II (SWK 305 and SWK 306)
- Fieldwork Seminar I (SWK 440)
- Fieldwork I (SWK 470).

Students who do not achieve this grade will be dropped from the Social Work Program. In that case we follow the College's policy that a student may repeat a course one time. As stated in the Undergraduate Student Handbook and Field Education Manual, revised 9/2011, "A student who receives a grade below C in SWK 305, 306, 311, 312, 440, or 470, who wishes to be readmitted to the Social Work Program may reapply to the Program when he/she has a minimum grade point index of 2.7 or above. The student will need to submit an abbreviated Application to the Social Work Program, explaining the circumstances that led to the grade and the changes that have occurred that lead the student to think his/her academic performance will be improved. Students eligible for readmission should discuss their request with their Social Work Faculty Advisor. Completed application should be submitted to the Program Coordinator. The Admissions and Review Committee will review the application and notify the student if he or she will be readmitted. A student readmitted to the Program may repeat the course one time, in accordance with Lehman College policies."

Professional Performance

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. Failure to do so may result in one of the following actions:

- *Compliance Plan and Agreement* if the difficulty is related to classroom or campus behavior, or

- *Fieldwork Plan and Agreement* if the behavior is related to activities in the fieldwork agency.

See Undergraduate Social Work Program Student Handbook and Field Education Manual (see Volume III, Compliance Plan and Agreement, pages 7-8, and Fieldwork Plan and Agreement, pages 9-11, or the Departmental webpage: http://lehman.edu/academics/health-human-services-nursing/social-work/field-education.php).

If these agreements are not sufficient to resolve the difficulties, the "Procedure for Review and Termination for Violation of Professional Behavior" is utilized for review and possible termination in the Program (see *Undergraduate Social Work Student Handbook and Field Education Manual*, Volume III, pages 9-11, or the Departmental webpage: http://lehman.edu/academics/health-human-services-nursing/social-work/field-education.php).

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

Within the Social Work Department, there are various opportunities for students to participate in formulating and modifying policies affecting academic and student affairs. These are spelled out in the Undergraduate Social Work Program Student Handbook and Field Education Manual (See Volume III or the Departmental webpage: http://lehman.edu/academics/health-human-services-nursing/social-work/field-education.php).

Representation at Departmental meetings makes it possible for students to participate in policy decision-making of the Department and also to bring to the faculty special concerns of students. A

student representative elected by the Social Work Club is invited to attend the meetings that concern curriculum and policy issues.

The Social Work Advisory Committee functions to address policy and program issues that bridge the Lehman Social Work Department with educational and professional institutions in the community. There is one Advisory Committee which addresses issues related to both the undergraduate and MSW programs, this allows for a comprehensive agenda that can also attend to overlapping concerns. The Committee is made up of representatives of: 1) urban social welfare agencies in the public and private sectors, 2) public and private social work education programs, both undergraduate and graduate; professional and government organizations, 3) students currently in the Lehman Social Work Program, 4) alumnae/i of our Social Work Program, including those employed as social workers and those in MSW programs, and 5) College faculty and administration, including the Associate Dean of the School of Health Sciences, Human Services and Nursing (H2SN), the Vice-President for Student Affairs, the Director of Student Disability Services, and the entire Social Work faculty and administrative staff. This Committee meets twice a year, and is vastly enriched by the input of our current and former students. This Committee discusses programmatic issues related to the context of the Program, such as changes in demographics in the Bronx and changing workforce needs of agencies; the impact of the current economic crisis on agencies and consequences for field education; issues related to licensing; and issues related to articulation of community college and Lehman Social Work courses. The Advisory Committee provides a forum for student participation in decisions related to the direction of the Social Work Department. Students, as well as other Committee members, have been engaged in discussion of the accreditation process and several students, alumni, and members of the professional community have volunteered to read portions of the self-study and comment on them. Student participants are identified by faculty and are invited to attend by the Department Chair. Students in their junior year at the College who on the committee are invited back the following year, and some continue on the committee as alumni, providing continuity and stability to the group.

The Department Personnel and Budget Committee meets as needed to make recommendations to the College administration on faculty matters, including hiring, re-appointments, tenure, and promotion. The College mandates student representation on this committee. The Undergraduate and Graduate Social Work Clubs elect a non-voting student representative to this committee. When interviews with candidates for faculty positions are held, we try to invite three of four undergraduate and a similar number of graduate students to the presentation. Their impressions and comments are valued highly and are extremely helpful to the Committee.

Students are encouraged to participate in college-wide student government activities, where they respond to policies affecting academic and student affairs on the campus. Social work students have served on student government where they provided leadership in this area. Student government also is a vehicle for student representation in the college Senate.

Student Evaluation of Courses, Fieldwork, and the Program

Students have input regarding the curriculum, teaching, and selection of fieldwork sites through several evaluation instruments:

- In accordance with labor union and college policy, all students are invited to complete an anonymous online *university-wide evaluation of each course taken*. This instrument includes quantitative and qualitative evaluation measures regarding the instructor of the course and the content of the course themselves. A summary report of the completed evaluations is emailed

to each faculty member to review after grades have been submitted. These evaluations remain part of the faculty member's permanent faculty file and are referred to by the Department Personnel and Budget Committee as well as relevant College committees and administration for recommendations and decisions on reappointment, tenure and promotion. The Chair of the Department of Social Work also utilizes these evaluations to determine whether adjunct faculty should be reappointed.

- Students completing Fieldwork at the end of each academic year complete a detailed Evaluation of the Fieldwork Experience, which is used by the Director of Field Education to help determine whether field placements are suitable for use by the Department of Social Work, and to help in determining which students may be appropriates for specific field placements in the future.

- A BA social work student representative is invited to every monthly Department Meeting of the Department of Social Work in order to provide feedback about the social work program and its curriculum. Professors are canvassed to make suggestions about students that might be interested in participating. The last two participants were active members of the social work club.

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

The Social Work Clubs, both undergraduate and MSW, are an important vehicle for student participation. As with all clubs on campus, the Social Work Club is open to all students; it of course attracts those interested in the profession, and Social Work majors are especially encouraged to participate. The Club provides opportunities to learn more about the profession and the Social Work Program at Lehman College, to further professional identification, and to deepen the students' educational, social, and political experience at the school. Activities include invited speakers, such as social workers and alumni, films, the annual trip to Albany to lobby with social workers around New York State, and fund-raising efforts for local shelters The Club also serves as a bridge between students' needs and interests with the Program and its policies. Student representatives to faculty/staff meetings and to the Department Personnel and Budget Committee are elected by the Club.

The Social Work Club invited THRIVENYC, an initiative run by the New York City Department of Health and Mental Hygiene, to provide Mental Health First Aid training to social work students. The students determined that this training would be beneficial to help them to identify and triage individuals in distress in their community and would build on their classroom and field education. The students opened it up to others in the Lehman Community and the first session help in Spring 2018 on the Lehman Campus was filled to capacity with attendees. The Social Work Club has planned another session for Spring 2019.

The College also offers a wide range of special interest clubs, which many of our students join. Information about the clubs can be located on the Schools website: (https://lehman.campuslabs.com/engage/organizations). Some of the clubs that many social work students join include (also discussed in **AS 3.0.1**):

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
Latinx Student Alliance
Leadership Initiative & Advocacy Club
Lehman College D.R.E.A.M. Team
Lehman College Food Pantry
LGBTQ & Alliance
Muslim Student Association
Muslim Women in Leadership
Social Work Club
Student Research Club
The Student Government Association
Veteran's Club
THRIVE (a grant concerning students who are in reentry)

Further, Social Work students have been on international trips to provide relief services to countries during intercession and spring breaks. Students have participated in trips to Apopka, Florida, Dominican Republic, Kenya, Malawi, New Orleans, Nicaragua, Puerto Rico, and Tanzania.

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 her/his 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 a 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 Appoint-ment	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 ADMINISTRTIVE 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 this time 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-SKETHES: 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 t0 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	9/75-5/77	M.S.W.
Wurzweiler School of Social Work of Yeshiva University	9/89-5/95	D.S.W.

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	11/80-8/89	Director of Group Homes and Independent Living Supervisor

Direct Practice

North Shore Child & Family Guidance Center	12/98-Present	Psychiatric Social Worker (PT)
Louise Wise Services	6/96-9/98	Social Worker-Young Fathers' Program
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 LGBT 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), - 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 Resuslts. (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 an 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 or 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 Princpal 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)
Adolescence Overview (4,000 words)
Intimate Partner Violence (2,000 words)
Bullying in Childhood (2,000 words)
Judaism and Gender (3,000 words)
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). R eminders 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 Exellence

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 12/2012
Social Work
MS **Columbia University School of Social Work**, New York, NY 5/2000
Social Work. Method: Clinical Practice.
MA **George Washington University**, Washington, DC 5/1997
Women's Studies.
BA **University of Iowa**, Iowa City, IA 8/1993
Psychology (Honors with Highest Distinction)

ACADEMIC APPOINTMENTS
Lehman College, Department of Social Work, Bronx, NY 1/2014–present
Adjunct Assistant Professor

University of Chicago, School of Social Service Administration, Chicago, IL 8/2003 – 4/2012
Administrative & Teaching Assistant/Research Assistant

PROFESSIONAL EXPERIENCE
Lehman College, The City University of New York (CUNY), Bronx, NY
Executive Director, Institute for Literacy Studies (ILS) 4/2016 – present
Project Director, Adult Learning Center (ALC), Institute for Literacy Studies 6/2012 – 2/2016

Literacy Chicago, Chicago, IL 8/2004 –6/2012
Senior Program Manager /ESL Instructor/Volunteer Reading Group Facilitator

Bridges Juvenile Detention Center, Bronx, NY 5/2003 – 8/2003
Social Worker (Temporary/Part-time)

The DOME Project, Juvenile Justice Program, New York, NY 4/2002–8/2003
Social Worker/Senior Case Manager

Jewish Board of Family & Children Services (JBFCS), New York, NY 8/1999–4/2002
Social Work Intern (1999 – 2000)/Social Worker (2000 – 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 1
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,1*987-1989

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 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; advising; and the faculty's teaching, scholarly and service responsibilities.

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

CALCULATON OF FACULTY-TO-STUDENT RATIO FOR MSW PROGRAM

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

Graciela Castex, Associate Professor
Sharon Freedberg, Associate Professor
Joy Greenberg, Associate Professor
Jessica Kahn, Associate Professor
Patricia Kolb, Professor
Carl Mazza, Professor
Evan Senreich, Associate Professor
Amanda Sisselman-Borgia, Associate Professor`
Bryan Warde, Associate Professor
Brenda Williams-Gray, Associate Professor

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

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

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

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

Computation of faculty/student ratio:

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

Faculty/student ratio is 1:11.5

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

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

Faculty size is appropriate given our curriculum and field education courses, and we have been able to increase the number of elective courses in both the undergraduate and MSW programs. There is a maximum class size of 25; however, we have additional sections for field seminars and practice courses in both the undergraduate and MSW classes so they are less.

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

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

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

B3.2.4: 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 of the full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

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 two -- Prof. Castex, who holds an Ed.D. in Diversity Studies from Teachers' College, Columbia University, and Professors Kolb who holds a Ph.D. in Sociology from the New School for Social Research.

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, 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).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). Subtance 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, 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

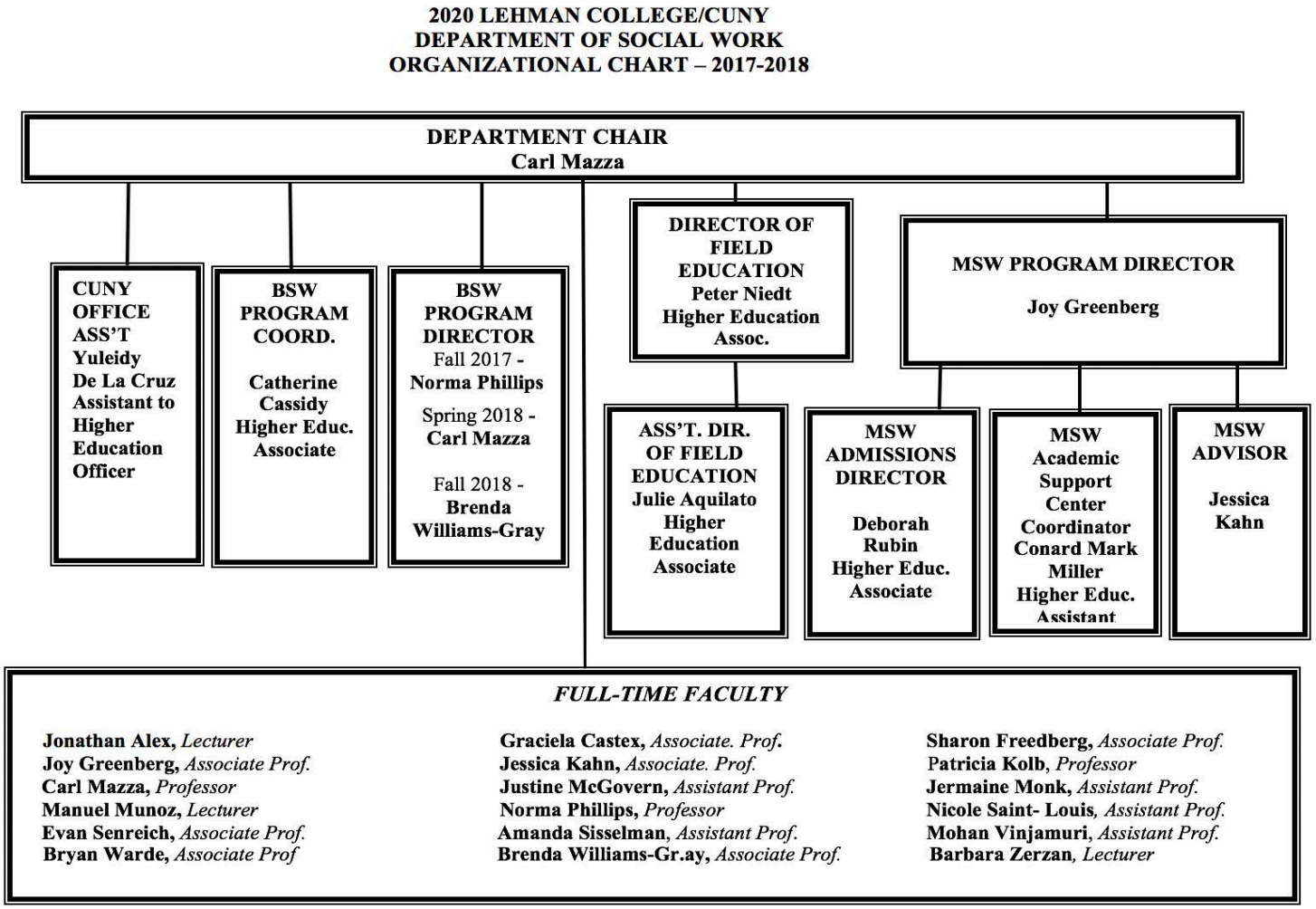
3.3.1: The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

On July 1, 2008, following the first full accreditation of the M.S.W. program by CSWE, the Department of Social Work was created. 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. In 2008 we became a fully autonomous department within the Division of Natural and Social Sciences, and later, when the college moved to an administrative model of Schools instead of Divisions, we joined the School of Health Sciences, Human Services, and Nursing (HS2N).

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. Since the creation of the Department, the Departmental faculty increased from six to 18 faculty, and 5 professional administrative staff were added.

Following is the Organizational Chart for the Department for 2017-2018:

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 undergraduate curriculum, specifically the transition of the research course from the Sociology Department to the Social Work Department were accomplished. SWK 446, Social Work Research, was developed by the Research Curriculum Committee. It was discussed at length with the full faculty and was voted on and passed unanimously by Department faculty. It was then approved by the Lehman College Senate and the CUNY Board of Trustees. The Research course was offered for the first-time during Spring 2018. As the 6 credits of Sociology research courses were replaced with a 3 credit Social Work course, it was agreed by the faculty that the remaining 3 credits would best be used for an English writing course appropriate for each student's learning needs. Arrangements were made with the English Department to provide this course. Once again, the faculty passed this plan unanimously. It was agreed to by the College Senate and the CUNY Board of Trustees, to become effective Fall 2018.

The creation of Option 2 in the Undergraduate Program, the CASAC-T enhancement, was also voted on unanimously by the Department faculty and went through the same procedure of approval by the College Senate and the Board of Trustees of the University; no questions were raised with regard to this enhancement. This change, however, had to be approved by the New York State Department of Education. This occurred during Spring 2018, with no objections, and was offered first during Fall 2018. As a result of this, students wishing to prepare for the New York State CASAC-T credential could now receive financial aid for both of the additional courses as they were now required courses for the Option. The expectation was that additional students would be able to complete both electives and fulfill the 350-hour educational requirements of New York State's Office of Alcoholism and Substance Abuse Services (OASAS). We expect this structural change will have a substantial impact on the numbers of students pursuing the CASAC-T; however, we will not know the extent of the increase for several years.

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 SKYPEd several candidates are selected and invited to campus after the Office of Compliancy & 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.

Program directors are appointed by the Department Chair.

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

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

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

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

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

campus. He serves on several nonprofit boards as well as advisory boards within the City University of New York. Most recently, he has been appointed chair of the Lehman College Student Disciplinary Committee.

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

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

Professor Phillips has always had a full-time appointment to the baccalaureate program. Professors Mazza and Williams-Gray teach in both programs; however, when Professor Williams-Gray was appointed director of the baccalaureate program her schedule was adjusted so that she is now fully committed to the baccalaureate program.

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

It had been determined in an earlier reaffirmation site visit that based on the size of the undergraduate program, release time for the Undergraduate Program Director would be 50%, rather than the required 25%.

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 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 140 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 AS 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.

3.3.5(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 postbaccalaureate or postmaster's social work degree 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.

B3.3.5(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.

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 since before the baccalaureate program was first accredited by CSWE in 1983.

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

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

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

Program Expense Budget

Council on Social Work Education
Commission on Accreditation

2015 EPAS

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

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

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

Type of Program: X Baccalaureate X Master's

Program Expenses	Previous Year 2017		Current Year 2018		Next Year 2019	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	$1,913,057	58%	$2,173,310	57%	$2,250,323	56%
Support Staff	$41,623	1%	$48,210	1%	$51,153	1%
Temporary or Adjunct Faculty & Field Staff	$279,139	8%	$379,096	10%	$394, 349	10%
Fringe (FT 51% - PT 13%)	$1,024,801	31%	$1,170,585	31%	$1,187,100	30%
Supplies & Services	$50,101	2%	$56, 725	1%	$64,928	2 %
Travel	$14,441	0%	$10,229	0%	$18,000	0%
Student Financial Aid	$3,016,486 UG $1,303,576 Grad					
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.

Each year the Department participates, along with New York State chapter of NASW and social work programs around the state, in a Legislative Action Day in Albany, New York. Students and faculty travel by chartered bus to the state capital, where they can experience policy practice first-hand. For many students this is their first experience with legislative action and they report its profound impact on them.

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 the 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.

Administration in Social Work
Advances in Social Work
Affilia
Alzheimer's & Dementia
American Journal of Family Therapy
Australian and New Zealand Journal of Family Therapy
Child & Adolescent Social Work Journal
Child & Family Social Work
Child & Youth Services
Child Abuse & Neglect
Child Development
Child Development Perspectives
Child Welfare
Children and Youth Services Review
Children's Voice
Clinical Gerontologist
Clinical Social Work Journal
Community Mental Health Journal
Contemporary Family Therapy
Critical Social Work
Cross Currents
Culture, Health & Sexuality
Ethnic & Racial Studies
Families in Society: The Journal of Contemporary Social Services
Families Systems & Health
Family Journal
Family Process
Family Relations
Family Therapy
Future of Children
Generations: The Journal of the American Society on Aging
Health & Social Work
Health Care Management Review
Human Service Organizations: Management Leadership & Governance
International Social Work
Journal of Addiction and Mental Health
Journal of Baccalaureate Social Work
Journal of Child and Family Studies
Journal of Child Sexual Abuse
Journal of Community Practice
Journal of Community Psychology
Journal of Ethnic & Cultural Diversity in Social Work
Journal of Evidence-Based Social Work
Journal of Family Psychology
Journal of Family Theory & Review
Journal of Gay & Lesbian Social Services
Journal of Housing for the Elderly
Journal of Human Behavior in the Social Environment
Journal of Marital and Family Therapy
Journal of Marriage and Family
Journal of Offender Rehabilitation
Journal of Policy Practice
Journal of Public Child Welfare
Journal of Social Policy
Journal of Social Service Research
Journal of Social Work (JSW)
Journal of Social Work Education
Journal of Social Work in Disability & Rehabilitation
Journal of Social Work Practice
Journal of Social Work Practice in the Addictions
Journal of Sociology and Social Welfare
Journal of Studies on Alcohol and Drugs
Journal of Studies on Alcohol and Drugs, Supplement
Journal of Substance Abuse Treatment
Journal of Systemic Therapies
Journal of Teaching in Social Work
Journal of Technology in Human Services
Long-Term Living
Open Addiction Journal
Policy & Practice
Professional Development: The International Journal of Continuing Social Work Education
Psychoanalytic Social Work
Qualitative Social Work: Research and Practice
Scientific Review of Mental Health Practice
Relational Child & Youth Care Practice
Research on Social Work Practice
School Social Work Journal
Smith College Studies in Social Work
Social Forces
Social Policy & Administration
Social Service Review
Social Work
Social Work Education – London
Social Work in Health Care
Social Work in Mental Health
Social Work in Public Health
Social Work Research
Social Work with Groups
Substance Abuse: Research and Treatment

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** for the Capital Funding Report of the President below.) 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 (**See Figure 3.4.3** for a letter from Rene Rotolo, Assistant Vice President for Campus Planning and Facilities at Lehman confirming the allocation of funds. Also see **Figure 3.4.4** for a letter from Assistant Director of Management and Budget for the City of New York approving the Social Work Department Expansion Project). 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.

Figure 3.4.2 Capital Funding Report of the President

Borough President and City Council Capital Funding Requests FY 2014

City Reso-A Requests FY 2014 (City Council and Borough Presidents)

(Costs in thousands)

Department of Social Work Expansion **Phase:** DC This project will renovate 8,200 square feet of space in the first floor of Davis Hall to accommodate Lehman College's growing Social Work Department. The department, currently occupying space in Carman Hall, has been cited by its accrediting agency for not having adequate space for faculty to meet privately with students. This project will convert space that is being vacated by researchers moving into the new Science Facility to provide twenty faculty offices, 11 staff offices, student computer workrooms, a large computer teaching lab and a conference room. **Anticipated Completion:** **August 2015**	**FY 2014 Request** **$3,000** Prior Funding Received $0
Cloudlink: Student Lab Virtual Desktop Upgrade **Phase:** CE This project will implement virtual desktop technology for student computing. Virtual desktops provide a cloud-based approach where the computing power relies on the power of a data center server rather than the desktop computer, enabling the use of smaller, less expensive and more energy-efficient devices. This project will provide data center servers, software and desktop devices as an integrated system and replace aging student computers. Key locations will be the IT open center and computer labs, the library, and the Computer Science and Math Department computer labs. **Anticipated Completion:** **July 2015**	**FY 2014 Request** **$540** Prior Funding Received $0
Reso-A Request FY 2014 Total	**$3,540**

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.)

Lehman College, CUNY

School of Health Sciences, Human Services & Nursing

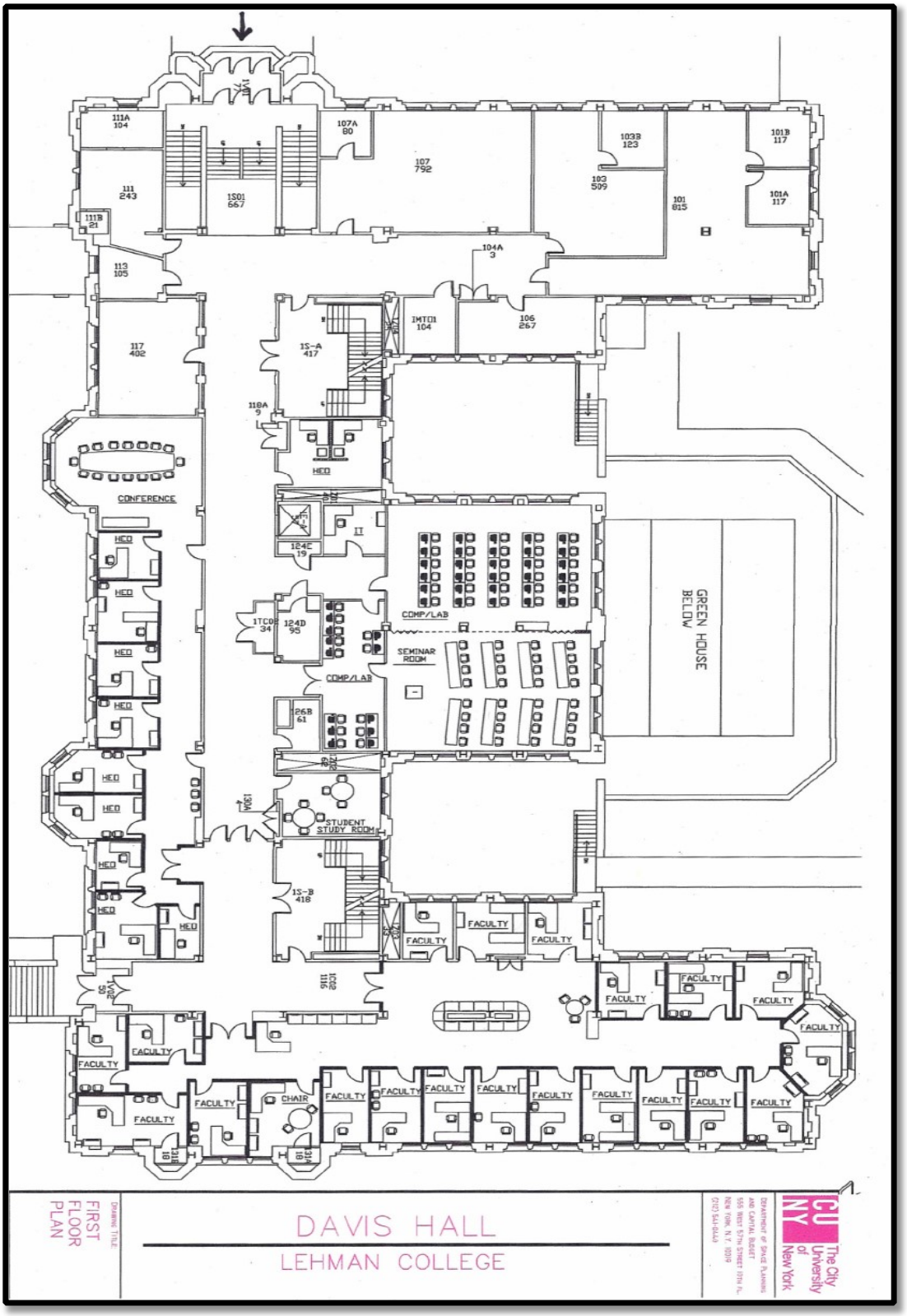
Department of Social Work Renovation and Expansion Project

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

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

Total Project Cost:	**$ 6.2 Million**
FY 14 Funding Requested:	**$3 Million**
City Council	**$ 2,500,000**
Borough President	**$ 500,000**

Floor Plan


CONFERENCE
COMP/LAB
SEMINAR ROOM
COMP/LAB
STUDENT STUDY ROOM
GREEN HOUSE BELOW
HED
FACULTY
CHAIR
DAVIS HALL
LEHMAN COLLEGE
FIRST FLOOR PLAN
The City University of New York

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, **s**enior 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. Rodriguez - **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. Slepin - **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 BOROUGHS, 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. Gaulman - **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 BOROUGHS, 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. Kuczenski - **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

LEHMAN
COLLEGE

[illegible] Hall, Room 327
[illegible] Bedford Park Blvd West
[illegible], NY [illegible]0468

[illegible] 718-960 8226
[illegible] -960-4986
[illegible]

TO: Norma K. Phillips, Chair,
Department of Social Work

FROM: Rene M. Rotolo, Assistant Vice President
Campus Planning and Faci ities

RE: Social Work Move to Davis Hall

DATE: May 12, 2014

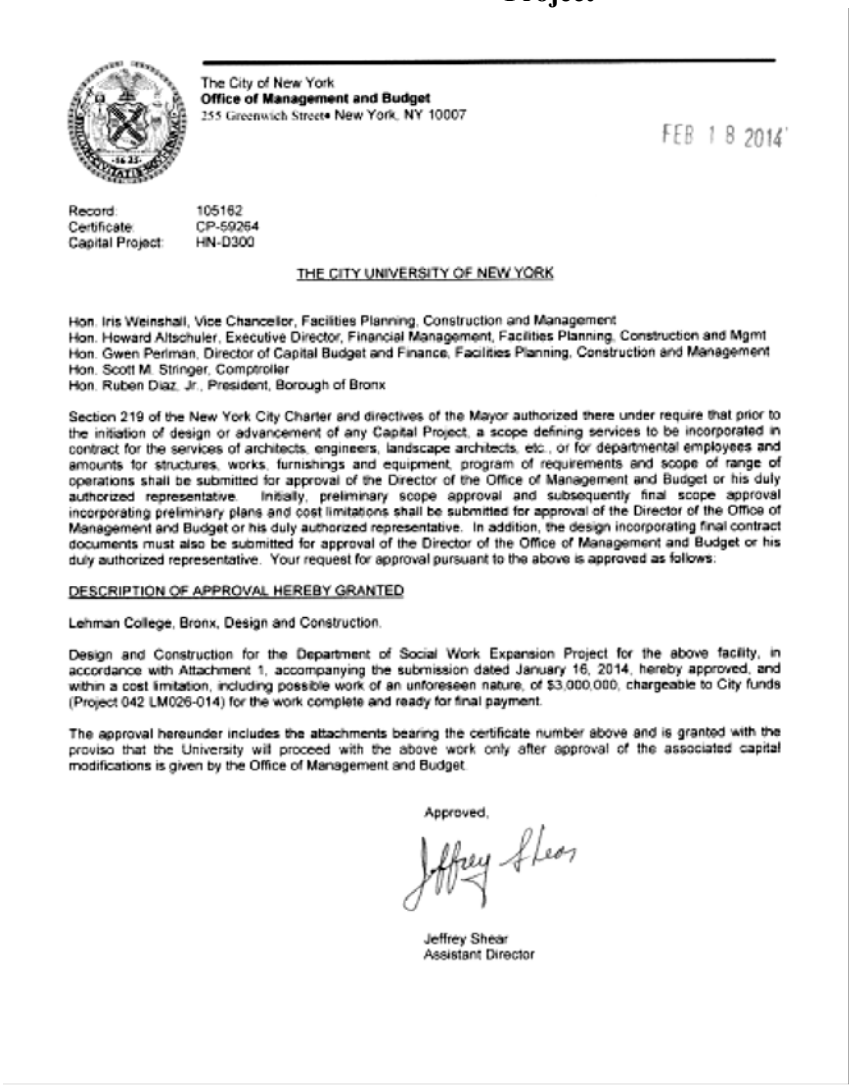
This is to confirm that in fiscal year 2014, the NYC City Council Bronx Delegation allocated $3 million in capital funding to Lehman College, CUNY for the Department of Social Work expansion and relocation from the current location having 2,847 square feet in Carman Hall to a new location having 8,200 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
255 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 Weinshall, Vice Chancellor, Facilities Planning, Construction and Management
Hon. Howard Altschuler, Executive Director, Financial Management, Facilities Planning, Construction and Mgmt
Hon. Gwen Perlman, 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

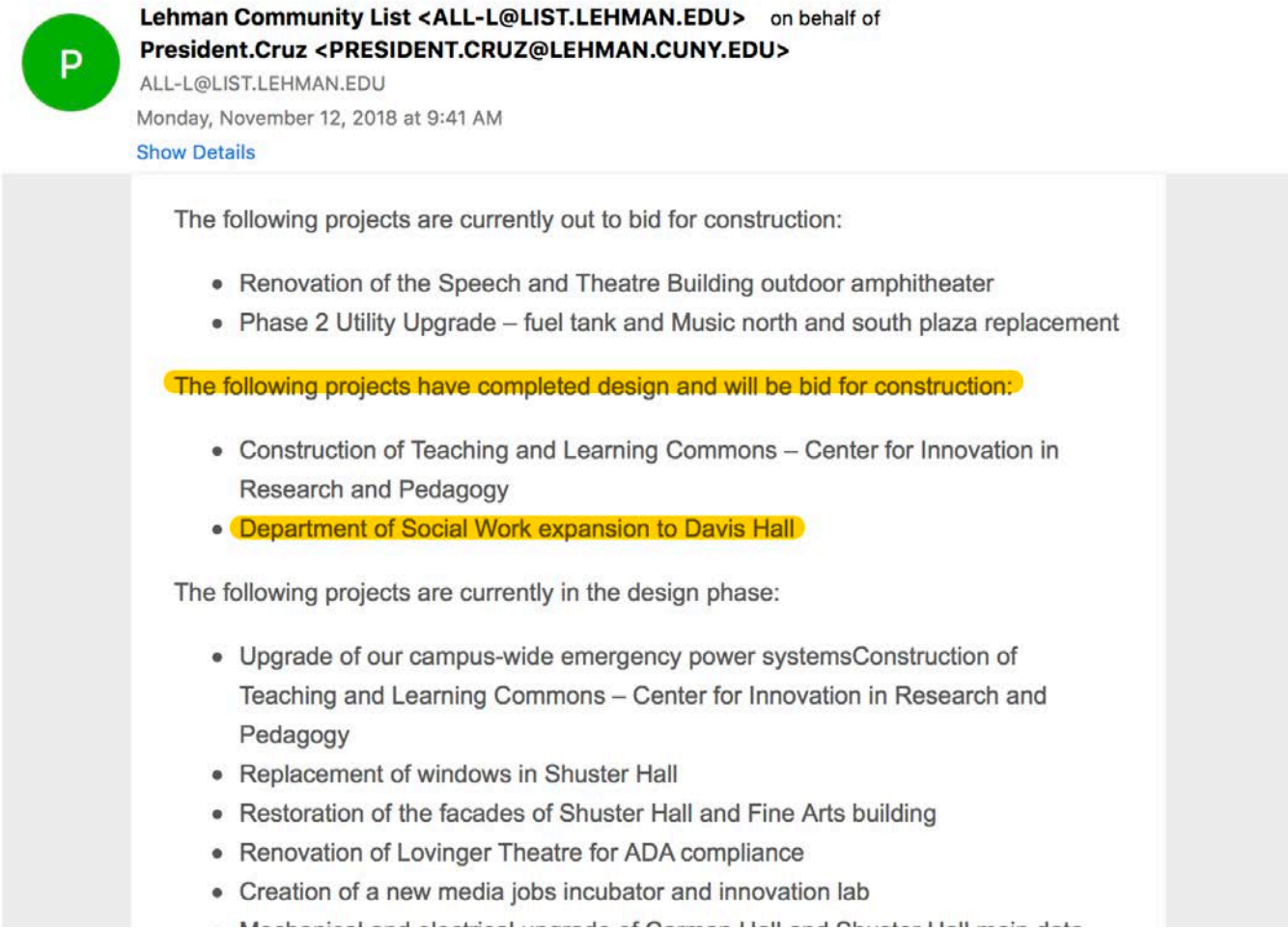
Lehman College, Bronx, Design and Construction.

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.CRUZ@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 systemsConstruction 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 the availability of and access to assistive technology, including materials in alternative formats.

The mission of the Office of Student Disability Services is to offer equal access for students with disabilities to all of Lehman College's programs and activities in a climate that is welcoming and conducive to individual growth. Our philosophy promotes independence, self-awareness, self-determination, and self-advocacy. The office is located in Shuster 238.
Lehman College is in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) and the new ADAA. The Office of Student Disability Services provides a wide range of services and reasonable accommodations to eligible students. These services include, registration assistance, textbooks in alternate formats, readers, scribes, notetakers, sign language interpreters, referrals to agency for rehab sponsorship and assessment, workshops, vocational counseling, advisement and enrichment programs.
Our Access and Technology Center, located in the Library (215) offers the state of the art computer stations that have been 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 and 3000 for students with learning disabilities and low vision, scanners and Abby fine Reader.

Students who receive testing accommodations may do so in our Testing Center, located in Shuster Hall, room 238. The staff works closely with the students and the faculty in the Department to provide classroom access, and serves as a resource to provide assistance in the fieldwork site.

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 baccalaureate social work 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. **(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 are 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-471) 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 were created. They are all assigned as part of core social work 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 nine Competencies on the final Fieldwork Evaluation form (Measure 1). In performing this evaluation, the Field Instructors rate the students' progress for every Behavior of each Competency. Therefore, they evaluate students for all 31 Behaviors of the nine 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 dimensions for each Competency, as designated by a committee of social work faculty members.

NOTE: A copy of the final Field Evaluation (Measure 1) is included at the end of this section.
See Figure 4.1

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 are averaged, thus creating a score for each of the Competencies.

Classroom Assessment Assignments

Three different Assessment Assignments were created in order to specifically measure at least two of the four dimensions of each Competency (knowledge, values, skills, cognitive-affective processes). 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 three 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 three 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. A copy of the Rubrics and corresponding Assessment Assignments (Measures 2-4) are located at the end of this section. **See Figures 4.2-4.7.**

As noted above, in order to measure students' attainment of the nine Competencies, three Assessment Assignments were created. The evaluation of these assignments includes 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:

1) In Fieldwork Seminar II (SWK-441), in the second semester of the final year of the social work program, the Assessment Assignment ("Biopsychosocial Assessment") 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 2 (See Figure 4.3)**.

2) In Social Welfare Policy (SWK-443), the Assessment Assignment 9 ("Final Examination") 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 3 (See Figure 4.5)**.

3) In Social Work Research (SWK-446), the Assessment Assignment 9 ("Written Assignments") measures students' attainment of Competencies 4 and 9. For each of these, three dimensions are assessed. This is referred to as **Measure 4 (See Figure 4.7)**.

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.

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 471 (Measure 1)	Fieldwork II	135/140 (96%)
SWK 441 (Measure 2)	Fieldwork Seminar II	138/140 (99%)
SWK 443 (Measure 3)	Social Welfare Policy	139/143 (97%)
SWK 446 (Measure 4)	Social Work Research	73/74 (99%)

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.

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."

The percentage of students attaining "3) Approaching Competence" for each Competency separately in the classroom Assessment Assignments and in the Field Instructors' Evaluations were determined using SPSS software. **See Tables 4.1, 4.2 and 4.4.**

The percentages of students achieving "3) Approaching Competence" for each Competency in the classroom Assessment Assignments and in the Field Instructors' Evaluations 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 4.3 and 4.4.**

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 4.4 (ASSESSMENT OF STUDENT LEARNING OUTCOMES: ACADEMIC YEAR 2017-2018) indicates that the Benchmarks for Competencies 1, 2, 3, 5, 6, 7, and 8 were obtained. However, the Benchmarks for Competency 4 (Engage in Practice-Informed Research and Research-Informed Practice) and Competency 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities) were not obtained. More specifically, only 74.2% of the students met the Benchmark for Competency 4 and only 72.6% of the students met the Benchmark for Competency 9.

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 4.4)** are posted on the website for the Bachelor's level Social Work Program of Lehman College.
http://www.lehman.edu/academics/health-human-services-nursing/social-work/undergraduate-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. The two Competencies that missed the benchmark (Competency 4: Engage in Practice-Informed Research and Research-Informed Practice and Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities) both primarily involve the course, Social Work Research (SWK-446). Therefore, a new Research Committee was established with six faculty members. This Research Committee began meeting in December 2018 in order to make changes in the assignments for the Social Work Research (SWK-446) course. At the meeting, it was agreed that the course 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 focus 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 this course for the Fall of 2019. However, it was decided that the final assignment for the Research 1 (SWK-446) course would be revised immediately, as the version in use was hard to follow in places, and it was feared that students were becoming confused by it. The revised version of the final assignment for Research I is being utilized in Spring 2019. Furthermore, it was decided to eliminate the Group Assignment in Research 1, as the faculty believed that students were really not sufficiently learning practice-informed research, research-informed practice, and practice evaluation from it, and that energy could best be spent on other processes to enhance students' learning in the required areas. This change also went into effect in Spring 2019.

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 the 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 Bachelor's Social Work program would complete this survey in the SWK-441-Fieldwork Seminar 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 4.8.**

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 either 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 119/150 (85%). The results indicate that five out of the 35 items did not meet the Benchmark of 90%. **See Figure 4.9 (Lehman College Department of Social Work Graduating Students' Diversity Survey: Baccalaureate Social Work Program Results.).** It is noteworthy that all five items that did not meet the Benchmark of 90% involved the fieldwork agency environments. All items pertaining to faculty and other students in the classroom, as well as the item inquiring about inclusiveness and support among non-faculty staff in Lehman College's Department of Social Work, met the Benchmark. More specifically, in regard to fieldwork settings: 86.6% of students either strongly or somewhat agreed that the environments were inclusive and supportive of issues of race/ethnicity; 88.2% expressed agreement that the fieldwork environments were inclusive and supportive around gender issues; 83.1% agreed that the fieldwork environments were inclusive and supportive around issues of religion and spirituality; 88.2% agreed that the fieldwork environments were inclusive and supportive around issues of sexual orientation, and lastly only 82.4% agreed that the fieldwork environments were inclusive and supportive regarding the expression of political views.

The results of the Diversity Survey were discussed in the Fall of 2018 in the monthly Social Work Department Meetings. As the items that did not meet the Benchmark in the Diversity Survey all involved students' field placements, the enhancements created would all need to involve issues of inclusiveness regarding diversity issues in field. Three recommendations were made at these meetings that would begin to be implemented in 2019:

1) Peter Niedt, Director of Field Education and Julie Aquilato, Assistant Director of Field Education will be facilitating an annual two-hour continuing education workshop for our field instructors called: "Fostering an Agency Culture Where Diversity and Diverse Opinions Are Valued and Supported." This will begin in the Spring of 2019. Attendees will receive New York State licensing continuing education credits for completing this workshop. Over the next few years, we will be encouraging all of our field instructors to attend.

2) The Department Assessment Coordinator, Evan Senreich, will be having meetings with the Director of the B.A. Social Work Program, Brenda Williams-Gray, and the Chair of the Curriculum Committee for Field Seminar, Jermaine Monk, during the Spring 2019 semester in order to add content to the syllabi for Fieldwork Seminar I (SWK-440) and Fieldwork Seminar II (SWK-441) regarding how students can negotiate and counter issues of lack of inclusiveness in their field settings. Students are interning in field placements while taking these two courses. It is hoped that adding this classroom content will bolster students' ability to try to create change in their agencies when encountering interactions or policies that do not respect diversity. More specifically, content will be added to the Field Seminar I (SWK-440) syllabus in Unit V: Social Work, Human Diversity, and Cultural Competence in Fall 2019, and to the Field Seminar II (SWK-441) syllabus in Unit V: Understanding Diversity beginning in Spring 2020.

3) Two changes will be made to the Diversity Survey starting in Spring 2019. 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 their field placements about specific issues of diversity.

Table 4.1: Lehman College Baccalaureate Social Work Program
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	○ 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 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.
			○ Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (field instructor's evaluation item #2).	C-A Processes			
			○ Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (field instructor's evaluation item #3).	Skills			
			○ Use technology ethically and appropriately to facilitate practice outcomes (field instructor's evaluation item #4).	Skills			

			○ 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 1: Field Instructor's Evaluation	○ 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.
			○ present themselves as learners and engage clients and constituencies as experts of their own experiences (field instructor's evaluation item #7).	Skills			
			○ 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	○ 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.
			○ 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 1: Field Instructor's Evaluation	○ 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 items (behaviors) 11, 12, and 13.	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.
			○ Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (field instructor's evaluation item #12).	C-A Processes			
			○ Use and translate research evidence to inform and improve practice, policy and service delivery (field instructor's evaluation item #13).	Skills			

Competency 5: Engage in policy practice	80%	Measure 1: Field Instructor's Evaluation	○ 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).	Knowledge	For Measure 1: Aggregate student scores on items (behaviors) 14, 15, and 16.	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.
			○ Assess how social welfare and economic policies impact the delivery of and access to social services (field instructor's evaluation item #15).	Skills			
			○ 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).	C-A Processes			
Competency 6: Engage with individuals, families, groups, organizations, and communities	80%	Measure 1: Field Instructor's Evaluation	○ 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).	Knowledge	For Measure 1: Aggregate student scores on items (behaviors) 17 and 18.	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.
			○ Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (field instructor's evaluation item #18).	Skills			

Competency 7: Assess individuals, families, groups, organizations, and communities	80%	Measure 1: Field Instructor's Evaluation	○ 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.
			○ 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			
			○ 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			
			○ 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	○ 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,	For Measure 1: Students must score a	Add up the students' scores for the 5 behaviors and divide by 5 to determine a mean score for the 5

			○ 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	24, 25, 26 and 27.	minimum of 3 out of 4 points.	behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			○ 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,	80%	Measure 1: Field Instructor's	○ Select and use appropriate methods for evaluation of outcomes (field instructor's evaluation item #28).	Skills	For Measure 1: Aggregate student scores	For Measure 1: Students must	Add up the students' scores for the 4 behaviors and divide by 4 to determine a

organizations, and communities		Evaluation	○ 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	on items (behaviors) 28, 29, 30, and 31.	score a minimum of 3 out of 4 points.	mean score for the 4 behaviors in the Competency. Determine whether this score is equal to or greater than the Competency Benchmark.
			○ Critically analyze, monitor, and evaluate intervention and program processes and outcomes (field instructor's evaluation item #30).	C-A Processes			
			○ 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 Baccalaureate Social Work Program: Assessment Assignments DIMENSION(S) MEASURE (Knowledge, Values, Skills, And Cognitive & Affective Processes)							
Competency	**Competency Benchmark**	**Measures**	**Description**	**Dimension(s)**	**Assessment procedures**	**Outcome Measure Benchmark**	**Assessment Procedures: Competency**
Competency 1: Demonstrate ethical and professional behavior	80%	Measure 2: Biopsychosocial Assessment Assignment (Course-embedded measure) SWK-441: Fieldwork Seminar II	Students will complete a biopsychosocial assessment using a case that the student has worked with in his/her field placement.	Values; C-A Processes; Skills	For Measure 2: Aggregate student scores on rubric items 1-3.	For Measure 2: 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 2: Biopsycho-social Assessment Assignment (Course-embedded measure) SWK-441: Fieldwork Seminar II	Students will complete a biopsychosocial assessment using a case that the student has worked with in his/her field placement.	Skills; C/A Processes	For Measure 2: Aggregate student scores on rubric items 6 and 8.	For Measure 2: 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 3: Social Welfare Policy Final Examination (Course-embedded measure) SWK-443: Social Welfare Policy	Students will complete a detailed policy analysis of their field placement agency and write a position analysis of one of three macro social policy topics and how it would impact micro work with clients.	Values; Skills	For Measure 3: Aggregate student scores on rubric items 9 and 10.	For Measure 3: 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 4: Social Work Research Written Assignments (Course-embedded measure) SWK-446: Social Work Research	Over the semester, students will complete a three-part paper analyzing and comparing the methods of a quantitative and qualitative research article on similar evidence-based practice topics.	Knowledge; C-A Processes; Skills	For Measure 4: Aggregate student scores on rubric items 11, 12 and 13.	For Measure 4: 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%	Measure 3: Social Welfare Policy Final Examination (Course-embedded measure) SWK-443: Social Welfare Policy	Students will complete a detailed policy analysis of their field placement agency and write a position analysis of one of three macro social policy topics and how it would impact micro work with clients.	Knowledge; Skills; C-A Processes	For Measure 3: Aggregate student scores on rubric items 14, 15, and 16.	For Measure 3: 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 2: Biopsycho-social Assessment Assignment (Course-embedded measure) SWK-441: Fieldwork Seminar II	Students will complete a biopsychosocial assessment using a case that the student has worked with in his/her field placement.	Knowledge; Skills	For Measure 2: Aggregate student scores on rubric items 17 and 18.	For Measure 2: 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%	Measure 2: Biopsycho-social Assessment Assignment (Course-embedded measure) SWK-441: Fieldwork Seminar II	Students will complete a biopsychosocial assessment using a case that the student has worked with in his/her field placement.	C-A Processes; Skills	For Measure 2: Aggregate student scores on rubric items 19 and 21.	For Measure 2: 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 2: Biopsycho-social Assessment Assignment (Course-embedded measure) SWK-441: Fieldwork Seminar II	Students will complete a biopsychosocial assessment using a case that the student has worked with in his/her field placement.	Skills; Knowledge; Skills	For Measure 2: Aggregate student scores on rubric items 23, 24, and 25.	For Measure 2: 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%	Measure 4: Social Work Research Written Assignments (Course-embedded measure) SWK-446: Social Work Research	Over the semester, students will complete a three-part paper analyzing and comparing the methods of a quantitative and qualitative research article on similar evidence-based practice topics.	Skills; Knowledge; C-A Processes; Skills	For Measure 4: Aggregate student scores on rubric items 28-31.	For Measure 4: Students must have a mean score of 3 out of 4 on rubric items (28-31).	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.

Table 4.3: Lehman College Baccalaureate Social Work Program
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 1*: 94.7%	94.7% + 94.9%) =189.6/2= 94.8%	Yes
		Measure 2: 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 2: 94.9%		
Competency 2: Engage Diversity and Difference in Practice	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 1*: 95.6%	(95.6% + 93.5%) =189.1/2= 94.6%	Yes
		Measure 2: 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 2: 93.5%		

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	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 1: 91.4%	(91.4% + 91.6%) =183/2= 91.5%	Yes
		Measure 2: 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 2: 91.6%		
Competency 4: Engage in Practice-informed Research and Research-informed Practice	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 1: 78.5%	(78.5% + 69.9%) =148.4/2= 74.2%	No
		Measure 2: 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 2: 69.9%		

Competency 5: Engage in Policy Practice	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 1: 82.5%	(82.5% + 96.4%) =178.9/2= 89.5%	Yes
		Measure 2: 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 2: 96.4%		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	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 1: 95.3%	(95.3% + 88.4%) =183.7/2= 91.9%	Yes
		Measure 2: 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 2: 88.4%		

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	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 1: 93.5%	(93.5% + 89.1%) =182.6/2= 91.3%	Yes
		Measure 2: 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 2: 89.1%		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	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 1: 92.5%	(92.5% + 91.6%) =184.1/2= 92.1%	Yes
		Measure 2: 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 2: 91.6%		

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	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 1: 86.8%	(86.8% + 58.3%) =145.1/2= 72.6%	No
		Measure 2: 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 2: 58.3%		

Table 4.4 LEHMAN COLLEGE BACCALAUREATE 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 baccalaureate social work students.
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	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK OF *APPROACHING COMPETENCE (3)*		
		Field Instructors' Evaluations (Measure 1)	Classroom Assessment Assignments (Measures 2, 3, & 4)	Combination of Classroom Assessment Assignments and Field Instructors' Evaluations
Competency 1: Demonstrate Ethical and Professional Behavior	80% of students attaining *Approaching Competence (3) for the Combined Results*	94.7%	94.9%	94.8%
Competency 2: Engage Diversity and Difference in Practice	80% of students attaining *Approaching Competence (3) for the Combined Results*	95.6%	93.5%	94.6%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80% of students attaining *Approaching Competence (3) for the Combined Results*	91.4%	91.6%	91.5%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	80% of students attaining *Approaching Competence (3) for the Combined Results*	78.5%	69.9%	74.2%**
Competency 5: Engage in Policy Practice	80% of students attaining *Approaching Competence (3) for the Combined Results*	82.5%	96.4%	89.5%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80% of students attaining *Approaching Competence (3) for the Combined Results*	95.3%	88.4%	91.9%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80% of students attaining *Approaching Competence (3) for the Combined Results*	93.5%	89.1%	91.3%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80% of students attaining *Approaching Competence (3) for the Combined Results*	92.5%	91.6%	92.1%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80% of students attaining *Approaching Competence (3) for the Combined Results*	86.8%	58.3%	72.6%**

Figure 4.1
Measure 1

Student:

Faculty Advisor:

Lehman College / CUNY
Department of Social Work

FIELDWORK EVALUATION - SWK 471
UNDERGRADUATE SOCIAL WORK PROGRAM

SPRING SEMESTER 2018

AGENCY: _____

_____

(Address) (City) (State) (Zip Code)

FIELD INSTRUCTOR: _____

INSTRUCTOR TELEPHONE: _____
(Area Code) (Number) Extension

INSTRUCTOR EMAIL: _____

- - - -

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

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.	C ☐ ☐ ☐ ☐
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	IP EC AC C ☐ ☐ ☐ ☐
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	IP EC AC C ☐ ☐ ☐ ☐
4. Use technology ethically and appropriately to facilitate practice outcomes.	IP EC AC C ☐ ☐ ☐ ☐
5. Use supervision and consultation to guide professional judgment and behavior.	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 ☐	
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.		IP ☐	EC ☐	AC ☐	C ☐	
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 ☐	

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 ☐	
10. Engage in practices that advance social, economic, and environmental justice.		IP ☐	EC ☐	AC ☐	C ☐	

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 ☐	
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.		IP ☐	EC ☐	AC ☐	C ☐	
13. Use and translate research evidence to inform and improve practice, policy and service delivery.		IP ☐	EC ☐	AC ☐	C ☐	

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 ☐	
15. Assess how social welfare and economic policies impact the delivery of and access to social services.		IP ☐	EC ☐	AC ☐	C ☐	
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 ☐	

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 ☐	
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		IP ☐	EC ☐	AC ☐	C ☐	

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 ☐	
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.					C ☐	
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 ☐	
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		IP ☐	EC ☐	AC ☐	C ☐	

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 ☐	
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 ☐	
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		IP ☐	EC ☐	AC ☐	C ☐	
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.		IP ☐	EC ☐	AC ☐	C ☐	
27. Facilitate effective transitions and endings that advance mutually agreed-on goals.		IP ☐	EC ☐	AC ☐	C ☐	

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	
		☐	☐	☐	☐	
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	
		☐	☐	☐	☐	
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.		IP	EC	AC	C	
		☐	☐	☐	☐	
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		IP	EC	AC	C	
		☐	☐	☐	☐	

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

Figure 4.2
Rubric for Measure 2
SWK 441
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 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)	☐	☐	☐	☐
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)	☐	☐	☐	☐
	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)	☐	☐	☐	☐
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)	☐	☐	☐	☐
	18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (SKILLS)	☐	☐	☐	☐
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)	☐	☐	☐	☐
	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)	☐	☐	☐	☐
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)	☐	☐	☐	☐
	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)	☐	☐	☐	☐
	25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; (SKILLS)	☐	☐	☐	☐

Figure 4.3
Measure 2

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

SWK 441 **Fieldwork Seminar II** **Spring 2018**

BIO-PSYCHO-SOCIAL ASSESSMENT
REVISED FEBRUARY 1, 2018

Due Date: _____

This assignment is worth 30% of the final grade.

Students will complete a biopsychosocial assessment using a case that the student has worked with in his/her field placement.

For this assignment, please use the following format. 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.

I. Identifying Information (BEHAVIORS 3, 6)

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 (BEHAVIORS 3, 19)

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 (BEHAVIORS 3, 19)

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 (BEHAVIORS 19, 21)

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 (BEHAVIORS 17, 19, 24)

VI. Plan (BEHAVIORS 21, 23, 25)

VII. Ethical issues (See specific Behaviors below for Questions 1 through 4.)

1. Identify any ethical issues that came up for you in working with the client or client system (please refer to the NASW Code of Ethics). **(BEHAVIOR 1)**
2. What countertransference came up for you with this client or client system, and how did you manage it? **(BEHAVIOR 2)**
3. How did similarities and/or differences between you and the client in race/ethnicity, age, gender, sexual orientation and other factors affect your relationship with the client? **(BEHAVIORS 6, 8)**
4. How did you use empathy, reflection and interpersonal skills to engage your client or client system? **(BEHAVIOR 18)**

Guide to Completing Bio-psycho-social Assessment

I. Identifying Information

--This section includes such information as age, sex, race, religion, marital status, 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/acculturation 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.
- Collaboration with professionals other than social workers in order to achieve positive practice outcomes.

Figure 4.4
Rubric for Measure 3
SWK 443
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. *(Values)*	☐	☐	☐	☐
	10. Engage in practices that advance social, economic and environmental justice. *(Skills)*	☐	☐	☐	☐
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. *(Knowledge)*	☐	☐	☐	☐
	15. Assess how social welfare and economic polices impact the delivery of and access to social services. *(Skills)*	☐	☐	☐	☐
	16. Apply critical thinking to analyze, formulate and advocate for polices that advance human rights and social, economic and environmental justice. *(C-A Processes)*	☐	☐	☐	☐

Figure 4.5
Measure 3

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

SWK 443 SOCIAL WELFARE POLICY Spring 2018

FINAL EXAMINATION

REVISED-FEBRUARY 1, 2018

This final is a two-part in class written examination. It represents 25% of the grade for this course and is intended to provide students with an opportunity to:

- Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level;
- Engage in practices that advance social, economic, and environmental justice;
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Absolutely no material is permitted on your desktop except for the exam, the Blue Books I distributed, and your pen or pencil. No dictionaries, box of tissues, etc.
No cell phones or other electronic devices are permitted.
Please use the ladies or gents rooms before you begin working on your test answers.
The Lehman College Statement on **Academic Integrity** applies to this test.
Any cheating will result in a grade of F.

PART I

Instructions:
Using your current field placement agency as the unit of analysis, please use the provided blue book to respond in writing to the numbered directives listed below. Your written responses should be legible and comprehensive.

Name of your field placement agency and program:

_____

1. Analysis of Eligibility Process Criteria. Briefly describe the process by which someone becomes a client in your program. Discuss which eligibility criteria best describe the process in your program. (It may be more than one criterion.) **(2 points)**
BEHAVIOR 15

2. Analysis of Form of Benefit. List the benefits that are available to clients in your program. Identify which "forms of benefit" best describe these benefits. **(2 points)**
BEHAVIOR 15

Actual Benefit "Form of Benefit"

3. Analysis of the Social, Economic, and Environmental Justice Issues Related to the Benefit. Describe whether or not the benefit allows for choice, limits choice, is punitive when in non-compliance, and recognizes beneficiaries' dignity and rights. **(2 points)**
BEHAVIOR 10

4. Analysis of Delivery Structure. All social service delivery systems are bureaucracies, though they may employ professionally educated and trained personnel. Discuss those considerations that would make your program "more bureaucratic" or "more professional" in its orientation. **(3 points)**
BEHAVIOR 14

5. BSW as agent of change. All social service employees have some power to effect change within the agency. The NASW Code of Ethics states, "social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services." [3.09(b)]

Give a brief description of a proposal that would improve the way your agency (where you did your field placement) improves its delivery of services—without any additional expenditure of agency funds. How would this proposal reflect a commitment to social justice? **(3 points)**
BEHAVIOR 9

Discuss ways that you as an entry-level professional could advocate for such change in the agency. This discussion should include a review of your sources of power and how your power to affect change might be enhanced. **(3 point).**
BEHAVIOR 10

PART II

Instructions:

Please provide a written response in your blue book to directive **A** and the debate topic you select from directive **B**. Your written responses should be legible and comprehensive.

A) Assess the advantages and disadvantages of social service financing that is based on 1) individual charitable contributions, and 2) government funding. **(5 points**

BEHAVIOR 14

) Select **one** of the three debate topics listed below. Identify the side of debate you favor and give three specific reasons why clients would benefit as a consequence of the side you favor. (**5 points**)

BEHAVIOR 16

1. "Social welfare programs should be the sole responsibility of the federal government."

"Social welfare programs should be the responsibility of state government."

2. "Children in foster care should be placed in foster homes of relatives, if at all possible."
"Children in foster care should be placed in traditional foster homes, if at all possible."

3. "The public assistance known as TANF has been good for the United States of America"

"The public assistance known as TANF has been bad for the United States of America"

Figure 4.6
Rubric for Measure 4
SWK 446
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)	☐	☐	☐	☐
	12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and (C-A PROCESSES)	☐	☐	☐	☐
	13. Use and translate research evidence to inform and improve practice, policy and service delivery. (SKILLS)	☐	☐	☐	☐
Competency 9 – Evaluate practice with individuals, families, groups, organizations, and communities	28. Select and use appropriate methods for evaluation of outcomes; (SKILLS)	☐	☐	☐	☐
	29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; (KNOWLEDGE)	☐	☐	☐	☐
	30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and (C-A PROCESSES)	☐	☐	☐	☐
	31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (SKILLS)	☐	☐	☐	☐

Figure 4.7
Measure 4

LEHMAN COLLEGE
CITYUNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
UNDERGRADUATE SOCIAL WORK PROGRAM

SWK 446 **SOCIAL WORK RESEARCH** **Spring 2018**

WRITTEN ASSIGNMENTS

Written Assignments Description (10% of final grade for each of three parts, 30% total)

Students will be assigned a set of two articles, one qualitative and one quantitative. Students will work together in small groups throughout the semester during class time. All members of the group will use the same two articles. Members of each group will use their articles and group work to answer the questions in formal written papers submitted *independently*. Your group members, the instructor, and the course readings will help you in answering the questions, but what you submit should reflect your own effort.

Task: Answer questions explaining the research process and findings from assigned empirical articles. 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.

Instructions: Read one <u>set</u> of articles. Each set includes one qualitative article and one quantitative article (two articles in total). Each set addresses a related population or social issue. Note: you will use the set (two articles) for the three steps of the written assignment and the group presentation. Use the articles from the set and apply those articles to answer the questions.

Step #1: Evidence-based Practice (10% of final grade, due week 5 or 6)

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. **BEHAVIOR 11**

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? **BEHAVIOR 12**

3. How can the qualitative research and the quantitative findings about this topic complement each other for our understanding of this problem and population? **BEHAVIOR 13**

Step #2: Problem Formulation and Study Design (10% of final grade, due week 9 or 10)

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?
BEHAVIOR 28

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? **BEHAVIOR 29**

3. For the qualitative article, explain how the researchers thought the various factors under consideration might affect each other or interact. **BEHAVIOR 29**

Step #3: Sampling, data collection, and interpretation of findings (10% of final grade, due week 14)

1. For each article, describe the study's sample. How does the sample meet the study's purpose?
BEHAVIOR 28

2. 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? **BEHAVIOR 28**

3. For each article, describe the findings. Based on the data gathered, what evidence do the researchers have to answer their research questions? **BEHAVIOR 30**

4. Connect the evidence from each study to social work practice. Answer the "So what?" question. Based on the findings in each study, identify one change you would make in your practice if you were working with this problem or population. **BEHAVIOR 31**

<u>Set 1</u>

Dragowski, E., Halkitis, P., Grossman, A., & D'Augelli, A. (2011). Sexual orientation victimization and posttraumatic stress symptoms among lesbian, gay, and bisexual youth. *Journal of Gay & Lesbian Social Services, 23*(2), 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 and Schools, 37*(2), 71-77.

Set 2

del Pino, H.E., Mendez-Luck, C., Bostean, G., Ramirez, K., Portillo, M., & Moore, A.A. (2013). Leveraging family values to decrease unhealthy alcohol use in aging Latino day laborers. *Journal of Immigrant Minority Health, 15,* 1001-1007.

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.

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*(2),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(8),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(1),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: Posttraumattic stress disorder in female military veterans, A case report. *Perspectives in Psychiatric Care*, *45*(4), 278-291.

Richardson, J.D., Naifeh, J.A., & Elhai, J.D. (2007). Posttraumatic stress disorder and associated risk factors in Canadian peacekeeping veterans with health-related disabilities. *Canadian Journal of Psychiatry, 52*(8), 510-518.

Figure 4.8
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

1I. 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 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.
___ 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.

Figure 4.9
Diversity Survey Results

Lehman College Department of Social Work
Graduating Students' Diversity Survey
Baccalaureate Social Work Program Results

For each of the following 35 items, students could respond with:
(1) Strongly Agree; (2) Somewhat 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. **98.3%**
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. **96.6%**
3. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards race and ethnicity. **98.3%**
4. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards race and ethnicity. **95.8%**
5. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' race and ethnicity. **86.6%***

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. **96.6%**
7. I feel that I can express my views openly in the classroom regarding gender-related issues without fears of repercussions from other students. **96.6%**
8. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom regarding gender-related issues. **96.6%**
9. I feel that the students respect and affirm an inclusive and supportive environment in the classroom regarding gender-related issues. **95.8%**
10. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' gender-related issues. **88.2%***

Topic 3: Religion and spirituality
1I. 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. **95.0%**
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. **91.6%**
13. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards religion and spirituality. **93.3%**
14. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards religion and spirituality. **92.4%**

15. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' religion and spirituality. **83.1%***

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. **94.1%**
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. **93.3%**
18. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards sexual orientation. **94.9%**
19. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards sexual orientation. **95.0%**
20. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' sexual orientation. **88.2%***

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. **95.8%**
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. **95.0%**
23. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards immigration and language issues. **95.0%**
24. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards immigration and language issues. **94.1%**
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. **90.8%**
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. **93.3%**
27. I feel that I can express my views openly in the classroom regarding political issues without fears of repercussions from the other students. **92.4%**
28. I feel that the instructors respect and affirm an inclusive and supportive environment in the classroom towards difference in political views. **94.1%**
29. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards difference in political views. **90.7%**
30. I feel that my fieldwork agency environments have been inclusive and supportive of my own, the staff's, and clients' different political views. **82.4%***

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. **94.1%**
32. I feel that the students respect and affirm an inclusive and supportive environment in the classroom towards their peers' disabilities and health issues. **94.9%**
33. I feel that the administrative staff and advisors in the social work department affirm a supportive environment towards students' disabilities and health issues. **93.2%**
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. **88.1%***

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. **92.4%**

SUMMARY OF RESULTS:

The responses to all of the items pertaining to students' experiences with diversity both in the classroom (with both faculty and students) and outside of the classroom at Lehman College Department of Social Work met the Benchmark. However, 5 out of 6 of the items pertaining to students' experiences in their field placement did not meet the benchmark. These involved race/ethnicity, gender, religion/spirituality, sexual orientation, political issues, and disability/health issues.

REAFFIRMATION SELF-STUDY

Prepared for

The Council on Social Work Education

For Review
February 2020

UNDERGRADUATE 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

VOLUME II

UNDERGRADUATE PROGRAM COURSE MATERIALS

TABLE OF CONTENTS

REQUIRED COURSES FOR OPTION 1 AND OPTION 2

		Page
SWK 239	SOCIAL WELFARE INSTITUTIONS	2
SWK 305	HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I	22
SWK 306	HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II	42
SWK 311	SOCIAL WORK PRACTICE I	63
SWK 312	SOCIAL WORK PRACTICE II	96
SWK 440	FIELDWORK SEMINAR I	137
SWK 441	FIELDWORK SEMINAR II	159
SWK 443	SOCIAL WELFARE POLICY	185
SWK 446	SOCIAL WORK RESEARCH	211
SWK 470	FIELDWORK I	237
SWK 471	FIELDWORK II	251

TWO ELECTIVE COURSES REQUIRED FOR OPTION 2, THE CASAC-T OPTION

SWK 251	SUBSTANCE ABUSE AND URBAN SOCIETY	265
SWK 351	THEORETICAL PERSPECTIVES OF SUBSTANCE ABUSE	292

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

SWK 239 **SOCIAL WELFARE INSTITUTIONS** **FALL 2017**

PREREQUISITE: **Introduction to Social Work (SWK 237) and Fundamentals of Sociology (SOC 166)**

PRE- OR CO-REQUISITE: American Political System (POL 166)

COURSE DESCRIPTION

This course addresses the philosophical antecedents and historical development of the social welfare system in the United States in the context of social, economic, and political change. Through course discussions, readings, exams, and assignments, students will analyze and deconstruct the extent to which societal structures and values may oppress and marginalize some people while enhancing the privilege and power of others. Understanding social welfare policies and services and their impact on urban populations enhances and maximizes the opportunities available for the delivery of social services.

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. (SKILLS)
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; (C-A PROCESSES) 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 (SKILLS) 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.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	10%
News reports assignments	10%
Oral presentations	10%
Term paper	10%
Mid-term examination	25%
Final examination	25%

COURSE REQUIREMENTS

1. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *Undergraduate Social Work Program Student Handbook & Field Education Manual* provided to all undergraduate 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 Undergraduate Bulletin*).

STUDENT SERVICES (Available at no charge)

1. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

2. The Counseling Center is available to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.

3. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A., Career Advisor, at 718-960-8366.

4. The Center for Academic Excellence (ACE) is available to all students for writing and other academic support. The ACE is located in the Old Gym Building, Room 205, 718-960-8175.

REQUIRED TEXT

Trattner, W. (1999). *From poor law to welfare state* (6th ed.). New York, N.Y.: Free Press.

SUPPLEMENTARY TEXTS

Addams, J. (1998 [1910]) *Twenty years at Hull-House.* New York, NY: Penguin.
Alexander, M. (2012*). The new Jim Crow: Mass incarceration in the age of colorblindness.* New York, NY: The New Press. (selected chapters)
Desmond, M. (2016). *Evicted: Poverty and profit in the American city.* New York, NY: Crown. (selected chapters)
Harrington, M. (1962). *The other America: Poverty in the United States*. New Yortk, NY: Penguin.
Mazza, C. (2017). *Fatherhood in America.* Springfield, Ill: Charles C. Thomas. (selected chapters)
Phillips, N. & Straussner, S. (Eds.) (2017). *Children in the urban environment: Linking social policy and clinical practice, (3rd ed.).* Springfield, Ill: Charles C. Thomas. (selected chapters)
Piven, F. F., & Cloward, R. (1971). *Regulating the poor*. New York, NY: Vintage. See pp. 3-41.
Riis, J. A. (1890, reprinted 1997). *How the other half lives*. New York, NY: Penguin Books.
Ryan, W. (1972). *Blaming the victim*. New York, NY: Vintage. See pp. 3-30.
Sinclair, U. (1906). *The Jungle.* Any edition, also available online.
Spargo, J. (1906). *The bitter cry of the children.* New York, NY. Macmillan.
Warde, B. (2017). *Inequality in U.S. social policy: An historical analysis.* New York, NY: Routledge. (selected chapters)

FRAMEWORK FOR THE COURSE

POLICY THEMES AND STRATEGIES OF CHANGE: PAST, PRESENT AND FUTURE

Throughout the course we will be identifying *themes in social welfare policies* at the local, state, and federal level that are relevant to social welfare institutions and to the social work profession. In addition, *strategies of change* utilized in changing policies relevant to the social work profession will be discussed. These *themes* and *strategies* will be identified as they emerged throughout history and also as they are seen in social welfare policies today. It is expected that as well as gaining skills in connecting the historical development of themes and strategies to today's policies, students will also be able to understand the nature of social welfare policies as they impact the well-being, service delivery, and access to social services in the future. Therefore, students will be better prepared to influence policies in the future.

Some of the *social welfare policy themes* we will be discussing are:

1. Society's commitment to social justice; responses to demographic changes
2. The continuing struggle for civil rights by combating institutional oppression
3. Separation of church and state
4. Equal access to opportunities
5. Causes of poverty; understanding the often invisible *economic causes of poverty*
6. Economic security: redistribution to combat income inequality
7. Responsibility of government for meeting peoples' needs
8. Access to health care and wellness

9. Response to natural and man-made disasters
10. Impact of industrial and technological changes

We will also discuss *strategies* to bring about social reform and influence policies, including:

1. Research
2. Innovation
3. Voting
4. Advocacy
5. Lobbying
6. Use of media and the arts
7. Fundraising
8. Educating the public
    a. Case to cause
    b. Cost effectiveness and social effectiveness
9. Negotiation and compromise
10. Don't give up: Societal change takes place over time

COURSE OUTLINE

UNIT 1. INTRODUCTION: Overview of course; review of syllabus and requirements; understanding social welfare policy and institutions
(Week #1)

1. Definitions of key terms: social justice, social problems, social welfare policies, social reform, social welfare institutions, social services, fields of practice, public sector, voluntary (private) sector.
2. Role of societal values (sometimes conflicting) in determining social welfare policies and services: humanitarianism, altruism, philanthropy, social control.
3. Role of family, church, community, government, and the social work profession in meeting social welfare needs.
4. Impact of institutional oppression on individuals, families, communities and society.
5. How do we decide who gets help and the kind of help given: Institutional (Universal) and Residual (Selective) conceptions of social welfare policy.
6. Economic causes of poverty.
   Themes: Society's commitment to social justice; Economic security - redistribution to combat income inequality; Equal access to opportunities

Required Readings:
Trattner, Chapter 1, The Background, pp.1-14
Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work, 46*(4), 297-308.

Recommended Readings:
Reisch, M. (2002). Defining social justice in a socially unjust world. *Families in Society, 83,* 343-354.

UNIT II. ENGLAND'S EXPERIENCE WITH SOCIAL WELFARE AND ITS INFLUENCE ON THE AMERICAN COLONIES AND THE NEW NATION
(Week #2)

A. Development of Social Welfare in England

1. The feudal social structure
2. Statute of Laborers, 1349
3. Martin Luther and the Protestant Reformation, 1517
4. The Elizabethan Poor Law, also known as the English Poor Law of 1601

B. Impact of the experience in England on Colonial America

1. Societal values in colonial America
2. Influence of the Elizabethan Poor Law (The English Poor Law of 1601) and Laws of Settlement (residency requirements) on social welfare policy
3. Status of Native Americans, African-Americans, and women: challenges to human rights

C. The New Nation

1. Declaration of Independence and the U.S. Constitution
2. Rugged individualism and its impact on social, economic and environmental justice; population growth and expansion of frontiers
3. Poverty seen as individual moral failure; trend towards "indoor" relief

Themes: Society's commitment to social justice; Separation of church and state; Responsibility of government for meeting peoples' needs; Economic causes of poverty

Required Readings:
Trattner, Chapter 2, Colonial America, pp. 15-29
Chapter 3, The Era of the American Revolution, pp. 30-46
Film: *Sicko* – illustrates how economic policies impact access to social services

UNIT III: INDUSTRIALIZATION, IMMIGRATION, AND URBANIZATION: EARLY SOCIAL REFORM MOVEMENTS IN THE U.S. DURING THE 1800s AND THE DEVELOPMENT OF SOCIAL WORK

(Week #3)

1. Increased immigration, rapid growth of the cities, economic and social changes
   6 million people emigrated to the U.S. between 1800 and 1860;
   23 million emigrated between 1860 and 1910
2. Early development of the voluntary sector of social services
   Association for the Improvement of Conditions of the Poor (AICP)
   Charity Organization Society (COS)
3. The Case of "Mary Ellen Wilson," 1874
4. Developments in child welfare, Children's Aid Society and the Orphan Train movement, 1854-1929

Themes: Impact of industrial and technological changes; Society's commitment to social justice-responses to demographic changes; Responsibility of government for meeting peoples' needs

Strategies of social reform: Research and innovation; Educating the public through Case to Cause

Required Readings:
Trattner, Chapter 4, The Trend Toward Indoor Relief, pp. 47-63, 67-73
Presentations: Immigration Stories

Film: *The Orphan Trains* - an innovative response to the problem of neglected children

UNIT IV: ROLE OF THE FEDERAL GOVERNMENT IN ASSUMING RESPONSIBILITY FOR THE NEEDY *(Weeks #4 and #5)*

A. Dorothea Dix and the Pierce veto

1. Efforts of Dorothea Dix to engage the federal government in assuming responsibility for the care of the mentally ill
2. Veto of President Pierce in 1854, known as the "Pierce Veto"
3. States' response to the needs of the mentally ill

Themes: Society's commitment to social justice; Responsibility of government for meeting peoples' needs

Strategies of social reform: Research, Innovation, and Lobbying

Required Readings:
Trattner, Chapter 4, The Trend Toward Indoor Relief, pp. 63-67

B. The Civil War: The fight for equality and a new approach to federal involvement with social welfare

1. The U.S. Sanitary Commission
2. The Freedmen's Bureau
3. General Oliver Howard
4. The Johnson Veto of the Freedmen's Bureau

Themes: Society's commitment to social justice; Responsibilty of government to meeting peoples' needs; Response to man-made disaster; The Continuing struggle for civiil rights; Equal access to opportunities; Causes of poverty.

Strategies of social reform: Research, Innovation, Advocacy

Required Readings:
Trattner, Chapter 5, The Civil War and After – Scientific Charity. pp. 77-107
Olds, V. (1963). The Freedmen's Bureau: A 19th century federal welfare agency. *Social Casework*, 44, 247-254. (handout)

Recommended Readings:
Rabinowitz, H. N. (1974). From exclusion to segregation: Health and welfare services for Southern Blacks, 1865-1890. *Social Service Review, 84*(3), 327-354.

UNIT V: THE PROGRESSIVE ERA: SOCIAL CHANGE, SOCIAL REFORM, AND ATTEMPTS TO ACHIEVE SOCIAL JUSTICE
(Weeks #6 and #7)

1. Technological developments leading to changes in the workforce following World War I
2. Immigration from Europe and migration from rural south to the north
3. African American social work pioneers
4. Growth of the cities and development of ghetto areas
5. Attempts to achieve social justice:
   A. Utilizing media to inform public opinion: Role of the "muckrakers"
      a. Upton Sinclair, *The Jungle*
      b. Jacob Riis, *How the Other Half Lives*
   B. Founding of the National Association for the Advancement of Colored People (NAACP) in 1909
   C. Founding of the National Urban League in 1911
   D. Women's Suffrage Movement, 19th amendment, 1920
   E. Efforts to achieve safety measures in the workplace

Themes: Society's commitment to social justice; the continuing struggle for civil rights by combating institutional oppression; equal access to opportunities; understanding the often invisible economic causes of poverty

Strategies: Research; use of media and the arts; Advocacy; Educating the public through case to cause; don't give up - societal change takes place over time

Required Readings:
Trattner, Chapter 6, Child Welfare, pp. 108-139

Recommended Reading:
Carlton-LaNey I. (1999). African American social work pioneers' response to need. *Social Work, 44*(4), 311-321.
Riis, J. A. (1890, reprinted 1997). *How the other half lives.* New York, NY: Penguin Books.
Sinclair, U. (1906). *The Jungle.* Any edition, also available online.
Spargo, J. (1906). *The bitter cry of the children.* New York, NY. Macmillan.
Film: *The Triangle Shirtwaist Fire*

Week 8, **MID-TERM EXAM**

UNIT VI: SOCIAL WORKERS AS SOCIAL REFORMERS: THE SETTLEMENT HOUSE MOVEMENT *(Week # 9)*

1. History of the settlement house movement in England and the U.S.
2. Distinction between of the Charity Organization Society and the Settlement House Movement
3. Jane Addams and the development of Hull House in Chicago

4. Important aspects of the Settlement House Movement:
   a. Approach
   b. Goals
   c. Urban social problems
   d. Role of women

Themes: Society's commitment to social justice; responses to demographic changes; Continuing struggle for civil rights by combating institutional oppression; Equal access to opportunities; Impact of industrial and technological changes

Strategies: Research; Innovation; Voting; Advocacy; Lobbying; Use of media and the arts; Educating the public, Negotiation and compromise; Don't give up: societal change takes place over time

Required Readings:
Trattner, Chapter 8, The Settlement House Movement, pp. 163-191.

Recommended Reading:
Addams, J. (1998 [1910]) *Twenty years at Hull-House.* New York, NY: Penguin.

UNIT VII. DEVELOPMENT OF THE WELFARE STATE: THE GREAT DEPRESSION AND THE NEW DEAL (1929-1940)
(Weeks #10 and #11)

1. The Great Depression of 1929, and the Dustbowl
2. President Herbert Hoover's unsuccessful approach of "voluntarism"
3. Redefinition of the role of the Federal government: President Franklin Delano Roosevelt's "New Deal" legislation
4. Temporary and permanent programs of the New Deal
5. Legislation to protect organized labor and improve working conditions
6. The Social Security Act of 1935 — the 1st permanent Federal social welfare program in the U.S. and the beginning of the "welfare state"

Themes: Response to natural and man-made disasters; Economic security: redistribution to combat income inequality; Responsibility of government for meeting peoples' needs; Society's commitment to social justice; Continuing struggle for civil reights; Equal access to opportunities; Causes of poverty

Strategies: Innovation; Voting; Advocacy; Lobbying; Use of media and the arts; Educating the public; Negotiation and compromise

Required Readings:
Trattner, Chapter 13, Depression and a New Deal, pp. 273-303
Film: *The Grapes of Wrath*

UNIT VIII: WORLD WAR II AND THE 1950'S *(Week #12)*

1. World War II, the Holocaust, and the aftermath
2. Veterans: G.I. Bill
3. Growth of suburbs and impact on urban areas
4. Growing recognition of the invisible poor

Themes: Response to man-made disaster; Society's commitment to social justice; Continuing struggle for civil rights; Equal access to opportunities; Causes of poverty; understanding the often invisible economic causes of poverty; Economic security: redistribution to combat income inequality

Strategies: Advocacy, Voting; Lobbying; Use of media and the arts; Educating the public

Required Readings:
Trattner, Chapter 14, From World War to Great Society, pp. 304-314
Recommended Readings:
Harrington, M. (1962). *The other America: Poverty in the United States*. New York, NY: Penguin.

UNIT IX. THE 1960s: EXPANSION OF CIVIL RIGHTS; NEW FEDERAL AND STATE SOCIAL WELFARE POLICIES AND SERVICES *(Week #13)*

1. The Great Society and the War on Poverty legislation
2. Amendments to the Social Security Act, Medicaid, Medicare
3. Increase in welfare rolls
4. The Older Americans Act, 1965
5. The Civil Rights Movement
6. Impact of the Feminist Movement.
7. War in Vietnam and the Peace Movement.

Themes: Society's commitment to social justice; Continuing struggle for civil reights by combating institutional oppression; Causes of poverty – understanding the economic causes of poverty; Economic security – redistribution to comabat income inequality; Responsibility of government for meeting peoples' needs; Access to health care and wellness

Strategies: Research; Innovation, Voting; Advocacy; Lobbying; Educating the public; Use of media and the arts; Fundraising; Negotiation and compromise; Don't give up - Societal change takes place over time

Required Readings:
Trattner, Chapter 14, From World War to Great Society, pp. 314-336.
Recommended Reading:
Piven, F. F., & Cloward, R. (1971). *Regulating the poor*. New York, NY: Vintage. See pp. 3-41.
Ryan, W. (1972). *Blaming the victim*. New York, NY: Vintage. See pp. 3-30.

UNIT X. RESPONSES TO THE WELFARE STATE AND WHERE WE ARE TODAY *(Week #14)*

A. 1980's: Federal government spending for social welfare was severely reduced.
   a. High unemployment
   b. Rise in poverty
   c. Increased homelessness
   d. Rise in school dropout rates
   e. Increased drug addiction
   f. Rise in rates of HIV/AIDS
   g. Passage of the Americans with Disabilities Act (ADA) in 1990

B. 1993-2001: The Clinton Presidency
   a. Family Medical Leave Act (FMLA) in 1993
   b. Failed efforts at change strategies to provide a medical insurance plan
   c. End of AFDC and introduction of Temporary Assistance to Needy Families (TANF), *Change strategy: Compromise*

C. 2001-2009: The George W. Bush presidency

a. Social services were moved from government responsibility to religious and community organizations
b. War with Iraq began in response to the terrorist attacks of September 11, 2001 *Theme – Response to man-made disaster*
c. Taxes were reduced, the economy failed, and the Great Recession set in

D. The Obama Administration - identify ongoing themes
a The growing technology revolution – impact on education, employment and "occupational welfare", the growing importance of "financial literacy"
b. Issues of discrimination
c. The Affordable Care Act
d. Same-sex marriage
e. Immigration reform

E. The Trump Presidency
Vigilance in our time: The role of every citizen in preventing and responding to authoritarianism

Themes: Society's commitment to social justice; Continuing struggle for civil reights by combating institutional oppression; Causes of poverty – understanding the economic causes of poverty; Economic security – redistribution to comabat income inequality; Responsibility of government for meeting peoples' needs; Access to health care and wellness

Strategies: Research; Innovation, Voting; Advocacy; Lobbying; Educating the public; Use of media and the arts; Fundraising; Negotiation and compromise; Don't give up - Societal change takes place over time

Required Readings:
Trattner, Chapter 15, A Transitional Era, pp. 337-361
Chapter 16, War on the Welfare State, pp. 362-387
Chapter 17, Looking Forward – Or Backward?, pp. 388-401
Lens, V. (2002). TANF: What went wrong and what to do next. *Social Work, 47*(3), 270-290.

Recommended Readings:
Alexander, M. (2012*). The new Jim Crow: Mass incarceration in the age of colorblindness.* New York, NY: The New Press. (selected chapters)
Desmond, M. (2016). *Evicted: Poverty and profit in the American city.* New York, NY: Crown. (selected chapters)
Mazza, C., & Perry, A. (Eds.). (2017) *Fatherhood in America.* Springfield, Ill: Charles C. Thomas. (selected chapters)
Phillips, N. & Straussner, S. (Eds.). (2017). *Children in the urban environment: Linking social policy and clinical practice,* (3rd ed.). Springfield, Ill: Charles C. Thomas. (selected chapters)
Warde, B. (2017). *Inequality in U.S. social policy: An historical analysis.* New York, NY: Routledge. (selected chapters)

BIBLIOGRAPHY

Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work, 46*(4), 297-308.

_____. (1996). *Regulating the lives of women: Social welfare policy from Colonial times to present.* Boston, MA: South End Press.

Addams, J. (1998 [1912]) *Twenty years at Hull-House.* New York, NY: Penguin.

Alexander, M. (2012*). The new Jim Crow: Mass incarceration in the age of colorblindness.* New York, NY: The New Press.

Brace, C. L. B. (1872/1973). *The dangerous classes in New York and twenty years' work among them.* Silver Spring, MD: NASW Classic Series.

Desmond, M. (2016). *Evicted: Poverty and profit in the American city.* New York, NY: Crown.

Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America.* New York, NY: Metropolitan Books.

Foner, E. (1990). *A short history of reconstruction.* New York, NY: Perennial Library.

Harrington, M. (1998 [1962]). *The other America: Poverty in the United States.* New York, NY: Simon & Schuster/Touchstone.

Hofstadter, R. (1983). *Social Darwinism in American thought.* Boston, MA: Beacon.

Jansson, B. (2014). *The reluctant welfare state: Engaging history to advance social work practice in contemporary society, (8th ed.).* Belmont, CA: Brooks/Cole.

Lemann, N. (1991). *The promised land: The great black migration and how it changed America.* New York, NY: Alfred A. Knopf.

Lens, V. (2002). TANF: What went wrong and what to do next. *Social Work, 47*(3), 270-290.

Mazza, C. & Perry, A. (Eds.). (2017). *Fatherhood in America: Social work perspectives in a changing society.* Springfield, Ill: Charles C. Thomas.

Meenaghan, T. M., Kilty, K. M., Long, D. D., & McNutt, J. G. (2013). *Policy, politics and ethics: A critical approach.* Chicago, Ill. Lyceum.

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 Freedmen's Bureau: A 19th century federal welfare agency. *Social Casework, 44*, 247-254.

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

Piven, F., & Cloward, R. (1971). *Regulating the poor*. New York, NY: Vintage.

Reisch, M. (2002). Defining social justice in a socially unjust world. *Families in Society, 83,* 343-354.

Riis, J. A. (1997). *How the other half lives*. New York, NY: Penguin.

Ryan, W. (1972). *Blaming the victim*. New York, NY: Vintage.

Schiele, J. H., & Gadsden, E. (2011). Racial control and resistance among African-Americans in the aftermath of the Welfare Reform Act of 1966. In J. H. Schiele, (Ed.), *Social Welfare Policy: Regulation and resistance among people of color*. (91-110). Thousand Oaks, CA: Sage.

Sinclair, U. (1906). *The Jungle.* Any edition, also available online.

Spargo, J. (1906). *The bitter cry of the children.* NY. Macmillan.

Tozer, S., & Senese, G. (2013). *School and society: Historical and contemporary perspectives.* New York: McGraw Hill.

Trattner, W. (1999). *From poor law to welfare state: A history of social welfare in America,* 6th ed. New York, NY: The Free Press.

Wardc, B. (2017). *Inequality in U.S. social policy: An historical analysis.* New York, NY: Routledge.

Wenocur, S., & Reisch, M. (1989). *From charity to enterprise: The development of American social work in a market economy*. Urbana, IL: Univ. of Illinois Press.

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/CUNY
DEPARTMENT OF SOCIAL WORK

SWK 239 **SOCIAL WELFARE INSTITUTIONS**

NEWS JOURNAL ASSIGNMENTS
(due dates will be announced in class)

---LEHMAN COLLEGE/CUNY
DEPARTMENT OF SOCIAL WORK

SWK 239 **SOCIAL WELFARE INSTITUTIONS**

NEWS JOURNAL ASSIGNMENTS
(due dates will be announced in class)

Written News Journals

Students are required to write 3 separate journal entries of *one page* each (2 points each entry).

Locate a very recent news article from a major news source, either in print or online in the:
New York Times (free online access for CUNY students)
Wall Street Journal (or use their online service)
Washington Post (free online access for CUNY students)

The article should relate to a social welfare issue concerning:
a. changing communities and problems
b. scientific and technological developments
c. emerging social trends and social welfare policies in relation to issues such as

Immigration…Education…Healthcare…Poverty…Child Welfare…Aging

Select a very recent article that is of interest to you as a future social worker. Identify the policy theme or strategy illustrated by the article and discuss its relevancy to the social work profession.

Oral News Reports

In addition, students will be required to watch 2 news discussions or interviews on television on PBS (Public Broadcasting System, channels 13, 21 and 132 in the Bronx) or on CNN, where journalists and prominent policy makers discuss items related to themes and strategies connected to the social work profession and to the individual student's interest. Students may also listen to a discussion or interview on public radio (WNYC). For each oral news journal, students will make a brief oral presentation to the class, identifying the theme or strategy illustrated by the news item they choose and discuss its relevancy to the social work profession (2 points each oral presentation).

As an alternative to one of the oral reports, students may present to the class on their personal *immigration and migration story* (2 points). Students are encouraged to have conversations with family members and family friends to learn about the immigration and migration experiences in their families' own history. There is much to learn from our own families' migration experiences and also from experiences of classmates as we see these in the context of historical events we will be discussing in class.

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

SWK 239 **SOCIAL WELFARE INSTITUTIONS** **FALL 2017**

Term Paper

Task: This written assignment asks you to trace the historical development of a social welfare policy of your choosing while paying close attention to how historical events helped shape the policy and to compare it with today's policies related to that issue. **Due Date:** _____

Purpose: The purpose of this assignment is for you to gain an appreciation of the role that history (events, societal reactions and/or values) can play in the creation and amendment of social welfare policy at the local, state and federal level. Consider changes over time, where we are today and goals for the future.

Select from the following:

- Issues of Poverty – government's role, federal, state and local
- LGBT issues including Gay Marriage
- Women's Rights to Choose – Government's role
- Educational Opportunities; Inequalities; Funding
- Immigration Policies – Then, Now and in the Future
- Health Care Issues: Medicaid, Medicare, Affordable Care Act, – Then, Now and in the Future

Address the following:

Describe the policy and trace its historical development.
What social problems does the policy address?
How has the policy changed over time?
What themes were presented?
What strategies were used?
What might be some important implications for social work practice for the future?

You will be graded on:

-content
-inclusion of all areas of the assignment
-grammar, spelling, effective written communication skills
-correct use of APA style
-adherence to Lehman College policy on Academic Integrity
-timeliness of submission

Details: This paper is worth 10% of your final course grade. It should be double-spaced, 12 point font, and approximately 4-5 pages in length. Include a references page and cite sources appropriately in APA 6th ed. style. (Min. 3-5 sources) It should also have a cover page.

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

SWK 239 **SOCIAL WELFARE INSTITUTIONS FALL 2017**

Oral Presentation Assignment

This assignment is designed to provide students with an opportunity to:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Apply critical thinking to engage in analysis of research methods and research findings.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

    - Present to the class:

        - The issue, problem, or event
        - Compare the historical perspective and response to today's response
        - Those who are marginalized, oppressed or empowered
        - Describe the background, the activities, the challenges, or achievements
        - Those who will benefit, what worked, what didn't
        - How this impacted social welfare and social workers
        - What changes would you still like to see in the future

This assignment is worth **10% of the overall grade**. The presentation will be graded on the following:

- (1) The quality of the presentation
- (2) The content
- (3) Participation in collaborating with group members on creating the presentation

- *See attached oral report list*

Oral Presentation Readings

UNIT I

Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work, 46*, 297-308.

UNIT III

The case of Mary Ellen Wilson, the origins of the child protective movement, Research online.

UNIT IV

Olds, V. (1963). The Freedmen's Bureau: A 19th century federal welfare agency. *Social Casework, 44*, 247-254.

Rabinowitz, H. N. (1974). From exclusion to segregation: Health and welfare services for southern Blacks, 1865-1890. *Social Service Review, 84*, 327-354.

UNIT V

Carlton-LaNey, I. (1999). African American social work pioneers' response to need. *Social Work, 44*, 311-321.

Riis, J. A, (1890). *How the other half lives.* New York, NY: Penguin Books.

Sinclair, U. (1906). *The jungle.* Any edition.

Spargo, J. (1906). *The bitter cry of the children.* New York, NY: Macmillan. *Book is out of print; a copy is available at reserve desk in library .*

UNIT VI

Addams, J. (1910). *Twenty Years at Hull House.* Any edition.

UNIT VIII

Harrington, M. (1962). *The other America: Poverty in the United States.* New York, NY: Penguin.

UNIT IX

Piven, F. F. & Cloward, R. (1971). *Regulating the poor.* New York, NY: Vintage. pp. 3-41.

Ryan, W. (1972). *Blaming the victim.* NY: Vintage, pp. 3-30.

UNIT X

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness (revised edition).* New York, NY: The New Press. (selected chapters)

Desmond, M. (2016). *Evicted: Poverty and profit in the American city.* NY: Crown. (selected chapters)

Mazza, C. & Perry, A. (2017). *Fatherhood in America: Social work perspectives in a changing society.* Springfield, Ill: Charles C. Thomas. (selected chapters)

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

Warde, B. (2017). *Inequality in U.S. social policy: An historical analysis.* NY: Routledge. (selected chapters)

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

SWK 239 **SOCIAL WELFARE INSTITUTIONS** **FALL 2017**

Midterm Exam
(This exam comprises 25% of the course grade.)

1. List 5 fields of practice related to the profession of social work. (5pts)

2. What is the meaning of social justice and discuss its relationship to social work. (10pts)

3. Define the term "institutional oppression" and give 5 examples of groups experiencing institutional oppression in the U.S. today. (10pts)

4. Define the *institutional* and *residual* conceptions of social welfare and give 2 examples of each. (10 points)

5. Explain 3 of the forms of welfare in the U.S.A. discussed in the paper, "Everyone is Still on Welfare" by Mimi Abramovitz. Give 2 examples of each of the forms of welfare listed. (15pts)

6. List 5 economic causes of poverty. (5pts)

7. Describe 2 features of the English Poor Law of 1601 (Elizabethan Poor Law) that were brought to this country by the colonists from England, and that are important to how the U.S. responds to poverty today. (10pts)

8. What was the significance of the Freedman's Bureau in relation to the provision of social welfare? (5pts)

9. Describe the work of the Freedmen's Bureau during and after the Civil War. (10 pts)

10. The Dorothea Dix campaign during the 1850's is an example of an attempt to accomplish social change based on research. (10pts)
    a. What was the social problem?
    b. Describe the methods of research that were used
    c. What recommendations were made?
    d. What was the outcome of the recommendations?
    e. What approach to this problem do we take today?
    f. What recommendations for change to this current problem would you make today?

11. Based on the movie The Triangle Shirtwaist Factory Fire, describe 3 government policies, including protections and procedures that resulted from this event and benefit people today. (10pts)

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

SWK 239 **SOCIAL WELFARE INSTITUTIONS** **FALL 2017**

FINAL EXAM

1. The Settlement House Movement, which began more than 100 years ago, emphasized social justice and human rights. Describe the work of leaders of the movement and its impact on urban communities today. (15 pts.)

2. Explain why you think the poverty that occurred during the Great Depression could or could not happen again today. Be sure to include in your discussion the impact of 2 programs of the Social Security Act of 1935 and its amendments. (15 pts.)

3. Define "negotiation and compromise" as a strategy for social reform and discuss its role in social welfare policy formulation and change. Give 1 example when this was used historically and 1 example where you think it could be useful today in resolving disagreements about policies. (15 pts.)

4. Identify 3 social welfare programs introduced during the decade of the 1960s. Describe each program and identify the extent to which they advanced human rights and social and economic justice. (15 pts.)

5. Select one social welfare policy *theme* (from the list below) that has been helpful for you in understanding the development and purpose of social welfare policies in the United States. (20pts.)

    1. Society's commitment to social justice; responses to demographic changes
    2. The continuing struggle for civil rights by combating institutional oppression
    3. Separation of church and state
    4. Equal access to opportunities
    5. Causes of poverty; understanding the often invisible *economic causes of poverty*
    6. Economic security: redistribution to combat income inequality
    7. Responsibility of government for meeting peoples' needs
    8. Access to health care and wellness
    9. Response to natural and man-made disasters
    10. Impact of industrial and technological changes

    Explore this theme you selected from the above list and discuss the development of government involvement with the needs of people in the U.S.A. during two (2) of the following historical periods:

    The Middle Ages in England
    Colonial and Revolutionary periods in America
    Civil War Period in the U.S.
    Progressive Era
    Depression and the New Deal
    The 1960s
    Post 1960s to today, including the Obama presidency and Trump presidency

b. Select a current social problem. It could be a social problem you wrote about in your news journals or one you have been thinking about. This question requires you to write about the social problem from 3 different perspectives: the past, the present, and the future. Explore how you could be effective in influencing policies as a social worker. (20 pts.)

a. What is the historical background of response by government or by voluntary organizations to the social problem?
b. How is our society responding to this social problem today?
c. What policy changes, including government and/or voluntary organizations, would you like to see address this social problem? Using the following list, identify strategies you would use to try to bring about these changes.

1.Research
2.Innovation
3.Voting
4.Advocacy
5.Lobbying
6.Use of media and the arts
7.Fundraising
8.Educating the public
    a. Case to cause
    b. Cost effectiveness and social effectiveness
9.Negotiation and compromise
10.Don't give up: Societal change takes place over time

This exam comprises 25% of the course grade

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

SWK 305 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I FALL 2017

PREREQUISITE:
Admission into the Social Work Program
PRE- OR CO-REQUISITE:
POL 166 (American Political System)
PSY 166 (General Psychology)
SWK 239 (Social Welfare Institutions)
CO-REQUISITE:
SWK 311 (Social Work Practice I)

COURSE DESCRIPTION

The Human Behavior and the Social Environment (HBSE) sequence is composed of two courses SWK 305 and SWK 306 taken in the Fall and Spring semesters respectively. The sequence provides 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, organizations, and communities in urban environments. This course will develop knowledge of theoretical concepts relating to biological, psychological, social, spiritual, and cultural factors impacting on the life cycle 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.

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; and 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

2. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *Undergraduate Social Work Program Student Handbook & Field Education Manual* provided all undergraduate 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 Undergraduate Bulletin*).

STUDENT SERVICES (Available at no charge)

5. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

6. The Counseling Center is available to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.

7. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A., Career Advisor, at 718-960-8366.

8. The Center for Academic Excellence (ACE) is available to all students for writing and other academic support. The ACE is located in the Old Gym Building, Room 205, 718-960-8175.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	10%
Mid-Term Exam	25%
Written and oral assignments	30%
Final Exam	25%

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 Social Work Department. (2017). *Undergraduate Social Work Program student 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* (3rd ed.). Springfield, IL: Charles C. Thomas.

Saleebey, D. (Ed.) (2012). *The strengths perspective in social work practice* (6th ed.) Boston: Pearson.

Walsh, J. (2015). *Theories for direct social work practice* (3rd ed.). Stamford, CT: Cengage Learning.

COURSE OUTLINE

UNIT I: INTRODUCTION TO COURSE

A. Welcome to the Human Behavior sequence; introductions
B. Course overview: review of syllabus and assignments
C. Importance of theory and knowledge for evidence-based, generalist social work practice
B. Introduction to the changing 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 the NASW and International codes of ethics
B. Discussion of social justice as a core social value
C. Differentiating personal and professional values
D. Exploring personal values and biases and self-regulation as a professional
E. Importance of professional demeanor
F. Discussion of professional oral and written communications

Required Readings:
Hepworth, Chapter 4, Operationalizing the Cardinal Social Work Values
"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. In *Undergraduate Social Work Program Student Handbook & Field Education Manual.*

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

Battista-Freeze, K. (2017). The high-tech social worker—Myth or reality? *Social Work Today, 17*(1), 10.

Reamer, F. G. (2008). The challenge of electronic communication. *Social Work Today, 8*(3). www.socialworktoday.com

Runyowa, S. (2015, September 18). Microagressions 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

Walsh, Chapter 1, Thinking about Theory

Recommended Reading:

Saleeby, 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
C. Resilience and strengths throughout the life cycle.

Required Reading:

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.

National Association of Social Workers. (2003*). NASW Standards for Integrating Genetics into Social Work Practice.* Washington, DC: Author.

Rutledge, N. (2014). Neuroscience and social work. *Social Work Today, 14*(3), 22-28.

Recommended Reading:

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.

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 Readings:

Hutchison, Chapter 4, The Psychological Person

Gonzalez-Prendes, A. Antonio & Brisebois, K. (2012). Cognitive-Behavioral Therapy and Social Work Values: A Critical Analysis, *Journal of Social Work Values and Ethics, 9*(2), 21-33.

Recommended Readings:

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

Required Readings:

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 Reading:

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 publication list at https://www.cdc.gov/violenceprevention/acestudy/
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.
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
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.

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

Skiba, D., Monroe, J., & Wodarski, J. S. (2004) Adolescent substance abuse: Reviewing the effectiveness of prevention strategies. *Social Work, 49*(3), 343-353.

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.

Recommended Reading:

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: 10.1177/1473325016638424 2

Snyder, C., van Wormer, K., Chadha, J., & Jaggers, 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; Chapter 6: Old Age and Community.

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*. 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.

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.

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.

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* (2nd 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). Microagressions matter. *The Atlantic.* www.theatlantic.com

Rutledge, N. (2014). Neuroscience and social work. *Social Work Today, 14*(3), 22-28.

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., & Jaggers, 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.

Revised June 15, 2017

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

SWK 305 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT FALL 2017

Assignment 1
Values and Ethical Dilemma Essay

Select an issue that poses some ethical dilemma or ambiguity for you 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 either your personal values or professional values and conduct.

1. In a short paragraph, summarize the ethical dilemma selected describe the thinking supporting each conflicting course of action. Cite your sources of information about the situation from which the values conflict emerges.
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.

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 3-4 pages in length, plus cover and reference pages, 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:	15%
Total:	100%

The Values 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
UNDERGRADUATE SOCIAL WORK PROGRAM

SWK 305 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT FALL 2017

Assignment 2
The Biological Person: Implications for Social Work Practice

The purpose of this exercise is to better understand the interrelationships among a person's physical health, psychological/emotional health, and exterior environmental conditions.

Chapter 3 of the Hutchison text discusses six "interior environment systems" in human beings – the nervous, endocrine, immune, cardiovascular, musculoskeletal, and reproductive systems. In a 4-5 page paper, using the textbook to support your statements, consider these systems as you discuss the following:

1. Using a case study from Chapter 3 of the Hutchison text, discuss how two or more of these interior systems are interconnected and interact with a dimension of human behavior.

2. The chapter states that the interior environmental conditions of health and illness are influenced by the exterior environment—the social, political, cultural, and economic context. Provide an example from your own life illustrating this statement; be sure to explain the environmental health condition and the exterior environmental constraints that affected it.

3. How do behaviors affect biological functions and how do biological systems affect behaviors?

4. The chapter discusses how the exterior environmental meanings attached to health and illness may influence not only the physical experience but also the values and socio-emotional response assigned to health and illness. Discuss your understanding this idea.

Use *APA* 6th ed. style for in-text citations and reference page, double-spaced using a 12-point New Times Roman font.

Due Date _____ This assignment comprises 10% of your course grade.

Developed by M Vinjamuri and B Zerzan

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

SWK 305 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT FALL 2017

Assignment 3
Theories of Moral Development

This assignment asks you to compare and contrast the theories of moral development of Lawrence Kohlberg and Carol Gilligan. In a 4-5-page paper, plus cover and reference page, using the textbook and two other professional sources, address each of the following points separately.

- Define "morality" for the purposes of this discussion
- Outline each theory separately, discussing moral development through the life cycle.
- What are the similarities and differences of each theory of moral development?
- In regards to moral development, how does feminist theory differ from the more classical mainstream thought?
- What is the usefulness of understanding moral development for social work practice?

Use *APA* 6th ed. style for in-text citations and reference page, double-spaced using a 12-point New Times Roman font.

This paper comprises 10% of the course grade. Due Date: _____

Developed by J. Alex

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

SWK 305 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT FALL 2017

Mid-Term Exam

This Mid-Term exam comprises 25% of the course grade
Each of the following multiple choice question is worth two point:

1. Understanding human behavior to be the result of interactions of biological, psychological, and social systems is known as the _____
   a. Biopsychosocial approach
   b. Multidisciplinary approach
   c. Transactional approach
   d. Life course approach

2. Systems of broader influences like culture, subculture, and social structure are known as _____
   a. Mesosystems
   b. Macrosystems
   c. Exosystems
   d. Microsystems

3. A perspective concerned with internal processes, including needs, drives, and emotions, is the _____ perspective.
   a. Systems
   b. Humanistic
   c. Developmental
   d. Psychodynamic

4. An individual who holds power in the family but little power in the labor market is an example of the _____ perspective.
   a. Social behavioral
   b. Systems
   c. Developmental
   d. Conflict

5. According to Maslow's hierarchy of needs, the needs that must first be satisfied before higher needs can emerge are _____.
   a. Psychological needs
   b. Belongingness and love needs
   c. Physiological needs

d. Self-actualization needs

6. A biological system providing structure and processes for communicating sensory and perceptual information is the _____ system.
   a. Endocrine
   b. Cardiovascular
   c. Nervous
   d. Immune

7. The ideas we hold to be true are known as _____.
   a. Affect
   b. Drives
   c. Beliefs
   d. Cognition

8. How many stages are there in Piaget's Cognitive Operations?
   a. 1
   b. 2
   c. 3
   d. 4

9. A person's conscious or preconscious thinking processes are _____/
   a. Mood
   b. Cognition
   c. Affect
   d. Emotion

10. Juan is an 18-month-old who has learned that objects are different than he is. He is likely in the _____ stage.
    a. Sensorimotor
    b. Preoperational
    c. Concrete operations
    d. Formal operations

11. Billy is in trouble with his parents for breaking his little sister's toy on purpose. He hides in his room to avoid punishment. Which state of Kohlberg's moral development does this situation define?
    a. Preconventional
    b. Conventional
    c. Postconventional
    d. None of the above

10. According to Erikson, _____ occurs during school-age years.
    a. Trust versus mistrust
    b. Autonomy versus shame and doubt
    c. Initiative versus guilt

d. Industry versus inferiority

12. _____ requires us to recognize myriad worldviews and ways of life, within the United States and globally.
    a. Modernism
    b. Multiculturalism
    c. Modern technologies of warfare
    d. Modern technologies of welfare

13. Elevating one's own culture over the culture of others is known as _____.
    a. Ethnocentrism
    b. Ideology
    c. Symbolism
    d. Worldview

14. The ____ perspective focuses on the relationship between the emotionl and conscious processes and the rational processes of interpersonal interaction.
    a. Psychodynamic
    b. Symbolic
    c. Interaction
    d. Feminist
    e. Exchange

Each of the following essay questions are worth 10 points each. Please answer fully.

1. We have learned that TIME plays an important role in people's lives and development. Explain four of the following: clock time, cohorts, events, turning points or brief incidents.

2. Briefly describe two of the following theories: systems, conflict, rational choice, social constructivist, psychodynamic, social behavioral, developmental.

3. Explain why self-reflection and self-regulation are so important a practice for social workers.

4. Explain the meaning of attachment. What are the different kinds of attachment? What are the potential repercussions of less than secure attachment? What role do parents or other primary caregivers play in a child's attachment? Describe the kind of parenting/caregiving that would produce secure attachment. What other factors could effect attachment?

5. Jean Piaget was a cognitive theorist. Name and describe his four stages of cognitive operations.

6. Erikson defined 8 stages of development. Name and define two of the stages and provide an explanation of the significance for development of these two stages.

8. What does research say about adverse childhood experiences (ACE)? How does the field define these experiences? (Name them).

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

SWK 305 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT FALL 2017
Final Exam

This exam comprises 25% of the course grade. Please use Blue Books provided.

1. Young Adulthood.

   A. What are the chief bio/psycho/social transitions in young adulthood? 5 pts.
   B. Discuss in detail one of the theoretical approaches to young adulthood. Choose from among Erikson's Psychosocial Theory, Levinson's Theory of Life Structure, and Arnett's Emerging Adulthood. 5 pts.

2. Middle Adulthood.

   A. Name three chief diseases associated with Middle Adulthood. Describe the diseases, how they might be prevented, and the challenges each presents to health care. 6 pts.
   B. Discuss Erikson's, Jung's, and Levinson's theories as they relate to Middle Adulthood. 5 pts.

3. Late Adulthood.

   A. What are common protective factors and risk factors in late adulthood? 5 pts.
   B. How are older adults commonly presented in the media? In the context of our field of study, is this an accurate portrayal? Why or why not? How do these representations relate to ego integrity vs. ego despair? 5 pts.
   C. Discuss the theories of biological aging. 5 pts.

4. Death is often an uncomfortable and sometimes "taboo" subject in U.S. society. Why must social workers develop the capacity to discuss illness, hospice care, advance directive, burial preparations, and death itself with clients and family members? 10 pts.

5. Terms to define young adulthood:*(3 points each)*

Default individualization
Human capital
Developmental individualization
Intimacy
Spirituality

6. Terms to define for middle adulthood: *(3 points each)*

Coping mechanism
Extroversion
Kinkeepers
Convoy
Accommodation
Trait Theory

7. Terms to define late adulthood: *(3 points each)*

Palliative care
Living will
Hospice
Grief work
Advance directive
Primary aging
Fluid memory

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

SWK 306 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II SPRING 2018

PREREQUISITES:
SWK 305 (Social Work Practice I) Completion with a minimum grade of C.
SWK 311 (Human Behavior and the Social Environment I) Completion with a minimum grade of C.
PRE- OR CO-REQUISITE:
BIO 183 (Human Biology)
CO-REQUISITE:
SWK 312 (Social Work Practice II)
NOTE: To register for the next courses in the Social Work sequence, SWK 440 and SWK 470, all students must complete the New York State mandated 2-hour "Training in Child Abuse Identification and Reporting" online at http://www.nysmandatedreporter.org/ which is provided at no cost. A copy of the Certification of Completion from this training must be submitted together with the application for Fieldwork I (SWK 470). Students who have taken this training previously are not required to repeat it if they can provide the Social Work Department with a copy of the Certificate of Completion for this training.

COURSE DESCRIPTION

This is the second course of the Human Behavior and the Social Environment sequence, which enhances an understanding of how human diversity and reciprocal interactions at all levels of social organization shape life experiences. Broadly, this course utilizes a variety of theoretical perspectives to analyze and deconstruct processes by which societal structures and values present opportunities to maximize potential, supporting an understanding of how the multidimensionality and complexity of human experiences come together, or intersect, to determine life possibilities. Examples of the intersectionality of such identities include 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. In the process of exploration, this course promotes self-examination of one's values and ethics, consistently challenging stereotyping assumptions and biases.

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

1. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *Undergraduate Social Work Program Student Handbook & Field Education Manual* provided to all undergraduate 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. 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 Undergraduate Bulletin*).

STUDENT SERVICES (Available at no charge)

9. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

10. 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.

11. 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.

12. The Center for Academic Excellence (ACE) is available to all students for writing and other academic support. The ACE is located in the Old Gym Building, Room 205, 718-960-8175.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	10%
Mid-Term Exam	25%
Assignments	30%
Final Exam	25%

REQUIRED TEXTS

Marsiglia, F. F., & Kulis, S. (2015). *Diversity, oppression, and change* (2nd ed.). New York, NY and Cary, NC: Lyceum Books/Oxford University Press.

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). *Undergraduate social work program 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 and relationship with SWK 305
B. Perspectives on human diversity.

C. Relevance of theories and knowledge for generalist social work practice

Required Reading:
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: PERSONAL AND PROFESSIONAL VALUES AND ETHICS

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 microagressions
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*. (online, print publication, In Press).

.National Association of Black Social Workers. (N.D.). Code of ethics. Washington, DC: Author. http://nabsw.org/?page=CodeofEthics
National Association of Social Workers, (2015). *Standards and indicators for cultural competence in social work practice*. Washington, DC: Author.
National Association of Social Workers (2008). Code of Ethics of the National Association of Social Workers. In *Undergraduate Social Work Program student handbook & field education manual.* Lehman College Department of Social Work. Bronx.
Sue, D. W., Capodilupo, C. M., Torino, G. C, Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microagressions 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 *Undergraduate Social Work Program student handbook & field education manual.* Lehman College Department of Social Work. Bronx, NY.

UNIT III: INTERACTION BETWEEN URBAN PHYSICAL ENVIRONMENTS AND HUMAN BEHAVIOR

A. The urban environments as social systems
B. The built environment
C. Institutions
D. Homelessness
E. Accessible environments for persons with disabilities
F. Environment and social work practice

Required Readings:

Hutchison, Chapter 6, Culture and the physical environment

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 microagressions: 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

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.

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, and National Origin
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). 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.

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. (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.

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., & Engsrom, 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.

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.

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.

Mallon, G. P. (2004). *Gay men choosing parenthood.* New York, NY: Columbia University Press. Chapter 1: The journey toward parenting (pp. 23-58).

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.

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.

Hamilton-Mason, J., & Halloran, H. (2017). Urban children living in poverty. In Phillips & Straussner.

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.

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.

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.

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:

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:

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.

Levine, J. (2001). Working with victims of persecution: Lessons from Holocaust survivors. *Social Work, 46*(4), 350-60.

Mazza, C. (2017). Incarcerated fathers. (2017). 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.

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:

Danis, F. (2003). The criminalization of domestic violence: What social workers need to know. *Social Work, 48*(2), 237-46.

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

Required Readings:

Marsiglia & Kulis, Chapter 12: Culturally Grounded Methods of Social Work Practice; Chapter 16: Culturally Grounded Social Work and Globalization

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.

Castex, G. M. (2007). Social workers' final act of service: Respectful burial arrangements for indigent, unclaimed, and unidentified people. *Social Work, 52*, 331-339.

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.

Castex, 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.

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.

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., & Sideriadis. L.A. (2014). Social work practice with vulnerable and resilient populations. In A. Gitterman. *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 1-32). New York, NY: Columbia University Press.

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.

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 *Undergraduate student handbook & field education manual.* Bronx, NY: Lehman College Department of Social Work.

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). *Undergraduate Social Work 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.

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, (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.

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.

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* (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., & Engsrom, 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.

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.

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: 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 microagressions 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 microagressions: 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.

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 January 15, 2017

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

SWK 306 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II SPRING 2018
Assignment I: Reflective Reading Logs

This assignment comprises 15% of your course grade; 5% per log
Each student will be responsible for three READING LOGS this semester. You can each pick when you will complete these logs. In this assignment, you will write a reflective reading log about one journal article or chapter from the assigned readings. The purpose of this assignment is to help students to:

- *summarize* the main ideas in the readings
- *engage critically* with the views and ideas offered by the writers
- *prepare* for class discussion
- *practice/improve* your writing skills

What does it mean to *engage critically* with a reading?

✓ Reading critically and engaging with the reading means exploring, investigating, testing, and challenging your responses to the viewpoints and ideas offered by the writer. Do not dismiss a reading because you dislike the ideas and viewpoint offered, or simply accept a reading and its ideas because you like or respond positively to its viewpoint.

✓ Through your writing, show your understanding of the ideas presented in the readings. Also point out the areas that you have questions about and do not understand.

✓ Please include specific questions and comments you might like to raise in class discussion. The reading logs, when done well, can be a good guide for your participation in the in-class discussion of the readings and the session subject matter.

✓ You may not use any direct quotes from the article (except if you are commenting on a specific statement).

Content:

1. **What was the main *purpose* of the article?**
2. **What are the two or three most important ideas you gained from the article?**
3. **What are any ideas or statements in the article that you disagreed with? Why? Are there any terms or concepts that you were confused by?**
4. **How do you see this article being relevant/helpful to you as a social worker?**

Format:

✓ Include your name, date, and the citation for the article/book chapter (in APA format).
✓ Each log should be approximately 1-2 pages in length (double spaced, 12 point Times New Roman font, 1 inch margins).

Note: Because these reading logs are intended to provide a platform for class discussions, it is ideal that the logs be completed before the class session addressing the topic.

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

SWK 306 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II SPRING 2018

Assignment II: Exploring Your Diversity

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-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 15% 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.

2. After you have described and discussed your multiple identities, reflect on how these identities have impacted and shaped your life course. What kind of challenges and privileges have you experienced as a result of these identities.

Due Date: _____

Grading reflects the following components:

Question 1: with integration of literature:	35%
Question 2: with integration of literature:.....	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%

Developed by G Castex

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

SWK 306 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II SPRING 2018
Midterm Exam

This exam comprises 25% of your course grade

1. Define all of the following terms clearly and concisely. 2 points each.

-cultural codes	-hegemony
-stereotyping	-KAB
-biophilia	-ecotherapy
-sociality	-race
-predjudice	-praxis

2. Define *microagression*. Provide at least 2 examples. Why is the impact of microagressions a serious issue for social workers to address? 10 points.

3. Explain assimilation, acculturation and enculturation. 9 points.

4. There are three theories about physical environments discussed in Hutchison (Chapter 6): *stimulation, control, and behavior setting*. Explain these theories with examples that would be relevant to a social worker. 15 points.

5. Why are civil rights for people who are "differently abled" so much more complicated to legislate than civil rights for non-white persons or women? 10 points.

6. Using a personal or professional example explain how one person may experience oppression in one aspect of his/her identity and privilege in another? What inherent privilege does a social worker have in a social work setting? 10 points.

7. Describe a *strengths perspective* and how it differs from a medical model. 10 points.

8. Discuss the concept of *intersectionsality* and give an example. 10 points.

9. What is the difference between *spirituality* and *religion*. 6 points.

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

SWK 306 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II SPRING 2018

Final Exam

This exam comprises 25% of your course grade

1. Discuss one bias/assumption/belief that you have had or currently have in regards to a specific group or population. Discuss at least two ideas from this course that have helped you to challenge this bias/belief and think differently about this population. 25 points.

2. Use one of the two following examples and explain how Critical Race Theory might provide a different point of view.

Samantha lives in a brownstone building with members of her extended family. Her Dad and grandmother share their unit with her. Downstairs her aunt, uncle and their two children live with their two dogs. An older cousin lives upstairs in a converted attic. The staff at her elementary school often see different family members picking up Samantha from school. They come in different groupings, sometimes with the dogs. The teachers and other staff often discuss the fact that Samantha's life appears to be chaotic and that her caregiving situation seems unstable. "There's always someone else coming to pick up that child. She must not know whether she's coming or going!"

Anthony's parents always came to Parent-Teacher night to meet his teachers and see his work hanging in the classroom. The problem was that they did not feel comfortable speaking English and so have Anthony translated for them. This made the teachers uncomfortable. One of them said something to him about it and the next time his parents brought along his older sister who was available for translation. The teachers felt like there was really no way to communicate any problems Anthony might be having because of the language barrier with the parents and they discussed this in a disparaging manner. "I guess those parents don't care enough about their children to learn English."

In the example you chose, imagine you are a teacher in the school using a strengths-based approach to explain why, by not considering the cultural capital the family possesses, your colleagues views represent a racist point of view. Are there any legal conflicts involved. 25 points.

3. Read the following client situation. ***Discuss <u>several steps</u>*** you would take as the client's social worker to be culturally informed by and about this client. Remember that cultural competence involves **KAB** Knowledge, Attitudes and Beliefs (and being self-reflective of your own biases).

Leon is a 23-year-old man who is feeling torn in two. He is the oldest son of a family with five children and is extremely close to and caring of his mother. Regina became a widow 8 years ago when her husband Rodney was killed in a construction accident at work. Since then she has leaned heavily on Leon for help with his brothers and sisters and as a major contributor to the family income. The whole family relies heavily on their African American Methodist Episcopal church for both support and spiritual comfort. Leon has grown up in the church and loves the involvement with other members, the singing and the worship, but he is increasingly troubled by the church's anti-homosexual position. He has finally admitted to himself that he is gay. He hoped and prayed to God to change him but this has not worked. He is battling despair, as he fears he will always be caught between his love for his faith and a longing to be who he

truly is. The idea of telling his mother about his sexual orientation seems unthinkable, but he is not sure how long he can go on living a lie. He also knows that he will have to leave the church is it ever becomes known that he is gay. This possibility also feels unthinkable. He is feeling more and more depressed to the point where his mother keeps asking him what is wrong. He has even begun to think about suicide as the only way "out". In his nightly prayers he asks God, "why must I lose you to be who I am." 25 points.

4. In your own words comment on the following question and answer. Explain your position.

Question: "Why can't we all just be individuals?"

Answer: "If we are all individuals and social categories like race, class and gender do not matter and are just labels that stereotype and limit us, then it follows that we all end up in our "natural" places. Those at the top are merely a collection of individuals who rose on their own individual merits and those at the bottom are there due to their own individual deficiencies." 25 points.

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

SWK 311 **SOCIAL WORK PRACTICE I** **FALL 2017**

PRE-REQUISITE: Admission to the Social Work Program
CO-REQUISITE: SWK 305 (Human Behavior and the Social Environment I)

COURSE DESCRIPTION

This course is the first half of the social work practice sequence, introducing students to generalist social work practice. 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 perspectives such as ecological systems theory and ego psychology, with an emphasis on the strengths perspective and social justice within a generalist social work practice framework. 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.

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

1. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *Undergraduate Social Work Program Student Handbook & Field Education Manual* provided to all undergraduate social work students by the Lehman College Department of Social Work. 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 grades 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 indicate 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 evaluation of writing proficiency--clarity, grammar, punctuation, spelling, and the use of references and citations in *APA* 6th ed. 2nd printing style.

5. Academic integrity is required in all assignments in accordance with the Lehman College Statement on Academic Integrity (see *Lehman College Undergraduate 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 Center for Academic Excellence (ACE) is available to all students for writing and other academic support. The ACE is located in the Old Gym Building, Room 205, 718-960-8175.

EVALUATION OF STUDENT PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	10%
Values paper	10%
Strengths paper	10%
Theory papers	20%
Midterm Exam	20%
Final Exam	20%

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: Cengage Learning.

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

Saleebey, D. (Ed.) (2012). *The strengths perspective in social work practice* (6th ed.) Boston, MA: Pearson.

Walsh, J. (2015). *Theories for direct social work practice* (3rd ed.). Stamford, CT: Cengage.

SUPPLEMENTRY TEXTS (available on library reserve)

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

Marsiglia, F. F., & Kulis S. (2015) *Diversity, Oppression &Change* (2nd ed). Chicago, Ill: 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 TO SOCIAL WORK PRACTICE

"What is Social Work and what do social workers do"

A. What is a profession?
B. Practice-field continuum in the social work curriculum
C. Purpose and mission of social work practice
D. A brief history of social work
E. Social work as a profession dealing with the person-environment interface
F. The policy-practice connection
G. Introduction to the context within which social workers practice and the guidelines and theories that inform practice.

Required Readings:

Hepworth et al., Chapter 1, The Challenges of Social Work
Chapter 2, Direct Practice: Domain, Philosophy, and Roles

Unit II. VALUES AND ETHICS OF SOCIAL WORK PRACTICE

A. Social work values and ethics: The "NASW Code of Ethics" and the International Federation of Social Workers/International Association of Schools of Social Work "Ethics in Social Work, Statement of Principles"
B. Self-awareness and self-regulation in managing personal values and biases
C. Culturally responsive practice with diverse populations and communities
D. Professional roles and boundaries
E. Value conflicts, ethical dilemmas, and tolerating ambiguity in resolving ethical conflicts
F. Confidentiality and self-determination
G. Importance of professional demeanor of self in all communications

Required Readings:

Undergraduate Social Work Program student handbook & field education manual: "The Code of Ethics of the National Association of Social Work" and the International Federation of Social Workers/International Association of Schools of Social Work, "Ethics in Social Work Statement of Principles."

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

Marsiglia, & Kulis, Chapter 2, Cultural Diversity, Oppression, and Action: A Culturally Grounded Paradigm.

Reamer, F. G. (2008). The challenge of electronic communication. *Social Work Today, 8*(3). www.socialworktoday.com

Saleebey, Chapter 2, The Challenges of Seeing Anew the World We Think We Know: Learning Strengths-Based Practice.

Recommended Readings:

Freedberg, S. (2015). Chapter 7, Ethics and Values: A Feminist Perspective.

Simmons, C. A. & Rycraft, J. R. (2010). Ethical challenges of military social workers serving in a combat zone. *Social Work 55*(1), 9-18.

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: Columbia University Press.

Unit III: APPLICATION OF MULTIPLE SOURCES OF KNOWLEDGE TO GENERALIST PRACTICE

A. Generalist Perspective in context
B. PIE: Person in Environment – The Ecological Perspective
C. The Strengths Perspective
D. Evidence Based Practice

Required Readings:

Hepworth et al., Chapter 3. Overview of the Helping Process.

Marsiglia, & Kulis, Chapter 3, The Intersectionality of Race and Ethnicity with Other Factors,

Saleeby, Chapter 1, Introduction: Power to the People.

.

Recommended Readings

Drisko, J. (2014). Research evidence and social work practice: The place of evidence-based practice. *Clinical Social Work Journal 42:123-133*

Shlonsky, A. & Gibbs, L. (2004). Will the real evidence based practice please stand up? Teaching the process of evidence-based practice to the helping professions. *Brief Treatment and Crisis Intervention, 4*(2), 137-153

Unit IV: INTEGRATION OF THEORIES FOR SOCIAL WORK PRACTICE

The Role of Theory in Social Work Practice Review of the role of theory in informing social work practice

A. Introduction of the basic theories of human development and social work practice
B. Introduction to the relationship between theories of human development and social work practice within the strengths perspective.

Required Reading:

Walsh. Chapter 1, Thinking About Theory; Chapter 2, A Social Work Perspective on Clinical Theory and Practice

EGO PSYCHOLOGY

A. Utilizing ego psychology to facilitate understanding of how problems develop and change occurs in informing social work practice.
B. Introduction to interpersonal skills within an ego psychological informed framework in engaging clients and constituencies.
C. Application of ego psychology in assessing client needs and strengths.

D. Use of ego psychology in understanding the person-in-environment framework in interventions with clients.

Required Reading:
Walsh. Chapter 3, Psychodynamic Theories 1: Ego Psychology.

OBJECT RELATIONS

A. Utilizing object relations theory to facilitate understanding of how problems develop and change occurs in informing social work practice.
B. Introduction to interpersonal skills within an object relations informed framework in engaging clients and constituencies.
C. Application of object relations in assessing client needs and strengths.
D. Use of object relations in understanding the person-in-environment framework in interventions with clients.

Required Reading:
Walsh. Chapter 4, Psychodynamic Theories II: Object Relations Theory.

BEHAVIOR AND COGNITIVE THEORIES

A. Utilizing behavior and cognitive theories to facilitate understanding of how problems develop and change occurs in informing social work practice.
B. Introduction to interpersonal skills within behavioral and cognitive theory informed frameworks in engaging clients and constituencies.
C. Applying behavioral and cognitive theories in assessing client needs and strengths.
D. Use of behavioral and cognitive theories in understanding the person-in-environment framework in interventions with clients.

Required Reading:
Walsh. Chapter 6, Behavior Theory; Chapter 7, Cognitive Theory.
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*(2), 21-33.

CRISIS THEORY

A. Utilizing crisis theory to facilitate understanding of how problems develop and change occurs in informing social work practice.
B. Introduction to interpersonal skills within a crisis theory informed framework in engaging clients and constituencies.
C. Application crisis theory in assessing client needs and strengths.
D. Use of crisis theory in understanding the person-in-environment framework in interventions with clients.

Required Reading:
Walsh. Chapter 13, Crisis Theory and Intervention.

BIBLIOGRAPHY

Drisko, J. (2014). Research evidence and social work practice: The place of evidence-based practice. *Clinical Social Work Journal 42:*123-133.

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

Gonzalez-Prendes, A. A., & Brisebois, K. (2012). Cognitive-behavioral therapy and social work values: A critical analysis, *Journal of Social Work Values and Ethics,* Volume 9, Number 2, 21-33.

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.

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

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

Reamer, F. G. (2008). The challenge of electronic communication. *Social Work Today, 8*(3). www.socialworktoday.com

Saleebey, D. (Ed.) (2012). *The strengths perspective in social work practice* (6th ed.) Boston, MA: Pearson.

Shlonsky, A. & Gibbs, L. (2004). Will the real evidence based practice please stand up? Teaching the process of evidence-based practice to the helping professions. *Brief Treatment and Crisis Intervention, 4*(2), 137-153.

Simmons, C. A. & Rycraft, J. R. (2010). Ethical challenges of military social workers serving in a combat zone. *Social Work 55*(1), 9-18.

Walsh, J. (2015). *Theories for direct social work practice* (3rd ed.). Belmont, CA: Wadsworth/ Cengage.

Williams-Gray, B. (2001). A framework for culturally responsive practice. In N. B. Webb (Ed.), *Culturally diverse parent-child and family relationships* (55-83). New York, NY: Columbia University Press.

Revised June 15, 2017

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

SWK 311 **SOCIALWORK PRACTICE I** **FALL 2017**

Ethics and Values Assignment

Based on your reading of Chapter 4 in Hepworth et al., the NASW Code of Ethics, and class discussions regarding professional ethics write a 2-3 page paper giving your explanation as to where you would place the behaviors or situations below on the continuum of "Ethical" and "Never Ethical". Your explanation should reflect your efforts to apply social work values and ethics to the behaviors in a well-constructed paragraph. **Do scenarios 1 thru 4 only. We will do scenario #5 in class.**

1) Accepting a gift worth under $10.00 from your client who tells you s/he would be very hurt if you did not take it because s/he "just wants to show you her/his appreciation".
2) Accepting your 24-year-old client's invitation to her wedding. You worked with helping this client through a period of depression, which enabled her to finish college and be more available to her child. You currently are helping her to find an appropriate day care center for her 3-year-old son as she suspects he has some learning delays.
3) Having dinner with a client(s) after an interview.
4) Accepting a Facebook "friend" or some other social media request from an ex-client.
5) Disclosing details of your own current personal stresses to a client.

This assignment is worth 10% of your grade. It must be typed and double-spaced with one-inch margins and 12 point font. References should be done using APA 6th ed. style.

Due date:

DO NOT DO SCENARIO #5 AS WE WILL DO THAT IN CLASS.

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

SWK 311 **Social Work Practice I** **Fall 2017**

Strengths Assignment Paper

Based your reading of Chapter 1 (pages 1-22) in Saleebey's *The Strengths Perspective in Social Work Practice* (available on Blackboard), class discussions, and your experiences, write a 2 to 3 page paper that summarizes your understanding of the strengths perspective as presented by Saleebey. Second, discuss what you found to be most important, significant and/or illustrative about the chapter (e.g. what did you find most interesting or surprising, how does the strengths perspective fit with your own way of thinking about working with people and their communities). Lastly, identify and discuss your strengths and/or the strengths of your family and/or your community and how you think these may contribute to your preparation as a social worker.

As with all written assignments it must be typed and double-spaced with one-inch margins and 12-point font. References should be done using APA 6th ed. style and please take special care to proof read and check spelling and grammar as you should treat the assignment as a professional communication. You are expected to adhere to the Lehman College Policy on Academic Integrity.

This paper is due on _____ and is worth 10% of your grade.

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

SWK 311 **Social Work Practice I** **FALL 2017**

Theory Summary Assignment

Introduction:
The work social workers do is informed by theories of individual, family, group and community development. Social workers need to become familiar with the basic theories about human behavior, which explain how problems develop and change occurs, as theory will inform and influence the interventions a social worker will use to help their clients. Social work interventions are planned, purposeful and goal directed. Practice theories help a social worker in understanding how clients cope and adapt to stress and inform and organize a plan of action to meet our their needs. In short theories provide a lens through which social workers "see" their clients' strengths and weaknesses and inform a way of focusing their helping efforts.

Purpose:
The purpose of this assignment is to begin to familiarize students with the different ways of understanding clients and their needs through primary social work practice theories. The theories that we will explore are psychodynamic, cognitive-behavioral, family systems and crisis theories. These theories have been chosen because they represent the primary theoretical foundation for human behavior and social work practice. It is important to become exposed to these different theories because our clients are unique and the better versed social workers are with understanding our clients from diverse vantage points the more effective we will be in our helping efforts.

Assignment:
Students are expected to summarize in your own words how each of the major theories that we are studying:

Psychodynamic (Ego Psychology or Object Relations Theory)
Cognitive-Behavioral (Behavioral or Cognitive Theory)

a) Explain the nature of how problems develop
b) Explain how change occurs
c) Apply how the theory helps you in understanding;
    1) the client's needs
    2) informs how you as a social worker might intervene to help the client

In short, according to the theory how do you understand the client's primary need(s), what does the theory say about how change occurs and given your understanding of the theory what would you do?

Summaries for each theory should be 2-3 pages (double spaced, twelve point font, 1" margins, please include cover page with the name of the theory and your name with the first page) with the first page or so dedicated to summarizing the theory and the rest of the paper to its

application to the case. Papers are due the week following the presentation of the theory in class. This assignment is worth 20% of the course grade.

Case Scenario: Jason

You are a social worker for a community based multi-service agency that offers counseling, youth development programs (e.g. job assistance, tutoring, recreational/socialization programs), case management and advocacy services. You are contacted by a 38 year old mother asking for help for her 16 year old son, Jason who according to the school is not attending school or doing homework regularly and appears "unmotivated." In making contact with the center his mother described him as being "uncooperative and oppositional" as he erratically complies with his curfew and she feels does not listen to her. She has noticed these behaviors for about the past year and feels they are becoming more evident and is fearful of him possibly dropping out and losing him "to the streets." Education and his completing school is very important to her because she dropped out in high school and struggled until obtaining her GED as a young adult and she does not want to see him go through the same struggles she did. She has concerns about some of his social and peer relationships who she feels he treats with more respect and with more importance than her and the family. She feels she and he had a good relationship, which has changed as he has gotten older and complained that they "don't seem to talk anymore."

According to her son, who states that "at least he attends school more regularly than the majority of his friends and eventually always comes home." He believes his mom expects too much from him and she is always on him to go to school, to clean up after himself, to let her know where he is and to come home at a decent hour. This results in arguments between them and he finds that they are yelling at each other more often (which he does not like) and a few times has led to his mother slapping him when he cursed at her. He denies ever hitting his mother although he says "she really gets me tight." He believes his mother does not trust him and "is constantly in his business" which he states is why he doesn't tell her anything. He currently does not have a steady girlfriend but "sees" a couple of girls with whom he is close to and is aware of the need to practice safe sex although he doesn't always with little concern for the potential consequences. He denied alcohol use preferring to smoke weed which he will do occasionally with his friends.

He lives with his single, unemployed mother, who is in the process of applying for social security disability because of back pain suffered in a car accident 6 months ago, and 67-year old retired, maternal grandmother who is in good health and attends the neighborhood senior center. He reports that he had a good relationship with his grandmother but as he has gotten older he feels she has started to take his mother's side against him. His father has never been much of a resource for the family as he left when he was about eight years old and neither he nor his family knows of the father's whereabouts.

Developed by Professor Muñoz

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

SWK 311 **SOCIAL WORK PRACTICE I** **FALL 2017**

Midterm Exam

Multiple Choice
Identify the choice that best completes the statement or answers the question. (2 points each)

1. A distinguishing characteristic of social work as a helping profession is its emphasis on the:
   a. poor, oppressed, and vulnerable.
   b. empowerment of communities.
   c. rights of women and minorities.
   d. curriculum content on diversity.

2. Which of the following is a primary function of the profession's code of ethics?
   a. safeguards values
   b. protects public
   c. regulates practice
   d. defines competence

3. A principal aim of social work is to achieve a balance between:
   a. increased service needs and the problems of the poor.
   b. social services provisions and their effectiveness.
   c. client needs and resources available in the environment.
   d. environmental factors influencing client functioning.

4. Regardless of the setting or field of practice the social work assessment process includes all of the following except:
   a. health issues involving children.
   b. concerns presented by the client.
   c. available strengths and resources.
   d. circumstances of legal mandates.

5. Social work practice in general is directed to:
   a. modifications of dysfunctional intrapsychic processes.
   b. interactions between people and their environments.
   c. corrections in people's capacity to function in relationships.
   d. transactions between resource needs and the environment.

___ 6. The generic framework that can encompass diverse theories and interventions is:
   a. Social Construction model
   b. Ecological Systems model
   c. Solution-Focused model
   d. Cognitive-Behavioral model

___ 7. The concept niche refers to the:
   a. unique population characteristics.
   b. the setting in which people work.
   c. ones's community status or role.
   d. the boundaries that prevent inappropriate relationships.

___ 8. Ecomaps are a useful way of linking individuals and families to their contexts in which of the following ways?
   a. They help illustrate family contexts
   b. They illustrate a client's relationships to social systems
   c. They can inform the basis for a plan for intervention.
   d. Only A & B
   e. All of the above
   f. Only A & C

___ 9. In accomplishing the purpose of social work, social workers should NOT:
   a. practice beyond the functions of social work settings.
   b. comply with requirements of legal mandates.
   c. remove barriers that constrain human potential.
   d. promote the restoration of social functioning.

___ 10. Evidence based practice refers to:
   a. social work practice specific to medical settings.
   b. the guidelines for ethical practice.
   c. social work practice that is based solely on a social worker's experience.
   d. following proven specific steps in identifying concerns, selecting and assessing the best available knowledge and sharing that knowledge with clients

___ 11. In providing services social workers should:
   a. Always apply an evidence based approach in every situation.
   b. Try to apply critical thinking in their work with clients.
   c. Advise clients to do what has been helpful to the social worker.
   d. Apply the approach they are most familiar with regardless of the situation.

12. What is the role function of a social worker at a senior center who assisted an elderly client in obtaining the pension benefits of her deceased husband which the senior did not know she was entitled to and would otherwise not have received?:
    a. broker.
    b. advocate.
    c. case manager
    d. mediator.

13. Which of the following statements describe the social worker functioning in the role of broker:
    a. assessing Mrs. J's need for home delivered meals
    b. encouraging Mrs. J. to enroll in a parenting class
    c. resolving a conflict between Mrs. J and her child's teacher
    d. responding to Mrs. J.'s request to locate a food shelf

14. During an interdisciplinary team meeting, a social worker is asked to coordinate the case plan and arrange for services for the Smith family. The role of the social worker in this situation is:
    a. clinician.
    b. case manager.
    c. systems advocate.
    d. facilitator.

15. When social workers are responsible for overseeing the work of others they are performing the role of:
    a. consultant.
    b. advocate.
    c. mediator.
    d. supervisor.

16. Potential clients who ask for help to deal with a concern are referred to as:
    a. referrals.
    b. consumers.
    c. respondents.
    d. applicants.

17. A request to an agency to provide service for a potential client is described as a:
    a. mandate.
    b. resource.
    c. referral.
    d. contract.

18. In the initial or beginning phase with a client, social workers are advised to first:
    a. assess the nature of the contact.
    b. determine the motivation for change.
    c. review agency service eligibility.
    d. explain informed consent information.

19. Regardless of the approach to helping, social workers:
    a. assess the presenting concern.
    b. pursue common objectives.

c. use global human behavior theory.
d. employ similar intervention strategies.

____ 20. In the initial or beginning phase of the helping process, problem exploration begins by:
a. prioritizing desired outcomes.
b. reviewing referral information.
c. assessing contract expectations.
d. discussing concerns of the client.

____ 21. Asking a client, "How did you come to that conclusion?" is an example of:
a. assessing emotional reactions.
b. exploring cognitive functioning.
c. interpreting underlying causation.
d. searching for hidden agendas.

____ 22. Interviewing skills employed by a social worker during the middle phase of the helping process are aimed toward assisting clients in:
a. accomplishing goals.
b. partializing the problem.
c. monitoring progress.
d. confronting resistance.

____ 23. Which of the following statements characterizes the process of goal setting?
a. The social worker asks the client to select from agency options.
b. The social worker and the client prioritize referral source concerns.
c. The social worker and the client discuss and agree upon an action plan.
d. The social worker decides what might be feasible for the client.

____ 24. Assessment involves analysis of all of the following except the:
a. nature of the concern.
b. role played by other persons.
c. context and antecedents.
d. history of biological systems.

____ 25. The fit between what the client is motivated to do and what the social worker attempts to provide is known as:
a. motivational dissonance.
b. cognitive dissonance.
c. motivational congruence.
d. cognitive congruence.

____ 26. A social worker is seeing a female client who is engaged in an extramarital affair. The social worker discusses his/her values with the client to convince her to end the affair. The social worker's statements are examples of:
a. duty to warn.
b. self-determination.
c. informed consent.
d. inappropriate use of self-disclosure.

27. In social work, "competence" refers to all of the following except:
    a. addressing personal problems that may get in the way of effective practice.
    b. accepting all cases referred once the social worker is licensed to provide service.
    c. seeking out supervision to improve skills and self-awareness.
    d. understanding clients' cultures and strengths.

28. When a client grants permission to the worker or agency to use certain processes and interventions, he/she is giving:
    a. self-determination.
    b. self-disclosure.
    c. privileged communication.
    d. informed consent.

29. Under which condition is it inappropriate for a social worker to disclose case information:
    a. when requested by a court official without a subpeona.
    b. when seeking supervision
    c. when a signed release form is a part of agency records
    d. when the client presents a risk to himself or someone else

30. Which social work value refers to the commitment to providing people with access to needed resources?
    a. social justice
    b. integrity
    c. competence
    d. dignity and worth of the person

31. In social work, "integrity" includes all of the following except:
    a. treating colleagues respectfully.
    b. involving clients as allies in agency disputes.
    c. accurately representing one's skills or training.
    d. giving proper credit to colleague for their contributions on a project.

32. After a long and busy day, a social worker takes a much needed 10-minute break, leaving client information displayed on the computer screen. This situation is a violation of:
    a. self-determination.
    b. informed consent.
    c. fiduciary responsibility.
    d. confidentiality.

33. Mrs. L. recently broke her hip. Her treatment team wants to refer her to a rehabilitation facility. Mrs. L. refuses to go. In facilitating her discharge to home, the team is upholding what concept?
    a. a strengths-based perspective.
    b. risk management
    c. quality assurance
    d. client self-determination

___ 34. A social worker's objectivity may be diminished when he or she associates the client with a positive or negative experience or person from his or her past. The term for this type of reaction is:

a. Transference
b. Countertransference
c. Dual relationship
d. Cultural competence

Give brief answers to each of the following questions (4 points each)

1) What is empowerment and how is it important to social work practice?

2) What is meant by the strength based perspective to social work practice?

3) What are boundaries and how are they important to social work practice?

4) Define what is meant by cultural awareness and how it is important to social work practice?

Read the following case vignette about Maria and answer the questions that follow.
(4 points each question, 20 points total)
Maria is 23 years old and is four months pregnant. She is visiting a comprehensive health clinic for prenatal care for the first time. Her doctor has assessed her pregnancy to be "progressing

normally" at this stage and has recommended nutritional counseling and vitamins. In addition, she has been referred to you because in the health assessment she indicated that she has "always" consumed one or two drinks almost every day when she comes home from work to unwind from the stress of her job. She also reported attending social events on weeknights and weekends with family and friends that typically involve light to moderate drinking.

1) Identify the relevant facts presented by Maria's situation. (e.g. What do you know about Maria based on this case vignette).

2) Identify the problems or concerns that arise with Maria's situation.

3) Identify Maria's strengths and what might be considered positive aspects of her situation.

4) What are some ethical issues that might arise for you in working with Maria?

5) How would you begin working with Maria?

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

SWK 311 **Final Exam** **Fall 2017**

Name:_____

(Questions 1-32, 2 pts. each; others as marked) This exam is worth 20% of the course grade.

1) Match the following:

a. Id b. Ego c. Superego

_____ Our internalized value system. Popularly referred to as our conscience.

_____ Unconscious, irrational drives toward pleasure and aggression.

_____ Mediates between the Id and the external world; facilitates regulation of the drives and adaptation to the external environment.

2) Match the following defense mechanisms with its definition:

_____Repression a) Shifting feeling or conflicts about one person or situation onto another

_____Projection b) Using convincing reasons to justify ideas, feelings or actions thus avoiding recognizing their true underlying motives.

_____Regression c) Converting intolerable impulses into physical symptoms.

_____Displacement d) Emotions originally felt about the other person are felt toward the self.

_____Splitting e) Keeping unwanted thoughts/feeling in the unconscious entirely out of awareness.

_____Somatization f) Attributing one's own unacceptable thoughts and feeling to others.

_____Introjection g) Resuming behaviors related o an earlier developmental stage or level of functioning to avoid present anxiety.

_____Rationalization h) Tendency to see people as good or bad before being able to see them as whole. Commonly used by people who have poor object relations.

3) The idea that people are born with an innate capacity to adapt to their environments and that capacity develops further through learning and psychosocial maturation is common to:

   a. Ego psychology
   b. Cognitive theory
   c. Behavior theory
   d. Crisis theory

4) Match the ego function with its definition:

a) Awareness of external environment or Reality testing
b) Judgment
c) Sense of identity
d) Impulse control
e) Stimulus regulation
f) Autonomous functions

____The ability to screen and select external stimuli to maintain a focus on relevant life concerns.

_____Refers to our ability to control actions in accordance with social norms and to maintain control of behavior and emotions

_____Our capacity to choose behaviors that promote our movement toward goals.

_____The capacity to maintain attention, concentration, memory or learning. Impairments in these functions requires an assessment for possible organic origins.

_____Refers to an accurate perception of the external world. This includes orientation to time, place and person and the absence of hallucinations, delusions and loose associations.

_____This refers to a reasonable coherent physical and psychological sense of self including our ability to maintain appropriate boundaries

5) A client wants to stop smoking and sees the social worker who recommends that the client write down when he smokes and what he is feeling right before he begins to smoke. This social worker's approach is most consistent with which of the following theories.

   a. Behavioral
   b. Object relations
   c. Cognitive
   d. Crisis

6) The ABC model of cognitive restructuring refers to:

a. Apology-betrayal-conciliation
b. Assessment-behavior- conclusion
c. Activating event-client's belief about the event- emotional or behavioral consequence
d. Accepting-believing-confirming

7) What is true of the term object:

a. It refers to the primary person in our lives
b. It refers to the primary characteristic that we have internalized about a person
c. It refers to an actual person and/or one's mental representation of a person
d. It refers to how we feel when others talk about us

8) Schemas are all of the following **except**:

a. necessary biases with which we view the world
b. problematic thoughts and thinking patterns that need to be modified or changed
c. our internalized representation of the world or thought patterns
d. learned through direct and social learning

9) In crisis intervention the primary goal is to:

a. Provide the agency's resources to the client
b. Limit the time of contact with the client
c. Restore the client's coping skills
d. Provide the client with insight into the problem

10) In behavior theory a form of learning in which an individual acquires behaviors by seeing and imitating the actions of one or more other persons is called:

a. Classical Conditioning
b. Modeling
c. Operant Conditioning
d. Insight

11) According to a behaviorist the correct technique for solving problems is?

a. Learning
b. Insight
c. Interpretation
d. Exploring the meaning of past experience

12) Focusing on a client's irrational assumptions, attributions and self-statements is an example of which theoretical approach?

a. Cognitive
b. Behavioral
c. Object Relations
d. Ego Psychology

13) An exercise that would be used by a social worker using cognitive theory to help clients would be:

a. Giving tokens for achieving goals
b. Acting out a scene from one's childhood
c. Making a log of one's thoughts
d. Holding an object that represents one's mother

14) A father comes home tired from work and finds his two sons ages 6 and 8 eating and leaving crumbs on the computer keyboard. Angry, he pulls them from the chair and spanks them. As the 6 year old is leaving the room he knocks a juice cup out of his younger sister's hand. His behavior to his sister is an example of:

a. Projection
b. Isolation
c. Displacement
d. Reaction formation

15) What is not true about the concept of attachment:

a. Satisfactory human development is dependent on healthy early attachments
b. All people have the inherent biological need to from attachments
c. Children who experience ruptured or disorganized attachments in their early life always have difficulties in establishing healthy, positive relationships later in life.
d. Children develop attachment styles related to the type of parenting they experience.

16) You are a school social worker and a 14 year old girl has been referred to you due to lack of concentration in class, decreased socialization and failing grades. You were informed that the girl's maternal grandparents died suddenly over the summer in an accident. You ask the girl how she feels about the loss and she responds with a philosophical discussion about death, loss and the different cultural and religious beliefs pertaining to grief. The client is using the defense mechanism of:

a. Projection
b. Intellectualization
c. Introjection
d. Denial

17) The **first** step in cognitive restructuring is to assist clients in:

a. Observing the frequency of dysfunctional behavior patterns
b. Identifying self-statements that determine their actions
c. Determining the events that cause dysfunctional behaviors
d. Replacing emotional schemas with behavioral schemas

18) Mary regularly complains about her work duties, is frequently late and rarely completes assigned tasks. When she is fired she tells her mother that it was because her co-worker was spreading rumors that she was not doing her job and in thinking about it she didn't like the work she was doing anyway. Which defense mechanism best describes Mary's reaction?

a. Displacement
b. Denial
c. Rationalization
d. Sublimation

19) According to cognitive theory, to assist clients to identify dysfunctional beliefs and patterns that contribute to their problems, it is important to:

a. Analyze their pasts experiences and develop insight
b. Review their capacity to develop positive attachments
c. Highlight and interpret the significance of schemas
d. Identify their thoughts before, during and after problems or events

20) A 6 year old child who has been toilet trained since he was 18 months old begins wetting his pants on a regular basis. There is no medical reason for this behavior which started right around the time his sister was born. The child is most likely utilizing which defense mechanism:

a. Denial
b. Regression
c. Repression
d. Displacement

21) According to crisis intervention theory the **first** step a SW should take in trying to help a client with a crisis situation is:

a. Determine the meaning of the situation for the client
b. Assess with the client how to avoid such a crisis in the future
c. Insure that the client is safe
d. Provide community support

22) Lucy, the mother of a 12 year old who is struggling academically learns that he was disrespectful to his teacher. Feeling frustrated and about how to best handle this she asks

you, the school social worker, for advice and you suggest she consider having her son write a letter of apology to the teacher. This is an example of:

a. Negative Reinforcement
b. Positive Reinforcement
c. Positive Punishment
d. Negative Punishment

23) Lucy understands your suggestion but decides instead to not allow her son to play any video games or go on the internet for the rest of the week. The mom is using which of the following behavioral principles:

a. Negative Reinforcement
b. Positive Reinforcement
c. Positive Punishment
d. Negative Punishment

24) Lucy reports back to you that she does not feel taking the video games or the internet away worked because her son continues to act disrespectfully toward his teacher and she is considering taking away the video games and internet for the rest of the month. She hopes he will "eventually get the message" but before doing this she wanted to consult with you. You tell her that she can certainly try that but say that if she would be willing to try another approach you suggest that she consider telling her son that he does not have to help her clean the bathroom on the weekend (a chore that he hates and does not do very well anyway) if she does not receive any reports of him being disrespectful for the week. You are using which of the following behavioral principles?

a. Negative Reinforcement
b. Positive Reinforcement
c. Positive Punishment
d. Negative Punishment

25) Maria and Antonio are newlyweds who are constantly arguing about how much time Maria wants them to spend time with her family. Antonio is annoyed about this and tends to get drunk at her family's events and argumentative with her two sisters and two brothers which causes significant tension between Antonio and Maria as well as between him and her family. This tension results in Maria feeling distant from Antonio and less attracted to him usually resulting in several days where she rejects his attempts to be intimate with her which in turn only leads to him getting angrier and Maria feeling more distant. Maria is becoming frustrated with this cycle and in learning about behavior theory in her social work class tells Antonio that she thinks it will help her to feel closer to him and as a result "more in the mood" for being intimate if he can remain sober and avoid arguing inappropriately with her brothers and sisters. Which of the following behavioral principles is she using?

a. Negative Reinforcement
b. Positive Reinforcement
c. Positive Punishment
d. Negative Punishment

26) Defense mechanisms are distortions of reality that enable us to minimize anxiety.

True False

27) Defense mechanisms are always destructive to our efforts at coping with reality.

True False

28) All of our ego functions are within the realm of our conscious awareness

True False

29) People who experience early deprivation in both the care giving they received and in their environment are at greater risk to become unstable, anxious and fearful adults.

True False

30) When working with someone who you think might be suicidal it is best to avoid the topic by changing the subject so that they don't think about it.

True False

31) The psychodynamic theories of ego psychology and object relations are the most effective theories for informing a social worker's practice when the client has limited or poor insight into his/her problems.

True False

32) You are working with a mother who says she is feeling frustrated because she is finding the "time out" strategy with her 5 year old son does not always seem to work. She tells you that she gives him a 10 minute time out when he misbehaves. According to behavioral theory she is using the strategy appropriately and should continue to implement it as she is.

True False

33) Explain how the use of theory shapes the social worker's understanding and response to a client's needs, problems and related behaviors. (you can provide an example to illustrate):(4 pts)

34) According to behavioral theory explain what is meant by the concept of a "coercive cycle" and give an example. (4 pts)

35) Define Winnicott's concept of a "holding environment" and its importance in social work practice: (4 pts)

36) Define what is meant by a transitional object and how it can be used in our work with clients: (4pts)

37) When does experiencing a stress event become a crisis? Give an example. (4 points)

38) According to crisis theory there are three types of crisis: developmental, situational and existential. Answer the following and give an example to illustrate. (4 pts each/12 total)

A) What is a developmental crisis?

B) What is a situational crisis?

C) What is an existential crisis?

39) Why is it important to understand the role of spirituality and religion in our clients' lives? (you can provide an example from one of the theories to illustrate) (4 pts)

Developed by Professor Muñoz

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

SWK 312 **SOCIAL WORK PRACTICE II** **SPRING 2018**

PREREQUISITES:
SWK 305 (Human Behavior and the Social Environment I). Completed with a minimum grade of C.
SWK 311 (Social Work Practice I). Completed with a minimum grade of C.

CO-REQUISITES:
SWK 306 Human Behavior and the Social Environment II)

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

COURSE DESCRIPTION

This course is the second half of the social work practice sequence with students deepening their understanding of generalist social work practice. Students continue to learn values, knowledge, skills, and cognitive and affective processes for work in the beginning, middle, and ending phases of practice. Within the ecological systems and strengths perspectives, students will be introduced to the biopsychosocial assessment process, and learn the skills of assessment, the identification of challenges, needs, resources, intervention methods, and practice evaluation. Throughout the course particular attention is paid to the application of social work practice with populations in the urban environment and social justice.

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,	**19. Collect and organize data, and apply critical thinking to**

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

COURSE REQUIREMENTS

The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *Undergraduate Social Work Program Student Handbook & Field Education Manual* provided to all undergraduate 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 grades 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.

Attendance and punctuality are required. Class participation, lecture material, and class activities are important to the mastery and integration of course material.

Class participation includes contributions to the learning process which indicate 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.

Grading of written assignments in addition to content will include evaluation of writing proficiency--clarity, grammar, punctuation, spelling, and the use of references and citations in *APA* 6th ed. 2nd printing style.

Academic integrity is required in all assignments in accordance with the Lehman College Statement on Academic Integrity (see *Lehman College Undergraduate Bulletin*).

STUDENT SERVICES (Available at no charge)

1. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

2. The Counseling Center is available to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.

3. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A., Career Advisor, at 718-960-8366.

4. The Center for Academic Excellence (ACE) is available to all students for writing and other academic support. The ACE is located in the Old Gym Building, Room 205, 718-960-8175.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	10%
Skills paper	10%
Midterm Exam	20%
Process Recording Assignment	10%
Biopsychosocial Paper	20%
Final Exam	20%

REQUIRED TEXTS

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016). *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.

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

Saleebey, D. (Ed.) (2013). *The strengths perspective in social work practice* (6th ed.) Boston MA: Pearson.

Walsh, J. (2015). *Theories for direct social work practice* (3rd ed.). Belmont, CA: Wadsworth/ Cengage.

SUPPLEMENTARY TEXTS

American Psychiatric Association (2013). *DSM-5: Diagnostic and statistical manual of mental disorders* (5th ed.). Washington DC: Author.

Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2006). *Trauma and traumatic grief in children and adolescents.* New York, NY: Guilford 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, IL: Lyceum Books.

Mazza, C., & Perry, A. R. (20017). *Fatherhood in America: A social work perspective in a changing society.* Springfield, Il: Charles C. Thomas.

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

Webb, N. B. (Ed.) (2001). *Culturally diverse parent-child and family relationships.* New York, NY: Columbia University Press.

_____. (Ed.) (2007). *Play therapy with children in crisis: Individual, group, and family treatment,* (3rd ed.). New York, NY: Guilford.

COURSE OUTLINE

UNIT I: INTRODUCTION TO COURSE

A. The social work relationship
B. Interviewing skills and communication
C. Process recordings
D. Bio-psycho-social assessment
E. Review of the helping process and relationship

Required Reading:
Hepworth et al., Chapter 3, Overview of the Helping Process; Chapter 5, Building Blocks of Communication: Communicating with Empathy and Authenticity
Carl Rogers interviewing Gloria YouTube videos, see skills paper assignment.
Class Handout: Process Recording Format
Class Handout: Bio-psycho-social Assessment Format

UNIT II: INTERVIEWING AND COMMUNICATION SKILLS AND THE SOCIAL WORK RELATIONSHIP

1. Communication Skills:

A. Skills in developing a helping relationship: mutuality, collaboration, authenticity, and respect
B. The importance of empathy and positive regard
C. Transference and counter-transference issues
D. Communication and interviewing skills in social work practice
E. Communication and interviewing skills with diverse client systems
F. Professional demeanor in behavior, appearance, and communication
G. Process recordings

Required Reading:
Hepworth et al., Chapter 5, Building Blocks to Communication: Communicating with Empathy and Authenticity; Chapter 6, Verbal Following, Exploring, and Focusing Skills; Chapter 7, Eliminating Counterproductive Communication Patterns
Marsiglia, F. F., & Kulis, S. (2015). Chapter 12, Culturally Grounded Methods of Social Work Practice.
Class Handout: Practice Skills and Interventions

2. Introduction to Motivational Interviewing

A. Communication and interviewing skills with diverse client systems
B. The use of evidence to inform practice & service delivery: Introduction of Motivational Interviewing as an evidence-based practice
C. The use of Motivational Interviewing as an intervention strategy and for building interviewing skills

Required Reading:
Walsh, Chapter 11, Motivational Interviewing
Hepworth et al., Chapter 5, Building Blocks to Communication: Communicating with Empathy and Authenticity; Chapter 6, Verbal Following, Exploring, and Focusing Skills; Chapter 7, Eliminating Counterproductive Communication Patterns

UNIT III: THE INITIAL PHASE OF PRACTICE WITH ADULTS AND CHILDREN

A. Collecting, organizing, and interpreting data while engaging the client

B. Assessing the presenting problem and precipitating events in an environmental and cultural context
C: Utilizing diverse theoretical frameworks, knowledge of human behavior and the social environment in the analysis of assessment data of client issues
D. Identifying client strengths and limitations
E. Developing mutually agreed upon goals: Contracting
F. Creating a "bio-psycho-social assessment"
G. Formulating a "service summary": presenting problem, needs and wants, strengths, goals, objectives, service plan, criteria for termination
H. Initiating actions to achieve client and organizational goals
I. Understanding the appropriate role of the *DSM-5* in social work assessment

Required Readings:

American Psychiatric Association. (2013). *DSM-5: Diagnostic and statistical manual of mental disorders* (5th ed.). Selected readings.

Anderson, K. (2013) Chapter 10, Assessing Strengths: Identifying Acts of Resilience to Violence and Oppression. In D. Saleebey (Ed.)

Hepworth et al., Chapter 8, Assessment: Exploring and Understanding Problems and trengths; Chapter 9, Assessment: Intrapersonal, Interpersonal and Environmental Factors; Chapter 12, Developing Goals and Formulating a Contract

Recommended Readings

Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2006). Chapter 1: The Impact of Trauma and Grief on Children; Chapter 2, Assessment Strategies for Traumatized Children

Courtney, D. M., & Hanson, M. (2014). Chapter 3, Alcoholism and Other Drug Addictions. In A. Gitterman (Ed.).

Freedberg, S. (2015). Chapter 5, Assessment: A Relational-Cultural Point of View.

UNIT IV: THE MIDDLE AND ENDING PHASES OF PRACTICE WITH ADULTS AND CHILDREN

A. Planning and selecting appropriate intervention strategies to help clients resolve problems based on research knowledge, values and client preferences.
B. Distinguishing, appraising, and integrating diverse practice models: A multi-model approach
C. Consulting and evaluating evidence-based practice literature and apply knowledge of human behavior and the social environment in interventions with clients and constituencies.
D. Enhancing professional self-awareness and positive self-change
E. Managing and utilizing counter-transference reactions
F. Ethical dilemmas and challenges: Utilizing social work codes of ethics to arrive at principled decisions and tolerating ambiguity in resolving ethical conflicts
G. Implementing prevention strategies and enhancing client capacities
H. Working with clients from diverse backgrounds: Appreciating difference

I. Managing barriers to change
J. Dealing with crisis: Conceptualizing crisis as an opportunity for change
K. Appropriate integration of spirituality into social work practice: Respect for clients' spiritual and religious perspectives
L. Working with children: Play therapy
M. Types of terminations
N. Client and social worker reactions to termination
O. Consolidating gains and planning maintenance strategies

Required Readings:

Hepworth et al., Chapter 13, Planning and Implementing Change-Oriented Strategies; Chapter 18, Managing Barriers to Change; Chapter 19, The Final Phase: Evaluation and Termination

Lehman College Department of Social Work. (2017*). Undergraduate Social Work Program student handbook & field education manual*: "Code of Ethics of the NASW."

Mallett, C. A. (2016). School-to-prison pipeline: A critical review of the punitive paradigm shift. *Child and Adolescent Social Work Journal, 33*(1), 15-24.

Pransky, J., & McMillan, D. P. (2013). Chapter 13, Exploring the True Nature of Internal Resilience: A View from the Inside Out. In D. Saleebey (Ed.).

Recommended Readings

Griffith, S. C. (2007). School-based play therapy and solution-oriented brief counseling for children in crisis. In N. B. Webb (Ed.), *Play therapy with children in crisis: : Individual, group, and family treatment.*

Walsh, J. (2014). Chapter 10, Solution-Focused Therapy; Chapter 12, Narrative Theory

Webb, N. B. (2007). The family and community context of children facing crisis or trauma. In N. B. Webb (Ed.), *Play therapy with children in crisis: Individual, group, and family treatment,* (3rd ed.).

UNIT V: THE INITIAL, MIDDLE, AND ENDING PHASES OF PRACTICE WITH FAMILIES

A. Understanding Family Systems Theory, homeostasis, boundaries
B. Assessing family systems: rules, power structure, goals, myths, cognitive patterns, roles, communication styles, life cycle
C. Identifying family strengths and limitations
D. Assessing family functioning from a cultural and socioeconomic context
E. Selecting appropriate intervention strategies based on family assessment, research knowledge and family preferences.
F. Cultural, ecological perspectives and application of human behavior and the social environment in interventions with families
F. Modifying family interactions
G. Family practice in different agency settings
H. Endings in family work

Required Readings:

Hepworth et al., Chapter 10, Assessing Family Functioning in Diverse Family and Cultural Contexts; Chapter 15, Enhancing Family Relationships; Chapter 19, The Final Phase: Evaluation and Termination.

Benard, B., & Trubridge, S. L. (2013). Chapter 11, A Shift in Thinking: Influencing Social Workers' Beliefs About Individual and Family Resilience in an Effort to Enhance Well-Being and Success for All. In D. Saleeby, (Ed.).

Lee, Y., Blitz, L., & Smka, M. (2015). Trauma and residency in Grandparent-headed multigenerational families. *Families and Society, 98,*(2), 116-124.

Narendorf, S. C., Jennings, S. W., & Santa Maria, D. (2016). Parenting and homeless: Profiles of young adult mothers and fathers in unstable housing situations. *Family and Society, 97*(3), 200-211.

Walsh, J., Chapter 5, Family Emotional Systems; Chapter 9, Structural Family Theory.

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: Columbia University Press.

Recommended Reading

Coles, R. L. (2017). Single fathers and their children. In C. Mazza & A. R. Perry, *Fatherhood in America: A social work perspective in a changing society.* Springfield, Il: Charles C. Thomas.

Hutchison, E. D. Chapter 7, Families

UNIT VI: THE INITIAL, MIDDLE, AND ENDING PHASES OF PRACTICE WITH GROUPS

A. Stages of group development
B. Intervening with individuals in a group and with the group as a whole
C. Common roles of individuals within a group
D. Creating a social work group: purpose, context, goals, format, rules, member selection
E. Groups as a means to mutual aid and client empowerment
F. Assessing group processes: individual vs. group functioning
G. Endings in groups

Required Readings:

Hepworth et al., Chapter 11, Forming and Assessing Social Work Groups; Chapter16, Intervening in Social Work Groups.

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.

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

UNIT VII: SOCIAL WORK PRACTICE WITH COMMUNITIES AND ORGANIZATIONS

A. Macro practice at community and organization levels
B. Understanding social problems in the community

C. Promoting social and economic justice
D. Developing, supplementing, and mobilizing resources and support systems
E. Principles, steps and skills of community organization and intervention
F. Collaborating with colleagues and clients for effective policy action
G. Analyzing and implementing models of prevention

Required Readings:

Hardina, D. (2014). The use of dialog in community organization practice: Using theory, values, and skills to guide group decision-making. *Journal of Community Practice, 22*(3), 365-381.

Hepworth et al., Chapter 14, Developing Resources, Organizing, Planning, and Advocacy as Intervention Strategies

Hutchison, E. D., & Cramer, E. P. (2017) Chapter 8, Small Groups, Formal Organization, and Communities. In E. D. Hutchison.

Marsiglia, F. F., & Kulis, S. (2015). Chapter 13, Culturally Grounded Methods of Community-Based Helping.

Mason, L. R., Ellis, K. N., & Hathaway, J. M. (2017). Experiences of environmental conditions in socially and economically diverse neighborhoods. *Journal of Community Practice, 25*(1), 48-67.

Recommended Readings:

Brentro, L. K., Steele, W. & Freado, M. (2017). Chapter 4: Beyond School and Community Violence. In N. K. Phillips & S. L. A. Straussner.

Castex, G. M. (1994). Providing services to Hispanic/Latino populations: Profiles in diversity. *Social Work, 39*(3), 288-296

Drachman, D. (2014). Chapter 18, Immigrants and Refugees. In A. Gitterman, Ed.

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.

UNIT VIII: EVALUATION OF PRACTICE

A. Evidence-based practice
B. Using research methods to evaluate practice interventions
C. Quantitative and qualitative measurement
D. The social worker as practitioner-researcher

Required Reading:

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.

Blundo, R. (2013). Chapter 2, The strengths perspective in the present context of scientific research, empirically supported treatment, and evidence-based practice. In D. Saleebey (Ed.).

Thyer, B. A. (2004). What is evidence-based practice? *Brief Treatment and Crisis Intervention, 4*(2), 167-176.

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.

American Psychiatric Association (2013). *DSM-5: Diagnostic and statistical manual of mental disorders* (5th ed.). Washington DC: Author.

Castex, G. M., (1994). Providing services to Hispanic/Latino populations: Profiles in diversity. *Social Work, 39*(3), 288-296.

Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2006). *Trauma and traumatic grief in children and adolescents.* New York: Guilford Press.

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.

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* (3nd ed). New York, NY: Columbia University Press.

Griffith, S. C. (2007). School-based play therapy and solution-oriented brief counseling for children in crisis. In N.B. Webb (Ed.), *Play therapy with children in crisis* (3rd ed.) (pp. 322-342). New York: Guilford.

Hardina, D. (2014). The use of dialog in community organization practice: Using theory, values, and skills to guide group decision-making. *Journal of Community Practice, 22*(3), 365-381.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (8th ed.). Belmont, CA: Brooks/Cole-Cengage Learning.

Hutchison, E. D. (2017). *Essentials of human behavior: Integrating person, environment, and the life course* (2nd Ed.). Thousand Oaks, CA: Sage Publications.

Lee, Y., Blitz, L., & Smka, M. (2015). Trauma and residency in Grandparent-headed multigenerational families. *Families and Society, 98*(2), 116-124.

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

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

Mason, L. R., Ellis, K. N., & Hathaway, J. M. (2017). Experiences of environmental conditions in socially and economically diverse neighborhoods. *Journal of Community Practice, 25*(1), 48-67.

Mallett, C. A. (2016). School-to-prison pipeline: A critical review of the punitive paradigm shift. *Child and Adolescent Social Work Journal, 33*(1), 15-24.

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

Mazza, C., & Perry, A. R. (20017). *Fatherhood in America: A social work perspective in a changing society.* Springfield, IL: Charles C. Thomas.

Narendorf, S. C., Jennings, S. W., & Santa Maria, D. (2016). Parenting and homeless: Profiles of young adult mothers and fathers in unstable housing situations. *Family and Society, 97*(3), 200-211.

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.

Phillips, N. K., & Straussner, S. L. A. (Eds.) (2017). *Children in the urban environment* (3rd ed.). Springfield, IL: Charles C. Thomas.

Saleebey, D. (2012). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Pearson.

Thyer, B. A. (2004). What is evidence-based practice? *Brief Treatment and Crisis Intervention, 4*(2), 167-176

Walsh, J. (2014). *Theories for direct social work practice.* Belmont, CA: Thomson, Brooks/Cole.

Webb, N. B. (2007). The family and community context of children facing crisis or trauma. In N. B. Webb (Ed.), *Play therapy with children in crisis* (3rd ed.) (pp. 3-20). New York: Guilford.

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: Columbia University Press.

Revised June 15, 2017

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

SWK 312 **Social Work Practice Skills/Interventions Handout** **Spring 2018**

FACT FINDING QUESTIONS (FFQ): Questions to obtain or confirm information about specific facts. (e.g. Who do you live with? What is your telephone number? What is your address? etc.)

ADVICE: is giving suggestions to a client about what might be best for them to do. ONE MUST BE VERY CAREFUL WITH THIS INTERVENTION, as it is best for clients to come up with their own solutions to issues. Additionally, we must be very careful to refrain from providing any advice or making suggestions prematurely (e.g. before we have a full understanding of the situation or for issues where we may lack a sufficient level of expertise).

FURTHERING RESPONSES: encourages clients to continue verbalizing their concerns through the use of minimal verbal and non-verbal prompts. (e.g. brief phrases/utterances such as " uh-huh", "continue", "I understand", "tell me more" etc. with appropriate non-verbal behaviors such as looking interested, focused and attentive, and maintaining eye contact.

REFLECTION: is the worker communicating your understanding of clients' thoughts, feelings, and meanings by repeating back to the client what he/she just said in almost a verbatim manner (see example #1 below). It also can include observations about the client's physical behaviors or reactions (see example #2 below).

Example #1:
Client: "I'm at the end of my rope with my teenage son, Jonathan. I don't know what to do with him anymore. Yesterday, he was suspended from school again for punching another student. (Client's eyes begin to tear.) I just don't know what to do."

S/W: "So I hear you saying that you are at the end of your rope with your son. He was suspended from school again for punching another student and you don't know what to do."

Example # 2:
Client: "I'm at the end of my rope with my teenage son, Jonathan. I don't know what to do with him anymore. Yesterday, he was suspended from school again for punching another student. (Client's eyes begin to tear.) I just don't know what to do."

S/W: "As you tell me this you look so sad."

PARAPHRASING: is the worker communicating that the s/w has grasped the content of the client's message by using different and new words to restate the client's message concisely.

Client (a mother speaking about her daughter): "When it comes right down to it, I think I'm to blame for a lot of her problems".

S/W: "So you see yourself as having contributed to many of your daughter's struggles."

SUMMARIZING is the practice intervention in which the worker repeats back to the client the many things that the client has been saying, but in an organized, succinct way. This is often done at the end of a session but can also be done periodically during a session.

S/W (to a young wife with two young children): "What I have heard today is that you are tired of your husband treating you with disrespect and that if he doesn't stop making abusive comments toward you, you are considering leaving him although you are worried about how this would affect the kids and whether you could manage financially on your own. You mentioned moving in with your sister but she too is struggling in ways that are similar to yours and this may not improve your situation."

EMPATHIC RESPONDING: S/W demonstrates awareness/understanding about the emotions the client has experienced or is currently experiencing.

*Client (16 year old probationer): "I don't see the sense in having to come here every f*****g week. I haven't been in any trouble since I went to court a month ago and jumping that turnstile was nothing compared to the other stuff I've done in the past. Now I gotta meet with you but you can't do nothing until the next time we go to court. This is a joke and a waste of time."*

S/W: "I get how upset you are with having to come here especially when you feel this whole thing is unfair, a waste of your time and that I don't have the authority to change the court order until we go to court".

NORMALIZING is a practice intervention in which the worker indicates to the client that his/her reaction is understandable, and similar to what others would feel, think, and/or do in that situation.

Client: I don't know what's wrong with me. It's been 9 months since my wife died and I just can't pull things together. I'm still a mess."
S/W: After being married for 32 years, and having your wife suddenly die, it is completely understandable that you are having a difficult time".
REASSURANCE: expressing a realistic sense of hope that the client will be able to resolve or deal with the current situation or words of advice and comfort intended to alleviate one's worry. (needs to be based in reality and timed appropriately).

Client: "My life is hopeless and I don't know what I am doing here. This is my third time in substance abuse treatment and I never seem to be able to stay clean. I'll never get clean!"
S/W: I know that you are feeling some hopelessness, but in my experience many, many people who have relapsed more times than you have learned to get clean and sober."
*Example of what **NOT** to do:*

Client: "My life is hopeless and I don't know what I am doing here. This is my third time in substance abuse treatment and I never seem to be able to stay clean. I'll never get clean!"
S/W: You've relapsed twice and you are feeling some hopelessness, but I know this time you can do it and get clean."

EXPLORATION OF FEELINGS involves eliciting from clients what they are feeling about a situation in their lives or what they are feeling in the session with the worker. This can be done either by directly asking clients about what they feel or by making statements that possibly reflect what the client is feeling.

(Eliciting feelings example)
Client: My husband started cursing at me when he came home from work because the apartment was a mess. He doesn't understand what I have to deal with all day!
S/W: How was it for you when he cursed at you? Or, How did you feel when he cursed at you?
(Making a statement about what the client is feeling)
Client: My husband started cursing at me when he came home from work because the apartment was a mess. He doesn't understand what I have to deal with all day!

S/W: I imagine that you must have felt so angry at your husband when he started cursing at you

Note: It is certainly possible that the worker's reflection of the client's feelings may be inaccurate. Generally clients will let the worker know that the comment was inaccurate, in which case the worker will thank the client for this feedback and try to clarify what the client was feeling.

EXPLORATION OF THOUGHTS is asking clients about what they think about a situation. This involves all aspects of cognition including thoughts, beliefs, and perceptions.

Client: I'm kind of upset today. At the party I went to last night, I was joking with this guy who I like, and he suddenly looked really offended. He said to me, "You know, Bill, you just don't know when to stop! When you make jokes, you go over the line and get really offensive. Someday someone is going to punch you in the face." And then he walked away.
S/W: What do you think about what he said?
DESCRIPTION is asking the client what happened in a situation.

Client: "My 14 year old son began cursing at me and wouldn't stop. He then started throwing dishes and other stuff around without any regard for anything or anyone."
S/W: "And then what happened?"
CLARIFICATION is asking the client to be more detailed in what they are telling you (deeper than Description).

Client: "I was cooking dinner and my husband walked into the kitchen and got all in my face. It really got me angry.
S/W: "What do you mean by your husband getting all in your face? "

REFRAMING is the practice intervention in which the worker re-words what the client says as a way to have the client look at the situation in a different way (e.g. an overprotective parent becomes a concerned parent).

Client (a 15 year old adolescent male): My mom does not trust me and I can't stand her overprotectiveness. She's always telling me how I have to attend school and do my homework and does not let me do anything. She doesn't give my any freedom and treats me like a little kid. She makes me so mad and I just can't take it."
S/W: Sounds like you don't agree with the way that your mom is trying to show her concern for you.
(Notice how the worker re-named (reframed) the client's complaints of overprotectiveness, lack of trust and freedom as "concern" to try to facilitate a more productive dialogue).
POSITIVE REINFORCEMENT is when the worker praises the client for something the client did with the intent of increasing the chance of that behavior in the future. (Can be an affirmation)

Client: I can't tell you how happy I am as after weeks of avoiding talking to my brother about what he did to our cousin I called him and we have begun talking about it.
S/W: That's wonderful. Good for you!
PROVIDING FEEDBACK is when the worker conveys to the client what he thinks or feels about the client's issues or behaviors. (Can be considered a form of self-disclosure).

Client: Since we had that discussion last month, I have been trying very hard to improve the way I dress. Have you noticed any differences?
S/W: Yes, now that you mention it I certainly have noticed that you seem to be paying closer attention to your appearance.
AFFIRMATION is when the worker comments on something that is good about the person. It involves noticing, recognizing, and acknowledging the positive and can be about intentions as well as actions.

Client: I'm disappointed in myself because I didn't stick to my plan and drank two days this week.

S/W: It sounds like you think you really blew it but you were able to get right back on your plan to not drink, good for you!

OR

Client: (saying to worker) "You don't know what you are talking about".

S/W: "You've really thought this through".

SELF-DISCLOSURE involves the worker sharing his/her own feelings and or/experiences. This intervention must be used judiciously and with appropriate timing (when rapport and trust has been established). The primary reason for using this intervention is to provide a sense of a shared experience that will benefit the client and the client-worker relationship in some way.

Client:" I don't know what to do about Kevin anymore (client's 8 year old inattentive, hyperactive child who is having academic problems). For years we have been doing everything we can to try to structure his time and provide him with support but he continues to have trouble paying attention and it is really interfering with his school work and some of his social relationships. I worry that if he falls too far behind he will not catch up and will begin feeling worse about himself. He'll think he is stupid or not capable which will not help him in the future. We've been over this a thousand times and I have done all of the research but I can't seem to make the decision to try medication."

S/W: "As we've discussed the decision to use or not use medication is a difficult one as there are many factors involved and every child and situation is unique. I struggled with the same decision for my own child when he was about the same age and continue to have concerns about how to best help him. Eventually we decided on a trial when his academics suffered to the point that he was becoming in jeopardy of being held over".

CONFRONTATION is when the social worker points out a discrepancy or inconsistency between a statement and one's actions. It is also when the worker directly counters a client's denial about an issue, or directly addresses a behavior that is either self-destructive or destructive to others. Generally confrontation is best done by engaging the client in helping them to explain or reflect on the inconsistency in a curious manner. In practice confrontation is a complicated intervention that comes in many different forms than explained here and requires a clear understanding of the client's needs and goals of the client-worker relationship. (Please refer to Hepworth pages 526 to 533 for a fuller explanation).

Client: I lost my job last week. It really upset me. That boss of mine was a bastard! He's always complaining because I'm a little late each day.
S/W: How often were you late for work?
Client: Yea....I've was getting to work about 45 minutes to 90 minutes late each day.
S/W: How come?
Client: I've been hanging out drinking and smoking some weed and was having trouble getting up in the morning but it really does not affect me the rest of the day.
S/W: From what I remember this is the third job you lost this year. It sounds like there is a connection between your use of substances and having trouble getting up on time to get to work and maintaining employment.

PROVIDING INFORMATION is the practice intervention in which the worker actually gives facts to the client about available resources or any other issue.

Client: I really need to apply for Medicaid. Do you know where I can do this?

S/W: There is a Medicaid office in Jacobi Hospital where you can apply. Try to get there early in the morning as the wait may be long.

OR

Client: I found out that my roommate's boyfriend has been diagnosed with schizophrenia and I'm worried that it is contagious and that I could catch it from him. Is this true?

S/W: Schizophrenia is certainly not a contagious illness, so you don't have to worry at all about that.

This is a list of social work practice interventions which I believe are the most important and central. They are provided for educational purposes and have been adapted from Professor Evan Senreich's document Social Work Practice Interviewing Interventions and the book Direct Social Work Practice by Hepworth, Rooney, Rooney, Strom-Gottfired and Larsen (2013). Students are encouraged to look at the above two references for more detailed explanations. This is not an exhaustive list as other practitioners might have other skills that warrant inclusion and you too should feel free to add to this list in ways that you find it helpful in analyzing your work.

(Revised Fall 2016, Munoz)

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

SWK 312 **SOCIAL WORK PRACTICE II** **SPRING 2018**

Skills Paper: The Facilitative Conditions

The skills paper is about the facilitative conditions (see Chapter 5 in Hepworth).

Watch the videos of Carl Rogers interviewing Gloria on YouTube and identify, describe, and discuss the use of five facilitative conditions as outlined in Hepworth, Chapter 5. The interview consists of a total of five different videos, listed below.

At YouTube's home page type: Carl Rogers and Gloria in the search box and you should see the 5-part video (posted by an esterbronner3).

Carl Rogers and Gloria Counselling-Parts 1,2,3,4,5 (You Tube)
http://www.youtube.com/watch?v=ZBkUqcqRChg
http://www.youtube.com/watch?v=m30jsZx_Ngs
http://www.youtube.com/watch?v=RX_Y3zUPzEo
http://www.youtube.com/watch?v=zHxl5NtcDow
http://www.youtube.com/watch?v=L19nXMvbS8E

The paper should be two to three pages (double spaced, twelve point font, 1" margins) in which you will indicate the facilitative skill used and present evidence for your observation.

Please reference the time of the event (using the clock on the video) and/or describe what occurs between Rogers and Gloria that makes it a facilitative condition.
This assignment is worth 10% of your course grade.
Due Date:

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

SWK 312 **SOCIAL WORK PRACTICE II** **SPRING 2018**

Process Recording Assignment

Please use the Lehman College Social Work Department Process Recording Form for this assignment. Based on the client that you presented in the bio-psycho-social, provide a process recording that is developed from an early session you would have had with the client. Please provide at least 10 interactions in your vignette, not including the welcome and closing comments. Include the student feelings, thoughts/analysis and practice skills used.

This will comprise 10% of the course grade.

Due Date:

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

SWK 312 **Social Work Practice II** **SPRING 2018**

The Bio-Psycho-Social Assessment Paper

Bio-psycho-social Paper: Utilize the case material presented in the designated film (assigned by the course instructor) and develop a comprehensive bio-psycho-social assessment that demonstrates your ability to integrate case information with relevant theory to guide your formulation of the critical case issues. Use the bio-psycho-social assessment outline as your format for structuring and developing the content for your assessment. Make at least two references (APA style) to theories that guide your understanding of the case dynamics. Attached to the outline is a guide to assist you in developing your assessment. The paper is 20% of your course grade. Due date: _____

For this assignment, please use the following format. 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, and case records and on your observations.

I. Identifying Information

1. Name
2. Age, Sex, Race
3. Ethnic background/identification (include acculturation issues if applicable)
4. Marital/Relationship Status
5. Appearance, orientation, presentation (affect, dress, gestures, tone of voice)
6. Current employment/educational status
7. Household composition and circumstances (current living situation)

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, 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 identifies the referral source and gives a summary of the reason for the

referral according to the referral source.
--It should include the client's description of the problem or services needed, the duration of the problem and its consequences for the client
--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/acculturation 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.

Revised munoz/mcgovern

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

SWK 312 **SOCIAL WORK PRACTICE II** **SPRING 2018**

Midterm Exam

NAME_____

2 points per question. This exam comprises 20% of the course grade.

I. Communication and Interview/intervention Skills (Hepworth)
Questions 1 through 8- Match the skill with the description that best conveys its meaning.

a) Paraphrasing	___the social worker conveying to the client that he/she is paying close attention to what the client is saying and is thinking carefully about the client's issues, by looking attentive and maintaining at least some degree of eye contact
b). Expressing Empathy	___the worker repeating back to the client what he/she just said in almost a verbatim manner
c) Active Listening	___the worker repeating back to the client what he/she just said, but using different words
d) Reflection	___the worker conveying to the client through words that he/she understands what the client is feeling, thinking, and/or doing in regard to a situation.
e) Normalizing	___the worker noticing physical reactions of the client and either noting them to the client or asking about them.
f) Focusing or Refocusing	___involve eliciting from clients what they are feeling about a situation in their lives or what they are feeling in the session with the worker.
g) Reaching for/or exploration of feelings	___the social worker helping the client discuss one subject, rather than discussing a number of subjects in an unproductive way.

h) Reflection of Body Cues ___the worker indicates to the client that his/her reaction is understandable, and similar to what others would feel, think and/or do in that situation

Questions 9 through 15 - Check the response that best answers the question/statement.

9. Re wording what the client is saying to help them look at a situation differently is:

___ summarizing
___ reframing
___ clarifying
___ seeking concreteness

10. Communicating feelings with specificity is:
___ summarizing
___ reframing
___ clarifying
___ seeking concreteness

11. "Sharing of self by relating in a natural, sincere, genuine manner" (Hepworth, 2010. p.107) is:
___ Empathy
___authenticity

12. "I am impressed by your willingness to work on these painful issues" is an example of:

___ Self –disclosure statement
___ self- involving statement

13. "Describe the events that led you to move to the shelter." is an example of a

___ Open-ended Question
___ Closed-ended Question

14. Affective words or phrases convey empathetic responses to clients.

_____ True ____ False

15. Nonverbal responses and minimal prompts are skills that support:

___ Open- ended Questions
___ Furthering responses
___ Providing and maintaining focus

Questions 16 to 19 - Match the Affective category with the related words.

a) Discouragement ___ conflicted, overwhelmed, undecided

b) Anxiety/Tension ___ overwhelmed, inadequate, insecure

c) Confusion ___ depressed, hopeless, distressed

e) Helplessness ___ apprehensive, vulnerable, nervous

Questions 20 through 23 – Match the barriers to effective communication to the related example.

a) Stacking Questions ___ Often comes from unrecognized hostility and provokes hostile counter responses

b) Leading Questions ___Layering multiple questions into one.

c) Using sarcasm ___Excess social chit-chat or diffusing high emotions

d) Fostering Safe Interaction ___attempting to guide the client to the worker's desired conclusion

Name two of the facilitative conditions.

24._____

25._____

II. Assessment

26/27. Hepworth describes problems as seen by potential clients requiring attention in assessment. Other than culture, race, gender, sexual orientation and areas of difference, name the 2 areas identified.

a) _____

b) _____

28. Diagnosis is another term for assessment.

___ True ___ False

29. Developmental needs and life transitions are:
___ Areas to be considered in assessment
___ Can create stress
___ Affected by the environment
___ All of the above

30. Name two sources of information that social workers base their assessment on:

_____

_____

31. The genogram, ecomap, culturegram and DSM- IV-TR multi-axial system are all visual diagrams that facilitate assessment.

____True ____False

32. Errors in assessment can occur if the social worker does not have knowledge of the client's cultural background.

____True ____False

33. Temporal context refers to:

_____ The frequency of the problem
_____ The severity of the problem
_____ When the problem occurs
_____ The meaning the client ascribes to the problem

34. A framework for assessment includes:

____Strengths/Resources
____Individual Factors
____Environmental Factors
____ Obstacles & Challenges
____All of the Above

35. Intrapersonal functioning is:

____What happens within the client
____What is happening in the client's environment
____What is happening between the client & his/her environment

36. Theory is not necessary in developing the formulation of the bio psychosocial.
_____True _____False

37. The bio psychosocial is NOT a:

___Product
___Process
___Synthesis of the intake material
___Focuses exclusively on what the client views as the problem

38. The social worker's voice in the bio psychosocial is apparent in the:

____Client description
____History of the presenting problem
____Formulation
____Referral information

39. People who are receptive to new ideas and capable of problem solving have:
_____Cognitive Flexibility
_____Coherence
_____Reality Testing

40. Emotional control and range of emotions are examples of:

_____Affective Functioning
_____Behavioral Functioning
_____Cognitive Functioning
_____Biophysical Functioning

III. Motivational Interviewing (Miller & Rollnick)

41. From the O.A.R.S., 4 strategies of motivational interviewing, the "A" includes validating the client's experience. The "A" stands for_____.

42. From the 4 Principles of motivational interviewing, which best describes Roll with Resistance:

____ Express optimism
____ Allow client to make own argument for change
____ Avoid argumentation
____ Ambivalence is normal

43. The tendency to push clients to change in a direction the worker views as correct is:

___Change Talk
___Sustain Talk
___The Righting Reflex
___Being "in Discord"

44/45. A technique in motivational interviewing is the use of "rulers. Name and describe 2 of the rulers, and the question associated with the ruler.

a)_____

_____

b)_____

_____

IV. Domestic Violence

46. This stage is when the couple's interactions are primarily positive; however, because of the unequal distribution of power, stress can create a "walk on eggshell" feeling.

____Honeymoon Stage
____Tension Building Stage
____Explosion Stage

47. Intimidation, mind games, isolation and making false child abuse reports are examples of:

____Physical abuse
____Sexual Abuse
____Emotional Abuse
____Economic Abuse

48. A safety plan is developed with the client only when the client agrees to leave the abusing partner.

_____True _____False

49. Worker safety is not a concern because abusive partners are not interested in anyone trying to assist the survivor.

____True ____False

50. Domestic violence includes intimate relationship, child and elder abuse.

____True ____False

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

SWK 312 **SOCIAL WORK PRACTICE II** **SPRING 2018**

Final Exam

Name_____

Each question is worth 1 point unless otherwise specified. This exam is worth 20% of the course grade.

Assessment

1. The part of the bio-psychosocial that integrates the presenting information and theory with the worker's assessment of the client's capacity and motivation for change is:

____ Client description/history
____ Current functioning
____ Formulation

2. Not all suicidal individuals are depressed and not all individuals with depressive symptoms are suicidal.

_____True _____False

3. Biophysical, affective and emotional functioning and motivation are elements of:

____ Interpersonal functioning
____ Intrapersonal; functioning
____ environmental functioning
____ All of the above

4. An example of cognitive inflexibility is thinking in absolute terms.

_____True _____False

5 & 6. When assessing the risk for aggression name 2 elements/ or criteria about the client's history of violence that you want to consider

_____

_____

7. Physical space, social systems, employment, recreation, transportation and access to resources are all part of the assessment of a client's _____ needs.

8. Symptoms of depression in adolescents are similar to those in adults.

_____True _____False

9-11. Match the stages of change to the correct description.

a) Pre-contemplation ____implementing change
b) Contemplation ____lack of awareness of the need for change
c) Action ____recognizes the problem & consequences of the behavior

12. Spirituality and religion have no place in the assessment process

_____True _____False

13. Explain the concept of assessment as a product and as a process. (4 pts)

_____

_____

_____

_____

Contracting and Goals

14-16. For the following client contracts/treatment plans, differentiate the goals and interventions. (1 point for each goal and intervention)

14. Ms. S and Mr. M will attend the 8 week new parents group to become educated about managing the special needs of their premature twins.

Goal_____
Intervention_____

15. Ms. O will express her feelings of loss through the use of journaling.

Goal_____
Intervention_____

16. Kevin will use anger management techniques to de-escalate his feelings of rage, without violent outbursts.

Goal_____
Intervention_____

17. Motivational congruence occurs when there is the overlap between what is mandated as a goal and the client's wants and goals.

____True ___False

18. In addition to the goals and interventions, name one other element in the contract or service plan _____.

Termination

19. Part of termination is assesses the results achieved against the goals that were set. evaluation.

____True ____False

20. Simultaneous termination occurs when:

____The worker leaves the agency before the client terminates
____The worker transfers the client to another worker
____The worker and client leave the agency at the same time

21. When the termination is unplanned because the client drops out of treatment, it is appropriate for the social worker to reach out by phone, email or letter to create a closing and/ or acknowledge the decision to end the services.

____Yes ____No

Groups
Name five purposes of group work for clients. (2 point each)

22._____ 25._____

23. _____ 26._____

24._____

27- 31. Match the types of treatment groups (Hepworth)

a) Support ___ Helping members learn about themselves. (ex: diabetes management group)

b) Educational ___Helping members cope with life stresses so they can successfully adapt to life events. (ex: group for children coping with a parent in the military).

c) Growth ___Facilitating transitions through developmental stages, changing roles or environments; focus on improving interpersonal skills (ex: social skills group)

d) Therapy ___Stress self- improvement, self-awareness and making personal changes; promoting soci- emotional health (ex: personal development group)

e) Socialization ___ Helping members change behavior, cope with problems and/or trauma (ex: sex trauma group, anger management group)

32-34. For each stage of groups describe the tasks/process. (2 pts each)

Beginnings/Preaffilation & Power & Control

Middles/Intimacy & Differentiation

Endings/ Separation

_____

_____

_____

_____

35. The activities or interventions of social work groups are:
    ____ The group format
    ____ The content
    ____ The group process

36. The interactions, relationship development and culture of the group is:
    ____ The group format
    ____ The content
    ____ The group process

37. Identify the response that **is NOT** accurate.

    ____ The social worker assesses individual & group dynamics
    ____ The social worker creates a group than can serve its purpose.
    ____ The social worker does not need agency sanction to develop a group.
    ____ The social worker intervenes to modify processes that affect achievement of group goals.

Work with Children

38. The nature of the crisis situation for children does NOT includes:

____Presence of violence
____Presence of loss factors
____The support system
____Severity of psychosocial stresses

39. The purpose of play treatment is:

___Relieve the child's emotional distress
___Enhance normative functioning
___Express conflict within the metaphor of play
___All of the above

40. Individual factors to consider when assessing a child does NOT include:

___Perception of the crisis events
___Coping style
___Developmental stage
___ Community

41. Play treatment is used:

___ For assessment only
___ Only as an intervention
___ Only for children who are non-verbal
___ For both assessment & intervention

42. Important behaviors in working with children include:

__Use of Humor
__Joining the Child in Fantasy
__ A non-judgmental stance
__ Moving at the child's pace
__ All of the above

43. The key to helping & healing the child/adolescent is therapeutic relationship between the worker and the child/adolescent

_____True _____False

Work with Families

44. When the identified client's behavior or issues are indicative of family issues, this is referred to as:

___Triangulation
___The symptom-bearer
___Alignment

45. A multi-generational assessment helps the worker and family identify family patterns and intergenerational transmission as part of a family systems perspective. The visual representation or tool used is the_____.

(6)

46. During the social work intervention, to effectively assess the family's strengths and resilience, it is recommended that social workers explore the following:

a) The patterns of help-seeking behavior, ability to handle problems, and resources in the community

b) The family's traditions, rituals, cultural assets, religious affiliation, communication process, and loyalty.

c) The shared goals, capacities, adaptations, coping abilities, dreams and aspirations.

d) All of the above, among others

47. Boyd Franklin describes "healthy cultural paranoia" as a way families of color may be guarded in the helping relationship until the worker establishes credibility.
Give a reason that this may occur. (2pts)

_____

_____

_____

Domestic Violence & Relationship Abuse

48. In the cycle of abuse, survivors identify the feeling of "walking on eggshells" during this phase.

___Honeymoon
___Tension
___Explosion

49. Minimizing the explosion, seeking security and reestablishing intimacy is the abusive partner's goal in this stage.

___Honeymoon
___Tension
___Explosion

50. The social worker's responsibility is to develop a safety plan with the survivor:

____ If he or she has been convinced to leave the abusive partner
____ Regardless of the survivor's decision to stay with or leave the abuser
____ If he/she has decided to remain with the abusive partner

51. Macro practice focuses on social problems and social change at the community, organizational, societal and global. Identify and describe an issue that has been prominent in the 2016 presidential campaign that addresses at least 2 of the 4 areas.
(4 pts)

_____

_____

_____

_____

_____

Case & Ecomap

Please read the following case and answer questions 52-56. (Total pts 36)

Case: The Green family is composed of Karen and Mike, married for 16 years. They are both 36 years old had have three children, Joe, 14 yrs old, Maria 12 yrs old, and Samantha 7 yrs. old. Mike works in construction and Karen works a local doctor's office. Mike's mother, Ellen, came to live with them, after she had surgery on her hip. Mike's hours have been cut, and his mother's medical bills have added extra stress. He is afraid of lay-offs. Ellen attends physical therapy, but has become isolated from her friends from the family church. The family is worried that she may be depressed; she is reluctantly seeing a social worker at a senior center. Samantha has a developmental disability and is in a special school program that provides speech therapy and after-school. Maria is a good student and plays soccer at the local Y. Joe attends school regularly and is interested in mechanics. He is beginning to hang out with a "bad crowd"; the police have picked him up several times, and they have a court hearing because of assorted statutory (juvenile) offenses. Karen and Mike are afraid that the social worker from the family court will recommend a juvenile facility.

52. Complete an eco-map including:

a) ten (10) relationships between the client and his/her interpersonal and environmental systems with which he/she interfaces (10 points);

b) use the key describing the nature of the relationship and the arrows indicating the direction or flow (10 points)

53. Identify two things you want to know about the client that will help you make a useful assessment? (2 points each)

a) _____

b) _____

54. Name two of the client's strengths or protective factors? (1 points each)

a) _____

b) _____

55. Identify a familial asset and challenge and a community asset and challenge facing this client? (2 points each)

a) Familial asset_____

b) Familial challenge_____

c) Community asset_____

d) Community challenge_____

56. Case advocacy is on behalf of an individual, and cause advocacy is looks at social action on a macro level. Name one social problem described in this case that can be addressed by both case advocacy and cause advocacy. (2 points) DO NOT USE AN ISSUES IDENTIFIED IN QUESTION # 51.

56) _____

Key: _____ strong relationship

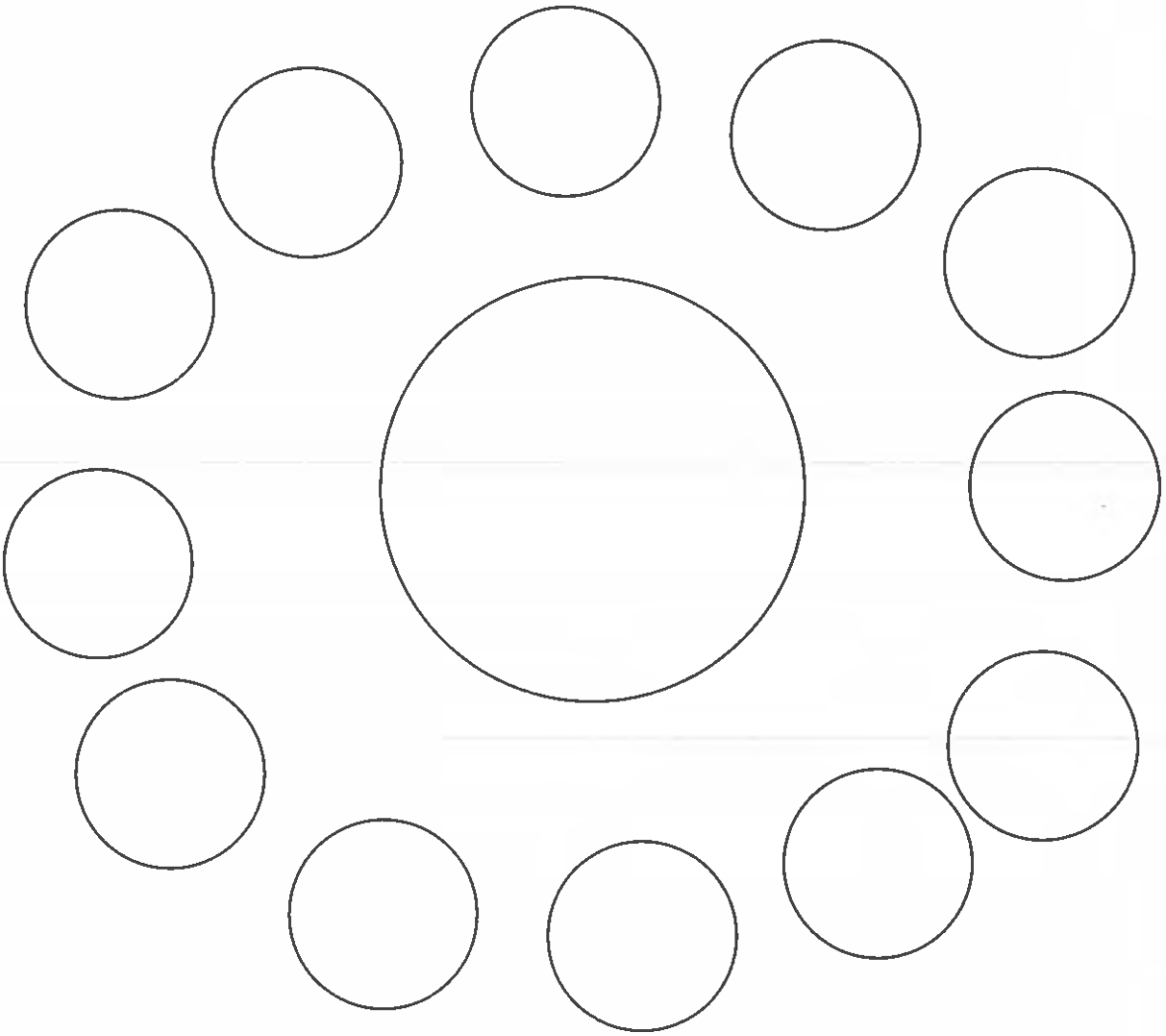
- - - - - - tenuous relationship

--/--/--/--/--/-- stressful relationship

<-----→ direction of support (mutual) or

<--------- one way

ECOMAP



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

SWK 440 **FIELDWORK SEMINAR I** **Fall 2017**

PREREQUISITE:
SWK 306 Completed with a minimum grade of C.
SWK 311 Completed with a minimum grade of C.
NOTE: To register for SWK 440 and SWK 470, all students must have completed the New York State mandated 2-hour "Training in Child Abuse Identification and Reporting" online at http://www.nysmandatedreporter.org/ which is provided at no cost. A copy of the Certification of Completion from this training must be submitted together with the application for Fieldwork I (SWK 470). Students who have taken this training previously are not required to repeat it if they can provide the Department of Social Work with a copy of the Certificate of Completion for this training.
CO-REQUISITE:
SWK: 470 (Fieldwork I)
SWK 443 (Social Welfare Policy) is a co-requisite with either SWK 440/470 or SWK 441/471

COURSE DESCRIPTION

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

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; and** 20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. 21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and **22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.**
8. Intervene with individuals, families, groups, organizations, and communities	23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; **24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;** **25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;** 26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and 27. Facilitate effective transitions and endings that advance mutually agreed-on goals.

9. Evaluate practice with individuals, families, groups, organizations, and communities	**28. Select and use appropriate methods for evaluation of outcomes;** **29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;** 30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and 31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

COURSE REQUIREMENTS

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

1. Act in accordance with the Code of Ethics of the National Association of Social Workers (NASW), included in the Appendix to the *Undergraduate Social Work Program Student Handbook & Field Education Manual* provided by the Lehman College Department of Social Work. All social work program students are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a social work course and supersedes a student's standing in the Undergraduate Social Work Program. Failure to comply with the Code of Ethics may result in dismissal from any of the social work programs.

2. Complete a minimum of 450 hours of Fieldwork over the course of the academic year, according to the Fieldwork schedule provided for SWK 470. Students are required to complete 15 hours of Fieldwork per week throughout the academic year, including the month of January. Fieldwork hours during the month of January count toward the Spring semester requirement.

3. Complete 15 hours of fieldwork per week, of which at least one full day (7 hours) is to be completed Monday through Friday between 8:00 a.m. and 8:00 p.m. *Fieldwork placements that include evening and/or weekend hours are limited and subject to availability.*

4. Write a minimum of ten different process recordings during the semester and submit each recording to the Fieldwork Instructor for review. However, Fieldwork Instructors may request more than ten process recordings during the semester. The Program expects that students will be given time to write all of their process recordings during their scheduled hours at the fieldwork agency. Grading of process recordings will be based on content, timeliness (submission on time), and writing clarity and proficiency.

5. The student must meet with the Fieldwork Instructor at a regularly scheduled time each week for at least one hour of supervision and is responsible for raising issues.

6. The student must complete the Fieldwork Attendance Form weekly; the form is to be initialed by the Fieldwork Instructor each week. The form is given to the student's Seminar instructor/Faculty Advisor at the end of the semester.

7. The student is responsible for complying with all policies and customary practices (including dress code) of the fieldwork agency, and discussing any issues of concern with the Fieldwork Instructor and, if necessary, with the Seminar instructor/Faculty Advisor.

8. Students may be required to make home visits as part of their fieldwork. The Fieldwork Instructor and the student need to consider and make provisions for the student's safety on home visits, including, but not limited to, appropriate time of day for home visits, dress, selection of transportation, routing on the safest streets if walking, traveling with official agency identification, making certain that the agency is aware of the date, time, location, and purpose of visit, and having access to an emergency phone contact. Students should be reimbursed for transportation expenses while making a home visit. It is recommended that, at a minimum, the student be accompanied by an agency staff member on the first home visit so that the student is familiarized with the process and assisted in mastering the requisite skills. The need for, and use of escorts at other times needs to be assessed by the Fieldwork Instructor and student.

9. Grading of written assignments in addition to content will include an evaluation of writing proficiency--clarity, grammar, punctuation, spelling, and use of references and citations in *APA* 6th ed., 2nd printing style.

10. All work--including written work, group assignments, oral presentations, and tests--must be completed by the student in accordance with the Lehman College Statement on Academic Integrity (see *Lehman College Undergraduate Bulletin*).

STUDENT SERVICES (Available at no charge)

13. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

14. 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.

15. 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.

16. The Center for Academic Excellence (ACE) is available to all students for writing and other academic support. The ACE is located in the Old Gym Building, Room 205, 718-960-8175.

EVALUATION OF STUDENT'S PERFORMANCE

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

A final evaluation is completed in December by the Fieldwork Instructor using the evaluation guide provided in the *Undergraduate Social Work Program Student Handbook & Field Education Manual*. An

additional mid-semester evaluation is completed during the Fall semester only. The mid-semester evaluation provides a snapshot of the student's beginning performance at the field agency, helps to clarify expectations of future performance, and allows for quick and concrete identification of student's strengths and concerns.

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

REQUIRED TEXTS

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

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

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

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

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

COURSE OUTLINE

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

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

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

Required Readings:

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

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

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

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

- Discuss the roles of supervision and consultation.
- Explore professional behavior in accordance with the NASW Code of Ethics and agency policies with emphasis on confidentiality, documentation, reporting, time management and task follow through, home visits, dress codes and other issues may be discussed.
- Discuss the identification of red flag issues and seeking instruction to address high-risk situations.

Required Readings:

Agency policy manual and other agency materials

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

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

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

Recommended Readings:

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

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

UNIT III: Engagement and Assessment with Clients (Weeks 5-6)

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

- Engage students in preparing to meet with new clients.
- Appropriate utilization of social work skills for engagement and assessment.
- Assessment approaches will be reviewed.
- Utilization of supervision and consultation to guide engagement and assessment.
- Mid-term Fieldwork Evaluation will be reviewed.

Required Reading:
Hepworth, D. Chapter 8, Assessment: Exploring and Understanding Problems and Strengths.
Royse, D., Dhooper, S., & Rompf, E., Chapter 6, Client Systems: The Recipients of Service

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

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

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

Required Readings:
Agency policy manual and other relevant agency materials.
Ames, N. (2016). Writing clearly for clients: What social workers should know. *Social Work, 61*(2), 167-169.
Royse, D., Dhooper, S., & Rompf, E., Chapter 1, Field Instruction and the Social Work Curriculum. Chapter 8, Legal and Ethical Concerns.
Selected readings from course outline by fields of practice.

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

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

- Potential ethical and legal issues will be discussed along with the incorporation into practice of the NASW Standards and Indicators for Cultural Competence in Social Work Practice.

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

UNIT VI: Social Work Interventions and Practice Skills (Weeks 11-12)

This unit focuses on the integration of knowledge, values, skills and cognitive and affective processes learned in pre- and co-requisite courses into social work practice with diverse individuals, families, groups, communities and populations. Role plays based on students' cases will provide a foundation for students to explore processes and further develop their skills. Students will be grouped in terms of field of practice to prepare group oral presentations. Presentations will take place during weeks 13 and 14.

Required Reading:

Hepworth, Chapter 3, Overview of the Helping Process; Chapter 10, Assessing Family Functioning in Diverse Family and Cultural Contexts; Chapter 11, Forming and Assessing Social Work Groups.

Royse, D., Dhooper, S., & Rompf, E., Chapter 7, Acquiring Needed Skills.

Walsh, F. (2002). A family resilience framework: Innovative practice applications. *Family Relations, 51*(2), 130-137.

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

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

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

SOCIAL WORK FIELDS OF PRACTICE RESOURCES

Social Work with Children and Adolescents

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

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

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

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

DiCroce, M., Preyde, M., & Flaherty, S. (2016). Therapeutic engagement of adolescents with emotional and behavioral disorders. *Child and Adolescent Social Work Journal, 33*(3), 259-271.

Jani, J. S. (2017). Reunification is not enough: Assessing the needs of unaccompanied migrant youth. *Families in Society, 98*(2), 127-136.

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

Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (308-334). Springfield, IL: Charles C Thomas.

Mishna, F., & Van Wert, M. (2014). Bullying. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 227-247). New York, NY: Columbia University Press.

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

Phillips, N. K., (2017). Growing up in the urban environment: Opportunities and obstacles for children. In Phillips, N. K., & Straussner, S. L. A. (Eds.) (pp. 5-28). *Children in the urban environment* (3rd ed.). Springfield, IL: Charles C. Thomas.

Scannapieco, M., & Smith, M. (2016). Transition from foster care to independent living: Ecological predictors associated with outcomes. *Families in Society, 33*(4), 293-302.

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

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

Social Work in Schools

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

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

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

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

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

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

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

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

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

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

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

Social Work with Families

Costin, L. (1992). Cruelty to children: A dormant issue and its rediscovery, 1920-1960. *Social Service Review, 66*(2), 177-198.

Flesaker, K., and Larsen, D. (2010). To offer hope you must have hope: Accounts of hope for reintegration counselors working with women on parole and probation. *Qualitative Social Work, 11*(1), 61-79.

Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, (10th ed.). Boston, MA: Cengage Learning. (Chapter 10: Assessing family functioning in diverse family and cultural contexts, 251-278.)

Lee, Y., Blitz, L. V., & Smka, M. (2015). Trauma and resilience in grandparent-headed multigenerational families. *Families and Society, 96*(2), 116-124.

Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.

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

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

Social Work with Older Adults

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

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

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

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

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

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

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

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

Social Work with Groups

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

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

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

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

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

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

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

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

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

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

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

Social Work with Lesbian/Gay/Bisexual/Transgender Clients

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

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

Gwadz, M. V., Cleland, C. M, Leonard, N. R., Bolas, J., Ritchie, A. S., Tabac, L., … Powlovich, J. (2017). Understanding organizations for runaway and homeless youth: A multi-setting

quantitative study of their characteristics and effects. *Children & Youth Services Review, 73*, 398-410.

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

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

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

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

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

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

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

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

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

Social Work with Military Personnel and Veterans

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

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

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

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

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

Norman, S. B., Wilkins, K. C., Meyers, U. S., & Allard, C. B. (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.

Slesnick, N., Zhang, J., & Brakenhoff, B. (2016). Homeless youths' caretakers: The mediating role of childhood abuse on street victimization and housing instability. *Social Work, 61*(2), 147-154.

Torino, G. & Sisselman-Borgia, A. (2016). Homelessness microaggressions: Implications for education, research, and practice. *Journal of Ethnic and Cultural Diversity in Social Work*, 1-13. Published online: http://dx.doi.org/10.1080/15313204.2016.1263814

Social Work and Physical and Mental Health

American Psychiatric Association (2012). *DSM-5: Diagnostic and statistical manual of*

mental disorders. Arlington, VA: Author.

Bryant-Davis, T., Ullman, S. E., Tsong, Y., Tillman, S., & Smith, K. (2010). Struggling to survive: Sexual assault, poverty, and mental health outcomes of African American women. *American Journal of Orthopsychiatry, 80*(1), 61-70.

Cole, P. L., & Cecka, D. M. (2014). Traumatic brain injury and the Americans with Disabilities Act: Implications for the Social Work Profession. *Social Work, 59*(3), 261-269.

Geneen, S., & Powers, L. E. (2006). Are we ignoring youths with disabilities in foster care? An examination of their school performance. *Social Work, 51*(3), 233-241.

Gonzalez, M. J., & Colarossi, L. G. (2014). Depression. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 117-140). New York, NY: Columbia University Press.

Hovmand, P.S., & Gillespie, D.F. (2010). Implementation of evidence-based practice and organizational performance. The Journal of Behavioral Health Services & Research, 37(1), 79-94.

Kayama, M. (2010). Parental experiences of children's disabilities and special education in the United States and Japan: Implications for social work. *Social Work, 55*(2), 117-125.

Kirmayer, L. J. (2012). Cultural competence and evidence-based practice in mental health: Epistemic communities and the politics of pluralism. *Social Science and Medicine, 75*(2), 249-256.

Levenson, J. (2017). Trauma-informed social work practice. *Social Work, 62*(2), 105-113.

Marsiglia, F. F. & Kulis, S. (2015). *Diversity, oppression and change,* (2nd ed.). Chicago, IL: Lyceum Books. (Chapter 6: Intersecting social and cultural determinants of health and well-being, pp. 110-137.)

Mirabito, D. M., & Lloyd, C. M. (2017). Health issues affecting urban children. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 190-222). Springfield, IL: Charles C Thomas.

Palley, E. (2009). Civil rights for people with disabilities: Obstacles related to the least restrictive environment mandate. *Journal of Social Work in Disability and Rehabilitation, 8,* 37-55.

Putnam, M. (2007). *Aging and disability: Crossing network lines.* New York, NY: Springer.

Ream, G. L, Barnhart, K. F., & Lotz, K. V. (2012). Decision processes about condom use among shelter-homeless LGBT youth in Manhattan. *AIDS Research and Treatment,* 9 pages Article ID 659853. doi.org/10.1155/2012/659853.

Social Work and Substance Misuse

Amodeo, M., Lundgren, L., Beltrame, C. F., Chassler, D., Cohen, A., & D'Ippolito, M. (2013). Facilitating factors in implementing four evidence-based practices: Reports from addiction treatment staff. *Substance Use and Misuse, 48,* 600-611.

Bliss, D. L., & Pecukonis, E. (2009). Screening and brief intervention practice model for

social workers in non-substance abuse practice settings. *Journal of Social Work Practice in the Addictions, 9,* 21-40.

Guerrero, E. G., He, A., Kim, A., & Aarons, G. A. (2014). Organizational implementation of evidence-based substance abuse treatment in racial and ethnic minority communities. *Administration and Policy in Mental Health, 41*, 737-749.

Killeen, T. K., Back, S. E., & Brady, K. T. (2015). Implementation of integrated therapies for comorbid post-traumatic stress disorder and substance use disorders in community substance abuse treatment programs. *Drug and Alcohol Review, 34*, 234-241.

Murphy, B. S., Branson, C. E., Francis, J., Vaughn, G. C., Greene, A., Kingwood, K., & Adjei, G. A. (2014). Integrating adolescent substance abuse treatment with HIV services: Evidence-based models and baseline descriptions. *Journal of Evidence-Based Social Work, 11*, 445-459.

Ogden, L. P., Vinjamuri, M., & Kahn, J. M. (2016). A model for implementing an evidence-based practice in student fieldwork placements: Barriers and facilitators to the use of "SBIRT." *Journal of Social Service Research, 42*(4), 425-441.

Rose, S. J., Brondino. M. J., & Barncak, J. L. (2009). Screening for problem substance use in community-based agencies. *Journal of Social Work Practice in the Addictions, 9,* 41-54.

Senreich, E., & Olusesi, O. A. (2016). Attitudes of West African immigrants in the United States toward substance misuse: Exploring culturally informed prevention and treatment strategies. *Social Work in Public Health, 31*(3), 153-167.

Smith, B. D. (2013). Substance abuse treatment counselors' attitudes toward evidence-based practice: The importance of organizational context. *Substance Use and Misuse, 48*, 379-390.

Straussner, S. L. A., & Nadel, M. (2017). Children in substance abusing families, In N. K. Phillips & S. L A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 278-307). Springfield, IL: Charles C. Thomas.

Straussner, S. L. A. (Ed.). (2014). *Clinical work with substance abusing-clients* (3rd ed.). New York, N.Y.: Guilford Press.

Wells, E. A., Kristman-Valente, A. N., Peavy, K. M., & Jackson, T. R. (2013). Social workers and delivery of evidence-based psychosocial treatments for substance use disorders. *Social Work in Public Health, 28,* 279-301.

Social Work with Refugees and Immigrants

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

Castex, G. M. (2017). Immigrant Children in the United States. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 52-77). Springfield, IL: Charles C Thomas.

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 1, 2017

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

SWK 440 **FIELDWORK SEMINAR I** **FALL 2017**

Journal Assignment

Due Dates:

Students will submit ten journal entries related to their fieldwork experiences. Be sure to maintain confidentiality throughout this process. Each journal entry should include at least three components:

(1) A description of the experience or event under discussion.
(2) An analysis of the situation or event that occurred.
(3) An exploration of your feelings and reactions to the situation or event.

Utilize the following format for journal entries.

1. The journal entry begins with the date of the experience, and then a description of the situation or event that you deem **significant**. Examples might include something that comes up in supervision; an interaction with a client, colleague, staff, or another intern; a training workshop; or something you observed but did not participate in. Even if "nothing" happened on a particular day in fact something did happen: the student spoke with someone, or someone spoke with the student; the student read a case record or agency material.

2. The analysis begins with an examination of what occurred. For example: Who was affected and in what way(s)? What did it mean for those involved? Did it raise any value or ethical issues for you? What do you think made the event significant for you?

3. Identify and explore your feelings about the event. For example, "I felt pleased that the supervisor validated my worth." Or, "I was anxious because I was in unfamiliar territory."

The journal entries comprise 20% of the course grade. Grading for the journal will be based on timely submission, the content of the analysis, and indications of growing self- awareness and self-reflection.

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

SWK 440 **FIELDWORK SEMINAR I** **FALL 2017**

Description of Process Recordings

Process recordings are educational tools used by students, field instructors and professors/faculty advisors to examine the interaction between students and the client system (individuals, families, groups, communities) with which they are working. Essentially they are a structured, detailed and specialized way of describing what occurs in the student's interaction with the client system. Their aim is to try to capture what actually occurred, through a verbatim account, in the interaction between intern and client/client system to enable the student and field instructor to examine, analyze and evaluate practice skills and knowledge while providing opportunities for self-reflection and developing self-awareness. Although students and practitioners may have mixed feelings about completing them, the use of process recordings for learning has remained a standard, well respected practice in the profession for many years (your field instructor and your field instructor's field instructor did them).

The Process Recording form is divided into different components (refer to Process Recording Form). The cover page consists of documenting identifying information related to the client, the context and purpose of the interview, an evaluation of whether the interview/contact achieved its purpose and detailing next steps. The next section of the process recording is divided into the following five sections:

Student feelings: In this section the Social Work Intern (SWI) notes how s/he feels (this is what one feels in your heart or gut) during the contact. Be careful here as the statement "I feel you are upset with me" is not a feeling you are experiencing but rather a thought you are having about someone else. A way of expressing a feeling might be, "I became confused and anxious when I heard that you were upset with me".

Interview content: This is the section where the SWI presents a verbatim account of what was actually said based on what the SWI remembers. This section is sometimes known as the "client said....worker said" part. Generally, abbreviations are used such as Clt for client, SWI for social work intern, or initials for the different participants. The client speaking and the intern's response equals one interaction.

Student's Thoughts and Analysis: In this section the student analyzes what occurred, what they were thinking, what they did and what they were trying to do. This is the section for the student to reflect internally on what was going on with them as the interview progressed. Additionally, it is a section in which the student could reflect on what they might have wished they did or said instead of what was done or those instances where they might have been surprised or caught off guard by a particular response or interaction.

Practice Skills Used: This is the section where the student lists the practice intervention skills used in each transaction which are taken from the list of practice skills distributed in class. It is possible for more than one skill to be used in any one transaction. A practice skill should be noted for every response by the SWI.

Supervisor's Comments: In this section the field instructor/supervisor will generally provide feedback and make comments on what transpired. Each supervisor will use this column differently as some will recommend specific things to say or do while others might offer rhetorical questions for the student to consider or suggest additional areas to research.

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

SWK 440 **FIELDWORK SEMINAR** **FALL 2017**

Group Oral Presentation

Due date: _____

The oral presentation is worth 10% of the total grade.

ASSIGNMENT OVERVIEW: In small groups linked by fields of practice, students will be asked to describe their fields of practice, the clients and community served, and their roles within that context. Also, they will be asked to identify at least two barriers and facilitators to service provision and service utilization. They are expected to demonstrate critical thinking by drawing conclusions about the field of practice.

In addition, each group will present on at least two professional journal articles related to their field of practice, discussing the main points of each journal article and its relevance to the field of practice under discussion for social workers..

The presentation will be evaluated according to students' understanding of social, economic, and environmental justice, their ability to collect, organize and analyze data, and their demonstration of critical interpretation. In addition, attention will be paid to how each group manages collaboration, delegation and public speaking.

Length of presentation: up to 15 minutes.

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

SWK 440 **FIELDWORK SEMINAR I** **FALL 2017**

TERM PAPER: AGENCY-BASED PRACTICE IN THE URBAN ENVIRONMENT

Due Date: _____

The assignment is worth 25% of the final grade.

Number of pages: 6-8 plus reference page

ASSIGNMENT OVERVIEW: This paper requires that students describe their agency, its clients and community, and the student's role within that context. Students will research their agency by interviewing Field Instructor, colleagues, perusing the website of the agency, and referring to agency and additional literature, as needed. The paper also requires that students identify two original research articles that connect to their placement, and describe how the knowledge from those articles can help them to improve their own work, service provision at the agency, and service utilization by clients. The paper will demonstrate students' understanding of social, economic, and environmental justice; their ability to collect, organize and analyze data; and their ability to critically interpret information.

PURPOSE OF THE ASSIGNMENT:

1. To understand the agency practice context and its fit in the profession
2. To understand the student's role within the greater context
3. To understand the relationship of research and practice
4. To develop your presentation skills

PART I:

Describe and evaluate your agency's context. Include the following:

1. Identify your fieldwork agency. Include the name, location, geographic location and community it serves. Identify if it is public or privately funded (i.e. private, for profit, or not-for-profit).
2. Describe the agency's history, mission, and/or purpose and services offered.

3. Identify how the agency fits into the profession of social work. Identify the field of practice.
4. Identify the social work values reflected by the agency's mission, and/or practice.
5. Describe the clients at your agency. Include important demographic data where relevant such as age, gender, socio-economic status, race, ethnicity, national origin, religion, immigration status, etc. Identify if clients are mandatory, voluntary or both.
6. Provide an overview of what the clients identify as their own problems, needs, and/or wants. Describe which ones your agency addresses directly and where the clients may be referred for others.

PART II:

Describe and evaluate your role within the agency. Include the following:

1. Draw and organizational chart that shows your agency's hierarchal structure. Indicate where you and your field instructor fit in this hierarchy.
2. Describe the services provided by your department.
3. Describe the services that you specifically provide.
4. Discuss any challenges in service provision and service utilization: Client problems you/the agency could not adequately address; factors that interfere with providing optimal care to clients; factors that keep clients from making use of services.

PART III:

Identify three research articles that can inform and improve your practice. Include the following:

1. For each article describe:
   a. How the article relates to your work
   b. What you learned from the article
   c. How you can use what you learned to improve your work in your placement, the provision of services to agency clients, and service utilization by clients
2. Include APA (6th ed.) style citations in the text, and a separate APA(6th ed.) style reference page.

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

SWK 441 **Fieldwork Seminar II** **Spring 2018**

PREREQUISITE:
SWK 440 (Fieldwork Seminar I) Completed with a minimum grade of C.
SWK 470 (Fieldwork I) Completed with a minimum grade of C.
CO-REQUSITE:
SWK 471 (Fieldwork II)
SWK 443 (Social Welfare Policy) is a co-requisite with *either* SWK 440/470 *or* SWK 441/471

COURSE DESCRIPTION

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

CORE COMPETENCIES AND BEHAVIORS

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

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	**1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;** **2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;** **3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;** **4. Use technology ethically and appropriately to facilitate practice outcomes; and** **5. Use supervision and consultation to guide professional judgment and behavior.**

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

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

COURSE REQUIREMENTS

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

1. Act in accordance with the Code of Ethics of the National Association of Social Workers (NASW), included in the Appendix to the *Undergraduate Social Work Program Student Handbook & Field Education Manual* provided by the Lehman College Department of Social Work. All Department of Social Work students are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a social work course and supersedes a student's standing in the Social Work Program. Failure to comply with the Code of Ethics may result in dismissal from the Department of Social Work.

2. Complete a minimum of 450 hours of Fieldwork over the course of the academic year, according to the Fieldwork schedule provided for SWK 470. Students are required to complete 15 hours of Fieldwork per week throughout the academic year, including the month of January. Fieldwork hours during the month of January count toward the Spring semester requirement.

3. Complete 15 hours of fieldwork per week, of which at least one full day (7 hours) is to be completed Monday through Friday between 8:00 a.m. and 8:00 p.m. *Fieldwork placements that include evening and/or weekend hours are limited and subject to availability.*

4. Write a minimum of ten different process recordings during the semester and submit each recording to the Fieldwork Instructor for review. However, Fieldwork Instructors may request more than ten process recordings during the semester. The Program expects that students will be given time to write all of their process recordings during their scheduled hours at the fieldwork agency. Grading of process recordings will be based on content, timeliness (submission on time), and writing clarity and proficiency.

5. The student must meet with the Fieldwork Instructor at a regularly scheduled time each week for at least one hour of supervision and is responsible for raising issues.

6. The student must complete the Fieldwork Attendance Form weekly; the form is to be initialed by the Fieldwork Instructor each week. The form is given to the student's Seminar instructor/Faculty Advisor at the end of the semester.

7. The student is responsible for complying with all policies and customary practices (including dress code) of the fieldwork agency, and discussing any issues of concern with the Fieldwork Instructor and, if necessary, with the Seminar Instructor/Faculty Advisor.

8. Students may be required to make home visits as part of their fieldwork. The Fieldwork Instructor and the student need to consider and make provisions for the student's safety on home visits, including, but not limited to, appropriate time of day for home visits, dress, selection of transportation, routing on the safest streets if walking, traveling with official agency identification, making certain that the agency is aware of the date, time, location, and purpose of visit, and having access to an emergency phone contact. Students should be reimbursed for transportation expenses while making a home visit. It is recommended that, at a minimum, the student be accompanied by an agency staff member on the first home visit so that the student is familiarized with the process and assisted in mastering the requisite skills. The need for and use of escorts at other times needs to be assessed by the Fieldwork Instructor and student.

9. Grading of written assignments in addition to content will include an evaluation of writing proficiency--clarity, grammar, punctuation, spelling, and use of references and citations in *APA* 6th ed. 2nd printing style.

10. All work--including written work, group assignments, oral presentations, and tests--must be completed by the student in accordance with the Lehman College Statement on Academic Integrity (see *Lehman College Undergraduate Bulletin*).

STUDENT SERVICES (Available at no charge)

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 Center for Academic Excellence (ACE) is available to all students for writing and other academic support. The ACE is located in the Old Gym Building, Room 205, 718-960-8175.

EVALUATION OF STUDENT'S PERFORMANCE

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

EVALUATION OF STUDENT PERFORMANCE IN FIELDWORK

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

REQUIRED TEXTS

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

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

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

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

Unit I: Reconnection and Self Care

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

- Introduction and orientation to Seminar II and Fieldwork II
- Review fieldwork issues, challenges and experiences.
- Discuss presenting oneself as a learner and engaging clients and constituencies as experts of their own experiences.

- The exploration and understanding of practices and significance of self-care.
- Discussion of the importance of continually striving for self-awareness, reflection and self-regulation as a core element of professional practice.
- The importance of maintaining ethical standards of practice will be further discussed (confidentiality, documentation, and more) according to the NASW *Code of Ethics.*, with examples from practice.
- Discuss the identification of red-flag issues and seeking instruction to address high-risk situations.

Required Reading:

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

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

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

Unit II: Evidence-Based Practice Week 2-3
Case study: Screening, Brief Intervention and Referral to Treatment (SBIRT)

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

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

Required Reading:

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

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

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

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

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

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

- Discussion of Bio-psycho-social assessments
- Utilization of critical thinking, empathy, research, and professional values in assessments and intervention choices.
- How to address confidentiality and documentation concerns.

Required Reading:

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

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

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

Unit IV- Intervention and Evaluation, Weeks 7-8

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

Required Readings:

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

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

Unit V- Understanding Diversity, Week 9-10

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

- Discussions of the significance of diversity and the differences among life experiences with case examples from fieldwork and theoretical material.
- Discuss with examples from Fieldwork how understanding issues of privilege, oppression, adversity, and advantage impact clients and their life possibilities.

Required Reading:

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

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

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

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

Unit VII- Policy Practice, Week 11-12

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

- Discuss with students how to support clients in utilizing and enhancing support systems.
- Supplementing existing resources through negotiating with existing systems or collaborating for collective action.
- Discuss community organization and indications of social action undertaken by the various Fieldwork agencies.

Required Reading:

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

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

Unit VIII- Termination, Week 13-14

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

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

Required Reading:

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

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

SOCIAL WORK FIELDS OF PRACTICE RESOURCES

Social Work with Children and Adolescents

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

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

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

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

DiCroce, M., Preyde, M., & Flaherty, S. (2016). Therapeutic engagement of adolescents with emotional and behavioral disorders. *Child and Adolescent Social Work Journal, 33*(3), 259-271.

Jani, J. S. (2017). Reunification is not enough: Assessing the needs of unaccompanied migrant youth. *Families in Society, 98*(2), 127-136.

Mazza, C., & Perry, A. R. (Eds.). (2017). *Fatherhood in America: Social work perspectives on a changing society.* Springfield, IL: Charles C. Thomas.

Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.

Mishna, F., & Van Wert, M. (2014). Bullying. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 227-247). New York, NY: Columbia University Press.

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

Phillips, N. K., (2017). Growing up in the urban environment: Opportunities and obstacles for children. In Phillips, N. K., & Straussner, S. L. A. (Eds.) (pp. 5-28). *Children in the urban environment* (3rd ed.). Springfield, IL: Charles C. Thomas.

Scannapieco, M., & Smith, M. (2016). Transition from foster care to independent living: Ecological predictors associated with outcomes. *Families in Society, 33*(4), 293-302.

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

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

Social Work in Schools

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

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

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

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

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

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

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

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

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

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

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

Social Work with Families

Costin, L. (1992). Cruelty to children: A dormant issue and its rediscovery, 1920-1960. *Social Service Review, 66*(2), 177-198.

Flesaker, K., and Larsen, D. (2010). To offer hope you must have hope: Accounts of hope for reintegration counselors working with women on parole and probation. *Qualitative Social Work, 11*(1), 61-79.

Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, (10th ed.). Boston, MA: Cengage Learning. (Chapter 10: Assessing family functioning in diverse family and cultural contexts, 251-278.)

Lee, Y., Blitz, L. V., & Smka, M. (2015). Trauma and resilience in grandparent-headed multigenerational families. *Families and Society, 96*(2), 116-124.

Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.

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

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

Social Work with Older Adults

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

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

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

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

Schonfeld, L. Hazlett, R., Hedgecock, D., Duchene, D., Burns, V., & Gum, A. (2015). Screening, brief intervention, and referral to treatment for older adults with substance

misuse. *American Journal of Public Health, 105*(1): 205-211.

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

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

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

Social Work with Groups

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

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

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

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

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

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

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

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

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

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

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

Social Work with Lesbian/Gay/Bisexual/Transgender Clients

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

Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emlet, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LBBT) 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* (3nd 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.

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., & Barncak, J. L. (2009). Screening for problem substance use in community-based agencies. *Journal of Social Work Practice in the Addictions, 9,* 41-54.

Senreich, E., & Olusesi, O. A. (2016). Attitudes of West African immigrants in the United States toward substance misuse: Exploring culturally informed prevention and treatment strategies. *Social Work in Public Health, 31*(3), 153-167.

Smith, B. D. (2013). Substance abuse treatment counselors' attitudes toward evidence-based practice: The importance of organizational context. *Substance Use and Misuse, 48*, 379-390.

Straussner, S. L. A., & Nadel, M. (2017). Children in substance abusing families, In N. K. Phillips & S. L A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 278-307). Springfield, IL: Charles C. Thomas.

Straussner, S. L. A. (Ed.). (2014). *Clinical work with substance abusing-clients* (3rd ed.). New York, N.Y.: Guilford Press.

Wells, E. A., Kristman-Valente, A. N., Peavy, K. M., & Jackson, T. R. (2013). Social workers and delivery of evidence-based psychosocial treatments for substance use disorders. *Social Work in Public Health, 28,* 279-301.

Social Work 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 1, 2017

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

SWK 441 **FIELDWORK SEMINAR II** **SPRING 2018**

Journal Assignment

Due Dates:

Students will submit five journal entries related to their fieldwork experiences. Be sure to maintain confidentiality throughout this process. Each journal entry should include at least three components:
(1) A description of the experience or event under discussion.
(2) An analysis of the situation or event that occurred.
(3) An exploration of your feelings and reactions to the situation or event.

Utilize the following format for journal entries.

The journal entry begins with the date of the experience, and then a description of the situation or event that you deem **significant.** Examples might include something that comes up in supervision; an interaction with a client, colleague, staff, or another intern; a training workshop; or something you observed but did not participate in. Even if "nothing" happened on a particular day in fact something did happen: the student spoke with someone, or someone spoke with the student; the student read a case record or agency material.

The analysis begins with an examination of what occurred. For example: Who was affected and in what way(s)? What did it mean for those involved? Did it raise any value or ethical issues for you? What do you think made the event significant for you?

Identify and explore your feelings about the event. For example, "I felt pleased that the supervisor validated my worth." Or, "I was anxious because I was in unfamiliar territory."

The journal entries comprise 10% of the course grade. Grading for the journal will be based on timely submission, the content of the analysis, and indications of growing self- awareness and self-reflection.

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

SWK 441 **Fieldwork Seminar II** **Spring 2018**

SBIRT Online Training Reflection Paper

Due date _____

This assignment is worth 15% of the final grade.

This assignment explores the relationship between research and practice. Through the lens of a case study, Screening, Brief Intervention, and Referral to Treatment (SBIRT). This training deepens understanding of evidence-based practice, prepares students in SBIRT, an evidence-based intervention, and promotes reflection on the use of technology and online learning for professional development. The assignment also stimulates critical thinking by focusing on the significance of evidence-based practice. Access to SBIRT online training will be provided by the instructor.

Please address the following in 3-4 pages, double-spaced plus a reference page.

1. What is evidence-based practice? Why is it considered a best-practice approach to generalist social work practice in the urban environment?
2. Describe SBIRT. What are its goals and principles?
3. Is SBIRT an intervention that is compatible with the values of social work? Discuss why or why not?
4. Is SBIRT an intervention you could use in your current placement? Discuss why or why not?
5. If you have used SBIRT in your placement, what was your experience like? Was it effective? Discuss why or why not?

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

SWK 441 **Fieldwork Seminar II** **Spring 2018**

BIO-PSYCHO-SOCIAL ASSESSMENT ASSIGNMENT

Due Date: _____

This assignment is worth 30% of the final grade.

Students will complete a biopsychosocial assessment using a case that the student has worked with in his/her field placement.

For this assignment, please use the following format. 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.

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

VII. Ethical issues

1. Identify any ethical issues that came up for you in working with the client or client system (please refer to the NASW Code of Ethics).
2. What countertransference came up for you with this client or client system, and how did you manage it?

3. How did similarities and/or differences between you and the client in race/ethnicity, age, gender, sexual orientation and other factors affect your relationship with the client?
4. How did you use empathy, reflection and interpersonal skills to engage your client or client system?

Guide to Completing Bio-psycho-social Assessment

I. Identifying Information

--This section includes such information as age, sex, race, religion, marital status, 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/acculturation 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.
- Collaboration with professionals other than social workers in order to achieve positive practice outcomes.

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

SWK 443 **SOCIAL WELFARE POLICY** **FALL 2017**

PREREQUISITE:
SWK 239 (Social Welfare Institutions)
COREQUISITES:
SWK 470 (Fieldwork I) and SWK 440 (Fieldwork Seminar I) or
SWK 471 (Fieldwork II) and SWK 441 (Fieldwork Seminar II)

COURSE DESCRIPTION

This course addresses the knowledge, values, skills and cognitive and affective processes that support understanding of the factors that influence social welfare policies, including the process of policy formulation and the impact of social welfare policies on urban populations. The course examines social welfare policies at the local, state, national, and global levels. It enables students to learn and demonstrate policy practice skills needed to be effective advocates for social and economic justice.

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

3. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *Undergraduate Social Work 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 proficienc--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 Undergraduate Bulletin*).

STUDENT SERVICES (Available at no charge)

17. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

18. 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.

19. 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.

20. The Center for Academic Excellence (ACE) is available to all students for writing and other academic support. The ACE is located in the Old Gym Building, Room 205, 718-960-8175.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	10%
Constructive class participation	10%
Assignments	30%
Mid-Term Exam	25%
Final Exam	25%

REQUIRED TEXT

Franklin, C. (Ed.). (2017). *Encyclopedia of social work*, online edition. Washington, D.C. and New York, NY: NASW Press and Oxford University Press. http://socialwork.oxfordre.com/

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

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

Warde, B. (2016). *Inequality in U.S. social policy: An historical analysis*. New York, NY: Routledge.

SUPPLEMENTARY TEXT

Gitterman, A. (Ed.). (2014). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 366-391). New York, NY: Columbia University Press.

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

Popple, P. R., & Leighninger, L. (2015). *The policy-based profession: An introduction to social welfare policy analysis for social workers* (6th ed.). Boston, MA: Allyn and Bacon.

COURSE OUTLINE

Unit I: Introduction (weeks 1-2)
This unit provides an overview of the syllabus and course requirements. It also provides a context for the course by examining various definitions of social policy and social welfare, as well as illuminating the key role political ideologies and the economy play in social policy formulation. Additionally, there is a review of the multiple levels of social policy, global perspectives on social policy and social welfare, as well as the inextricably linked relationship between social work and social policy. After completing Unit I, students will have the knowledge needed to begin to identify social policy at the local, state, federal, and global level, and its impact on well-being, service delivery, and access to social services. They will also be able to think about how social welfare and economic policies impact the delivery of and access to social services.

1. Review of syllabus and requirements
2. Definition of social policy and social welfare

3. Political ideologies and social policy
4. The economy and social policy.
5. The multiple levels of social policy (micro, mezzo, and macro).
6. Global perspectives on social policy and social welfare.
7. Social work and social policy.
8. Social work education and social welfare policy.

Required Readings:

Warde, Chapter 1, Social Policy, 3-13, and Chapter 6; Social Welfare Benefits Programs and Social Control, 184-186

Colby, I. C. (2013). Social work education: Social welfare policy. *Encyclopedia of Social Work.*

Polack, R. J. (2004). Social justice and the global economy: New challenges for social work in the 21st century. *Social Work, 49*(2), 281-290.

Recommended Reading:

Popple & Leighninger, Chapter 2, Defining Social Welfare Policy, 25-27

Unit II: The policy practitioner (week 3)

As part of their ethical responsibility to the broader society, social workers should promote the general welfare of society, from local to global levels, by of way of social and political action that ensures all people have equal access to resources and opportunities needed to meet their basic human needs. To this end, Unit II provides a framework for understanding the key components of social workers as policy practitioners. With this context, students will have the knowledge needed to advocate for human rights at the individual and systems level, as well as engage practices that advance social, economic, and environmental justice. Similarly, they will be able to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social economic, and environmental justice.

1. Policy practice and social, economic, environmental justice.
2. Policy practice and engaging in advocacy for human rights at the individual and systems level.
3. Policy practice skills and roles
4. The role of direct practice in policy development
5. The location of policy practice: economic, political, and organizational
6. Policy practice and social policy at the local, state and federal level.

Required Reading:

Figueroa-McDonough, J. (1993). Policy practice: The neglected side of social work intervention. *Social Work, 38*(2), 179-188.

Leighninger, L. (2001). Social workers as politicians. *Journal of Progressive Human Services. 12*, 71-76.

Lewis Jr., C. E. (2013). Congressional social work caucus. *Encyclopedia of Social Work.*

NASW, (2008). *Code of ethics*. Ethical Standard 6: Social Workers' Ethical Responsibilities to Broader Society, 6.04 Social and Political Action

Rome, S. H. & Hoechstetter, S. (2010). Social work and civic engagement: The political participation of professional social workers. *The Journal of Sociology and Social Welfare, 37*(3), 107-129.

Unit III: Policy development–process and analysis (weeks 4-5)

Understanding the process of policy developmental from problem identification to the passing of a bill is critical to social work policy practice. Thus, this unit analyzes in detail the policy development process. Because of its profound impact on social welfare policy programs, the focus of the analysis is the development of federal policy. With this detailed analysis, students will have the knowledge needed to identify social policy at the federal level, and its impact on well-being, service delivery, and access to

social services. They will also be able to think about how social welfare and economic policies impact the delivery of and access to social services. Lastly, they will be able to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social economic, and environmental justice.

III-A. Overview

1. Problem identification
2. Legitimization
3. Mass media
4. Special interest groups
5. Think-tanks
6. Activists
7. Agenda setting
8. Non-decisions

Required Reading:

Warde, Chapter 1, Social Policy, 13–18

Lane, S., & Pritzker, S. (2013). Political social work. *Encyclopedia of Social Work.*

Long, L. (August 28, 2013), The importance of social work and politics: A social worker's call to arms. *Social Work Helper.* www.socialworkhelper.com/2013/08/29/importance -social-work-politics-social-workers-call-to-arms/

III-B. The Legislative Process (Federal)

1. Beginning of a bill.
2. Proposal for a bill.
3. Introduction of the bill.
4. Committee action.
5. Sub-committee action.
6. Considering the bill on the house floor.
7. Putting the bill to vote.
8. Referring the bill to the Senate.
9. Sending the bill to the President.

Required Reading:

Warde, Chapter 1, Social Policy, 18-23

Mickelson, J. S. (2013). Political process. *Encyclopedia of Social Work.*

III-C. Implementation of the Policy

1. Rulemaking
2. Congress and rule making
3. The courts and rule making
4. The budget
5. The budget and partisan politics.

Required Reading:

Warde, Chapter 1, Social Policy, 23-30

III-D. Evaluating the Policy

1. Chambers' Policy Analysis Model
2. Mission, goals and objectives of the policy
3. Forms of eligibility, or services delivered.

4. Entitlement (eligibility) rules.
5. Administrative structure for service delivery.
6. Financing method.
7. Interactions among foregoing elements.

Required:
Warde, Chapter 1, Social Policy, 30–31
Chambers policy analysis model (Figure 1.4), 32–33.

Recommended Reading:
Popple & Leighninger, Chapter 3, Social Welfare Policy Analysis.

III-E. Theories of Policy Development

1. Pluralism Theory
2. Elite Theory
3. Conflict Theory
4. Incrementalism Theory
5. Rational Choice Theory

Required Reading:
Warde, Chapter 1, Social Policy, 31–35

Unit IV: History and social welfare policy (week 6)
It is impossible to analyze any current social welfare policies without a review of precipitating events. As suggested by Popple and Leighninger (2015), historical analysis, as a policy analysis type, is based on the assumption that current policies can be best understood if we have a thorough knowledge of the historical context that shaped them. Unit IV examines the role of history in shaping social welfare policy. With this analysis, students will the knowledge base needed to access how social welfare and economic policies impact the delivery of and access to social services.

Required Reading:
Warde, Preface.
Barth, R. P., Gilmore, G. C., Flynn, M. S., Fraser, M. W., Brekke, J. S. (2014). The American academy of social work and social welfare: History and grand challenges. *Research on Social Welfare Practice. 24*(4), 495-500.
Freedberg, S. (2016). Pioneers of the radical tradition: Bertha Capen Reynolds and the forgotten woman. *Critical and Radical Social Work*, 4(2), 267-268.
Miller, R. J. (2013). Race, hyper-incarceration, and US poverty policy in historic perspective. *Sociology Compass*. *7*(7), 573-589.

Recommended Reading:
Conley, W. H. (1940). Social aspects of recent labor legislation. *American Catholic Sociological Review. 1*(2), 62-67.
Popple & Leighninger, Chapter 4, Policy Analysis from a Historical Perspective.

Unit V: Social Inequality and Social Welfare Policy (weeks 7–8)
Social inequality based on race, ethnicity, gender, social class, sexual orientation/identity, immigration status, and ability is and has been at the forefront of many social welfare policy debates. This unit uses a historical and contemporary lens to examine social inequality based on race, ethnicity, gender, social

class, sexual orientation/identity, immigration status, and ability. Also presented in this unit are theoretical frameworks explaining the role of social inequality in the larger society. With this examination, students will have the knowledge needed to advocate for human rights at the individual and systems level, as well as engage practices that advance social, economic, and environmental justice.

V-A. Overview

1. Defining social inequality
2. Social inequality and social work
3. U.S. social inequality
4. Social inequality and intersectionality
5. Racial and ethnic inequality
6. Gender inequality
7. Social class inequality
8. Sexual orientation/identity inequality
9. Disability inequality

V-B: Theories of Inequality

1. Defining theory
2. Why theories are important
3. Critical race theory
4. Intersectionality theory
5. Conflict theory
6. Capability approach.

Required Reading:

Warde, Chapter 3, Social Inequality; Chapter 4, Theoretical Frameworks.

Constance-Huggins, M. (2011). A review of the racial biases of social welfare policies. *Journal of Human Behavior in the Social Environment, 21*(8), 871-887.

Recommended Reading:

Karberg, E., Aldonery, D., & Cabrera, N. (2017). Chapter 18, Fatherhood in America: The context, practice and gaps in responsible fatherhood programs. In Mazza & Perry.

Unit VI: Analyzing current social welfare policies and programs (week 9–13)

This unit will examine from a historical and contemporary perspective social welfare as well as social regulation policies. These include social welfare benefits programs, health care, child welfare, housing, immigration, labor market, and criminal justice. The unit will include group presentations of analyses of six major social welfare policies and programs. A separate handout provides guidelines for these presentations. Presentations must include a consideration of the differential impact of the social welfare and social regulation policies on persons because of their race/ethnicity, gender, social class, sexual orientation/identity, immigration status, and different physical and mental abilities. After the completion of this unit, students will be able to do the following:

1. Advocate for human rights at the individual and systems level.
2. Engage practices that advance social, economic, and environmental justice.
3. Identify social policy at the federal level, and its impact on well-being, service delivery, and access to social services.
4. Think about how social welfare and economic policies impact the delivery of and access to social services . Apply critical thinking to analyze, formulate, and advocate for policies that advance

human rights and social economic, and environmental justice.

VI-A. Social welfare benefits programs and social control

Required Reading:

Warde, Chapter 6, Social Welfare Benefits Programs and Social Control.

Rice, J. K. (2001). Poverty, welfare, and patriarchy: How macro changes in policy can help low-income women. *Journal of Social Issues, 57*(2), 355–374

Stanley, M., Floyd, I. & Hill, M. (2016). TANF cash benefits have fallen by more than 20 percent in most states and continue to erode. Washington, DC: Center on Budget and Policy Priorities. Available http://www.cbpp.org/research/family-income-support/tanf-cash-benefits-have-fallen-by-more-than-20-percent-in-most-states.

Recommended Reading:

Hamilton-Mason, J. & Halloran J. (2017). Chapter 2: Urban children in living in poverty. In Phillips & Straussner.

VI-B. Health care

Required Reading:

Warde, Chapter 9, Health and Health Care Inequality.

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.

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.

Recommended Reading:

Ausbrooks, A. R. & Jones, S. H. (2017) Chapter 8: Mental health issues affecting urban children. In Phillips & Straussner.

Mirabito, D. M., & Lloyd, C. M. (2017) Chapter 7: Health issues affecting urban children. In Phillips & Straussner.

VI-C. Child Welfare

Required Reading:

Warde, Chapter 12, Child Welfare Inequality.

Scannapieco, M., & Smith, M. (2016). Transition from foster care to independent living: Ecological predictors associated with outcomes. *Families in Society, 33*(4), 293-302.

www.childwelfare.gov

www.childrensdefense.org

Recommended Reading:

Kahn, J. & Greenberg, J. (2017). Chapter 10. Urban children in foster care placement. In Phillips & Straussner.

Siegal, D. H. (2017). Chapter 11, Fatherhood and adoption. In Mazza & Perry.

Warde, B. (2017). Chapter 10, Male Foster Carers: A little understood, but much needed, potential resource. In Mazza & Perry.

VI-D. Education

Required Reading:

Warde, Chapter 11, Educational Inequality.

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

Recommended Reading:

Brendtro, L. K., Steele, W., & Freado, M. (2017) Chapter: 4: Beyond school and community violence: Providing environments where children thrive. In Phillips & Straussner.

VI-E. Housing

Required Reading:

Warde, Chapter 7, Residential and Housing Segregation.

Iceland, J. (2014). Residential segregation: A transatlantic analyses. *Migration Policy Institute*. Available from file:///Users/bryanwarde/Downloads/TCM_Cities_Residential-SegregationFINALWEB.pdf.

Torino, G. & Sisselman-Borgia, A. (2016) Homelessness microaggressions: Implications for education, research and practice. *Journal 0f Ethnic & Cultural Diversity in Social Work*, 1-13.

Recommended Reading:

Gaulman, L. (2017). Chapter 7: Homeless fathers. In Mazza & Perry.

VI-F. Labor Market

Required Reading:

Warde, Chapter 8, Labor Market Inequality.

Schmitt, J. (2015). Failing on two fronts: The U.S. labor market since 2000. *Center for Economic and Policy Research*. Available from http://cepr.net/documents/failure-two-fronts-2015-01.pdf.

Recommended Reading:

Chandler, S. K. (2009). Working hard, living poor: Social work and the movement for livable wages. *Journal of Community Practice*. *17*(1/2), 170-183.

McCall, L., & Percheski, C. (2010). Income inequity: New trends and research directions. *Annual Review of Sociology*. 36, 329-347.

VI-G. Immigration

Required Readings:

Warde, Chapter 5, Immigration.

United States Chamber of Commerce. (2016). Immigration myths and facts. Available from https://www.uschamber.com/sites/default/files/documents/files/022851_mythsfacts_2016_report_final.pdf.

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.

Recommended Readings:

Brown, H. E. (2013). Race, legality, and the social policy: Consequences of anti-immigration mobilization. *American Sociological Review*, *78*(2), 290-314.

Castex, G. M. (2017). Chapter 3, Immigrant children in the United States. In Phillips & Sttraussner.

Unit VII: Social welfare from a global perspective (week 14)

1. Social workers have an ethical responsibility to understand social welfare policy not just from a local, state and federal level, but also a global level. This unit examines social welfare from a global perspective. After this examination, social workers will have the knowledge needed to analyze, formulate, and advocate for policies that advance human rights and social economic, and environmental justice.

    1. Why social workers in the U.S. need a global perspective.
    2. Globalization.
    3. Immigration/migration.
    4. The Human Development Index
    5. Social welfare systems around the world (Germany, Sweden

Required readings:

"Statement of Principles" of the International Federation of Social Workers/International Association of Schools of Social Work (IFSW/IASSW). Ethical Standard 6: Social Workers' Ethical Responsibilities to Broader Society, 6.04: Social and Political Action. In *Undergraduate Social Work Program student handbook & field education manual.*

Robertson, R., Gregory S., & Jabbal, J. (2014). *The social care and health systems of nine countries.* Commission on the Future of Health and Social Care in England.

Universal Declaration of Human Rights. http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

The Human Development Index. http://hdr.undp.org/en/content/human-development-index-hdi.

Recommended Readings:

Nakray, K. (2014). Rethinking gender and social policies: In the changing context of development across the world. *Women's Studies International Forum,* Part B, *47*, 250-254.

Sogren, M., Nathaniel, K-A. (2017). The global agenda: Perspectives from the Caribbean. *International Social Work*, *60*(2), 271-282.

BIBLIOGRAPHY

Ausbrooks, A. R. & Jones, S. H. (2017). Mental health issues affecting urban children. In Phillips N. K. & Straussner, S. L. A. (Eds.) *Children in the urban environment* (3rd ed.) (pp. 190-222). Springfield, IL; C. Charles Thomas.

Barth, R. P., Gilmore, G. C., Flynn, M. S., Fraser, M. W., Brekke, J. S. (2014). The American academy of social work and social welfare: History and grand challenges. *Research on Social Welfare Practice. 24*(4), 495-500

Brendtro, L. K., Steele, W., & Freado, M. (2017). Chapter: 4: Beyond school and community violence: Providing environments where children thrive. In Phillips N. K. & Straussner, S. L. A. (Eds.) *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 82-108). Springfield, IL: C. Charles Thomas.

Brown, H. E. (2013). Race, legality, and the social policy: Consequences of anti-immigration mobilization. *American Sociological Review*, *78*(2), 290-314.

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: C. Charles Thomas.

Chandler, S. K. (2009). Working hard, living poor: Social work and the movement for livable wages. *Journal of Community Practice. 17*(1-2), 70-183.

Colby, I. C. (2013). Social work education: Social welfare policy. *Encyclopedia of Social Work.* Retrieved from http://socialwork.oxfordre.com/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-619?rskey=Zlr8Li&result=1.

Conley, W. H. (1940). Social aspects of recent labor legislation. *American Catholic Sociological Review. 1*(2), 62-67.

Constance-Huggins, M. (2011). A review of the racial biases of social welfare policies. *Journal of Human Behavior in the Social Environment, 21*(8, 871-887.

Figueroa-McDonough, J. (1993). Policy practice: The neglected side of social work intervention. *Social Work, 38*(2), 179-188.

Freedberg, S. (2016). Pioneers of the radical tradition: Bertha Capen Reynolds and the forgotten woman. *Critical and Radical Social Work, 4*(2), 267-268.

Gaulman, L. (2017). Homeless fathers. In Mazza, C., & Perry, A. R. (Eds.). *Fatherhood in America: Social work perspectives on a changing society*, (pp.102-124). Springfield, IL: C. Charles Thomas.

Hamilton-Mason, J. & Halloran J. (2017) Urban children in 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.229-251). Springfield, IL: C. Charles Thomas.

Iceland, J. (2014). Residential segregation: A transatlantic analyses. *Migration Policy Institute.* Retrieved from file:///Users/bryanwarde/Downloads/TCM_Cities_Residential-SegregationFINALWEB.pdf.

Kahn, J. & Greenberg, J. (2017). Urban children in foster care placement. In N. K. Phillips & S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 253-278). Springfield, IL: C. Charles Thomas.

Karberg, E., Aldonery, D., & Cabrera, N. (2017). Fatherhood in America: The context, practice and gaps in responsible fatherhood programs. In C. Mazza & A. R. Perry (Eds.). *Fatherhood in America: Social work perspectives on a changing society*, (pp. 302-324). Springfield, IL: C. Charles Thomas.

Lane, S., & Pritzker, S. (2013). Political social work. *Encyclopedia of Social Work.* Retrieved from http://socialwork.oxfordre.com/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-295?rskey=p5gVPw&result=1.

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

Leighninger, L. (2001). Social workers as politicians. *Journal of Progressive Human Services. 12*, 71-76.

Lewis Jr., C. E. (2013). Congressional social work caucus. *Encyclopedia of Social Work.* Retrieved from

http://socialwork.oxfordre.com/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-1033.

Long, L. (August 28, 2013), The importance of social work and politics: A social worker's call to arms. *Social Work Helper.* www.socialworkhelper.com/2013/08/29/importance -social-work-politics-social-workers-call-to-arms/

Mazza, C., & Perry, A. R. (Eds.). (2017). *Fatherhood in America: Social work perspectives on a changing society.* Springfield, IL: C. Charles Thomas.

McCall, L., & Percheski, C. (2010). Income inequity: New trends and research directions. *Annual Review of Sociology. 36*, 329-347.

Mickelson, J. S. (2013). Political process. *Encyclopedia of Social Work* online. Retrieved from http://socialwork.oxfordre.com/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-294?rskey=EtgZYm&result=1.

Miller, R. J. (2013). Race, hyper-incarceration, and US poverty policy in historic perspective. *Sociology Compass. 7*(7), 573-589.

Mirabito, D. M., & Lloyd, C. M. (2017) Health issues affecting urban children. In N. K. Phillips & S. L. A. Straussner (Eds.) *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 169-189). Springfield, IL: C. Charles Thomas.

Nakray, K. (2014). Rethinking gender and social policies: In the changing context of development across the world. *Women's Studies International Forum,* Part B, *47*, 250-254.

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.

Polack, R. J. (2004). Social justice and the global economy: New challenges for social work in the 21st century. *Social Work, 49*(2), 281-290.

Popple, P. R., & Leighninger, L. (2015). *The policy-based profession: An introduction to social welfare policy analysis for social workers* (6th ed.). Boston, MA: Allyn and Bacon.

Rice, J. K. (2001). Poverty, welfare, and patriarchy: How macro changes in policy can help low-income women. *Journal of Social Issues, 57*(2), 355–374

Robertson, R., Gregory S., & Jabbal, J. (2014). *The social care and health systems of nine countries.* London: Commission on the Future of Health and Social Care in England. Retrieved from https://www.kingsfund.org.uk/sites/files/kf/media/commission-background-paper-social-care-health-system-other-countries.pdf.

Rome, S. H. & Hoechstetter, S. (2010). Social work and civic engagement: The political participation of professional social workers. *The Journal of Sociology and Social Welfare, 37*(3), 107-129.

Schmitt, J. (2015). Failing on two fronts: The U.S. labor market since 2000. *Center for Economic and Policy Research.* Retrieved from http://cepr.net/documents/failure-two-fronts-2015-01.pdf.

Siegal, D. H. (2017). Fatherhood & adoption. In C. Mazza & A. R. Perry (Eds.). *Fatherhood in America: Social work perspectives on a changing society*, (pp. 167-182). Springfield, IL: C. Charles Thomas.

Sogren, M., Nathaniel, K-A. (2017). The global agenda: Perspectives from the Caribbean. *International Social Work*, *60*(2), 271-282.

Stanley, M., Floyd, I. & Hill, M. (2016). TANF cash benefits have fallen by more than 20 percent in most states and continue to erode. Washington, DC: Center on Budget and Policy Priorities. Retrieved from http://www.cbpp.org/research/family-income-support/tanf-cash-benefits-have-fallen-by-more-than-20-percent-in-most-states.

Torino, G. & Sisselman-Borgia, A. (2016) Homelessness microaggressions: Implications for education, research and practice. *Journal of Ethnic & Cultural Diversity in Social Work*, 1-13. Published online: http://dx.doi.org/10.1080/15313204.2016.1263814

United States Chamber of Commerce. (2016). Immigration myths and facts. Retrieved from https://www.uschamber.com/sites/default/files/documents/files/022851_mythsfacts_2016_report_final.pdf.

Warde, B. (2016). *Inequality in U.S. social policy: An historical analysis*. New York, NY: Routledge.

Warde, B. (2017). Male Foster Carers: A little understood, but much needed, potential resource. In C. Mazza & A. R. Perry (Eds.). *Fatherhood in America: Social work perspectives on a changing society*, (pp. 156-166). Springfield, IL: C. Charles Thomas.

Revised June 15, 2017

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

SWK 443 **Social Welfare Policy** **Fall 2017**

Opening of Class Assignment

At the beginning of each class, two to three students (depending on class size) will be required to share and discuss with the class a social issue, problem, discussion, or policy that has been newsworthy in the week before class. The social issue, problem, discussion or policy can come from the student's fieldwork placement, a newspaper/magazine article, television show, podcast, or other media outlet. In sharing and discussing with the class, the student should be prepared to answer questions from the class. In doing so, students should be able to identify who is impacted by the social issue, problem, discussion or policy, potential implications, social, economic, impact and environmental justice issues and social work response as regards advancing social, economic and environmental justice. Each presentation will be a maximum of ten minutes. A presentation schedule will be put together in week one of class and presentations will begin in week 3 through week 14. This assignment will count toward the class participation grade.

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

SWK 443 **SOCIAL WELFARE POLICY** **FALL 2017**

DEBATE ASSIGNMENT

All students are required to participate in a class presentation concerning a social welfare policy issue. Students can select from the issues listed below. Two students will take **position A** and two students will take **position B** on the issue. **Each student's presentation should be no longer than three or four minutes** and should be a summary of some key element of the issue. Student's may use notes but **should not read a prepared statement**. Students addressing the same position on the issue selected should meet with each other beforehand to minimize overlapping content. Following the presentation, the other students in the class and I will ask questions.

Poverty and the Public Welfare System
Date:

A. The public assistance program known as Temporary Assistance to Needy Families (TANF) enabled many poor single mothers to find better jobs to support their families.
B. TANF did not enable many poor single mothers to better jobs to support their families.

Child Welfare
Date:

A. Everything should be done to prevent foster care placement to keep the family intact.
B. Everything should be done to protect the child even if it means placing the child in foster care.

A. Children that are removed from their homes should be placed in foster homes of relatives.
B. Children that are removed from their homes should be placed in traditional foster homes.

Education
Date:

A. Education voucher programs that allow children to opt out of public education in favor of private education should be available to all parents of school age children.
B. Education voucher programs that allow children to opt out of public education in favor of private education should not be available to parents of school age children.

Immigration
Date:

A. Undocumented parents of children who are born in the USA **should not** be deported.
B. Undocumented parents of children who are born in the USA **should be** deported.

Health Care
Date:

A. Health care reform legislation is needed now more than ever and should be passed.
B. Health care reform legislation is not needed now and should not be passed.

Labor market
Date:

A. Legislation should be passed to ensure that man and women in the workplace are equally compensated for their labor.
B. Legislation should be passed to ensure that man and women in the workplace are equally compensated for their labor.

Housing
Date:

A. Legislation should be passed to ensure that affordable housing is located in every borough and community in New York.
B. Legislation should be passed to ensure that affordable housing is located in every borough and community in New York.

Grading
Participation in the debates represents 15% of the grade for the class.
Each student will be graded based on the arguments presented to support their position:

- Preparation reflecting knowledge of the subject area: 5 %
- Clarity of the issues presented: 5%
- Strength of the argument presented: 5%

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

SWK 443 SOCIAL WELFARE POLICY FALL 2017

Assignment 1

Social Welfare Policy Analysis

Purpose
The purpose of this five part written assignment is to analyze a federal or state social welfare policy, after which a letter based on the analysis is written to a local politician outlining ways the policy can be refined to meet client needs.

The first part of the assignment requires the identification of federal or state social welfare policy that impacts clients at your field placement agency.

The second part of the assignment requires an exploration of the development of the policy.

The third part of the assignment requires a critical analysis of the various components of the policy

The fourth part of the assignment requires an evaluation of the policy's effectiveness in meeting the needs of clients.

The fifth part of the assignment requires a critical response to the policy in the form of a letter to a local politician.

Audience:
Social work practitioners, administrators, and local politicians who are unfamiliar with social welfare policy and as such need a clear explanation of policy concepts.
Genre:
Academic and public affairs/civic writing
Demonstrated practice behaviors and competencies:
In doing the assignment, the following practice behaviors and competencies will be demonstrated.

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services
- Apply Critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Assignment Outline

Part 1 (Policy Identification)

Introduction

- Identify the social welfare policy you are studying. Include a copy of the section of the law you are studying at the end of your paper.

- Discuss the relevance of this law for the work done in your fieldwork agency.
- Discuss why you selected this policy.

Goals of the Policy

- Identify and discuss the goals of the policy. In other words, what does the policy intend to accomplish?

Part II (Policy Exploration)

Historical Development of the Policy

- Trace the historical development of the social welfare policy you are studying. When was it introduced? When was it passed? When was it implemented?

Value Base and Politics Behind the Policy

- Policies, their goals, and the language used to describe them reflect certain values. Identify and discuss the basic values that are embodied in this policy. These can be NASW social work values or any of the American values discussed in the text book, Warde (2016).
- In the process of developing law in the U. S., the result will reflect the values of the different stakeholders. Stakeholders are key persons, groups, and institutions with interest in a policy issue. Stakeholders can include administrators, consumers, clients, advocacy groups, government officials, service providers (not for profit and for profit organizations), persons from community-based organizations, and persons from the private sector such as business leaders. Identify and describe the stakeholders for your policy and discuss their values.

Part III (Policy Analysis)

Discuss the following in your analysis of the policy:

- Describe and discuss the form of benefits provided – cash, material goods, or services.
- Describe the criteria used to determine eligibility for the benefit. Is there a means test involved?
- Generally speaking, how easy or difficult is it for clients to obtain these benefits? Cite evidence from your own clients' experiences and from the articles/books or reports you read related to the policy. Cite sources using APA style.
- Describe the types of organization(s) and staff used in providing benefits/services.
- Does the law specify whether communities should be encouraged to voice opinions, implement changes, and participate in delivery of services? If so does this happen with this policy in your agency?
- Describe how the programs/services related to this policy are financed including the type and level of funding available to support them. If the policy is federal, discuss whether block grants are utilized and if the funds come from the federal discretionary or mandatory budget. For a look at discretionary and mandatory budget categories, copy and paste to your browser the following: http://www.nationalpriorities.org/Federal%20Discretionary%20and%20Mandatory%20Spending
- Discuss whether the level of funding is sufficient relative to the needs. Give examples from clients in your agency. **Also, use information from journal articles** regarding funding and cite using APA 6th ed. style.
- Return to the goals or objectives of the policy. Beginning with observations from clients in your agency, cite evidence as to whether any of the goals of the policy have been achieved. **Include information from journal articles**, and provide citations using APA style. Discuss the reasons why the policy goals were or not achieved.

Part IV (Policy Evaluation)

- Discuss whether the policy has had any effect on social justice. If the policy has had an effect on social justice, discuss what the effect has been. For example, has the policy decreased large inequities in income and/or power, or inequities based on racial/ethnic group or gender what changes, if any, would you propose for this policy, and why?
- What role do you think the social work profession should play in changing this policy?
- What steps would you take as a social worker to help change this policy?
  Use the following articles to support your responses to, and discussion of B & C: Figueira-McDonough, J. (1993). Policy practice: The neglected side of social work intervention. *Social Work, 38*(2), 179-188.
  Domanski, M.D. (1998). Prototypes of social work political participation: An empirical model. *Social Work, 43*(2), 156-167.
  Cite your sources using APA style.

Part V (Critical Response to Policy)

- Write a letter to a policy maker or public official who has a role in shaping or implementing this policy. You may select a member of the executive or legislative branch at the city, state, or federal level or a head of an agency that implements the policy. In the letter suggest one change related to the policy and support your reason for the change.
- Describe yourself as a social worker that has seen the effects of the policy on your clients. The letter should be a maximum of one page.

The paper, which must be a minimum of six (6) to eight (8) pages in length, excluding cover and reference page, should be word-processed, double-spaced, one-inch margins, 12-point font. Staple the paper in the upper left-hand corner (do not submit the paper in plastic folders).

The paper should contain a **minimum of six (6) references**, including: citations for information about the social welfare policy you have chosen; citations regarding the goals of the policy and how these relate to your understanding of social justice; citations to support your thinking about the role the social work profession and you as a social worker can play in making changes to the policy. **Do not use the language of the authors you are citing. Rather, paraphrase the content, and cite the source.**

Please note that one draft of the paper can be submitted for evaluation any time up until five days prior to submission due date.

The following websites offer information on the use of APA style:

Purdue Owl APA Formatting and Style Guide: http://owl.english.purdue.edu/owl/resource/560/01/

The Basics of APA Style: Tutorial:
http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

Grading

The paper represents **15%** of your final grade for this course and will be graded on the basis of the following:

- Content, including the demonstrated ability to apply abstract concepts to social welfare policy questions
- Grammar, spelling, and other issues of effective written communication
- Correct use of **APA style** for **both in-text citations** and on the **reference page**
- Adherence to the Lehman College Policy on Academic Integrity
- "On-time" submission of the term paper
- Late or electronically delivered assignments will not be accepted.

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

SWK 443 SOCIAL WELFARE POLICY FALL 2017

MID-TERM EXAMINATION

This examination represents 25% of the grade for this course and is intended to provide students with an opportunity to:

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- 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
- Demonstrate effective written communication skills

Absolutely no material is permitted on your desk top except for the exam, the Blue Books I distribute, and your pen or pencil. No dictionaries, box of tissues, etc.
No I pods or other electronic devices are permitted.
Please use the rest room before you begin working on your test answers.
The Lehman College Statement on **Academic Integrity** applies to this test.

PART I: IDENTIFICATIONS. Please provide answers to all 10 of the following Identifications. *Your answers should define the term in the context of this course.*
1 point each X 10 = 10 points.

1) Social policy
2) Social welfare
3) Political ideology
4) Policy practice
5) Social Justice
6) Economic Justice
7) Environmental Justice
8) Human Rights
9) Policy development process
10) Legislative process

PART II: ESSAYS
The following essays are worth a total of 15 points. (NOTE: Your grade will not be based on the content of your opinion but rather on how well you understand the concepts of this course and how well you utilize them in your discussion.)
All students must answer the following question:

What is the relationship between history and social welfare policy? (5 points)

Students must select and answer two out of the following three:

Give a definition of social welfare policy. Discuss its key terms. (5 points)

Explain the "myth of autonomous practice" and the relevance of that myth to this course. (5 points)

What are the advantages and disadvantages to both society and the client of 1) cash benefits and 2) in-kind benefits? (5 points)

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

SWK 443 **SOCIAL WELFARE POLICY** **Spring 2018**
Prof.

FINAL EXAMINATION

This final is a two-part in class written examination. It represents 25% of the grade for this course and is intended to provide students with an opportunity to:

- Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level;
- Engage in practices that advance social, economic, and environmental justice;
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Absolutely no material is permitted on your desktop except for the exam, the Blue Books I distributed, and your pen or pencil. No dictionaries, box of tissues, etc.
No cell phones or other electronic devices are permitted.
Please use the ladies or gents rooms before you begin working on your test answers.
The Lehman College Statement on **Academic Integrity** applies to this test.
Any cheating will result in a grade of F.

PART I

Instructions:
Using your current field placement agency as the unit of analysis, please use the provided blue book to respond in writing to the numbered directives listed below. Your written responses should be legible and comprehensive.

Name of your field placement agency and program:

_____

1. Analysis of Eligibility Process Criteria. Briefly describe the process by which someone becomes a client in your program. Discuss which eligibility criteria best describe the process in your program. (It may be more than one criterion.) **(2 points)**

2. Analysis of Form of Benefit. List the benefits that are available to clients in your program. Identify which "forms of benefit" best describe these benefits. **(2 points)**

Actual Benefit	"Form of Benefit"

3. Analysis of the Social, Economic, and Environmental Justice Issues Related to the Benefit. Describe whether or not the benefit allows for choice, limits choice, is punitive when in non-compliance, and recognizes beneficiaries' dignity and rights. **(2 points)**

4. Analysis of Delivery Structure. All social service delivery systems are bureaucracies, though they may employ professionally educated and trained personnel. Discuss those considerations that would make your program "more bureaucratic" or "more professional" in its orientation. **(3 points)**

5. BSW as agent of change. All social service employees have some power to effect change within the agency. The NASW Code of Ethics states, "social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services." [3.09(b)]

Give a brief description of a proposal that would improve the way your agency (where you did your field placement) improves its delivery of services—without any additional expenditure of agency funds. How would this proposal reflect a commitment to social justice? **(3 points)**

Discuss ways that you as an entry-level professional could advocate for such change in the agency. This discussion should include a review of your sources of power and how your power to affect change might be enhanced. **(3 point).**

PART II

Instructions:

Please provide a written response in your blue book to directive **A** and the debate topic you select from directive **B**. Your written responses should be legible and comprehensive.

A) Assess the advantages and disadvantages of social service financing that is based on 1) individual charitable contributions, and 2) government funding. **(5 points)**

B) Select **one** of the three debate topics listed below. Identify the side of debate you favor and give three specific reasons why clients would benefit as a consequence of the side you favor. (**5 points**)

1. "Social welfare programs should be the sole responsibility of the federal government."

"Social welfare programs should be the responsibility of state government."

2. "Children in foster care should be placed in foster homes of relatives, if at all possible."

"Children in foster care should be placed in traditional foster homes, if at all possible."

3. "The public assistance known as TANF has been good for the United States of America"

"The public assistance known as TANF has been bad for the United States of America"

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

SWK 446 **SOCIAL WORK RESEARCH** **Spring 2018**

PREREQUISITE:
Admission to the Social Work Program
SWK 305 Human Behavior and the Social Environment I
SWK 311 Social Work Practice I
SOC 301 Applied Statistics and Computer Analysis for Social Sciences
CO-REQUISITES:
SWK 312 Social Work Practice II and
SWK 306 Human Behavior and the Social Environment II
or
SWK 440 Fieldwork Seminar I and SWK 470 Fieldwork I
or
SWK 441 Fieldwork Seminar II or SWK 471 Fieldwork II

COURSE DESCRIPTION

This course focuses on skills needed to conceptualize social problems; use of available literature, web sites 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.

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

4. The Code of Ethics of the National Association of Social Workers is included in the Appendix to the *Undergraduate Social Work Program Student Handbook & Field Education Manual* provided to all undergraduate 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 Undergraduate Bulletin*).

STUDENT SERVICES (Available at no charge)

21. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

22. 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.

23. 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.

24. The Center for Academic Excellence (ACE) is available to all students for writing and other academic support. The ACE is located in the Old Gym Building, Room 205, 718-960-8175.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance, punctuality, and participation	15%
Written Assignments (due weeks 5, 9, & 14)	30%
Group presentation	10%
Midterm (week 7)	20%
Final exam	25%

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). *Undergraduate social work program student handbook & field education manual*. Bronx, NY: Author. (Provided by the Program)

SUPPLEMENTARY 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 1-2)

A. Why Study Research?
B. Connecting Practice Experience And Research With Urban Populations
D. Evidence-Based Practice
E. Ways of Knowing
D. Types of Research
Qualitative, Quantitative, Mixed-Methods
Secondary Data Analysis
Cross Sectional and Longitudinal Studies

Required Readings:

Rubin & Babbie: Chapter 1, Why Study Research; Chapter 2, Evidence-Based Practice; Chapter 3, Quantitative, Qualitative and Mixed Methods of Inquiry

UNIT II. BEING AN EDUCATED CONSUMER OF SOCIAL WORK LITERATURE (Weeks 3-4)

A. What is a Literature Review?
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
NASW *Code of Ethics*

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. Using Practice Experience and Theory to Inform Scientific Inquiry
B. Research Questions and Hypotheses
B. Independent Variables, Dependent Variables
C. Operationalization

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 to Practice with Urban Populations
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
Padgett: Chapter 6, Data Analysis

BIBLIOGRAPHY

Antle, B., & Regehr, C. (2003). Beyond individual rights and freedoms: Metaethics in social work research. *Social Work, 48*(2), 135-144.

Berger, R. (2013). Incorporating EBP in field education: Where we stand and what we need. *Journal of Evidence-Based Social Work, 10*(2), 127-135.

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.

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.

Delva, J. (2007). The human subjects' protection process: A subjective view. *Social Work, 52*(2), 101-102.

Dragowski, E., Halkitis, P., Grossman, A., & D'Augelli, A. (2011). Sexual orientation victimization and posttraumatic stress symptoms among lesbian, gay, and bisexual youth. *Journal of Gay & Lesbian Studies, 23*(2), 226-249.

Feczer, D., & Bjorklund, P. (2009). Forever changed: Posttraumattic 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.

Gfroerer, J., Penne, M., Pemberton, M., & Folsom, R. (2003). Substance abuse treatment need among older adults in 2020: The impact of the aging baby-boom cohort. *Journal of Drug and Alcohol Dependence, 69*(2),127-135.

Gibbs, L., & Gambrill, E. (2002). Evidence-based practice: Counterarguments to objections. *Research on Social Work Practice, 12*(3), 452-476.

Heidemann, G., Cederbaum, J., & Martinez, S. (2016). Beyond recidivism: How formerly incarcerated women define success. *Affilia: Journal of Women and Social Work,* 31(1), 24-40.

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.

Huston, A. (2008). From research to policy and back. *Child Development, 79*(1), 1-12.

Jones, J. (1981). *Bad blood: The Tuskegee syphilis experiment.* New York: Free Press.

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.

Marsh, J. (2003). Arguments for family strengths research. *Social Work, 48*(2), 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 and 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.*

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*(2),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*(8), 1245-1259.

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.

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.

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.

Tuchman, E., & Lalane, M. (2011). Evidence-based practice: Integrating classroom curriculum and field education. Journal of Teaching in Social Work, 31(3), 329-340.

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.

Witkin, S., & Harrison, W. D. (2001). Whose evidence and for what purpose? *Social Work, 46*(4), 293-296.

Revised June 15, 2017

LEHMAN COLLEGE
CITYUNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
UNDERGRADUATE SOCIAL WORK PROGRAM

SWK 446 **SOCIAL WORK RESEARCH** **Spring 2018**

WRITTEN ASSIGNMENTS

Written Assignments Description (10% of final grade for each of three parts, 30% total)

Students will be assigned a set of two articles, one qualitative and one quantitative. Students will work together in small groups throughout the semester during class time. All members of the group will use the same two articles. Members of each group will use their articles and group work to answer the questions in formal written papers submitted *independently*. Your group members, the instructor, and the course readings will help you in answering the questions, but what you submit should reflect your own effort.

Task: Answer questions explaining the research process and findings from assigned empirical articles. 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.

Instructions: Read one set of articles. Each set includes one qualitative article and one quantitative article (two articles in total). Each set addresses a related population or social issue. Note: you will use the set (two articles) for the three steps of the written assignment and the group presentation. Use the articles from the set and apply those articles to answer the questions.

Step #1: Evidence-based Practice (10% of final grade, due week 5 or 6)

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?

Step #2: Problem Formulation and Study Design (10% of final grade, due week 9 or 10)

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.

Step #3: Sampling, data collection, and interpretation of findings (10% of final grade, due week 14)

1. For each article, describe the study's sample. How does the sample meet the study's purpose?

2. 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?

3. For each article, describe the findings. Based on the data gathered, what evidence do the researchers have to answer their research questions?

4. Connect the evidence from each study to social work practice. Answer the "So what?" question. Based on the findings in each study, identify one 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 posttraumatic stress symptoms among lesbian, gay, and bisexual youth. *Journal of Gay & Lesbian Social Services, 23*(2), 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 and Schools, 37*(2), 71-77.

Set 2

del Pino, H.E., Mendez-Luck, C., Bostean, G., Ramirez, K., Portillo, M., & Moore, A.A. (2013). Leveraging family values to decrease unhealthy alcohol use in aging Latino day laborers. *Journal of Immigrant Minority Health, 15,* 1001-1007.

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.

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*(2),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(8),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(1),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: Posttraumattic stress disorder in female military veterans, A case report. *Perspectives in Psychiatric Care, 45*(4), 278-291.

Richardson, J.D., Naifeh, J.A., & Elhai, J.D. (2007). Posttraumatic stress disorder and associated risk factors in Canadian peacekeeping veterans with health-related disabilities. *Canadian Journal of Psychiatry, 52*(8), 510-518.

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

SWK 446 **SOCIAL WORK RESEARCH** **Spring 2018**

Group Presentation (10% of final grade)

Purpose: The purposes of this assignment are to develop critical thinking skills in relation to research concepts, to demonstrate understanding of research concepts through explaining them to others, and to engage in collaborative small-group work. Due dates will be announced.

Task:
Each group will use a set of two empirical articles (from the syllabus) to present to the class on a specific part of the research process. These parts include: purpose/problem formulation, sampling, data collection, data analysis, and interpretation of findings.

Your presentation should cover the following:

- A brief summary of the studies you read.
- A definition of the key research concepts.
- An explanation of these research concepts as they apply to each study.
- Compare and contrast the qualitative and quantitative studies in relation to these research concepts. Illustrate strengths and weaknesses of each design.

Each group will develop a handout that outlines the main points that will be covered in the presentation. You must email the handout to the instructor for approval at least 48 hours before the class session in which you are presenting.

Make sure that each member of the group has ample opportunity to participate in the presentation. Co-leading presentations can be tricky and needs careful planning. Avoid the pitfall of one student dominating while the others largely remain silent.

Grading:

Criterion	Points	Comments
Thoroughness of content	2	
Accuracy of explanations	2	
Clarity of handout	2	
Collaboration	2	
Timeliness and preparation	2	

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

SWK 446 **SOCIAL WORK RESEARCH** **SPRING 2018**

Mid-term Examination

Write your 4-digit identification number here: _____
Do not write your name or any other identifying information on the exam.

Mid-term is worth 20% of the final course grade.

WRITE YOUR ANSWERS TO THE **MULTIPLE-CHOICE** QUSTIONS ON PAGE 4.
(.5 points each)

Based on the following titles, identify if the article is most likely to be
A. theoretical
B. review
C. empirical
D. meta-analysis

1. *Estimating rates of psychosocial problems in urban children with sickle cell anemia.*
   A. theoretical
   B. review
   C. empirical
   D. meta-analysis

2. *Sickle cell anemia in pregnancy and 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. 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

11. When evaluating evidence, social workers 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.

12. 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.

13. Which of the following statements best typifies a mixed methods study?
    A. Uses more then one type of quantitative method.
    B. Uses more then one type of qualitative method.
    C. Combines a quantitative method with a qualitative method.
    D. Combines both cross-sectional and longitudinal approaches.

14. A study of how the same clients discharged from a mental hospital in 2015 were functioning in 2016, 2017, 2018, and so on through 2025 would be:
    A. an inductive study.
    B. a qualitative study.
    C. a longitudinal study.
    D. a cross-sectional study.

15. 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, social work practice, and/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.

Write your answers to the multiple-choice questions in capital letters here:

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

II. SHORT ANSWERS (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. (3 points)

2. Identify two ethical issues that social workers may face in conducting research studies. (1 point)

3. What is the difference between a theoretical and an empirical article? (1 point)

4. Compare and contrast quantitative and qualitative research designs. (2 points)

5. Describe why and when one would use a mixed methods approach. (1 point)

III. 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? (1 point)

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)

SAMPLE ABSTRACTS FOR MIDTERM EXAM FOR SWK 446

Title: "Slamming the Closet Door: Working with Gay and LesbianYouth 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
UNDERGRADUATE SOCIAL WORK PROGRAM

SWK 446 **SOCIAL WORK RESEARCH** **Spring 2018**

Final Examination

Final exam is worth 25% of the final course grade.

Write your 4-digit identification number here: _____
Do not write your name or any other identifying information on the exam.

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. At what level of measurement is the variable *number of incidents of child neglect*?
   A. nominal
   B. ordinal
   C. interval
   D. ratio

4. At what level of measurement is the variable *ethnicity*?
   A. nominal
   B. ordinal
   C. interval
   D. ratio

5. 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

6. Reliability involves:
   A. whether a particular technique applied repeatedly yields the same results each time.
   B. ensuring accuracy.
   c. whether your measure measures what you think it should measure.
   d. ensuring precision.

7. 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.

8. 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.

9. In general, a strength of survey research is that they:
   A. make large samples feasible.
   B. show causality.
   C. uncover deeper meanings for each respondent.
   D. directly measure what people actually do, not just what they say.

10. 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.

11. Quasi-experimental designs are often used instead of experimental designs because:
   A. agency constraints may 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.

12. 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.

13. Non-experimental designs:

A. are the weakest experimental designs.
B. control for most sources of internal validity.
C. control for most sources of external validity.
D. are excellent for drawing causal inferences.

14. 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.

15. 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.

16. 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.

17. The most frequent attribute is the:

A. mean.
B. median.
C. mode.
D. range.

18. 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

19. 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

20. 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

21. 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

22. In social sciences, a standard, acceptable p value would be

A. .0001
B. .05
C. .50
D. 1.00

23. 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.

24. 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

Write your answers to the multiple-choice questions in capital letters here:

1.		13.	
2.		14.	
3.		15.	
4.		16.	
5.		17.	
6.		18.	
7.		19.	
8.		20.	
9.		21.	
10.		22.	
11.		23.	
12.		24.	

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

Part 1 (4 points)
Identify and explain the problems with Big Organization's conclusions. (3 points)

Part 2 (9 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?

Write a corresponding null hypothesis associated with this research question.

Write a directional alternative hypothesis associated with this research question.

Operationalize the independent variable.

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).

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).

Operationalize the dependent variable.

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).

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).

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

SWK 470 **FIELDWORK I** **Fall 2017**

PREREQUISITE:
SWK 306 (Human Behavior in the Social Environment II) Completed with a minimum grade of C.
SWK 312 (Social Work Practice II) Completed with a minimum grade of C.
Completion of the College English requirement.
Submission of Fieldwork Application.
Submission of Certificate of Completion of the New York State mandated 2-hour "Training in Child Abuse Identification and Reporting."

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

COURSE DESCRIPTION

In preparation for generalist professional social work practice, students complete, during the Fall semester, a 200-hour internship with supervision from an MSW Fieldwork Instructor in a social service agency as arranged by the Department of Social Work. Students integrate social work knowledge, values, skills, and cognitive and affective processes as they provide services to diverse urban populations. The Fieldwork Seminar (SWK 440), which is concurrent with Fieldwork I, helps students integrate classroom content with their agency practice.

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

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

1. Act in accordance with the Code of Ethics of the National Association of Social Workers (NASW), included in the Appendix to the *Undergraduate Social Work Program Student Handbook & Field Education Manual* provided by the Lehman College Department of Social Work. All Social Work Program students are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a social work course and supersedes a student's standing in the Social Work Program. Failure to comply with the Code of Ethics may result in dismissal from the Department of Social Work.

2. Complete a minimum of 450 hours of Fieldwork over the course of the academic year, according to the Fieldwork schedule provided for SWK 470. Students are required to complete 15 hours of Fieldwork per week throughout the academic year, including the month of January. Fieldwork hours during the month of January count toward the Spring semester requirement.

3. Complete 15 hours of fieldwork per week, of which at least one full day (7 hours) is to be completed Monday through Friday between 8:00 a.m. and 8:00 p.m. *Fieldwork placements that include evening and/or weekend hours are limited and subject to availability.*

4. Write a minimum of ten different process recordings during the semester and submit each recording to the Fieldwork Instructor for review. However, Fieldwork Instructors may request more than ten process recordings during the semester. The Program expects that students will be given time to write all of their process recordings during their scheduled hours at the fieldwork agency. Grading of process recordings will be based on content, timeliness (submission on time), and writing clarity and

proficiency.

5. The student must meet with the Fieldwork Instructor at a regularly scheduled time each week for at least one hour of supervision and is responsible for raising issues.

6. The student must complete the Fieldwork Attendance Form weekly; the form is to be initialed by the Fieldwork Instructor each week. The form is given to the student's Seminar Instructor/Faculty Advisor at the end of the semester.

7. The student is responsible for complying with all policies and customary practices (including dress code) of the fieldwork agency, and discussing any issues of concern with the Fieldwork Instructor and, if necessary, with the Seminar instructor/Faculty Advisor.

8. Students may be required to make home visits as part of their fieldwork. The Fieldwork Instructor and the student need to consider and make provisions for the student's safety on home visits, including, but not limited to, appropriate time of day for home visits, dress, selection of transportation, routing on the safest streets if walking, traveling with official agency identification, making certain that the agency is aware of the date, time, location, and purpose of visit, and having access to an emergency phone contact. Students should be reimbursed for transportation expenses while making a home visit. It is recommended that, at a minimum, the student be accompanied by an agency staff member on the first home visit so that the student is familiarized with the process and assisted in mastering the requisite skills. The need for, and use of, escorts at other times needs to be assessed by the Fieldwork Instructor and student.

9. Grading of written assignments in addition to content will include an evaluation of writing proficiency--clarity, grammar, punctuation, spelling, and use of references and citations in *APA* 6th ed. 2nd printing style.

10. All work--including written work, group assignments, oral presentations, and tests--must be completed by the student in accordance with the Lehman College Statement on Academic Integrity (see *Lehman College Undergraduate Bulletin*).

STUDENT SERVICES (Available at no charge)

1. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

2. The Counseling Center is available to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.

3. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A., Career Advisor, at 718-960-8366.

4. The Center for Academic Excellence (ACE) is available to all students for writing and other academic support. The ACE is located in the Old Gym Building, Room 205, 718-960-8175.

EVALUATION OF STUDENT'S PERFORMANCE

Fieldwork Instructor's Written Evaluations of the student, with attention to attendance punctuality, timely remittance of time sheet, and use of supervision	70%
Timely submission of **6** acceptable Process Recordings different from the **4** submitted for SWK 440	30%
Total	100%

EVALUATION OF STUDENT PERFORMANCE IN FIELDWORK

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

SOCIAL WORK FIELDS OF PRACTICE RESOURCES

Social Work with Children and Adolescents

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

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

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

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

DiCroce, M., Preyde, M., & Flaherty, S. (2016). Therapeutic engagement of adolescents with emotional and behavioral disorders. *Child and Adolescent Social Work Journal, 33*(3), 259-271.

Jani, J. S. (2017). Reunification is not enough: Assessing the needs of unaccompanied migrant youth. *Families in Society, 98*(2), 127-136.

Mazza, C., & Perry, A. R. (Eds.). (2017). *Fatherhood in America: Social work perspectives on a changing society.* Springfield, IL: Charles C. Thomas.

Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.

Mishna, F., & Van Wert, M. (2014). Bullying. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 227-247). New York, NY: Columbia University Press.

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

Phillips, N. K., (2017). Growing up in the urban environment: Opportunities and obstacles for children. In Phillips, N. K., & Straussner, S. L. A. (Eds.) (pp. 5-28). *Children in the urban environment* (3rd ed.). Springfield, IL: Charles C. Thomas.

Scannapieco, M., & Smith, M. (2016). Transition from foster care to independent living: Ecological predictors associated with outcomes. *Families in Society, 33*(4), 293-302.

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

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

Social Work in Schools

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

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

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

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

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

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

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

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

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

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

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

Social Work with Families

Costin, L. (1992). Cruelty to children: A dormant issue and its rediscovery, 1920-1960. *Social Service Review, 66*(2), 177-198.

Flesaker, K., and Larsen, D. (2010). To offer hope you must have hope: Accounts of hope for reintegration counselors working with women on parole and probation. *Qualitative Social Work, 11*(1), 61-79.

Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2017). *Direct social work practice:*

Theory and skills, (10th ed.). Boston, MA: Cengage Learning. (Chapter 10: Assessing family functioning in diverse family and cultural contexts, 251-278.)

Lee, Y., Blitz, L. V., & Smka, M. (2015). Trauma and resilience in grandparent-headed multigenerational families. *Families and Society, 96*(2), 116-124.

Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.

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

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

Social Work with Older Adults

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

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

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

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

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

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

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

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

Social Work with Groups

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

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

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

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

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

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

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

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

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

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

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

Social Work with Lesbian/Gay/Bisexual/Transgender Clients

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

Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emlet, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LBBT) 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.

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., & Barncak, J. L. (2009). Screening for problem substance use in community-based agencies. *Journal of Social Work Practice in the Addictions, 9,* 41-54.

Senreich, E., & Olusesi, O. A. (2016). Attitudes of West African immigrants in the United States toward substance misuse: Exploring culturally informed prevention and treatment strategies. *Social Work in Public Health, 31*(3), 153-167.

Smith, B. D. (2013). Substance abuse treatment counselors' attitudes toward evidence-based practice: The importance of organizational context. *Substance Use and Misuse, 48*, 379-390.

Straussner, S. L. A., & Nadel, M. (2017). Children in substance abusing families, In N. K. Phillips & S. L A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 278-307). Springfield, IL: Charles C. Thomas.

Straussner, S. L. A. (Ed.). (2014). *Clinical work with substance abusing-clients* (3rd ed.). New York, N.Y.: Guilford Press.

Wells, E. A., Kristman-Valente, A. N., Peavy, K. M., & Jackson, T. R. (2013). Social workers and delivery of evidence-based psychosocial treatments for substance use disorders. *Social Work in Public Health, 28,* 279-301.

Social Work 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.

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
UNDERGRADUATE SOCIAL WORK PROGRAM

SWK 471 **FIELDWORK II** **Spring 2018**

PREREQUISITE:
SWK 440 (Fieldwork Seminar I) Completed with a minimum grade of C.
SWK 470 (Fieldwork I) Completed with a minimum grade of C.
Submission of Fieldwork Evaluation for SWK 470
Submission of Certificate of Completion of the New York State mandated 2-hour "Training in Child Abuse Identification and Reporting."
CO-REQUSITE:
SWK 441 (Fieldwork Seminar II)
SWK 443 (Social Welfare Policy) is a co-requisite with *either* SWK 440/470 *or* SWK 441/471

COURSE DESCRIPTION

This course is a continuation of Fieldwork I, SWK 470. Students complete a 250-hour, Spring- semester internship with supervision from an MSW Fieldwork Instructor in the same social service agency as during the Fall semester. Students continue to integrate social work knowledge, values, skills, and cognitive and affective processes as they provide services to diverse urban populations. Fieldwork Seminar II, SWK 441, is taken concurrently with Fieldwork II, and helps students integrate classroom content with their agency practice.

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

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

11. Act in accordance with the Code of Ethics of the National Association of Social Workers (NASW), included in the Appendix to the *Undergraduate Social Work Program Student Handbook & Field Education Manual* provided by the Lehman College Department of Social Work. All Social Work Program students are required to demonstrate professional behavior consistent with the NASW Code of Ethics. This applies to behavior in the classroom, in fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a social work course and supersedes a student's standing in the Social Work Program. Failure to comply with the Code of Ethics may result in dismissal from Department of Social Work.

12. Complete a minimum of 450 hours of Fieldwork over the course of the academic year, according to the Fieldwork schedule provided for SWK 470. Students are required to complete 15 hours of Fieldwork per week throughout the academic year, including the month of January. Fieldwork hours during the month of January count toward the Spring semester requirement.

13. Complete 15 hours of fieldwork per week, of which at least one full day (7 hours) is to be completed Monday through Friday between 8:00 a.m. and 8:00 p.m. *Fieldwork placements that include evening and/or weekend hours are limited and subject to availability.*

14. Write a minimum of ten different process recordings during the semester and submit each recording to the Fieldwork Instructor for review. However, Fieldwork Instructors may request more than ten process recordings during the semester. The Program expects that students will be given time to write all of their process recordings during their scheduled hours at the fieldwork agency. Grading of process recordings will be based on content, timeliness (submission on time), and writing clarity and proficiency.

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 raising issues.

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.

19. 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.

20. All work--including written work, group assignments, oral presentations, and tests--must be completed by the student in accordance with the Lehman College Statement on Academic Integrity (see *Lehman College Undergraduate Bulletin*).

STUDENT SERVICES (Available at no charge)

5. Students who request reasonable accommodation for documented disabilities should contact the Office of Student Disability Services, Shuster 238, 718-960-8441.

6. The Counseling Center is available to all students for help with personal issues. The Center is located in the Old Gym Building, Room 114, 718-960-8761.

7. The Career Exploration and Development Center is available to all students for career planning. The Center is located in Shuster 254. Contact Diane S. Machado, M.A., Career Advisor, at 718-960-8366.

8. The Center for Academic Excellence (ACE) is available to all students for writing and other academic support. The ACE is located in the Old Gym Building, Room 205, 718-960-8175.

EVALUATION OF STUDENT'S PERFORMANCE

Fieldwork Instructor's Written Evaluations of the student with attention to attendance, punctuality, timely submission of time sheet and professional behavior	70%
Timely submission of 10 acceptable Process Recordings	30%

EVALUATION OF STUDENT PERFORMANCE IN FIELDWORK

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

SOCIAL WORK FIELDS OF PRACTICE RESOURCES

Social Work with Children and Adolescents

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

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

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

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

DiCroce, M., Preyde, M., & Flaherty, S. (2016). Therapeutic engagement of adolescents with emotional and behavioral disorders. *Child and Adolescent Social Work Journal, 33*(3), 259-271.

Jani, J. S. (2017). Reunification is not enough: Assessing the needs of unaccompanied migrant youth. *Families in Society, 98*(2), 127-136.

Mazza, C., & Perry, A. R. (Eds.). (2017). *Fatherhood in America: Social work perspectives on a changing society.* Springfield, IL: Charles C. Thomas.

Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.

Mishna, F., & Van Wert, M. (2014). Bullying. In A. Gitterman (Ed.). *Handbook of social work practice with vulnerable and resilient populations* (3rd ed.) (pp. 227-247). New York, NY: Columbia University Press.

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

Phillips, N. K., (2017). Growing up in the urban environment: Opportunities and obstacles for children. In Phillips, N. K., & Straussner, S. L. A. (Eds.) (pp. 5-28). *Children in the urban environment* (3rd ed.). Springfield, IL: Charles C. Thomas.

Scannapieco, M., & Smith, M. (2016). Transition from foster care to independent living: Ecological predictors associated with outcomes. *Families in Society, 33*(4), 293-302.

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

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

Social Work in Schools

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

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

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

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

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

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

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

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

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

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

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

Social Work with Families

Costin, L. (1992). Cruelty to children: A dormant issue and its rediscovery, 1920-1960. *Social Service Review, 66*(2), 177-198.

Flesaker, K., and Larsen, D. (2010). To offer hope you must have hope: Accounts of hope for reintegration counselors working with women on parole and probation. *Qualitative Social Work, 11*(1), 61-79.

Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, (10th ed.). Boston, MA: Cengage Learning. (Chapter 10: Assessing family functioning in diverse family and cultural contexts, 251-278.)

Lee, Y., Blitz, L. V., & Smka, M. (2015). Trauma and resilience in grandparent-headed multigenerational families. *Families and Society, 96*(2), 116-124.

Mazza, C. (2017). Children of incarcerated parents. In N. K. Phillips and S. L. A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 308-334). Springfield, IL: Charles C Thomas.

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

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

Social Work with Older Adults

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

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

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

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

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

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

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

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

Social Work with Groups

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

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

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

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

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

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

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

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

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

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

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

Social Work with Lesbian/Gay/Bisexual/Transgender Clients

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

Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emlet, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LBBT) 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* (3nd 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.

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

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., & Barncak, J. L. (2009). Screening for problem substance use in community-based agencies. *Journal of Social Work Practice in the Addictions, 9,* 41-54.

Senreich, E., & Olusesi, O. A. (2016). Attitudes of West African immigrants in the United States toward substance misuse: Exploring culturally informed prevention and treatment strategies. *Social Work in Public Health, 31*(3), 153-167.

Smith, B. D. (2013). Substance abuse treatment counselors' attitudes toward evidence-based practice: The importance of organizational context. *Substance Use and Misuse, 48*, 379-390.

Straussner, S. L. A., & Nadel, M. (2017). Children in substance abusing families, In N. K. Phillips & S. L A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (3rd ed.) (pp. 278-307). Springfield, IL: Charles C. Thomas.

Straussner, S. L. A. (Ed.). (2014). *Clinical work with substance abusing-clients* (3rd ed.). New York, N.Y.: Guilford Press.

Wells, E. A., Kristman-Valente, A. N., Peavy, K. M., & Jackson, T. R. (2013). Social workers and delivery of evidence-based psychosocial treatments for substance use disorders. *Social Work in Public Health, 28,* 279-301.

Social Work 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

ELECTIVE COURSES REQUIRED FOR OPTION 2
THE CASAC-T OPTION

SWK 251: SUBSTANCE ABUSE AND URBAN SOCIETY

SWK 351: THEORETICAL PERSPECTIVES OF SUBSTANCE ABUSE

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

SPRING 2018

SWK 251: SUBSTANCE ABUSE AND URBAN SOCIETY

COURSE DESCRIPTION

A bio-psycho-social-spiritual focus on substance-abusing clients in an urban environment, including information regarding basic assessment of substance abuse and dependence; properties of the different substances; modalities of substance abuse treatment; and individual, group, and family interventions. Issues of working with tobacco-using clients are covered in this course.

CORE COMPETENCIES AND BEHAVIORS
UNDERGRADUATE SOCIAL WORK 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 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;** 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.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	15
Constructive class participation	10
Midterm Examination	25
Final Examination	25
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 form 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.

NOTE: This Doweiko textbook may be purchased directly from Cengage Learning in different forms (hard copy, e-copy, and e-rental) at the following link:

SWK 251: http://www.cengagebrain.com/course/1222579

However, the hard copy of Doweiko may be less expensive on different sites.

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

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: 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

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.

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.

Recommended Reading:

Straussner, Ch. 1

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, disulfarim, use of benzodiazepines for alcohol withdrawal
-Consequences of substance use during pregnancy

Required Reading:

Doweiko, Ch. 4-13, 17

Recommended Reading:

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

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:

Straussner, Ch. 7, 16

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

Recommended Reading:

Straussner, Ch. 12

Cloud, R. N., Ziegler, C. H., & Blondell, R. D. (2004). What is alcoholics anonymous affiliation? *Substance use & misuse, 39*(7), 1117-1136.

UNIT VIII: INDIVIDUA, GROUP AND FAMILY SOCIAL WORK INTERVENTIONS FOR SUBSTANCE ABUSING CLIENTS

- Stages of change (Prochaska and DiClemente)
- SBIRT (Screening, Brief Intervention, and Referral to Treatment)
- 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, 22, 23

SBIRT Booklet from Lehman College Social Work Department

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.

Straussner, Ch. 6, 8, 9, 10, 13, 14, 15, 17, 18, 19, 20

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)
Gibbons, R.D., & Mann, J.J. (2013). Varenicline, smoking cessation, and neuropsychiatric adverse events. *American Journal of Psychiatry, 170* (12), 1460-1467.
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 (2016):
https://www1.nyc.gov/site/doh/health/health-topics/smoking-nyc-quits.page

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.

Gibbons, R.D., & Mann, J.J. (2013). Varenicline, smoking cessation, and neuropsychiatric adverse events. *American Journal of Psychiatry, 170* (12), 1460-1467.

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 (2016): https://www1.nyc.gov/site/doh/health/health-topics/smoking-nyc-quits.page

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.

SBIRT Booklet from Lehman College Social Work Department

Straussner, S. L. A. (Ed.). (2014). *Clinical work with substance-abusing clients* (3rd ed.). New York: The Guilford Press.

Ward, K. (2002). Confidentiality in substance abuse counseling. *Journal of Social Work Practice in the Addictions.* 2, 2, 39-52

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 treamnt. Journal of Studies on Alcohol, 59, 469-476.

LEHMAN COLLEGE
DEPARTMENT OF SOCIAL WORK
SOCIAL WORK PROGRAM

SWK 251 SUMMER, 2017

TERM PAPER ASSIGNMENT

Written Assignments: All written assignments for this course must be word-processed or typed. No hand written submissions will be accepted. **Assignments must be double spaced, a size 12 font, with one-inch margins, stapled in the upper left-hand corner.** Do not use plastic or other folders. This assignment will be **graded as to content and writing**

Assignment: In a 3-5-page paper, follow the instructions and answer each of the following questions:

1) Watch an episode of intervention on the A&E channel or at www.aetv.com or www.youtube.com. Intervention may be found on the A&E channel Sunday nights at 10pm (check the schedule as it varies).

2) Create a bio-psychosocial history of the individual with the substance use disorder. Give the name of this person and include gender, age, ethnicity, marital status, and sexual orientation (if reported).

3) Describe current substance issues and symptoms. Be very specific about what substance or substances (type) the person is using and how they are using it (smoking, drinking, eating, snorting, intravenous, etc.) Include if possible all of the following: age of onset, duration/frequency of use, precipitators (e.g., peer pressure, depression, life crisis), increased tolerance, consequences of use, history of previous attempts to remain abstinent, patient's own perception of chemical use, prior treatment history (e.g., detoxification, inpatient rehabilitation, outpatient treatment, etc).

4) Describe any legal or criminal history past or present related to the substance use.

5) Describe any effects chemical use has had on employment (if working), vocation, or education.

6) Describe any developmental history relevant to this person's current substance use disorder (i.e. child of an alcoholic or substance user, attitude about substance use in the house). Discuss the current family environment, and whom the person resides with. Also include history of use of chemicals by significant others and the impact of this person's use of chemicals on significant others.

7) Describe any psychiatric history including current mental state and emotional health, any history of psychiatric treatment or history of psychiatric hospitalization.

8) Describe any relevant or present medical history, health problems or disabilities (if reported). Include any use of prescription or over the counter medications.

9) Describe any other relevant factors that may aid in understanding the nature of the substance use disorder (e.g. military history; housing/living arrangements; history of domestic violence; physical or sexual abuse; other entitlements; spirituality and related topics; socialization issues such as isolation, interaction issues, etc.).

10) Using the DSM 5 criteria, identify if the individual has a substance use disorder (moderate or severe; with or without physiological dependence; and any other pertinent course specifiers. Be sure to identify which criterion the person met.

DSM-V Substance-Use Disorder Criteria

A. A maladaptive pattern of substance use leading to clinically significant impairment or distress, as manifested by 2 (or more) of the following, occurring within a 12-month period:

1. Recurrent substance use resulting in a failure to fulfill major role obligations at work, school, or home (e.g., repeated absences or poor work performance related to substance use; substance-related absences, suspensions, or expulsions from school; neglect of children or household).
2. Recurrent substance use in situations in which it is physically hazardous (e.g., driving an automobile or operating a machine when impaired by substance use).
3. Continued substance use despite having persistent or recurrent social or interpersonal problems caused or exacerbated by the effects of the substance (e.g., arguments with spouse about consequences of intoxication, physical fights).
4. Tolerance, as defined by either of the following:

   a. a need for markedly increased amounts of the substance to achieve intoxication or desired effect.

   b. markedly diminished effect with continued use of the same amount of the substance (Note: Tolerance is not counted for those taking medications under medical supervision such as analgesics, antidepressants, ant-anxiety medications or beta-blockers).

5. Withdrawal, as manifested by either of the following:

   a. the characteristic withdrawal syndrome for the substance (refer to Criteria A and B of the criteria sets for Withdrawal from the specific substances).

   b. the same (or a closely related) substance is taken to relieve or avoid withdrawal symptoms (Note: Withdrawal is not counted for those taking medications under medical supervision such as analgesics, antidepressants, anti-anxiety medications or beta-blockers).

6. The substance is often taken in larger amounts or over a longer period than was intended.
7. There is a persistent desire or unsuccessful efforts to cut down or control substance use.
8. A great deal of time is spent in activities necessary to obtain the substance, use the substance, or recover from its effects.
9. Important social, occupational, or recreational activities are given up or reduced because of substance use.
10. The substance use is continued despite knowledge of having a persistent or recurrent physical or psychological problem that is likely to have been caused or exacerbated by the substance.
11. Craving or a strong desire or urge to use a specific substance.

Severity specifiers:

Moderate: 2-3 criteria positive

Severe: 4 or more criteria positive

Specify if:

With Physiological Dependence: evidence of tolerance or withdrawal (i.e., either Item 4 or 5 is present)

Without Physiological Dependence: no evidence of tolerance or withdrawal (i.e., neither Item 4 nor 5 is present)

Course specifiers (see text for definitions):

Early Full Remission	Early Partial Remission
Sustained Full Remission	Sustained Partial Remission
On Agonist Therapy	In a Controlled Environment

Lehman College
Department of Social Work
SPRING 2018
SWK 251: SUBSTANCE ABUSE AND URBAN SOCIETY
Midterm Examination

Name _____

_____

Following are multiple-choice and fill-in questions. For each question, circle the response that best completes the sentence or answers the question, or fill in the correct answer. Each question is worth 2 points unless otherwise noted.

1. The prime effect of a drug, also known as the therapeutic effect, is
    a. The first thing that happens when the compound enters the body
    b. The last thing that happens when the compound enters the body
    c. The desired effect of the compound on the body
    d. How long the compound will remain in the body
    e. What happens the first time someone uses the compound

2. An unintended effect of the use of a drug on the body is called a
    a. Medication error
    b. Side effect
    c. Problematic response
    d. Disruption
    e. Residual outcome

3. The way that a drug enters the body impacts all of the following EXCEPT
    a. The speed with which the compound begins to have an effect
    b. The way the compound is distributed throughout the body
    c. The therapeutic purpose of the compound
    d. The intensity of effect
    e. The speed with which the individual will begin to experience side effects

4. Many substances are administered orally (via the mouth) directly into the gastrointestinal system. This method of administration is called

    a. Enteral administration

    b. Parenteral administration

    c. Bocal administration

    d. Verbal administration

    e. Vocal administration

5. One method of oral administration of medical is sublingually. In this case, the substance is taken by

    a. Swallowing it with food

    b. Drinking it down with water or other liquid

    c. Chewing it

    d. Placing it under the tongue and letting it dissolve

    e. inhaling it through the nostril

6. Some substances are injected directly into the body either under the skin (subcutaneously/skin popping), into the muscle (intramuscularly), or into the vein (intravenously). This type of injected administration is called

    a. Enteral administration

    b. Parenteral administration

    c. Central administration

    d. Proventil administration

    e. Epi administration

7. The slow absorption of a substance through the skin is known as _____ administration.

    a. Intranasal

    b. Inhalation

    c. Oral

d. Intramuscular

e. Transdermal

8. The method of taking a substance into the body by having it pass through the thin layer of lung cells into the respiratory and circulatory system is called

   a. Intranasal

   b. Inhalation

   c. Oral

   d. Intramuscular

   e. Transdermal

9. A chemical compound that is suspended in a solution and surrounded by a gelatin "skin" is called

   a. A tablet

   b. A capsule

   c. A liquid

   d. A popper

   e. A suppository

10. An individual who has been using a substance for a while may discover that using the same amount of substance leads to a shortened duration and decreased intensity of drug effect. The need to take more of the drug to achieve the same effect is known as

    a. Boosting

    b. Tolerance

    c. Numbing

    d. Desensitization

    e. Overapplicability

11. The minimum dosage at which a compound might be effective is called the

    a. Therapeutic threshold

b. Working dose

c. Efficacy amount

d. Efficiency coefficient

e. Safety level

12. The amount of a substance that falls safely between the effective dose and the lethal dose is called the
    a. Therapeutic window

    b. Safety zone

    c. Comfort zone

    d. Efficiency coefficient

    e. Safety level

13. The ratio between the size of a dose and the desired response – in other words, how much of a drug does one have to take to get the effect wanted, describes the substance's
    a. Half Life
    b. Tolerance
    c. Efficiency
    d. Potency
    e. Side Effect

14. One theory of alcoholism states that, like cancer or other conditions, alcoholism has a specific pattern of symptoms and dysfunctions that include loss of control of one's drinking, with an ongoing progression of physical and psychosocial problems, ultimately leading to death. This is called the
    a. Tension Theory
    b. Disease Model
    c. Coping Systems Theory
    d. Repetition Compulsion
    e. Moral Model

15. The theory that states that the addictions reflect an overall weakness in character – a basic character flaw that allows the individual to succumb to the temptation of the substance- is called the
    a. Tension Theory
    b. Disease Model
    c. Coping Systems Theory
    d. Repetition Compulsion
    e. Moral Model

16. One theory suggests that substance use may be a mechanism for dealing with depression and other disorders. Here, the individual self-medicates and numbs him/herself from emotional pain, anxiety and other issues. This is called the
    a. TensionTheory
    b. Disease Model
    c. Coping Systems Theory
    d. Repetition Compulsion
    e. Moral Model

17. According to the Biopsychosocial Model, all of the following are examples of social factors that influence substance use EXCEPT
    a. Setting
    b. Environmental factors
    c. Peer groups
    d. Genetic predisposition
    e. Victimization and abuse

18. Society's use of drugs seems to go in and out of "fashion" in phases that are predictable. For example, hallucinogens were popular in the 60's/70s while crack cocaine became popular in the 80s/90s and we are currently in the midst of a widespread opioid epidemic. These drugs pass through a cycle of use that consists of four phases. These phases are (4 pts)

    1) _____
    2) _____
    3) _____
    4) _____

There are several factors that influence an individual's decision to initiate substance use. Define each of these factors below:

19. Reward potential

_____

_____

20. Blindness to substance's actual effects

_____

_____

21. Social learning/individual expectations

_____

_____

22. Legal sanctions

_____

_____

23. According to the DSM 5, there are four main characteristics founds in individuals with alcohol use disorder or addiction (and that were apparent in Whip Whitaker in *Flight.)* Two of these are (4 pts)

1. _____
2. _____

24. The number of alcoholic drinks a man under the age of 65 can drink in a week and still be considered a low risk drinker is
    a. 21
    b. 14
    c. 10
    d. 8
    e. 7

25. The number of alcoholic drinks a woman under the age of 65 can drink in a week and still be considered a low risk drinker is
    a. 21
    b. 14
    c. 10
    d. 8
    e. 7

26. For a man under the age of 65, the consumption of five or more standard drinks, glasses or wine or cans of beer in a 24 hour period is called a(n)
    a. mission
    b. overdose
    c. extremity
    d. binge
    e. exertion

27. The government documents the amount of alcohol content in a distilled beverage. In the US, for example, 80 _____ means that 40% of the liquid in the bottle is alcohol.
    a. count
    b. weight
    c. proof
    d. fluid measures
    e. stones

28. When specifically screening for alcohol or drug use in an adolescent, the recommended screening tool is the
    a. AUDIT
    b. CAGE
    c. CRAFFT
    d. DAST
    e. SBIRT

29. When specifically screening for alcohol use in adults, the recommended screening tool is the
    a. AUDIT
    b. CAGE
    c. CRAFFT
    d. DAST
    e. SBIRT

30. The CAGE is a brief, four question screening tool. Fill in what each letter in CAGE stands for: (4 pts)

C _____

A _____

G _____

E _____

31. What does SBIRT stand for?

_____

32. What does SAMHSA stand for?

_____

33. An evidence-based practice is
    a. A clinical setting that seeks verification from more than one provider to confirm diagnoses
    b. A treatment approach that uses community input for planning and program management
    c. A teaching tool that encourages students/interns to test out their ideas for patient care

d. A social work or medical practice with a strong research base supporting its effectiveness in addressing a particular issue
e An approach that encourages the use of personal experience and perspective in developing treatment programs .

34. Which of the following categories is the primary target group for the SBIRT intervention?
    a. Drug and/or alcohol dependent users
    b. Drug and/or alcohol high risk users
    c. Drug and/or alcohol moderate risk users
    d. Drug and/or alcohol moderate risk users and high risk users.
    e. Drug and alcohol high risk users and dependent users.

35. Individuals with hazardous use of alcohol and/or drugs are at increased risk for many harmful consequences and conditions. Two of these are (4 pts.)
    1. _____
    2. _____

36. SBIRT is applied using the concept of cultural humility. Define cultural humility.

_____

_____

_____

37. In the spirit of motivational interviewing, the concept of "partnership" implies
    a. The social worker has the expertise needed to partner with the client to address his or her problems
    b. The social worker is responsible for persuading the client of the need to change behavior
    c. Clients are experts on themselves and therefore partner with the social worker to make changes
    d. Clients have impaired judgment and must rely on the social worker to set the treatment plan
    e. Clients do not have the skills needed to develop realistic goals so are dependent upon professionals to set the right course

38. In the spirit of motivational interviewing, the concept of acceptance includes the idea of "absolute worth." This means
    a. Prizing the inherent worth and potential of every human being
    b. Evaluating the client's value based on commitment to changing destructive behaviors
    c. Assessing the client's likelihood of entering a treatment program based on ability to pay for care
    d. Understanding the client's perception of his or her own self esteem
    e. Developing a post-treatment assessment of employability

39. One basic principle of motivational interviewing is expressing empathy. In this context, expressing empathy means

a. Positively responding only to those statements the client makes that are in support of the preferred treatment

b. Honestly describing the negative outcomes of current substance use behaviors

c. Demonstrating the potential harm that substance use behaviors cause to family and loved ones

d. Showing an understanding of both sides of the client's ambivalence about changing behavior

e. Gently coaxing the client to commit to the treatment plan even if he or she doesn't feel ready

40. In motivational interviewing, if the patient becomes resistant to planning for change, the social worker should
    a. Create a persuasive argument on why change is needed
    b. Roll with the resistance and avoid argumentation
    c. Confront the client with how damaging and hurtful the current behavior is
    d. Point out the problems in the client's attitude
    e. Force the client to prove why his position seems right

41. The four strategies of motivational interviewing are abbreviated as O.A.R.S. This stands for (4 pts)
    O _____
    A _____
    R _____
    S _____

42. One of the four basic principles of motivational interviewing is to develop discrepancy. What is meant by "develop discrepancy?"
    (4 pts.)
    _____
    _____
    _____
    _____
    _____

43. What are two examples of affirmations that you might use when working with a patient utilizing the SBIRT intervention?
    (4 pts.)
    1.
    _____
    _____
    2.
    _____
    _____

Lehman College
Department of Social Work
SPRING 2018
SWK 251: SUBSTANCE ABUSE AND URBAN SOCIETY
Final Examination

Name _____

_____

I. Following are 20 fill-in questions. For each question, fill in the response that best answers the question. Each question is worth 2 points. This section is worth a total of 40 points.

1. Describe two symptoms of opioid abuse.

1. _____

2. _____

2. Describe two symptoms of opioid drug withdrawal.

1. _____

2. _____

3. What are three examples of opioids?

1. _____

2. _____

3. _____

4. What is one legal medicinal use for opioids?

1.

_____

5. Describe two symptoms of barbiturate abuse.

1.

_____

2. _____

6. What are two examples of barbiturates (either generic or street name)?

1. _____

2. _____

7. What is one legal medicinal use for barbiturates?

1. _____

8. What are two symptoms of withdrawal from barbiturates?

1. _____

2. _____

9. What are two medicinal uses for benzodiazepines?

1. _____

2. _____

10. What are two long term effects of cocaine use?

1. _____

2. _____

11. Describe two methods of how cocaine may be taken by the user.

1. _____

2. _____

12. Describe two possible results of ongoing high risk alcohol use on the user.

1. _____

2. _____

13. Give two examples of the potential impact of substance use of the family of the user.

1. _____

2. _____

14. Give two examples of the impact of substance use during pregnancy.

1._____

2._____

15. Give two examples of the role of the social worker in the treatment of substance users.

1. _____

2. _____

16. Give two examples of potential countertransference issues social workers may experience in their work with substance users.

1._____

2._____

17. The CAGE Test is often used to screen for Alcohol Addiction. What does CAGE stand for?

_____

_____

18. In 12 Step Recovery programs, members are given a "sponsor" when they first join the program. What is a sponsor?

_____

_____

19. Describe one of the steps in 12 step programs.

_____

20. Give two reasons why 12 step programs may be a useful treatment method either in addition to counseling, detox, or other interventions, or, in some cases, as the only treatment.

1._____

2._____

II The following section describes a possible case situation you might encounter:

You are a social worker in a community-based program that assists community members with obtaining necessary services and benefits. You are introduced to Mike Hogan, a 42 year old man who is seeking help in getting into an alcohol treatment program. Mike isn't really sure he needs such a program, but his wife, Jen, is threatening to leave him if he doesn't go into some treatment. He loves his wife, to whom he has been married for 8 years, and adores their two daughters, ages 6 and 3. Mike easily shares that he does have 4 or 5 beers every evening after he comes home from his job as a car mechanic, but that seems normal to him. His Dad did the same thing. He also goes out on weekends with his baseball buddies, and they "make the rounds" to their favorite drinking spots where they hang out, play games, and drink beers or hard liquor. Jen tells him he is verbally abusive, and even threatening, or he withdraws from her altogether, and just passes out on the couch or bed. He doesn't really believe that's the way it is.

You have been trained in SBIRT (Screening, Brief Intervention and Referral to Treatment) and you utilize that intervention with Mike. How would you apply each element of SBIRT to this case? **Describe what each element includes, how you will interact with Mike in each area, and what you are hoping to achieve in each section.** This section is worth a total of 40 points.

SCREENING – Include what instrument(s) you will use, and reasons for your choice. Describe what your findings might indicate. (15 points)

BRIEF INTERVENTION – Discuss what techniques you will use to assist Mike. Include a discussion of Stages of Change and what stage Mike is in. What aspects of Motivational Interviewing might be useful? (15 points)

REFERRAL FOR TREATMENT – Discuss treatment options for Mike. Which do you feel are most appropriate to his situation and why? How will you go about making the referral? (10 points)

III Over the course of the semester the class has discussed several special populations. Each population has unique needs and experiences related to substance use, access to care and treatment. Choose one population from the following list and discuss the questions that are listed below. This section is worth a total of 20 points.

- Homeless
- Athletes
- LGBT
- Military Active Duty and Veterans
- Children and Adolescents
- Older adults
- Women

a) What are some reasons that this population may be vulnerable to using substances? (4 points) _____

_____

_____

_____

b) What purpose might substances use serve for this population? Are there particular substances they might be more likely to choose? (4 points)

_____

_____

_____

_____

c) What might some barriers be to treating substance use in this population? (4 points)

_____

_____

_____

_____

d) What are some issues the social worker might need to address in working with population? (4 points) _____

_____

_____

_____

_____

e) What countertransference issues might arise when working with this population? (4 points)

_____

_____

_____

_____

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

SPRING 2018

SWK 351: THEORETICAL PERSPECTIVES OF SUBSTANCE ABUSE

COURSE DESCRIPTION

Theoretical models of addiction and assessment tools used in social work practice with substance abusing clients. Included are the continuum of addiction services for adults and for youth; prevention programs; and basic concepts of social, political, and cultural systems and their impact on substance use.

CORE COMPETENCIES AND BEHAVIORS
UNDERGRADUATE SOCIAL WORK 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 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.

EVALUATION OF STUDENT'S PERFORMANCE

Attendance and punctuality	15
Constructive class participation	10
Midterm Examination	25
Final Examination	25
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
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 Substace 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 & Osborn, 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 Reading:

Straussner, Ch. 2

UNIT IV: ASSESSMENT TOOLS FOR DRUG AND ALCOHOL USE IN SOCIAL WORK PRACTICE

-Assessing substance abuse disorders utilizing the DSM-5.
-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. (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.

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 & Osborn, Ch. 2, 5, 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.

Straussner, Ch. 8, 10

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
-SBIRT (Screening, Brief Intervention, and Referral to Treatment)
-Motivational interviewing
-Evidence-based practice

Required Reading:

McNeece & DiNitto, Ch. 6

Thombs & Osborn, Ch. 11, 12

SBIRT Booklet-Lehman College Department of Social Work

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

-Community models of prevention
-School prevention programs
-Evidence-based prevention programs

Required Reading:

McNeece & DiNitto, Ch. 7

Thombs & Osborn, Ch. 3

UNIT XI: ETHICAL ISSUES WHEN WORKING WITH SUBSTANCE ABUSING CLIENTS

- The CASAC Cannon of Ethical Principals
- Relating the CASAC Cannon of Ethical Principles to the NASW Code of Ethics

Required Reading:

CASAC Cannon 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. (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.

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 Cannon 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.

Kipnis, S., Serdinsky, G., & Davidoff, J. Alcohol and Drug Screens. New York State Office of Alcoholism and Substance Abuse Services www.oasas.ny.gov/admcd/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.

SBIRT Booklet-Lehman College Department of Social Work

Straussner, S. L. A. (Ed.). (2014). *Clinical work with substance-abusing clients* (3rd ed.). New York: The 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 Vol. 2,*

Thombs, D. L.& Osborn, C.J. (2013). *Introduction to Addictive Behaviors* (4th ed.). New York: Guilford Press.

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
DEPARTMENT OF SOCIAL WORK
SOCIAL WORK PROGRAM

SWK 351 **TERM PAPER ASSIGNMENT** **SPRING, 2018**

Written Assignments: All written assignments for this course must be word-processed or typed. No hand written submissions will be accepted. **Assignments must be double spaced, a size 12 font, with one-inch margins, stapled in the upper left-hand corner.** Do not use plastic or other folders. This assignment will be **graded as to content and writing**

Assignment: In a 4-6-page paper, follow the instructions and answer each of the following questions:

1) **Watch an episode of the television show *Intervention* on www.aetv.com or www.youtube.com.** Briefly describe one of the addict's story and circumstances. Based on the addict's personal story, the information provided by significant others, and your overall observations of the episode, relate at least **2** of the theoretical models of addiction to this person's life. In your paper, write about each of the models of addiction one at a time, *creating a heading for each model,* specifically relating them to what you observed and heard from the addict. As a treatment modality, what aspects of the various models or theories of addiction are illustrated in this addict's life?

You may use any of the following models: *Disease Model, Moral Model, Behavioral Model, Cognitive Model, Social Model, Self-Medication Model, Family Systems Model, Spiritual Model, Ego Psychology Model, Object Relations Model, Self-Psychology Model, and Gestalt Therapy Model.*

You may also use hybrid models such as *Cognitive-Behavioral Model* and Bandura's *Social Learning Model* (which is a combination of cognitive, behavioral, and social models), but once you use these hybrid models, you may not use the component models separately. For example, you cannot write about *Social Learning Model*, and then also write about *Cognitive Model*. Furthermore, if you write about *Self-Medication model*, you may not also write about *Ego Psychology Model,* as they are very similar.

2) **Cite literature that deals with the different models or theories.** Use at least **3** different references in your paper. (This does not include multiple references from the same source.)

3) **How did this person's description of his/her substance usage manifest a substance use disorder according to DSM-V criteria?** Be specific in citing DSM-V criteria in your diagnosis. If you do not have enough information, do not make up facts. Simply state what information is lacking, or what would need more corroboration.

DSM-V Substance-Use Disorder Criteria

B. A maladaptive pattern of substance use leading to clinically significant impairment or distress, as manifested by 2 (or more) of the following, occurring within a 12-month period:

12. Recurrent substance use resulting in a failure to fulfill major role obligations at work, school, or home (e.g., repeated absences or poor work performance related to substance use; substance-related absences, suspensions, or expulsions from school; neglect of children or household).
13. Recurrent substance use in situations in which it is physically hazardous (e.g., driving an automobile or operating a machine when impaired by substance use).
14. Continued substance use despite having persistent or recurrent social or interpersonal problems caused or exacerbated by the effects of the substance (e.g., arguments with spouse about consequences of intoxication, physical fights).
15. Tolerance, as defined by either of the following:

    a. a need for markedly increased amounts of the substance to achieve intoxication or desired effect.

    b. markedly diminished effect with continued use of the same amount of the substance (Note: Tolerance is not counted for those taking medications under medical supervision such as analgesics, antidepressants, ant-anxiety medications or beta-blockers).

16. Withdrawal, as manifested by either of the following:

    a. the characteristic withdrawal syndrome for the substance (refer to Criteria A and B of the criteria sets for Withdrawal from the specific substances).

    b. the same (or a closely related) substance is taken to relieve or avoid withdrawal symptoms (Note: Withdrawal is not counted for those taking medications under medical supervision such as analgesics, antidepressants, anti-anxiety medications or beta-blockers).

17. The substance is often taken in larger amounts or over a longer period than was intended.
18. There is a persistent desire or unsuccessful efforts to cut down or control substance use.
19. A great deal of time is spent in activities necessary to obtain the substance, use the substance, or recover from its effects.
20. Important social, occupational, or recreational activities are given up or reduced because of substance use.
21. The substance use is continued despite knowledge of having a persistent or recurrent physical or psychological problem that is likely to have been caused or exacerbated by the substance.
22. Craving or a strong desire or urge to use a specific substance.

Severity specifiers:

Moderate: 2-3 criteria positive

Severe: 4 or more criteria positive

Specify if:

With Physiological Dependence: evidence of tolerance or withdrawal (i.e., either Item 4 or 5 is present)

Without Physiological Dependence: no evidence of tolerance or withdrawal (i.e., neither Item 4 nor 5 is present)

Course specifiers (see text for definitions):

Early Full Remission	Early Partial Remission
Sustained Full Remission	Sustained Partial Remission
On Agonist Therapy	In a Controlled Environment

NAME: _____

LEHMAN COLLEGE
DEPARTMENT OF SOCIAL WORK
SOCIAL WORK PROGRAM

SWK 351 MID-TERM EXAM SPRING 2018

(2 points each) (40 points)

1. The Temperance Movement was originally about:

A. Abstinence
B. Binge Drinking
C. Moderation
D. None of the above

2. The Disease Model of Addiction believes that substance use is irresponsible and immoral behavior, and that users should be punished.

A. True
B. False

3. Approximately what percentage of people who drink become alcoholics?

A. 25%
B. 50%
C. 60%
D. 10%

4. Which of the following substances is considered a Central Nervous System (CNS) depressant?

A. Alcohol
B. Methamphetamine
C. Cocaine
D. Ecstasy

5. According to Bowman and Jellinek, which type of alcoholic uses alcohol to relieve physical or emotional pain more frequently and in greater amounts than is used under normal social rules?

A. Beta alcoholics
B. Gamma Alcoholics
C. Alpha Alcoholics
D. Delta Alcoholics

6. Lysergic Acid Diethylamide (LSD) is considered what type of substance?

A. Amphetamine
B. Hallucinogen
C. Sedative/Hypnotic
D. Opiate

7. According to the Disease Model, addiction is considered all of the following **except**:

A. Potentially fatal
B. Progressive
C. A secondary disease
D. Marked by a person's inability to control use

8. One of the reasons why alcohol and tobacco are legal is because the government is able to tax and produce revenue from regulating it.

A. True
B. False

9. As drugs become more associated with deviant behavior and not for recreational purposes, the more the government is set on regulating and legalizing it.

A. True
B. False

10. All of the following are reasons why governments either regulate or illegalize substances except:

A. Substance use produces victims
B. Governments are responsible for public well-being
C. Substance use leads to other types of crime
D. Governments just want to encroach on individual liberties

11. Alcohol has been found to be one of the most physically harmful substances affecting every major organ in the body:

A. True
B. False

12. All of the following are classified as hallucinogens except:

A. Marijuana
B. Cocaine
C. Psylocybin
D. Phencyclidine (PCP)

13. Which of the following substances was is used for assisted suicides and lethal injection of people in prison?

A. Hallucinogens
B. Steroids
C. Barbiturates
D. Amphetamines

14. Which of the following drugs has been found to cause extreme tooth and gum decay?

A. Ecstasy
B. Methamphetamine
C. Heroin
D. Alcohol

15. The predominant model for understanding addiction in the United States is:

A. The Disease Model
B. The Moral Model
C. The Spirituality Model
D. The Behavioral Model

16. Which of the following "Acts" allowed states to ban public assistance (cash and food stamps) to individuals with drug-related felonies?

A. The Harrison Narcotics Act
B. The Contract with America Advancement Act
C. The Personal Responsibility and Work Opportunity Reconciliation Act
D. None

17. Which of the following substances kills more people annually than all other drugs combined?

A. Heroin
B. Cocaine
C. Tobacco
D. Methamphetamine

18. According to Bowman and Jellinek, which type of alcoholic drinks heavily and experiences a variety of health and social problems because of drinking, but they are not addicted to alcohol?

A. Beta alcoholics
B. Gamma Alcoholics
C. Alpha Alcoholics
D. Delta Alcoholics

19. Alcoholics are not at risk of developing cancer.

A. True
B. False

20. Which drug has been associated with people becoming dehydrated, overheating, fainting, and dying?
A. Anabolic Steroids
B. Heroin
C. Ecstasy
D. LSD

****

Write an essay comparing and contrasting the potential benefits versus costs when it comes to the legalization of drugs. Provide at least five (5) examples of benefits and five (5) examples of costs. (40 points)

Write an essay comparing and contrasting the strengths versus the weaknesses of the disease model of addiction. Provide at least two (2) strengths and two (2) weaknesses. (20 points)

NAME: _____

LEHMAN COLLEGE
DEPARTMENT OF SOCIAL WORK
SOCIAL WORK PROGRAM

SWK 351 **FINAL EXAM** **SPRING, 2017**

MATCHING (2 points each)

A) The inability to perceive an unacceptable reality.	1)___ Respondent Conditioning
B) Occurs when the patient applies to a psycho-analyst feelings, thoughts, attributes and motives he/she had in a past relationship.	2)___ Generalization
C) Learning of different responses to two or more similar but distinct stimuli because of the different consequences associated with each one.	3)___ Resistance
D) Directing pent-up feelings of hostility toward objects less dangerous than those that initially aroused the anger	4)___ Projection
E) Behavior which appears to voluntary and not under the control of a well-defined stimulus	5)___ Displacement
F) Whatever interrupts the progress of analytical work .	6)___ Transference
G) Withdrawing into a passive state in order to avoid further hurt.	7)___ Operant Conditioning
H) A tendency to perform a response in a new setting because of the setting's similarity to on in which the response was originally learned.	8)___ Discrimination
I) Behavior that is under the control of a well-defined stimulus	9)___ Denial
J) Assuming that others think badly of one even though they have never communicated this in any way.	10)___ Isolation

MULTIPLE CHOICE (2 points each)

1. The presentation of an aversive stimulus that serves to increase or maintain the frequency of a behavior in behaviorism is:

E. Positive reinforcement
F. Negative reinforcement
G. Punishment
H. Extinction

2. The experience of intense shame, guilt, and embarrassment that frequently occurs after a lapse is called:

A. The Tension Reduction Hypothesis
B. The Stress Response Dampening Model
C. The Abstinence Violation Effect
D. None of the above

3. Which model defines addiction as a conditioned response whose tendency becomes stronger as a function of the quality, number, and size of reinforcements that follows each drug-ingestion?

A. Disease
B. Social-Learning
C. Family System
D. Behaviorism

4. Which of the psychoanalytic constructs relies on the reality principle?

A. The Superego
B. The Id
C. The Ego
D. All of the above

5. Making up for the deprivation of abstinence by overindulging in another pleasure is the defense mechanism known as:

A. Displacement
B. Compensation
C. Projection
D. Undoing

6. All of the following are sources that contribute to efficacy expectations except:

A. Self-regulation
B. Performance accomplishments
C. Verbal persuasion
D. Vicarious experiences

7. The moral component of personality that emerges from learning of moral values and social taboos is:

A. The Id
B. The Superego
C. The Ego
D. The conscience

8. The type of self-efficacy that involves one's perceived ability to achieve abstinence or controlled use is:

A. Coping Self-Efficacy
B. Recovery Self-Efficacy
C. Action Self-Efficacy
D. Harm-Reduction Self-Efficacy

9. The component of the personality that mediates between the demands of impulses, urges, and cravings, and the realities of the external world is:

A. The Ego
B. The Id
C. The Superego
D. A and C only

10. The family member in a chemically dependent family who appears to do very little right and is quite rebellious and perhaps even antisocial is known as:

A. The Enable
B. The Hero
C. The Mascot
D. The Scapegoat

SHORT ESSAY

Identify and describe four (4) of the six chief characteristics of codependency according to the Family Systems Model (20 Points):

1.

2.

3.

4.

SHORT ESSAY

Give a description of each of the following constructs of the Social Learning Model and why they are pertinent in relationship to addiction (40 points):

Self-efficacy:

Self-regulation:

Reciprocal Determinism:

Modeling:

REAFFIRMATION SELF-STUDY

Prepared for

The Council on Social Work Education

For Review
February 2020

UNDERGRADUATE SOCIAL WORK PROGRAM

at

LEHMAN COLLEGE/CITY UNIVERSITY OF NEW YORK

VOLUME III

UNDERGRADUATE 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

UNDERGRADUATE SOCIAL WORK PROGRAM

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 2017

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.

TABLE OF CONTENTS

	Page
Message from the Faculty of the Social Work Department	1

Introduction

Program Overview	2
Special Programs:	2
Interdisciplinary Minor in Aging	2
Credential in Alcoholism and Substance Abuse Counseling	2
Mission of Lehman College	3
Mission of the Undergraduate Social Work Program	3
Goals of the Undergraduate Social Work Program	3

SECTION I - STUDENT HANDBOOK

Part 1: ACADEMIC POLICIES AND PROCEDURES

Undergraduate Application and Information	5
Life Experience Credit	5
Admissions Policies and Procedures	6
Admissions and Review Committee	6
Declaration of Major	6
Classroom Policies	6
Policy Regarding Recording in Social Work Classes	6
Academic Integrity	6
Retention Policies and Procedures	7
Requirements for Retention in the Undergraduate Social Work Program	7
Compliance with the Social Work *Code of Ethics*	7
Attendance and Punctuality	7
Minimum Grade Requirements	7
Policy Regarding Re-application to the Program	7
Final Examinations	8
Grade of "Incomplete"	8
Grade Appeal Procedure	8
Rules and Regulations on Campus Conduct; College Policies, Procedures and Regulations; CUNY Policy on Academic Integrity	9
Procedures for Review and Termination for Violation of Professional Behavior	9
Compliance Plan and Agreement	9
Fieldwork Education Plan and Agreement	9

Review and Retention Committee 10
Purpose of the Review and Retention Committee 10
Composition of the Review and Retention Committee 10
Procedure for Review 10
Appeals Procedure 11

Part 2. ADVISEMENT POLICIES AND PROCEDURES 12

Social Work Program Advisement 12
Advisement Prior to the Junior Year 12
Advisement during the Junior Year 12
Advisement during the Senior Year 12
Students' Responsibilities for Contacting Social Work Program Faculty Advisor 13
Academic Advisement for College Requirements 13

Part 3. STUDENT PARTICIPATION IN DECISION-MAKING AND IN THE FORMULATION OF PROGRAM AND DEPARTMENT POLICIES

Student Representatives of the Social Work Club 13
Social Work Faculty and Administrative Staff Meetings 14
Social Work Department Advisory Committee 14
Personnel and Budget Committee 14
Annual Evaluation of Procedures of the Review and Retention Committee 14
Student Evaluation of Courses, Fieldwork, and the Program 14

Part 4. CURRICULUM FOR THE SOCIAL WORK MAJOR

Conceptual Framework for Generalist Social Work Practice 15
Core Competencies and Behaviors of the Undergraduate Social Work Program 15
Courses Required for the Social Work Major 18
Pre- and Co-Requisite Chart 19
Courses to be Completed Prior to Application to the Program 19
Required Courses in Social Work 19
Additional Liberal Arts Courses Required from Other Departments 21
Social Work Elective Courses (not required for the major) 22
Elective Courses Required for Credentialed Alcoholism and Substance Abuse Counselor-Trainee Certificate (CASAC-T) 23
Elective Courses That Meet Requirements Towards the Interdisciplinary Minor in Aging 23

Part 5. SPECIAL PROGRAMS FOR SOCIAL WORK MAJORS

Credentialed Alcoholism and Substance Abuse Counselor – Trainee (CASAC-T) Certificate 24
Interdisciplinary Minor in Aging 25

Part 6. PROGRAM AND DEPARTMENTAL ACTIVITIES

Social Work Club 25
Departmental Honors 26
Celebration of Fieldwork 26
Graduate School Conference 26

Part 7. COLLEGE RESOURCES

APEX 27
Career Counseling 27
Child Care Center 27
Counseling Center 28
Student Disability Services 28
Information Technology Center 28
Instructional Support Services Programs (ISSP) 29
Library 29
Parking 29
Student Health Center 29
Student Life Center 30

Part 8. COMPLETION OF THE SOCIAL WORK PROGRAM

The B.A. Degree with a Major in Social Work 30
Finding a Job 30
Pursuing the M.S.W. Degree 30
Graduate School Conference 30
Advanced Standing 31
References for Graduate School 31
The M.S.W. at Lehman College 31
Alumni Activities 31

SECTION II
FIELD EDUCATION MANUAL: POLICIES AND PROCEDURES

For Students in the Senior Year, their Fieldwork Instructors, and Agency Educational Coordinators

Fieldwork Education Overview 32
Contact Information 32

Part 1. Curriculum for Field Education
Conceptual Framework for Generalist Social Work Practice 33
Social Welfare Policy (SWK 443): A Co-Requisite with Fieldwork 33
Description of Fieldwork Seminar I (SWK 440) and Core Competencies and Behaviors 33
Description of Fieldwork Seminar II (SWK 441) and Core Competencies and Behaviors 36
Description of Fieldwork I (SWK 470) and Core Competencies and Behaviors 38
Description of Fieldwork II (SWK 471) and Core Competencies and Behaviors 40

Part 2. The Student in the Fieldwork Agency
Field Education in the Undergraduate Program 42
Student Requirements to Begin Fieldwork 42
Fieldwork Schedule 42
Co-Requisite with Fieldwork: Social Welfare Policy (SWK 443) 42
Assignment of Students to Fieldwork Agencies 42
Employment-Based Field Placements 43
Student Responsibilities in Fieldwork 44
Fieldwork Educational Plan 45
Eligibility for "Federal Work-Study" for Fieldwork 46
Retention Policies and Procedures for Fieldwork 46
Continuation Requirements for Fieldwork 46
Procedures for Review for Violation of Professional Behavior in Fieldwork 46
Fieldwork Education Plan and Agreement 47
Review and Retention Committee 47
Purpose of the Review and Retention Committee 47
Composition of the Review and Retention Committee 47
Procedure for Review 47
Appeals Procedure 48

Part 3. The Fieldwork Agency
Criteria for Selection of Fieldwork Agencies 49
Criteria for Employment-Based Field Placements 49
The Agency as a Learning Environment 50

Safety Issues & Guidelines for Home and Community Visits 50

Part 4. The Fieldwork Instructor
Criteria for Fieldwork Instructors 50
Task Supervision 51
Ongoing Professional Opportunities for Field Instructors 51
Fieldwork Instructor-Student Supervisory Conferences 51
Assignments for Students 52
Process Recordings 52
Supervisory Agendas 52
Classroom Assignments Related to Fieldwork Placement 52

Part 5. The Fieldwork Seminar and the Faculty Advisor 53

Part 6. Evaluations
Fieldwork Instructors' Evaluation of Students' Performance 53
Grading Procedures 54
Students' Evaluation of Fieldwork Agencies 54
Celebration of Conclusion of Fieldwork 54

APPENDICES

Appendix 1.	About the National Association of Social Workers (NASW) NASW *Code of Ethics*	56
Appendix 2.	Ethics in Social Work, Statement of Principles International Federation of Social Workers (IFSW) International Assoc. of Schools of Social Work (IASSW)	56
Appendix 3.	Council on Social Work Education: Link to 2015 Educational Policy and Accreditation Standards (EPAS)	60
Appendix 4.	Retention Documents	61
	Compliance Plan and Agreement (for use in classes)	62
	Fieldwork Educational Plan and Agreement (for use in Fieldwork)	64
Appendix 5.	Field Education Documents	66
	Field Education Instructions	67
	Application for Fieldwork	69
	Employment-Based Field Placement Instructions	71
	Employment-Based Field Placement Agreement	73
	Fieldwork Educational Plan for Undergraduate Placement	76
	Process Recording Form	78
	Group Process Recording Form	100
	Fieldwork Instructors' Student Evaluation Forms	
	Mid-Term Fieldwork Evaluation (*Fall only)*	103
	End-of-Semester Fieldwork Evaluation, Fieldwork I *(SWK 470)* - Fall Semester	106
	End-of-Semester Fieldwork Evaluation, Fieldwork II *(SWK 471)* – Spring Semester	115

MESSAGE FROM THE FACULTY OF THE SOCIAL WORK DEPARTMENT

The faculty of the Social Work Department at Lehman College welcomes new undergraduate students to the Program and welcomes seniors and Fieldwork Instructors to Field Education. This Handbook contains important information about the policies, procedures, curriculum, governance, and resources that will guide you through the Program. It should be read carefully and will be discussed in your classes and in Fieldwork. Seniors and Fieldwork Instructors will find important information related to Fieldwork and the Fieldwork Seminars in Section II, The Field Education Manual.

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 2015 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS), revised by CSWE every 8 years. CSWE establishes standards that guide undergraduate and graduate social work education nationally, thereby ensuring high quality and standardized professional education. The undergraduate Social Work Program has been accredited by the Council on Social Work Education continuously since 1983.
- Retention documents, including the Compliance Plan and Agreement, the Field Education Plan and Agreement, and review and appeals procedures.
- Field Education documents: Application for Fieldwork, Fieldwork Education Plan, Process Recording Form, and Fieldwork Instructors' Evaluation forms.

The Social Work Department offers programs leading to both an undergraduate (B.A. with a major in Social Work) and a Masters of Social Work (M.S.W.) degree; both programs are fully accredited by the Council on Social Work Education. The undergraduate and graduate programs are separate, with different admissions requirements and application procedures. It is important that students applying to the undergraduate program with the intention of continuing with graduate studies in Social Work understand that acceptance into the undergraduate program in no way implies or facilitates acceptance into the Lehman College M.S.W. program.

The faculty wishes you a very productive and successful educational experience in the Program.

INTRODUCTION

Program Overview

The undergraduate program in Social Work, which leads to a Bachelor of Arts degree with a major in Social Work, prepares students for entry-level, generalist social work practice in urban social service agencies and organizations. The program fulfills the requirements of the New York State Education Department and is fully accredited by the Council on Social Work Education. Social work courses required for the major are offered in both day and evening sections. Some courses may also be available on the weekend.

All Social Work majors must complete the 55 credits required for the major. Lehman College does not require a minor; however students may elect to take a minor. Social work cannot be taken as a minor.

No student, including those in the Adult Degree Program, may receive life experience credit in lieu of any course required for the social work major. All students must complete all courses required for the Social Work major.

The program in Social Work builds upon a *liberal arts* base and integrates knowledge from required study areas with the professional social work curriculum, specifically as it applies to an understanding of human behavior, human diversity, political and social systems, research-based practice, and the helping process. Senior students in the program complete a two-semester field placement in which they spend two days a week in one of many agencies that provide services to children, adults, families and communities. Graduates of the program will have mastered the core competencies of the profession and gained the knowledge, values, and skills essential for ethical, competent, and effective practice with diverse individuals, groups, communities, and organizations in the urban environment. Students will be prepared for beginning generalist social work practice in fields such as child and family welfare, gerontology, substance abuse, health, mental health, developmental disabilities, immigration, and homelessness.

Since the program is accredited by the Council on Social Work Education, B.A. Social Work graduates interested in pursuing an M.S.W. degree are eligible to apply for *advanced standing* status in a graduate program in social work.

Two special programs, both of which may be of interest to many students, have been introduced for Social Work majors:

- Interdisciplinary Minor in Aging
- Credentialed Alcoholism and Substance Abuse Counselor –Trainee (CASAC-T)

Please see a full description of these programs on pages 22-24 of this Handbook.

Mission of Lehman College

Our program embodies both the "Mission Statement" and the "Values Statement" of Lehman College; as stated in the Lehman College Undergraduate 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 Undergraduate Bulletin, online)

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

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

Mission of the Undergraduate Social Work Program

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

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

Goals of the Undergraduate Social Work Program

The goals of the Undergraduate Social Work Program derive from the Program's mission. Goals are focused on creating opportunities that will prepare students to respond to and contribute to agency-based practice in the complex urban environment in which the Program is 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 generalist social work services to the many diverse groups in our urban environment.

Specifically, the goals of the program are to:

1) Provide a curriculum for students that builds on a liberal arts and interdisciplinary knowledge base and incorporates and reflects content based on current research;

2) Provide students with a generalist curriculum that is grounded in the profession's history, purposes, and philosophy, and is based on a body of knowledge, core values, and skills of the profession;

3) Educate students for competent, effective, and ethical entry-level professional practice based on critical thinking and aimed at the promotion of well-being and enhanced functioning of individuals, families, groups, organizations, and communities, with particular attention to client needs and potentials, and the development of resources of organizational systems through policy practice;

4) Respond to the needs of our community and utilize research-informed practice and practice-informed research in preparing graduates to provide social work services in urban social service agencies and organizations;

5) Educate students for practice with a respect for human rights and diversity as they promote the well-being and enhance the functioning of urban populations, with special attention to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation;

6) Utilize a range of current technologies to enhance learning.

STUDENT HANDBOOK

Part 1 -- ACADEMIC POLICIES AND PROCEDURES

Undergraduate Application and Information

Students must complete an Application to the Undergraduate Social Work Program, available in the Social Work Department office, Carman Hall, Room B-18, and submit it, either by mail or in person, to the Undergraduate Social Work Coordinator, also in Carman Hall, Room B-18. *This application is separate from the application to Lehman College*. Students may submit the application for admission to the Social Work Program after completing the following requirements, or during the semester in which they are completing these requirements:

- *Completion of a minimum of 54 college credits*
- *Completion of Introduction to Social Work (SWK 237)*
- *Completion of Foundations of Sociology (SOC 166)*
- *Minimum cumulative index of 2.7; A minimum cumulative index of 2.9 is recommended*

<u>The following information applies to transfer students</u>:

- Students must be accepted to Lehman College before submitting their application to the Social Work Program.
- The above requirements may be completed at Lehman College or the equivalent courses may be completed at other colleges previously attended, if the credits are transferable.
- All transcripts from colleges previously attended must be included with the social work application; student copies of transcripts are acceptable for this purpose.
- Transfer students with a cumulative index lower than 2.7 may apply to the Social Work Program only after completing 12 credits at Lehman College and achieving a 2.7 cumulative index.

Life Experience Credit

The program does not grant social work credit for life experience or previous work experience. All Social Work majors must complete all the requirements of the Social Work major.

Admissions Policies and Procedures

Admissions and Review Committee

All decisions regarding admission and re-admission of students are made by the Admissions and Review Committee, composed of the Undergraduate Social Work Program Director and the Undergraduate Social Work Program Coordinator. Student correspondence related to status in the program should be addressed to the committee, in care of the Undergraduate Social Work Program Director.

Declaration of Major

The College requires that every student must file a Declaration of Major form indicating the student's major; this form also includes space for students to declare an optional minor. The declaration of major form is available in Shuster Hall, Room 102. It must be completed and signed by the student and either the Undergraduate Social Work Coordinator or Director. For students not yet admitted into the major, this signed document serves only as a statement of intention to major in Social Work; it does not represent acceptance into the Social Work Program. Once signed, the form is returned to Shuster Hall, Room 102. Social Work majors are not required to have, or to declare, a minor. Social work may not be declared as a minor.

Note: If a student changes a major, a new Declaration of Major must be completed, indicating that it is a change in major.

Classroom Policies

Policy Regarding Recording in Social Work Classes

Due to the confidential nature of classroom discussions in all social work courses, recording devices in these courses are not allowed. Students who are registered with the Office of Student Disability Services at Lehman College may audiotape in a specific course if they have a signed request for Academic Accommodations from the Office of Student Disability Services, indicating the need to audiotape the course. In such cases the student must discuss the need for this accommodation with the classroom instructor and there must be an agreement about confidentiality of the classroom material.

Academic Integrity

Academic integrity is required in all aspects of coursework, including Field Education, in accordance with the Lehman College policy on academic integrity. See policy on academic integrity in the *Lehman College Undergraduate Bulletin (online)*.

Retention Policies and Procedures

Requirements for Retention in the Undergraduate Social Work Program

In order for a student to proceed through the program, the following requirements must be met:

Compliance with the Social Work Code of Ethics

The *Code of Ethics* of the National Association of Social Workers (NASW) is included in Appendix 1 of this *Handbook*. All students in the Social Work Program 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 Social Work Program.

Attendance and Punctuality

Attendance and punctuality in classes are required as class participation, lecture materials, and class activities are important for the mastery and integration of course material. Absences and/or lateness for Human Behavior and the Social Environment I and II (SWK 305 and 306), Social Work Practice I and II (SWK 311 and 312), Fieldwork Seminar I and II (SWK 440 and 441), Fieldwork I and II (SWK 470 and 471), and Social Welfare Policy (SWK 443) must be discussed with the instructor. Absences or lateness will result in a reduction of the attendance and constructive participation portion of the course grade.

Minimum grade requirements

A minimum final grade of "C" is required to progress in the following courses:

- from Human Behavior and the Social Environment I (SWK 305) to Human Behavior and the Social Environment II (SWK 306)
- from Social Work Practice I (SWK 311) to Social Work Practice II (SWK 312)
- from both SWK 306 and SWK 312 to Fieldwork Seminar I (SWK 440) and Fieldwork I (SWK 470)
- from both Fieldwork Seminar I (SWK 440) and Fieldwork I (SWK 470) to Fieldwork Seminar II (SWK 441) and Fieldwork II (SWK 471).

Students who do not achieve the minimum grade requirement will be dropped from the Social Work Program.

Policy Regarding Re-application to the Program

A student who receives a grade below C in SWK 305, 306, 311, 312, 440, or 470, who wishes to be readmitted to the Social Work Program may reapply to the Program when he/she has a minimum grade point index of 2.7. The student will need to submit an abbreviated Application to the Social Work Program, explaining the circumstances that led to the grade and the changes that have occurred that lead the student to think his/her academic performance will be improved. The completed application should be submitted to the Undergraduate Social Work Program Director. The Admissions and Review Committee will review the application and notify the student if he or she will be readmitted. A student readmitted to the Program may repeat the course one time.

Final Examinations

A final examination is required for all undergraduate Social Work courses, excluding Fieldwork I and II (SWK 470 and 471), and Fieldwork Seminar I and II (SWK 440 and 441). All final examinations must be in-class, and are administered at the time specified on the College's final examination schedule.

Grade of "Incomplete"

Students with a grade of "Incomplete" in any course for which there is a minimum grade requirement are not eligible to begin any course for which that course is a pre-requisite.

Grade Appeal Procedure

If a student wishes to appeal a course grade, the following procedure under "Departmental Grade Appeals" in the 2015-2017 Online *Lehman College Undergraduate Bulletin* should be followed:

> When a student considers a grade unjust, he/she should first confer with the instructor. Students are required to initiate grade appeals before the end of the eighth week of a semester following the entry of a permanent grade. If a student is not satisfied with the outcome, he/she may appeal in writing to the department chair.

1. The chair will appoint a review committee of at least two department members who, with the chair, will review the appeal. 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.

2. The chair will notify the student, the instructor, and the Office of Academic Standards and Evaluation of the committee's decision. If the committee recommends a grade change, the chair will initiate an eGrade correction.

3. The decision of the review committee will be binding on both parties.

CUNY Board of Trustees Rules and Regulations on Campus Conduct

Rules and regulations on Campus Conduct can be found in the online Lehman College Undergraduate Bulletin, 2015-2017. Students violating these rules and regulations will be subject to due process guidelines of the Board of Trustees Bylaws. 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.

Procedures for Review for Violation of Professional Behavior

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. All students in the Social Work Program are required to demonstrate professional behavior consistent with the *Code of Ethics* of the National Association of Social Workers; the *Code of Ethics* is included in Appendix 1 of this *Handbook*. 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 Department. Failure to comply with the *Code of Ethics* may result in dismissal from the Social Work Program.

Compliance Plan and Agreement

Students who are having difficulties meeting the behavioral requirements in the classroom, including, but not limited to attendance, lateness, and showing respect, will be required to meet with their classroom instructor in order to prepare a Compliance Plan and Agreement, specifying needed behavioral changes. See Appendix 5 of this *Handbook.* Failure to comply with needed changes will result in a referral to the Review and Retention Committee, and may result in dismissal from the Social Work Program (see page 9.)

Fieldwork Education Plan and Agreement

Students who are having difficulties meeting the behavioral requirements in Fieldwork, including, but not limited to attendance, lateness, and showing respect, will be required to meet with their faculty advisor and Field Instructor in order to prepare a Fieldwork Education Plan and Agreement, specifying needed behavioral changes. See Appendix 5 of this *Handbook*. Failure to comply with needed changes will result in a referral to the Review and Retention Committee, and may result in dismissal from the Social Work Program (see page 9.)

The student and the classroom instructor attempt to resolve any issues utilizing the *Compliance Plan and Agreement* or the *Field Education Plan and Agreement*. At any point the student or the classroom instructor may invite the student's faculty advisor and, in the case of an issue related to Fieldwork, the Assistant 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 Assistant Director of

Field Education, the student may request another full-time faculty member who is on the Review and Retention Committee of the undergraduate Social Work Program to attend in place of the advisor or the Assistant Director of Field Education.

Review and Retention Committee

Purpose of the Review and Retention Committee

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

Composition of the Review and Retention Committee

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

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

Procedure for Review

1. If the *Compliance Plan and Agreement* or the *Field Education Plan and Agreement* is not adequate to resolve the situation, the classroom instructor will make a written request to the Department Chair for a review by the Review and Retention Committee. The Department Chair appoints three members of the Review and Retention Committee to serve on the review panel and designates one of the three members to serve as Committee Chair. The Department Chair will inform the student of the Committee composition, and will also provide the student with this written procedure for the review and for an appeal.

2. The Chair of the Committee will contact the student and may request that the student provide supporting documents.

3. The documents will be distributed to the three-member Committee. The Committee reviews the documents and decides upon a meeting time with the student. The Committee members will also invite the following individuals to attend the review meeting, although these invited individuals will not have deliberation responsibilities or voting rights after the meeting:
   - The student's current faculty advisor
   - An advocate of the student's choosing
   - The Assistant Director of Field Education

4. Upon completion of the Committee's review and deliberation, the Chair of the Committee will submit, in writing, the determination of the Committee to the student, to the classroom instructor or Field Faculty Advisor involved, to the Undergraduate Program Director, and to the Department Chair. In order to ensure timeliness of action, the Committee will not exceed a deliberation period of 14 school days. The Committee Chair places supporting documents and a copy of the determination in the secure Retention File.

Appeals Procedure

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

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

The Appeals Committee reviews the documentation from the Review and Retention Committee and all communications from the student. Within five school days after receipt of the appeal, the Department Chair communicates the determination of the appeal to the student, the classroom instructor, the student's faculty advisor, and the Undergraduate Program Director.

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

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

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

Part 2 -- ADVISEMENT POLICIES AND PROCEDURES

All students receive two forms of advisement:

- advisement related to the major from a Social Work faculty or administrative staff member
- advisement related to the liberal arts requirements of Lehman College, as described below.

Social Work Program Advisement

All Social Work majors receive advisement related to the major from a full-time Social Work Program faculty or administrative staff member.

Advisement Prior to the Junior Year

During the application procedure, and prior to beginning Social Work Practice I (SWK 311), students are advised by the Undergraduate Social Work Program Coordinator, whose office is in Carman Hall, B-18.

Advisement during the Junior Year

When students begin the Social Work Practice sequence, which takes place during the junior year, the faculty member teaching the student's Social Work Practice courses (SWK 311 and SWK 312) provides Social Work Program advisement. Students remain in the same section of Social Work Practice during both semesters and therefore remain with the same advisor throughout the year. If the instructor is not a full-time faculty member, the Undergraduate Social Work Program Coordinator will serve as the students' advisor.

Advisement during the Senior Year

During the senior year, the faculty member teaching Fieldwork Seminar I and II (SWK 440 and SWK 441) serves as the student's Social Work Program Field Faculty Advisor. This faculty member also serves as field-faculty liaison for the student in Fieldwork I and II (SWK 470 and SWK 471). Students remain in the same section of Fieldwork and Fieldwork Seminar for the two semesters of the academic year.

Faculty Advisors write letters of reference for employment for their graduating advisees. Letters of recommendation for graduate school are written by the Faculty Advisor in consultation with the faculty. This letter reflects the student's overall performance in the program, and, unless otherwise required by the graduate program, is the only letter of recommendation provided by the Social Work faculty.

Students' Responsibilities for Contacting Social Work Program Faculty Advisor

It is the students' responsibility to contact the Social Work Program Faculty Advisor directly to discuss all matters having to do with academic performance, schedule planning, and registration. If special concerns related to the Program arise for any student, the student is expected to discuss these with his/her Social Work Program Faculty Advisor. Office hours of all faculty members are posted in Carman Hall, Room B-18. Faculty members inform students of their office location, office hours, and office telephone number at the start of each course. There are also faculty mailboxes located in Carman Hall, Room B-18. All communication between faculty and student is through Lehman e-mail. Students are expected to check their Lehman e-mail daily.

Note: Please be sure to let your Advisor know if there is any change in your name, address, or phone number.

Academic Advisement for College Requirements

In addition to advisement in the Social Work Program, all students receive academic advisement to guide them through the academic requirements of the College, including evaluation of transfer credits. Most students receive this advisement through the Office of Academic Standards and Evaluation (Shuster Hall, Room 280), where advisors meet individually with students. Students in the Adult Degree Program, the Lehman Scholars Program, SEEK, or who are registered with the Office of Student Disability Services, receive advisement through those offices. Students are expected to initiate meetings with their academic advisor at least once each semester.

Part 3 -- 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 and procedures 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 on key departmental committees and participate in departmental meetings.

Student Representatives of the Social Work Club

The Undergraduate Social Work Club serves as a bridge between students' needs and interests and the Program and its policies. See description of the Club in Part 6 of this *Handbook*, "Program and Department Activities." The Club elects student representatives to the following:

Social Work Department Faculty and Administrative Staff Meetings; Celebration and Conference Planning Committees
Departmental Advisory Committee
Departmental Personnel and Budget Committee, including Faculty and Staff Search Committees

Annual Evaluation of Procedures of the Review and Retention Committee

Social Work Department Faculty and Administrative Staff Meetings

Social Work Department meetings are held regularly to discuss policies, procedures, curriculum, programmatic, and professional issues. All full-time Social Work faculty members and Higher Education Officer staff are in attendance. Student representatives elected by the undergraduate Social Work Club and student representatives of the M.S.W. program are invited to attend the portion of meetings that are concerned with policies, procedures, curriculum, and program issues. Students also participate on committees to plan celebrations and conferences.

Social Work Department Advisory Committee

Students and alumni participate in the Department's Advisory Committee. The function of this 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 Spring semester, and may meet at other times as needed. The Social Work Advisory Committee may include representatives from:

- social welfare agencies in the public and private sectors, include field instructors and educational coordinators
- public and private social work education programs
- professional and government organizations
- undergraduate and graduate students currently in the Lehman College Social Work Programs and alumni
- faculty and staff of the Social Work Department
- College faculty and administration

Departmental Personnel and Budget Committee; Faculty and Staff Search Committees

This key 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 invited to participate on Faculty and Staff Search Committees, and participate in interviews of candidates for faculty and staff positions. While the students are non-voting members, their suggestions are highly valued.

Annual Evaluation of Procedures of the Review and Retention Committee

Student representatives participate in the annual evaluation meeting of the Review and Retention Committee, as described in Part 1 of this *Handbook*, "Retention Policies and Procedures."

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 Social Work curriculum. These instruments also offer faculty opportunities to assess both students' responses to the Fieldwork experience and the success of the Program in

achieving the Program's Competencies and Practice Behaviors. Information is continuously used by the faculty to affirm and improve the educational program. Evaluation instruments include:

- Students complete an evaluation of their fieldwork agency and fieldwork experience at the end of the Spring semester of Fieldwork. The Director of Field Education considers these recommendations in determining fieldwork placements for the following year.
- At the close of the Spring semester, students in SWK 312 and SWK 441 complete an evaluation of the Implicit Curriculum, which is useful in assessing and improving Program policies and procedures.

Part 4 -- CURRICULUM FOR THE SOCIAL WORK MAJOR

Conceptual Framework for Generalist Social Work Practice

The Undergraduate Social Work Program at Lehman College conceptualizes generalist social work practice in the context of the urban environment in which we are located. Social work practice that involves an understanding of, and an ability to work with client systems of all sizes in the context of their complex environments. Using a range of modalities, generalist social workers provide culturally competent services to diverse 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 ecological systems perspective, which draws from systems theory. 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 these populations. Students utilize various modalities, interventions and techniques 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.

The Program's conceptualization of generalist social work practice grows out of the mission of the Program, which emphasizes the commitment to educate students to become ethical and competent entry-level generalist social workers for practice in the urban environment.

Core Competencies and Behaviors of the Undergraduate Social Work Program

The 2015 Educational Policies and Standards (EPAS) of the Council on Social Work Education revised the competencies and behaviors for generalist social work education and serve as the foundation of our curriculum. Program graduates are expected to master the core competencies listed below and integrate and apply these competencies in their associated professional behaviors.

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.

Courses Required for the Social Work Major

55 - Credit Major in Social Work, B.A.

The following credits and courses are required of all Social Work majors:

- 36 credits in Social Work: SWK 237, 239, 305-306, 311-312, 440-441, 443, *446, and 470-471 (majors are expected to register for SWK 440 and SWK 470 for the Fall semester after completing SWK 306 and SWK 312).
- 3 credit Elective Course: One 3-credit 300-level SWK elective course above SWK 312, OR one 3-credit 300-level SOC elective course above SOC 303.
- 16 credits in other disciplines: SOC 166, PSY 166, POL 166, BIO 183, SOC 301.

** As of Spring 2018, SOC 303 may no longer be taken to meet the Research course requirement for the Social Work major; all students will be required to take SWK 446. Students who have completed SOC 303 prior to Spring 2018 will be waived from the SWK 446 requirement.*

Note: The following year-long sequences begin only in the Fall semester

- Human Behavior and the Social Environment I and II (SWK 305 and SWK 306)
- Social Work Practice I and II (SWK 311 and SWK 312)
- Fieldwork Seminar I and II (SWK 440 and SWK 441)
- Fieldwork I and II (SWK 470 and SWK 471)

Social Work may not be selected as a minor.

According to New York State Education Department regulations, students receiving a B.A. degree must complete 90 credits in liberal arts courses. Please note that not all courses in Social Work qualify as liberal arts courses.

Note: Please note the following pre- and co-requisites for required Social Work courses:

UNDERGRADUATE SOCIAL WORK PROGRAM PRE- AND CO-REQUISITES

	SWK 305: HUMAN BEHAVIOR AND THE SOCIAL ENVIRON-MENT I	**SWK 311: SOCIAL WORK PRACTICE I**	**SWK 306: HUMAN BEHAVIOR AND THE SOCIAL ENVIRON-MENT II**	**SWK 312: SOCIAL WORK PRACTICE II**	**SWK 440 & SWK 470 FIELDWORK SEMINAR I AND FIELDWORK I**	**SWK 441 & SWK 471 FIELDWORK SEMINAR II AND FIELDWORK II**	**SWK 443 SOCIAL WELFARE POLICY**	***SWK 446 SOCIAL WORK RESEARCH**
PRE-REQ	Admission into the Social Work Program	Admission into the Social Work Program	Completion of SWK 305 and SWK 311, both with a minimum grade of C	Completion of SWK 311 and SWK 305 both with a minimum grade of C	Completion of SWK 311, 305, 306, 312 all with a minimum grade of C; BIO 183	Completion of SWK 440, 470, both with a minimum grade of C	Completion of SWK 311, 305, 306, 312 all with a minimum grade of C; BIO 183	Completion of SWK 311, and SWK 305 both with a minimum grade of C
PRE- or CO-REQ	PSY 166 POL 166 SWK 239	PSY 166 POL 166 SWK 239	BIO 183	BIO 183				
CO-REQ	SWK 311	SWK 305	SWK 312	SWK 306	SWK 443 must be taken with either SWK 440 & 470 *or* SWK 441 & 471.			

** The requirement for SWK 446, Social Work Research, will be effective Spring 2018.*
** SWK 446 must be taken with either SWK 312 or 440 & 470 or 441 & 471.*

Courses to be Completed Prior to Application to the Social Work Program

SOC 166: Fundamentals of Sociology. *3 hours, 3 credits.* Introduction to sociological concepts and perspectives and their applications to societies in the modern world. PRE-OR COREQ: none.

SWK 237: Introduction to Social Work and Social Welfare. *3 hours, 3 credits.*
(Formerly: Introduction to Social Work)
Historical perspective of social work and social welfare policy responses to industrialization, immigration and urbanization; knowledge base and values of social work, especially as they pertain to the diverse urban environment. PRE- OR COREQ: SOC 166.

Required Courses in Social Work

SWK 239: Social Welfare Institutions. *3 hours, 3 credits.* History and philosophy of social welfare and social work in the United States within the context of social, economic, and political change. The impact of social welfare policy on populations at risk. PREREQ: SOC 166 and SWK 237. PRE- or COREQ: POL 166.

SWK 305: Human Behavior and the Social Environment I. *3 hours, 3 credits.* Offered only in the fall semester. The cultural, political, and economic factors that influence individual and family systems, and the effect of available social welfare resources on these systems. Emphasis on issues of human diversity, including, race, ethnicity, gender, age, and sexual orientation. PREREQ: Admission to the Social Work Program. PRE- OR COREQ: POL 166, PSY 166, SWK 239; COREQ: SWK 311.

SWK 306: Human Behavior and the Social Environment II. *3 hours, 3 credits.* Offered only in the spring semester. A continuation of SWK 305. Small and large groups, formal organizations, and communities as social systems; the effects of available social welfare resources and the interaction between diverse populations and these systems. PREREQ: SWK 305 with a minimum grade of C; PRE- OR COREQ: BIO 183; COREQ: SWK 312.

SWK 311: Social Work Practice I. *3 hours, 3 credits.* Offered only in the fall semester. Theories and principles of social work practice. Emphasis on knowledge, skills, and values required for working with individuals, families, groups, and communities. PREREQ: SWK 237, acceptance into the program. PRE- OR COREQ: POL 166, PSY 166, SWK 239; COREQ: SWK 305.

SWK 312: Social Work II. *3 hours, 3 credits.* Offered only in the spring semester. A continuation of SWK 311. PREREQ: SWK 305 and SWK 311, both with a minimum grade of C; PRE- OR COREQ: BIO 183; COREQ: SWK 306.

NOTES:

1) *Only students who have successfully completed the College's English requirements may register for SWK 440, 441, 470, and 471.*
2) *SWK 443 (Social Welfare Policy) must be taken concurrently with either SWK 440 and 470 (Fieldwork Seminar I and Fieldwork I), or with SWK 441 and 471 (Fieldwork Seminar II and Fieldwork II).*
3) *SWK 446 (Social Work Research) is required effective Spring 2018. Students who have completed SOC 303 prior to Spring 2018 are not required to take SWK 446.*
4) *SWK 446 (Social Work Research) must be taken concurrently with either SWK 312 (Social Work Practice II) or SWK 440 and 470 (Fieldwork Seminar I and Fieldwork I), or with SWK 441 and 471 (Fieldwork Seminar II and Fieldwork II).*
5) *Students who need to take a leave of absence between completing SWK 312 and Fieldwork should discuss plans with their Social Work Advisor and with the Assistant Director of Field Education. They must complete an Application for Fieldwork during the Spring semester prior to beginning Fieldwork.*

PRIOR TO APPLYING FOR FIELDWORK, ALL STUDENTS ARE REQUIRED TO COMPLETE THE NEW YORK STATE MANDATED 2-HOUR "TRAINING IN CHILD ABUSE IDENTIFICATION ANDN REPORTING." THIS TRAINING MUST BE COMPLETED ONLINE AT http://www.nysmandatedreporter.org/

Training at this website is sponsored by the New York State Education Department and fulfills their requirements; the training and Certificate of Completion are provided at no cost. A copy of your Certificate of Completion must be submitted together with your Application for Fieldwork. There is no expiration date for this Certificate. Students who have taken this training previously are not required to repeat it if they provide the Social Work Department with a copy of their Certificate of Completion.

SWK 440: Fieldwork Seminar I. *2 hours, 2 credits.* Offered only in fall semester. Integration of theories and principles of social work practice with fieldwork experience. PREREQ: Completion of SWK 312 and SWK 306 with a minimum grade of C. COREQ: SWK 470.

SWK 441: Fieldwork Seminar II. *2 hours, 2 credits.* Offered only in the spring semester. Continuation of SWK 440. PREREQ: Completion of SWK 440 and SWK 470, both with a minimum grade of C. COREQ*:* SWK 471.

SWK 443: Social Welfare Policy. *3 hours, 3 credits.* Analysis of the factors influencing social welfare policies; the process of policy formulation; and the impact of social policies on individuals, families, groups and communities, and the delivery of social services. PREREQ: SWK 306 and SWK 312 with a minimum grade of C; SWK 239. COREQ. SWK 440 and SWK 470 or SWK 441 and SWK 471.
NOTE: *SWK 443 must be taken concurrently with either SWK 470 or 471.*

SWK 446: Social Work Research. *3 hours, 3 credits.* Research skills, methods, and processes needed to conceptualize social problems; critical evaluation of research designs; utilization of social work research to better understand social and economic injustices that affect at-risk populations in urban environments; knowledge of ethical and political considerations affecting research. PREREQ: Completion of SWK 305 and SWK 311.
NOTE: *First offered Spring 2018. Students completing SOC 303 prior to Spring 2018 are not required to take SWK 446.*

SWK 470: Fieldwork I. *2 days, 4 credits.* Placement in a community service agency two full days a week throughout the semester. PREREQ: Completion of SWK 312 and SWK 306 with a minimum grade of C and completion of the College English requirement. COREQ: SWK 440.

SWK 471: Fieldwork II. *2 days, 4 credits.* Continuation of SWK 470. Placement continues, in the same agency. PREREQ: Completion of SWK 440 and SWK 470, both with a minimum grade of C. COREQ: SWK 441.

Additional Liberal Arts Courses Required From Other Departments

PSY 166: General Psychology. *3 hours, 3 credits*. Introduction to the fundamental concepts and methods of modern psychology. Consideration of the scientific basis of psychology and of the significant problems in the areas of learning, motivation, emotion, individual differences, physiological bases of behavior, perception, developmental processes, personality, and social behavior. PRE- OR COREQ: none.

POL 166: The American Political System. *3 hours, 3 credits.* The theory and practice of the form and substance of American government and politics. PRE- OR COREQ: none.

BIO 183: Human Biology. *5 hours, 4 credits* (closed to students majoring in Biology). Introduction to the structure and function of the human body, with emphasis on the physiological mechanisms in health and disease. Topics include: the molecules of life; cells and tissues; the skeleton; muscles; the heart; blood; skin; the eye; the ear, reproduction theory; brain; genetics; infectious disease; the immune system; cancer; nutrition. PRE - OR COREQ: none.

SOC 301 (formerly SOC/POL 246): Methods of Social Research: *4 hours, 3 credits*. Methods of data collection and interpretation; measures of central tendency, variation and change; preparation and reading tables and graphs; and the use of quantitative data to evaluate hypotheses and draw conclusions about the social world. Extensive use of computer applications.
NOTE: *SOC 301 will no longer be required as of Spring 2018. SOC 301 is not required for students taking SWK 446 instead of SOC 303. Students not completing SOC 301 will be required to take a 300-level ENW course.*

***SOC 303 (formally SOC/POL 346): Advanced Methods of Social Research.** *4 hours, 3 credits.* Systemic and scientific procedures for conducting social research. Consideration of the strategies of research design and elements of data-gathering techniques. PREREQ: SOC 301 (POL 331).
****** SOC 303 is not required as of Spring 2018. Student not completing SOC 303 prior to Spring 2018 are required to take SWK 446.*

REQUIRED 300-LEVEL ELECTIVE COURSE, EITHER SOCIAL WORK OR SOCIOLOGY: Social Work majors are required to take a Social Work elective higher than SWK 312 *or* a Sociology elective higher than SOC 303.

Social Work Elective Courses (not required for the major)

Note: All Social Work elective courses are Liberal Arts courses

SWK 250: Special Studies in Social Work. *3 hours, 3 credits.* Special topics related to social work, social welfare, and health in the urban environment; analysis of the interaction of cultural, historical, political, economic, and legal factors with various social systems. Topics to be announced each semester. May be repeated for a maximum of 6 credits.

SWK 2410: Lesbian, Gay, Bisexual and Transgender Populations. *3 hours, 3 credits.* Policy and social issues affecting the lives of LGBT populations and their families. Topics include the diversity of LGBT populations, resilience, social stigma and oppression, with implications for social justice. PRE- OR COREQ: none

The following 2 elective courses meet requirements for the CASAC-T

In combination with successful completion of the undergraduate Social Work major at Lehman College, the following 2 elective courses meet requirements for the Credentialed Alcoholism and Substance Abuse Counselor Trainee (CASAC-T) Certificate (See Part 5):

SWK 251: Substance Abuse and Urban Society. *3 hours, 3 credits.*
(Formerly: Introduction to Social Work Practice with Substance Abusing Clients.)
A bio-psycho-social-spiritual focus on substance abuse is explored with an emphasis on families and communities in urban society. The properties of different substances, including tobacco, are studied from the perspective of their impact on human behavior. PRE- OR COREQ: none

SWK 351: Theoretical Perspectives of Substance Abuse. *3 hours, 3 credits.*
(Formerly: Theories and Social Work Practice Interventions with Substance Abusing Clients.)
An exploration of the range of theoretical models used to understand substance abuse. The impact of social, political, economic, and cultural systems on alcohol and drug abuse. PRE- OR COREQ: None
NOTE: *This course also meets the Social Work major requirement for an elective course above SWK 312.*

The following 2 elective courses meet requirements towards the Interdisciplinary Minor in Aging (See Part 5):

SWK 242: Social Work Practice with Older Adults. *3 hours, 3 credits.* Approaches to providing social work services for older adults in varied settings, and to practicing such approaches with their families. Topics include biological, psychological, social, ethical and spiritual functioning in later adulthood. PRE- OR COREQ: none

SWK 342: Social Welfare Policies in an Aging Society. *3 hours, 3 credits.* A strengths-based and preventive perspective on policies and programs affecting older adults. Analysis of policy responses to ageism, elder abuse, and changing demographic and health trends. Public policies and programs, including components of the Social Security Act. Particular attention to vulnerable older adult populations. PRE- OR COREQ: none
NOTE: *This course also meets the Social Work major requirement for an elective course above SWK 312.*

Part 5 – SPECIAL PROGRAMS FOR SOCIAL WORK MAJORS

Credentialed Alcoholism and Substance Abuse Counselor- Trainee (CASAC-T)

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 individuals who wish to obtain credentialing as a **Credentialed Alcoholism and Substance Abuse Counselor (CASAC).**

Lehman students who fulfill the following will have completed all educational requirements for the CASAC in New York State and will be issued the **OASAS CASAC 350-Hour Standardized Certificate of Completion)** by the Lehman College Social Work Department. This certificate is required to receive the CASAC-T from OASAS.

- Successful completion of all requirements for the undergraduate social work major at Lehman College
- Successful completion of the following two social work elective courses:

  SWK 251: Substance Abuse and Urban Society (3 hours, 3 credits)

  SWK 351: Theoretical Perspectives of Substance Abuse (3 hours, 3 credits)

- 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 the following:

- 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).
- The website for OASAS is http://www.oasas.ny.gov/sqa/credentialing/index.cfm

  Please see Ms. Cassidy in the Social Work Dept. regarding the CASAC-T Certificate.

Interdisciplinary Minor in Aging

The **Interdisciplinary Minor in Aging**, launched Summer 2013, is open to students from all Departments within the College. It will engage students in a common goal of scholarship in the area of aging and can be useful to students interested in working in the field of aging, including Social Work majors. Students interested in the minor must file a declaration of minor. Information about procedures can be obtained in any of the participating departments: Health Sciences; Psychology; Social Work; Sociology; or Speech, Language, Hearing Sciences.

Degree Requirements
Students interested in this minor will take four of the courses (12 credits) designated for the minor (see list of courses below). These include courses at the 200- and 300- level; at least six credits must be taken in 300- level courses or a higher-level course if approved by the Program. Students will select, in consultation with their advisor, from the following menu of relevant 3-credit *Not all courses are offered every semester; consult semester schedule on CUNYfirst.*

200-level courses:
PSY 219 (Psychology of Adulthood and Aging)
SOC 243 (The Aged in Modern Society)
SWK 242 (Social Work Practice with Older Adults)

300-level courses or a higher-level course approved by the Program:
HEA 310 (Health and Aging)
HEA 360 (Special Topics in Health: Death and Dying)
SOC 343 (Sociological Theories of Aging)
SPV 300 (Neurolinguistics of Aging)
SWK 342 (Social Welfare Policies in an Aging Society)
Note: One course within a department may be used to satisfy requirements for both the major and minor.

Part 6 -- PROGRAM AND DEPARTMENTAL ACTIVITIES

Social Work Club

Participation in the Social Work Club is open to all students on campus. Although participation is not a requirement for Social Work majors, students are encouraged to participate. The Club provides the opportunity to learn more about the profession and the Program at Lehman College, to further professional identification, and to deepen the students' educational, social, political, and cultural experience at the school. Activities include invited speakers, such as social workers and alumnae/i, films, fund-raising efforts, and special events. The Club, which also serves as a

bridge between students' needs and interests and the Program and its policies, elects student representatives to various Social Work Program committees and meetings, as described in Part 3 of this Handbook, "Student Participation in Decision-Making and in the Formulation of Program and Departmental Policies."

Meetings of the Social Work Club are regularly scheduled; notice of meetings is posted on the Social Work Bulletin Board outside Carman B-18. The Club has a Faculty Advisor; however, the club is self-governed through its elected officers and committees.

In addition to the 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.

Departmental Honors

Graduation with Departmental Honor in the Department of Social Work requires the following:

- The student must achieve a cumulative Lehman College index of 3.2,

- The student must achieve an index of 3.5 in courses taken within the Department of Social Work. There must be a minimum of 24 credits counted, and all courses taken within the Department of Social Work must be counted in determining the index. Transfer credits are not counted in determining the index.

Celebration of Fieldwork

Prior to the conclusion of Fieldwork, the Social Work Program honors the students who have completed their fieldwork placements, and the Field Instructors who have worked with them. At this ceremony the Leona Thompson Scholarship Award is presented to the graduating senior in the Social Work Program who has the highest cumulative index and who plans to enter a graduate Social Work program. In addition, other awards are also presented, including recognition awards and academic excellence awards.

Graduate School Conference

Each Fall, the Social Work Program hosts a *Graduate School Conference* on our campus so that students interested in pursuing graduate studies in Social Work can meet the admissions representatives and receive information about the graduate schools of social work in the New York metropolitan area, including the Lehman College MSW Program. Dates of the conference are announced in the seminar classes.

Part 7 -- 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:

APEX	*Disability Services*	*Library*
Career Counseling	*Information Technology Center*	*Parking*
Child Care Center	*Instructional Support Services Program*	*Student Health Center*
Counseling Center		*Student Life Center*

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 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, located in the Old Gym Building, Room 114, 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 phone number is 718-960-8761.

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.

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.

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.

STUDENT HEALTH CENTER

The Student Health Center, located in the Old Gym Building, Room B008, 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 CENTER

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.

Part 8 -- COMPLETION OF THE SOCIAL WORK PROGRAM

The B.A. Degree with a Major in Social Work

Students who have completed all the requirements of the College and of the Social Work Program are awarded a Bachelor of Arts Degree (B.A.) with a major in Social Work. This is the entry level degree for the social work profession and is frequently referred to as a B.S.W. - the baccalaureate social work degree. A Bachelor of Arts (B.A.) with a major in Social Work, a Bachelor of Science (B.S.) with a major in Social Work, and a Bachelor of Social Work (B.S.W.) are all professionally comparable degrees, if they are earned in a Social Work Program that is accredited by the Council on Social Work Education.

Finding a Job

The spring semester of the senior year is the time for students to begin to take steps toward seeking employment as entry-level professional social workers. Students receive help in preparing resumes in the Fieldwork Seminars and at the Career Counseling Center. The Program receives many job notices from agencies interested in hiring our graduates. These are posted on the bulletin board located outside Carman B-18. Job notices also can be found in the want-ad section of New York newspapers, such as the Classified section and the "Week in Review" section of the Sunday *New York Times,* and on Internet websites. The Career Services Department at Lehman College holds several major job fairs for students throughout the year. Students should give requests for references to their Faculty Advisor. It also is appropriate for students to ask their Fieldwork Instructors for a reference.

Pursuing the M.S.W. Degree

Graduate School Conference

A Graduate School Conference in held annually to provide students with information related to individual graduate schools and the particular programs they offer, including the Lehman MSW Program.

Note: An undergraduate major in Social Work is NOT required in order to apply for admission to any M.S.W. program.

Advanced Standing

Since our undergraduate Social Work Program is accredited by the Council on Social Work Education, graduates are eligible to apply for advanced standing in a Master's Program in Social Work. The decision to grant advanced standing, however, is up to the graduate school or program.

References for Graduate School

When requested by the student, the Faculty Advisor, in consultation with the Social Work Program faculty, will write a reference for the student for Graduate School. The reference reflects the thinking of the faculty as a whole and its evaluation of the student's learning needs. Students may also want to ask their Fieldwork Instructors for a reference.

For reasons of protecting confidentiality, it is the policy of the Program not to send copies of Fieldwork evaluations to graduate schools. If a copy of the Fieldwork evaluation is requested by the graduate school, the student him/herself can send it. Students are strongly urged to keep a copy of their evaluations.

The M.S.W. at Lehman College

While Lehman College offers an M.S.W. program, students are encouraged to explore all options for graduate study. It is important to know that completion of the undergraduate Social Work Program at Lehman College does not ensure acceptance into any graduate program, including the M.S.W. Program at Lehman College.

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!*

SECTION II

FIELD EDUCATION MANUAL: POLICIES AND PROCEDURES

(for students in the senior year, their fieldwork instructors and educational coordinators)

FIELD EDUCATION OVERVIEW

All students in both the undergraduate and graduate Programs 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 is provided through courses (SWK 470 and SWK 471). Fieldwork placements are arranged through the Field Education office of the Social Work Department. *All students are required to schedule at least two full days of their total of 15 hours per week during regular agency hours (which may range between 8 AM and 8 PM), between Monday and Friday. The Social Work Program does not guarantee any student a placement that includes evening or weekend hours.*

Mr. Peter Niedt, Director of Field Education
Carman Hall, Room B-16
718-960-7749
Peter.Niedt@lehman.cuny.edu

Ms. 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

Conceptual Framework for Generalist Social Work Practice

The Lehman College Undergraduate Social Work Program prepares students for professional practice by educating them in the core competencies as defined by the Council on Social Work Education. The Program conceptualizes generalist practice as social work practice that involves an understanding of, and an ability to, work with client systems of all sizes in the context of their mutual relationships with their environments. Using a range of modalities, generalist social workers provide services 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 ecological systems perspective, which draws from systems theory. 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 of the core competencies of the profession 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 these populations. Students utilize various modalities, interventions and techniques 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.

The Program's conceptualization of generalist social work practice grows out of the mission of the Program, which emphasizes the commitment to educate students to become ethical and competent entry-level generalist social workers who have attained the profession's core competencies for practice in the urban environment.

Social Welfare Policy (SWK 443): A Co-requisite with Fieldwork

All students must take Social Welfare Policy (SWK 443) while they are taking either SWK 440/470 or SWK 441/471. SWK 443 is a one-semester course that is offered in both the Fall and Spring semesters.

Description of Fieldwork Seminar I (SWK 440)

Fieldwork Seminar I, which is concurrent with Fieldwork I, is intended to provide a framework for students to better understand and integrate classroom content with their agency practice. Students integrate social work knowledge, values, skills and cognitive-affective processes as they provide culturally–sensitive services in fieldwork to diverse urban populations, and particularly to populations-at-risk.

CORE COMPETENCIES AND BEHAVIORS FOR SWK 440

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-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; and** 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.

Description of Fieldwork Seminar II (SWK 441)

Fieldwork Seminar II, which is concurrent with Fieldwork II, is a continuation of Fieldwork Seminar I and continues to provide a framework for students to better understand and integrate classroom content with their agency practice. Students continue to integrate social work knowledge, values, and skills as they provide culturally-sensitive services in fieldwork to diverse urban populations, and particularly to populations-at-risk.

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	**1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;** **2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;** **3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;** **4. Use technology ethically and appropriately to facilitate practice outcomes; and** **5. Use supervision and consultation to guide professional judgment and behavior.**
2. Engage diversity and difference in practice	**6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;** **7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and** **8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.**
3. Advance human rights and social, economic, and environmental justice	**9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and** 10. Engage in practices that advance social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice	11. Use practice experience and theory to inform scientific inquiry and research; **12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and** 13. Use and translate research evidence to inform and improve practice, policy and service delivery.

5. Engage in policy practice	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; **15. Assess how social welfare and economic policies impact the delivery of and access to social services; and** 16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental.
6. Engage with individuals, families, groups, organizations, and communities	**17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and** **18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.**
7. Assess individuals, families, groups, organizations, and communities	**19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;** **20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;** **21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and** **22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.**
8. Intervene with individuals, families, groups, organizations, and communities	**23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;** **24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;** **25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;** **26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and** 27. Facilitate effective transitions and endings that advance mutually agreed-on goals.
9. Evaluate practice with individuals, families, groups, organizations, and communities	**28. Select and use appropriate methods for evaluation of outcomes;** **29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;** **30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and** **31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.**

Description of Fieldwork I (SWK 470)

In preparation for generalist professional social work practice, students complete a 450 hour internship (200 hours in SWK 470 during the Fall semester and 250 in SWK 471 during the Spring semester, including the month of January), with supervision from an M.S.W. Fieldwork Instructor in a social service agency as arranged by the Social Work 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. The Fieldwork Seminar, which is concurrent with Fieldwork, helps students integrate classroom content with their agency practice.

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.**

Description of Fieldwork II (SWK 471)

This course is a continuation of Fieldwork I, SWK 470. Students complete a 450-hour internship (200 hours in SWK 470 during the Fall semester and 250 hours in SWK 471 during the Spring semester, including the month of January), with supervision from an M.S.W. Fieldwork Instructor in the same social service agency as during the Fall semester. Students continue to integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. The Fieldwork Seminar, which is concurrent with Fieldwork, helps students integrate classroom content with their agency practice.

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.**

Part 2. THE STUDENT IN THE FIELDWORK AGENCY

FIELD EDUCATION IN THE UNDERGRADUATE PROGRAM

Student Requirements to Begin Fieldwork

Prior to beginning Fieldwork and Fieldwork Seminar I (SWK 470 and SWK 440), students must have completed the Social Work Practice sequence (SWK 311 and SWK 312) and the Human Behavior in the Social Environment sequence (SWK 305 and SWK 306) with a minimum grade of "C" in each course. *There are no exceptions to this policy.* Students must also have completed SWK 239, Social Welfare Institutions and BIO 183, Human Biology.

Note: As of Fall 2017, all students must complete the New York State mandated 2-hour training, "Identification and Reporting Child Abuse and Maltreatment" and submit a copy of their Certificate of Completion attached to their Application for Fieldwork. Permission to register for Fieldwork I or Fieldwork Seminar I cannot be given without the Certificate of Completion. Students who have taken this training previously are not required to repeat it if they provide the Social Work Department with a copy of their Certificate.

Fieldwork Schedule

Students complete Fieldwork during their senior year. *Fieldwork begins only in the Fall semester. It is a 2-course sequence, and students remain in the same agency placement during the Fall and Spring semesters. Students continue in Fieldwork throughout the month of January.*

Fall Semester:
SWK 440: Fieldwork Seminar I, *2 credits*
SWK 470: Fieldwork I, *4 credits* – 200 hours of fieldwork

Spring Semester:
SWK 441: Fieldwork Seminar II, 2 *credits*
SWK 471: Fieldwork II, *4 credits* – 250 hours, including fieldwork continually through the month of January

Co-Requisite with Fieldwork – Social Welfare Policy (SWK 443)

All students must take Social Welfare Policy (SWK 443) at the same time that they are taking either SWK 470/440 or SWK 471/441. SWK 443 is offered in both the Fall and Spring semesters.

Assignment of Students to Fieldwork Agencies

During the Fall semester of the junior year, a representative of the Field Education office meets with all Social Work Practice I (SWK 311) classes to discuss the requirements for Fieldwork and

the expectations of students in Fieldwork. Students have the opportunity to raise questions and issues related to the Fieldwork sequence. Fieldwork applications are distributed at these meetings. (See Fieldwork Application in Appendix.)

The Director and Assistant Director of Field Education make assignments of students to fieldwork agencies. Other than employment-based field placements, *students may not identify agencies for fieldwork.* Students are given the opportunity to indicate a preference for specific fields of practice. The Director and Assistant Director of Field Education, in consultation with the Social Work faculty, consider the students' requests and determine the setting that will best serve students' learning needs. Students are informed about their field placement assignment in an e-mail sent to their Lehman College e-mail address.

Most agencies require an interview before the placement is finalized. Upon notification about their recommended agency assignment, students are expected to call their Fieldwork Instructor or the Educational Coordinator at the agency. An appointment should be made to meet at the agency for an interview. This is also an opportunity to discuss the nature of the placement, its mission and role in the community, expectations of the agency, responsibilities of the student in the field placement, and the schedule of days and hours for placement.

Students will also learn about any special requirements the agency may have. Many agencies require a physical exam, finger-printing, drug-testing, and/or background checks before accepting the student for the field placement. These issues do not automatically disqualify students from placement. Students with concerns should meet with the Assistant Director of Field Education to discuss their personal situation while they are in SWK 312 and SWK 306 during the Spring semester prior to Fieldwork.

Students who wish to request reasonable accommodations in Fieldwork or Fieldwork Seminar for documented disabilities must contact the Office of Student Disability Services, Shuster Hall, Room 238, (718)960-8441 and provide the Assistant Director of Field Education and the Seminar professor with documentation from the Student Disability Services along their application to Fieldwork.

Some students may wish to request a placement in their current place of employment. See the following section, "Employment-Based Field Placements."

Employment-Based Field Placements

Students who wish to meet the fieldwork requirement at their place of employment must make the request for approval of the site to the Field Education office at the time that the application for fieldwork is made.

Requirements to Apply: As of the first day of fieldwork, the student

- must have been working in his/her current position for a minimum of six months, and
- cannot be on probation in the agency, including new-hire probation.

Requirements for Approval of Employment-Based Field Placement: Prior to approval of the placement by the Social Work Department, the student, agency representative, and Field Education Director or Assistant Director of the Lehman College Social Work Department must enter into and sign an agreement (See Appendix 6 for Employment-Based Field Placement Agreement Form). This agreement specifies that the student will conform to all the requirements and procedures of fieldwork, including:

Hours of fieldwork – The required 450 hours of fieldwork must be completed.

Supervision – Students will work with a supervisor for their fieldwork assignment who is different than the supervisor they work with as an employee. Supervision will be provided for fieldwork assignments at a minimum of one hour a week.

Assignments for the student's placement will be different from their ongoing work assignment.

Process recording requirements of the Program will be met.

Student Responsibilities in Fieldwork

Fieldwork begins early in September and continues to mid-May, including the month of January. Students remain in the same placement during this time. Students are required to assume responsibility for participating in the educational experience provided at the fieldwork placement; this requires receptivity to the learning process and openness to suggestions and directions. At the same time that students are in Fieldwork (SWK 470 and 471), they attend a Fieldwork Seminar (SWK 440 and SWK 441). The Fieldwork Seminar instructor serves as the student's Faculty Advisor. Students are expected to inform their Faculty Advisor of any problems they may be experiencing in the Fieldwork placement.

The following requirements apply to all undergraduate students in Fieldwork:

1. 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.

2. All students are required to complete a minimum of 450 hours of Fieldwork during the academic year, including a minimum of 200 hours in the Fall and 250 hours in the Spring semesters. Students are required to be in their Fieldwork agency 15 hours a week (excluding lunch) during both the Fall and Spring semesters. *Students are required to be in fieldwork continually through the month of January, both to meet the required hours for the Spring semester and to provide for continuity in fieldwork.* Hours completed in the Fall may not be carried over to meet the requirement of hours in the Spring.

3. All students are required to schedule at least two full days of their total of 15 hours per week during regular agency hours (which may range between 8 AM and 8 PM), between Monday and Friday. The Social Work Program does not guarantee any student a placement that includes evening or weekend hours.

4. Regular attendance and promptness at the field placement is required of all students and is reflected in the grade. Students are required to notify the Fieldwork Instructor or his/her designee at the agency at the start of the day if they are going to be absent. All hours and days missed must be made up. In the case of a personal emergency, students are required to consult with their Fieldwork Instructor to make special arrangements to make up the time.

5. The student and Fieldwork Instructor are expected to meet at a regularly scheduled time each week for at least one hour of supervision. Written supervisory agendas reflecting the student's thinking and concerns must be prepared by the student and submitted to the Fieldwork Instructor prior to the supervision.

6. A minimum of one process recording each week is required. However, Fieldwork Instructors may require additional process recordings. Students are 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. (See Appendix for Process Recording Form.)

7. Students must complete the Fieldwork Attendance Sheet each week; the form is to be initialed by the Fieldwork Instructor weekly. The completed form is given to the student's Faculty Advisor at the end of each semester

8. 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. When students need to travel to carry out their agency assignments, the agency has the responsibility to provide students with travel expenses prior to the visit.

Fieldwork Educational Plan

The Educational Plan serves several purposes for the school, student, and field instructor. It outlines both the student's and field instructor's expectations. 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.

The Educational Plan should be completed during the first week of fieldwork. However, it should be considered a fluid document and revised as needed throughout the fieldwork experience. Copies of this document will be provided to the student, field instructor, and field advisor. The Fieldwork Educational Plan is also in the Appendix of this *Handbook.*

Eligibility for "Federal Work-Study" for Fieldwork

All students in Fieldwork (SWK 470 and 471) who have been approved for a Federal Work-Study grant on their Federal FAFSA application can request that some of their hours of Fieldwork be credited towards their Federal Work-Study grant. This is administered through the Financial Aid office at Lehman College, located in Shuster Hall, room 129. A flyer is available in the Social Work office describing Federal Work-Study for Social Work majors in Fieldwork, or see Prof. Phillips in Carman Hall B-18. (Federal Work-Study is separate from Employment-Based Field Placements described above.)

Retention Policies and Procedures for Fieldwork

Continuation Requirements for Fieldwork

Fieldwork Seminar I (SWK 440) and Fieldwork I (SWK 470), and Fieldwork Seminar II (SWK 441) and Fieldwork II (SWK 471) are 2-semester sequences which begin in the Fall semester only. Fieldwork Seminar I and Fieldwork I are co-requisites, and Fieldwork Seminar II and Fieldwork II are co-requisites. Students must earn a minimum grade of "C" in both SWK 440 and SWK 470 in order to proceed to SWK 441 and SWK 471.

In order to successfully complete Fieldwork, students are required to function at the fieldwork 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 (See *Code of Ethics* in Appendix).

Procedures for Review for Violation of Professional Behavior in Fieldwork

Becoming a social worker is a complex process whereby the student is expected to develop professional behavior in fieldwork as well as in the classroom. All students in the Social Work Program are required to demonstrate professional behavior consistent with the *Code of Ethics* of the National Association of Social Workers; the *Code of Ethics* is included in Appendix 1 of this *Handbook*. 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 Department. Failure to comply with the *Code of Ethics* may result in dismissal from the Social Work Program.

Fieldwork Education Plan and Agreement

Students who are having difficulties meeting the behavioral requirements in Fieldwork, including, but not limited to attendance, lateness, and showing respect, will be required to meet with their faculty advisor and Field Instructor in order to prepare a Fieldwork Education Plan and Agreement, specifying needed behavioral changes. See Appendix 4 of this *Handbook*. Failure to comply with needed changes will result in a referral to the Review and Retention Committee, and may result in dismissal from the Social Work Program.

The student and the classroom instructor attempt to resolve any issues utilizing the *Compliance Plan and Agreement* or the *Field Education Plan and Agreement*. At any point the student or the classroom instructor may invite the student's faculty advisor and, in the case of an issue related to Fieldwork, the Assistant 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 Assistant Director of Field Education, the student may request another full-time faculty member who is on the Review and Retention Committee of the undergraduate Social Work Program to attend in place of the advisor or the Assistant Director of Field Education.

Review and Retention Committee

Purpose of the Review and Retention Committee

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

Composition of the Review and Retention Committee

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

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

Procedure for Review

1. If the *Compliance Plan and Agreement* or the *Field Education Plan and Agreement* is not adequate to resolve the situation, the classroom instructor will make a written request to the Department Chair for a review by the Review and Retention Committee. The Department Chair appoints three members of the Review and Retention Committee to

serve on the review panel and designates one of the three members to serve as Committee Chair. The Department Chair will inform the student of the Committee composition, and will also provide the student with this written procedure for the review and for an appeal.

5. The Chair of the Committee will contact the student and may request that the student provide supporting documents.

6. The documents will be distributed to the three-member Committee. The Committee reviews the documents and decides upon a meeting time with the student. The Committee members will also invite the following individuals to attend the review meeting, although these invited individuals will not have deliberation responsibilities or voting rights after the meeting:

   The student's current faculty advisor
   An advocate of the student's choosing
   The Assistant Director of Field Education

7. Upon completion of the Committee's review and deliberation, the Chair of the Committee will submit, in writing, the determination of the Committee to the student, to the classroom instructor or Field Faculty Advisor involved, to the Undergraduate Program Director, and to the Department Chair. In order to ensure timeliness of action, the Committee will not exceed a deliberation period of 14 school days. The Committee Chair places supporting documents and a copy of the determination in the secure Retention File.

Appeals Procedure

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

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

The Appeals Committee reviews the documentation from the Review and Retention Committee and all communications from the student. Within five school days after receipt of the appeal, the Department Chair communicates the determination of the appeal to the student, the classroom instructor, the student's faculty advisor, and the Undergraduate Program Director.

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

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

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

Part 3. THE FIELDWORK AGENCY

Criteria for Selection of Fieldwork Agencies

Fieldwork agencies participating with the Lehman College Social Work Program are expected to have a strong commitment to the education of social work students in urban areas. Participating agencies must reflect a commitment to social justice, to providing services to populations-at-risk, and to issues related to human diversity. They are selected on the basis of their potential to:

- fulfill the mission and goals of our Social Work Programs,
- provide students with opportunities to understand, affirm, and work with respect for human diversity,
- 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 weekly supervision and weekly review of process recordings, and
- enter into a learning agreement with the Lehman College Program and the student that assures that the learning objectives for the student will be met.

Agencies must be able to provide a supervisor 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, and who subscribes to the above values and commitments.

Criteria for Employment-Based Field Placements

Agencies offering employment-based field placements for their employees must meet all the criteria described above in "Criteria for Selection of Fieldwork Agencies." 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 assignment;,
- students will work with a different Fieldwork Instructor for their fieldwork assignment than the supervisor they work with as an employee;

- 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.

The Program retains the right to not approve any employment-based field placement arrangement if it does not deem the arrangement to be academically sound.

The Agency as a Learning Environment

Learning takes place through traditional supervision with the Fieldwork Instructor. However, it is very useful for students to be exposed to other learning experiences, such as group or peer supervision. Whenever possible, students should attend agency staff meetings, seminars and trainings, and community and coalition meetings. Visits to other agencies are also very useful for students' learning.

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 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 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.

Students must be provided with carfare associated with the visit, and with any other exceptional expenses prior to making the visit.

Part 4. THE FIELDWORK INSTRUCTOR

Criteria for Fieldwork Instructors

All students in Fieldwork are supervised by a Fieldwork Instructor who has a Master's degree in Social Work from a CSWE-accredited social work program, has a minimum of 2 years experience as an M.S.W. social worker, and who subscribes to the mission and goals of the Lehman College Social Work Program as described in the previous section. The Fieldwork Instructor is an employee of the fieldwork agency. It is the responsibility of the Fieldwork Instructor to help the student 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

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.

4. The Lehman College Social Work Department has been designated an approved provider for *Continuing Education hours for licensed social workers* by the New York State Education Department. Fieldwork Instructors and Educational Coordinators

working with Lehman students will be notified of Continuing Education workshops by e-mail prior to opening registration to the public. There is no charge for the workshops.

Fieldwork Instructor-Student Supervisory Conferences

All students receive a minimum of one hour a week of individual supervision from the Fieldwork Instructor. This individual supervision is in addition to other learning experiences that may be available for students at the agency, such as group supervision or meetings with the Task Supervisor.

Assignments for Students

Students should be given an orientation to the agency, and assignments should be considered prior to their arrival at the agency. Students should be provided with the opportunity to work with individuals, families, groups, communities and organizations. Assignments should provide the student with the experience of performing the various roles of the social worker, including enabler, mediator, social broker, teacher, advocate, and social activist. Assignments should contribute to the development of the knowledge, values, and skills inherent in the core competencies of entry-level professional social workers, and support the student's growing capacity to handle more complex issues over time. Students should be expected to integrate empirically-based knowledge and incorporate policy practice skills.

The Lehman College Field Faculty Advisor will be happy to discuss possible assignments with the Fieldwork Instructor.

Process Recordings

Process recordings are viewed as essential learning tools for students. It is important that the 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.

Process recordings are the property of the student and should not contain identifying information about clients or the agency. Students share their process recording, with the comments of the Fieldwork Instructor with their Seminar instructor, who is also their Field Faculty Advisor. This makes it possible for the faculty to monitor the progress the student is making in the fieldwork placement and to ensure that integration of theory and practice is maximized.

A minimum of one process recording each week is required by the Social Work Department for undergraduate students. However, Fieldwork Instructors may require additional process recordings. *See Appendix 5 for Process Recording Form.*

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. These assignments may include such issues as the history of the field of practice and of the agency, the structure of the agency, the relationship of the agency to its community and to coalitions in the community, and agency and social welfare policies impacting services and clients, among other topics. We request that fieldwork instructors provide guidance for students as they approach these topics and in their efforts to integrate empirical and practice-based knowledge.

Part 5. THE FIELDWORK SEMINAR AND THE FIELD FACULTY ADVISOR

Students are assigned to a section of Fieldwork Seminar based on their fieldwork placement agency assignment. The faculty member teaching Fieldwork Seminar I and II (SWK 440 and SWK 441) serves as the student's Social Work Program Field Faculty Advisor during the student's senior year. The Field Faculty Advisor contacts the Fieldwork Instructor at the start of the Fall semester. The Field Faculty Advisor makes a visit to the fieldwork agency to meet with the Fieldwork Instructor and the student together in order to assess the student's progress and to assure that the student is having a field experience that helps the student attain the core competencies of the Program. Additional visits are scheduled as needed. In order to stay informed about the student's growth in the agency, the Field Faculty Advisor reads process recordings that the student is required to submit to the Fieldwork Instructor.

Students remain in the same section of Fieldwork and Fieldwork Seminar for the two semesters of the academic year, allowing for continuity in the learning and advisement processes throughout the year. If problems occur in the field that students or Fieldwork Instructors are not able to resolve, they should bring this to the attention of the Field Faculty Advisor for help in resolving the difficulties.

Letters of recommendation for both employment and graduate school are written by the Faculty Advisor. Recommendation letters for graduate school reflect the student's overall performance in the program and are prepared in consultation with the Social Work faculty. Unless otherwise required by the graduate program, this is the only recommendation letter for a graduate program that is provided by the Social Work faculty.

Part 6. 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 evaluation helps to clarify expectations of future performance, and allows for quick and concrete identification of serious concerns. The Fieldwork Instructor

completes End-of-Semester Evaluations at the close of the Fall and Spring semesters. See Fieldwork Evaluation forms in the 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.

Grading Procedures

The Field Faculty Advisor, in consultation with Social Work Program faculty, gives the grade for Fieldwork I (SWK 470) during the Fall semester and for Fieldwork II (SWK 471) during the Spring semester, 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 Assistant Director of Field Education considers these recommendations in determining fieldwork placements for the following year.

Celebration of Conclusion of Fieldwork

Prior to the conclusion of Fieldwork, the Social Work Program honors the students who have completed their fieldwork placements, and the Field Instructors who have worked with them. At this ceremony the Leona Thompson Scholarship Award is presented to the graduating senior in the Social Work Program who has the highest cumulative index and who plans to enter a graduate Social Work program. In addition, other awards are also presented, including recognition awards and academic excellence awards.

APPENDICES

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

For the NASW Code of Ethics, please click on this link:

https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

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 recognize 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 color, 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. Recognizing diversity – Social workers should recognize and respect the ethnic and cultural diversity of the societies in which they practice, 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, stigmatization or subjugation, and to work towards an inclusive society.

5. Professional conduct

It is the responsibility of the national organizations 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 organizations 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, recognizing 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.

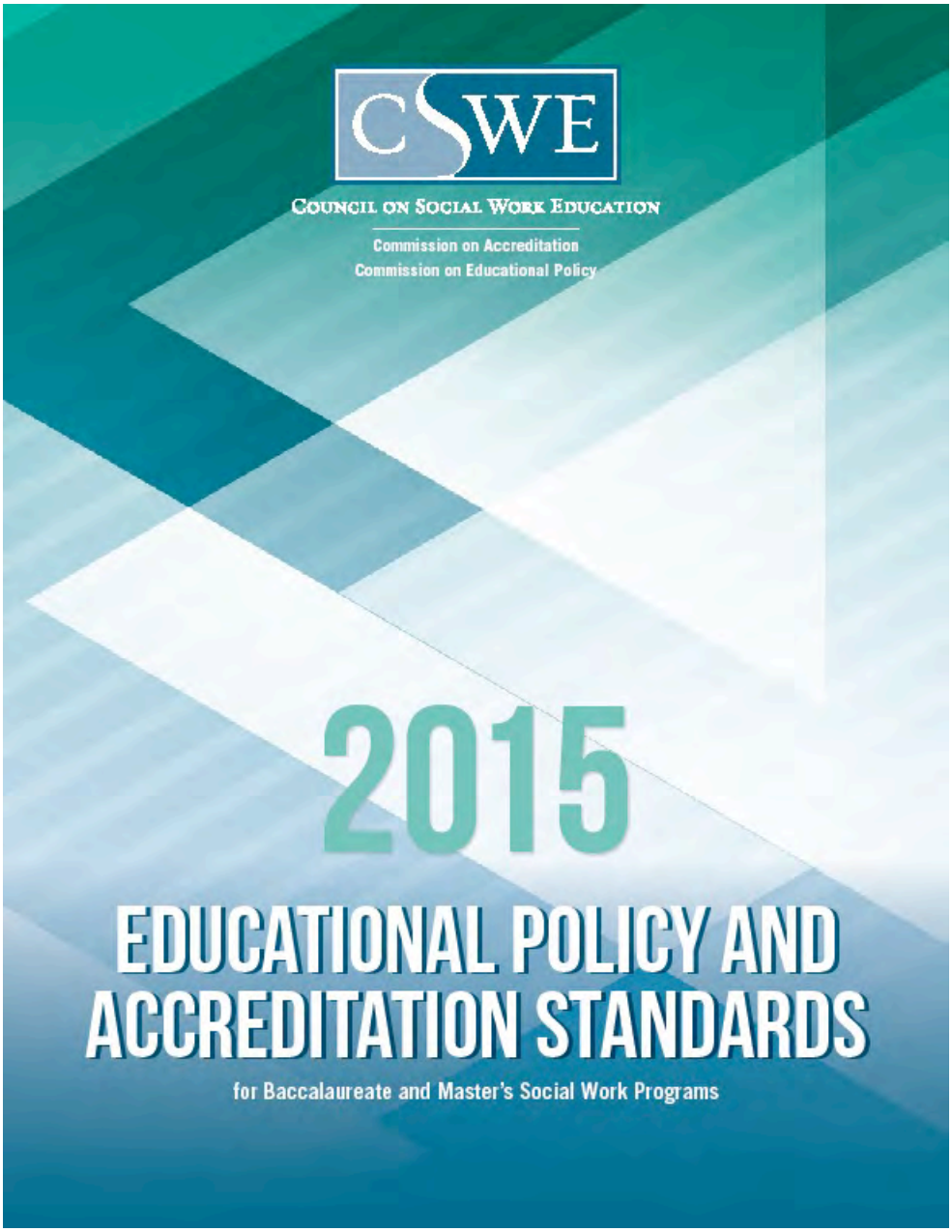
12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

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, 2015 Educational Policy and Accreditation Standards (EPAS) LEFT DOUBLE CLICK ON THE DOCUMENT TO OPEN



Appendix 4

Retention Documents

Compliance Plan and Agreement (for use in classes)
Field Education Plan and Agreement (for use in Fieldwork)

LEHMAN COLLEGE/CUNY
DEPARTMENT OF SOCIAL WORK

COMPLIANCE PLAN AND AGREEMENT (for use in classes)

Student:

Date:

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.

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. All students in the Social Work Programs are required to demonstrate professional behavior consistent with the *Code of Ethics* of the National Association of Social Workers; the *Code of Ethics* is included in the Appendix to both the Undergraduate and MSW "Lehman College Student Handbook and Field Education Manual." 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 Department. Failure to comply with the *Code of Ethics* may result in dismissal from any of the Social Work Programs.

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.

The student will meet to address this issue with the classroom instructor, faculty advisor, Undergraduate Coordinator and/or Undergraduate Program Director.

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 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:

_____

_____

_____

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

FIELD EDUCATION PLAN AND AGREEMENT (for use in Fieldwork)

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.

All students in the Social Work Programs are required to demonstrate professional behavior consistent with the *Code of Ethics* of the National Association of Social Workers; the *Code of Ethics* is included in the Appendix to both the Undergraduate and MSW "Lehman College Student Handbook and Field Education Manual." 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 Department. Failure to comply with the *Code of Ethics* may result in dismissal from any of the Social Work Programs.

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 *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 Social Work 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 or, if Classroom Instructor is the same as Faculty Advisor, another Full-Time Faculty Member Selected by the Student: Print/Signature/Date

Appendix 5

Field Education Documents

Field Education Instructions

Application for Fieldwork

Employment-Based Field Placement Instructions

Employment-Based Field Placement Agreement

Fieldwork Educational Plan for Undergraduate Placement

Process Recording Form

Group Process Recording Form

Fieldwork Instructors' Student Evaluation Forms

Mid-Semester Evaluation *(Fall semester only)*

End-of-Semester Fieldwork Evaluation, Fieldwork I (SWK 470) *(Fall semester)*

End-of-Semester Evaluation, Fieldwork II (SWK 471) *(Spring semester)*

Field Education Instructions

Introduction

Students must receive a **grade of "C" or above in both SWK 306 and SWK 312 to be eligible for Fieldwork (SWK 470 and SWK 471), Fieldwork Seminar (SWK 440 and SWK 441), or Social Welfare Policy (SWK 443) (which is taken concurrently with Fieldwork.)**

.

If you do not expect to apply for field placement and seminar this upcoming academic year, or if you have applied and your plans have changed, please let Ms. Aquilato know. It will be helpful if you also make an appointment with your social work faculty advisor to discuss your academic plans.

Undergraduate Fieldwork Application

Completed Applications for Fieldwork are due by January16th.

A sample application form for fieldwork placement and seminar (SWK 470-471 and 440-441) is provided later in this section. Additional information and answers to your questions will be provided during a Fieldwork Presentation in your Social Work Practice class in December.

The application form, which is available electronically, also includes a description of the placement process. Please also refer to the **Fieldwork FAQs** attached to the online application for additional information. In order to receive the online application form, please send an e-mail to the Assistant Director of Field Education, Ms. Julie Aquilato, at Julie.Aquilato@lehman.cuny.edu

The application form can be downloaded and completed online but must be printed and submitted with your original signature to Ms. Aquilato. Please submit 2 signed copies along with your resume and cover letter.

Some important points to remember:

- Each student must complete 450 hours for the full academic year.
- Students are in placement 2 full days a week (7 ½ hours per day). All students are required to attend fieldwork during the intersession in January in order to maintain continuity with the clients and the agency.
- Fieldwork hours are Monday through Friday 8 AM – 8 PM. When making arrangements for Fieldwork, students should note that weekend and night-time hours are rarely available. A minimum of 1 of the 2 fieldwork days must be Monday through Friday, between the hours of 8 AM and 8 PM.
- Fieldwork placement begins immediately after Labor Day and continues until classes end in May. The only "breaks" in field placement are the week between Christmas and New Year's Day and the week of Lehman College's Spring Semester break.

- Students intern at the same agency for both semesters.

- Prior to beginning Fieldwork, students are expected to have made appropriate personal plans, including work and class schedules, and family responsibilities.

- Agencies may require an interview before accepting students to the placement.

- Most agencies have screening procedures. You may be asked to be finger printed and have a background check; some agencies also require drug testing or a physical examination before accepting students to placement. If you think this may be an issue for you, please discuss it with the Assistant Director of Field Education. Also, please note that not all agencies pay for this screening and students qare expected to incur the costs.

- Fieldwork applications will not be accepted after March 1st.

- As of Fall 2017, all students must complete the New York State mandated 2-hour training, "Identification and Reporting Child Abuse and Maltreatment" and submit a copy of their Certificate of Completion attached to their Application for Fieldwork. Permission to register for Fieldwork I or Fieldwork Seminar I cannot be given without the Certificate of Completion. Students who have taken this training previously are not required to repeat it if they provide the Social Work Department with a copy of their Certificate.

Agency Selection

Students are generally notified about placements between March 1st and June 30th. **Ms. Aquilato will send you an e-mail at your Lehman e-mail address**. The e-mail will include the name of the agency, agency address, and contact person at the agency. You are required to e-mail a cover letter and resume to the contact person within a week, with a copy to Ms. Aquilato. The agency should contact you within 2 weeks to set up an interview for the placement. If you have not heard from the agency within 2 weeks, please let Ms. Aquilato know by e-mail.

The matching of students with agencies is based upon interest expressed by the student in specific fields of practice and location, and the availability of an appropriate internship in the desired field of practice and location.

Applications are reviewed in the order in which they are received. Students submitting applications in January and those with greater flexibility will have a better chance of getting a placement in their specified fields of practice and location.

STUDENT APPLICATION FOR FIELD PLACEMENT

(This application is available online)

(PLEASE TYPE)

Date: _____

NAME: _____

ADDRESS: _____

_____

TELEPHONE #s (home) _____

(work) _____ (cell) _____

LEHMAN E-MAIL (This is the only e-mail address the Social Work Dept. will accept)

_____

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?_____

Which language(s)?_____

Do you feel comfortable providing Social Work services in any language(s) other than English?

_____ _____

If yes, which language(s): _____

Please specify any disabilities requiring accommodations in your field placement.

_____

NAME _____

Name of social work faculty advisor (SWK 312 instructor) _____

Expected date of graduation _____

SWK 311 grade _____ Instructor _____

List 3 **fields of practice** in which you would like to do your internship.

- _____
- _____
- _____

Is there **ONE** field of practice in which you would prefer not to be placed?

_____

Additional comments regarding the assignment of your fieldwork placement: You may note concerns about transportation, child care, employment, scheduling needs, health factors, work-study, etc.

_____

_____

_____

_____

Signature NAME (print)

EMPLOYMENT-BASED FIELD EDUCATION INSTRUCTIONS

Employment-Based Arrangements: For Those Already Employed at an Agency

If you already work at an agency and would like your employment to be considered a Work-study placement, please indicate this request when you request your field work application. Additionally, you must fill out a Work-Study application, which is available in B-16. If you plan to complete a Work-study then please arrange a meeting with the Assistant Director of Field Education. You will be given an application at this meeting.

The field education department will contact you in May to arrange an agency visit at your placement. You cannot start your Employment-Based field placement until the placement is approved by the Social Work Department. **Employment-Based field placement applications MUST BE submitted by March 31 and site visits must be completed no later than August 1st. The later the application is submitted, the more difficult it will be to place you if your Employment-Based field placement falls through or is not approved.**

Employment-Based Field Placement Arrangements: For Those Already Employed at an Agency

If you would like the agency where you are employed to be considered an Employment-Based placement, please indicate this request on your application. You must still fill out a regular field application and submit it. Under Fields of Practice, you indicate that you are looking into a Employment-Based field placement arrangement at your agency. **A faculty member will then contact you to discuss your situation and the <u>additional requirements</u>** needed for such placements. Students cannot start their Employment-Based field placement until the placement has been approved by the Social Work Department.

Requirements:

- As of the first day of fieldwork, you must be an employee of your agency for *at least* 6 months.
- You cannot be in a probationary period at your agency, including new-hire probation.
- Your proposed internship should preferably take place in a different department than your employment. You should also be assigned different tasks than what you are employed to do.
- Your proposed field instructor must be someone different than you supervisor.
- Your field instructor must be a licensed MSW with at least two years or more post-MSW experience. He or she will be expected to provide 1 hour of supervision per week and review your process recordings. Ideally, they will have also completed the SIFI (Seminar in Field Instruction).

Suggested Steps for Employment-Based Field Placement Arrangement:

- Talk to your current supervisor about the possibility of conducting your internship at your agency. From this conversation, you will be able to gauge

how willing he or she and the agency are to consider this.

- If it seems possible, ask your current supervisor who she or he might suggest as field instructor, keeping in mind the requirements (licensed MSW, etc.).
- Schedule an appointment with Julie Aquilato to discuss the Employment-Based field placement and to receive and application. (julie.aquilato@lehman.cuny.edu or (718-960-7249))
- Talk with this field instructor in depth. This person and you should review the employment-based application and complete it together.
- Submit the application to Julie Aquilato. She will then contact you to set up a meeting between the proposed field instructor, you, and himself or a representative of the Social Work Field Education Department. Your current supervisor is welcome to attend as well.
- Following this meeting, Ms. Aquilato will either make suggestions for your internship or sign the agreement. **The agreement must be signed by the field work department or the internship is NOT approved.**

THINGS TO REMEMBER ABOUT EMPLOYMENTN-BASED ARRANGEMENTS

1. The tasks that you should be assigned at your agency should be the equivalent of those assigned to First-Year MSW students: direct practice, case management, group work, etc. Field instructors will be responsible for providing at least one hour of supervision per week as well completion of an educational plan, fall mid-semester evaluation, fall end-of-semester evaluation, and spring end-of-semester evaluation. They might also be encouraged to complete the SIFI (Seminar in Field Instruction), which is offered at Lehman and runs from September through May. If the field instructor has taken the SIFI at another social work school in the greater NYC area, he or she does not need to retake the course.

2. While preferable, Lehman College CANNOT dictate or suggest to agencies that they provide students comp time or time off to complete their internship. This is entirely up to your agreement with your place of employment. Keep in mind: this might result in students working their regular 35 hour work week along with an additional 15 hours for their internship.

3. If you work at an agency that has not had Lehman interns before, the organization might require an Affiliation Agreement. This is a document that must be executed, negotiated, and signed by both CUNY and your agency's legal departments. Please know that completing this document takes time, so the sooner you make your internship arrangements, the faster the fieldwork department will be able to handle this.

EMPLOYMENT-BASED FIELD PLACEMENT AGREEMENT 2014-2015

This application is for students who are interested in using their current job in Social Work as their field instruction site.

Requirements:

1. The student must be an employee of the agency for *at least 9 months prior* to applying for an Employment-Based position.
2. The proposed internship should take place in a different department than the student's place of employment. The student should also be assigned different tasks than what they are employed to do.
3. The proposed field instructor must be someone different than the supervisor.
4. The field instructor must be a MSW with at least two years or more post-graduate experience. He/she will be expected to provide 1 hour of supervision per week and review the student's weekly process recordings. Ideally, they will also have completed the SIFI (Seminar in Field Instruction) or be willing to take the course.

Student Information:

Name: _____ Date: _____

E-Mail: _____ Home Phone: _____

Cell Phone: _____ Work Phone: _____

Agency Information:

Agency Name: _____ Agency Telephone: _____

Name of student's current supervisor:
_____

Student's current job responsibilities:
_____

_____

_____

Proposed Field Instructor:

_____
(Please attach completed Curriculum Vitae or a copy of Field Instructor's resume)

Proposed Task Supervisor:

_____

Field Instructor's Contact Information:

Address:

_____

E-mail: _____ Work Phone: _____

Has the Field Instructor completed a Seminar in Field Instruction in New York?

_____

Describe the proposed fieldwork assignment (Please **be specific**; attach additional paper if needed):

_____

_____

_____

_____

_____

Will the Field Instructor and/or student both be at the above address? Yes_____
No_____

IF NO, where will the student be for field placement? (If the student will be at the above current work address please leave blank)

Site Name: _____ Site Telephone: _____

Department (If applicable):

_____

Address:

_____

City, State, Zip:

_____

Where will the Field Instructor be? (If not at the agency address above or in different location from the student)

Site Name: _____ Site Telephone: _____

Department (If applicable):

_____

Address:

_____

City, State, Zip:

_____

_____

Please list the **Educational Coordinator** of the agency's field work program if one exists. If there is no Educational Coordinator, please list the Director of the Agency or the person who would have final approval of the planned arrangement.

SIGNATURES:

Student: _____ Date: _____

Field Instructor_____
Date: _____

Lehman Fieldwork Representative_____ Date: _____

Educational Coordinator_____
Date: _____

LEHMAN COLLEGE/CUNY
SOCIAL WORK DEPARTMENT

Fieldwork Educational Plan for Undergraduate Placement

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

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

Student Name: **Agency:**

Date of Plan: **Length of Plan** (Eg. Fall 2009)**:**

Field Instructor: **Field Advisor:**

I. Assignments:

- **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 (Undergraduate students receive a minimum of 1 hour of individual supervision per week.)

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

V. Process Recordings (Undergraduate students are required to write a minimum of 1 process recording per week). Please note: Students are required to submit process recordings complete with field instructors' comments to their field advisors throughout the semester.

- **Eg. John is responsible for one process recording per week. He will submit this to his field instructor two days before individual supervision.**

VI. Work Schedule (Undergraduate students must have 14 hours of field work per week.)

VII. Special Considerations or Arrangements (eg. Equipment, bilingual services)

_____

Student **Date**

_____

Field Instructor **Date**

_____

Faculty Field Advisor **Date**

Process Recording #: _____

received by: _____

received on (date): _____

for: seminar____ practice____
FI comments: yes _____ no _____

Lehman College
Department of Social Work

Process Recording

This is an educational tool used in supervision and not to be used in agency records. It is the property of the student and should be handled confidentially. All identifying information of clients should be disguised (For example: use Ms. J for Ms. Jones).

Your Name: _____ **Agency: _____**

Date of Contact: _____ **Length of Contact** (in minutes)**:____**

Type of Contact:
- ☐ **Individual**
- ☐ **Family**
- ☐ **Group**
- ☐ **Initial**
- ☐ **On-going**
- ☐ **Collateral**
- ☐ **Supervision**
- ☐ **Other _____**

Nature of Contact:
- ☐ **In Person**
- ☐ **Telephone**
- ☐ **Other _____**

Location of contact (home visit, agency, hospital room, etc.)**: _____**

Language(s) of interview: _____ **Was an interpreter used? _____**

Brief Description of Client(s) (age, gender and other relevant information and presenting issue):

What are the long-term goals with this client?

What are the short-term goals with this client?

Purpose of this particular contact (What did you want to achieve in this contact?)**:**

Pre-engagement (Describe what you did to prepare for the contact)**:**

Student's Feelings / Countertransference	Interview Content	Student's Thoughts and Analysis	Practice Skills Used and Rationale	Supervisor's Comments

Student's Feelings/ Countertransference	Interview Content	Student's Thoughts and Analysis	Practice Skills Used and Rationale	Supervisor's Comments

For Undergraduate and Foundation Year Students

1. Describe the client's personal and environmental strengths:

2. What special circumstances or situation affected this interaction?

3. How did this contact fit in with the client's short- and long-term goals?

4. What do you think you could have done differently in this interaction?

5. Plans for future actions (Describe the activities you plan to undertake on behalf of the client):

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?

FIELDWORK INSTRUCTORS' EVALUATION FORMS
MID-SEMESTER EVALUATION

Lehman College/CUNY
SOCIAL WORK PROGRAM

Undergraduate Mid-Term Fieldwork Evaluation – Fall Semester

STUDENT'S NAME_____

FIELD INSTRUCTOR'S NAME_____

FIELD INSTRUCTOR'S Phone #_____

FIELD INSTRUCTOR'S Email Address _____

AGENCY_____

UNIT/DEPARTMENT_____

ADDRESS OF AGENCY_____

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

I. Direct Services to Clients

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

Comments:

II. <u>Agency as Service Delivery System</u>

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. <u>Supervisory Process</u>

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. <u>Professional Issues</u>

A. Responsiveness to agency polices 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.)

Student:_____

Faculty Advisor:_____

Lehman College / CUNY
Department of Social Work

FIELDWORK EVALUATION - SWK 470
UNDERGRADUATE SOCIAL WORK PROGRAM

FALL SEMESTER 20__

AGENCY:_____

_____
(Address) (City) (State) (Zip Code)

FIELD INSTRUCTOR: _____

INSTRUCTOR TELEPHONE: _____
(Area Code) (Number) Extension

INSTRUCTOR EMAIL: _____

- - - -

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

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.		IP ☐	EC ☐	AC ☐	C ☐	
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		IP ☐	EC ☐	AC ☐	C ☐	
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.		IP ☐	EC ☐	AC ☐	C ☐	
4. Use technology ethically and appropriately to facilitate practice outcomes.		IP ☐	EC ☐	AC ☐	C ☐	
5. Use supervision and consultation to guide professional judgment and behavior.		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 ☐	
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.		IP ☐	EC ☐	AC ☐	C ☐	
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 ☐	

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.		**Spring Semester Only**				
10. Engage in practices that advance social, economic, and environmental justice.		IP ☐	EC ☐	AC ☐	C ☐	

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.	**Spring Semester Only**
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	**Spring Semester Only**
13. Use and translate research evidence to inform and improve practice, policy and service delivery.	IP ☐ EC ☐ AC ☐ C ☐

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.	**Spring Semester Only**
15. Assess how social welfare and economic policies impact the delivery of and access to social services.	IP ☐ EC ☐ AC ☐ C ☐
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 ☐

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 ☐
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		**Spring Semester Only**			

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 ☐
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.		IP ☐	EC ☐	AC ☐	C ☐
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 ☐
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		IP ☐	EC ☐	AC ☐	C ☐

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 ☐	
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		**Spring Semester Only**				
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		IP ☐	EC ☐	AC ☐	C ☐	
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.		IP ☐	EC ☐	AC ☐	C ☐	
27. Facilitate effective transitions and endings that advance mutually agreed-on goals.		IP ☐	EC ☐	AC ☐	C ☐	

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

	Spring Semester Only			
28. Select and use appropriate methods for evaluation of outcomes.	IP	EC	AC	C
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.	☐	☐	☐	☐
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	☐	☐	☐	☐

Evidence to support rating and strategies to increase competence:

SUMMARY OF STUDENT ACHIEVEMENT

FALL 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

Student:_____

Faculty Advisor:_____

Lehman College / CUNY
Department of Social Work

FIELDWORK EVALUATION - SWK 471
UNDERGRADUATE SOCIAL WORK PROGRAM

SPRING SEMESTER 20__

AGENCY:_____

_____
(Address) (City) (State) (Zip Code)

FIELD INSTRUCTOR: _____

INSTRUCTOR TELEPHONE: _____
(Area Code) (Number) Extension

INSTRUCTOR EMAIL: _____

- - - -

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

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.		IP ☐	EC ☐	AC ☐	C ☐
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		IP ☐	EC ☐	AC ☐	C ☐
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.		IP ☐	EC ☐	AC ☐	C ☐
4. Use technology ethically and appropriately to facilitate practice outcomes.		IP ☐	EC ☐	AC ☐	C ☐
5. Use supervision and consultation to guide professional judgment and behavior.		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 ☐	
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.		IP ☐	EC ☐	AC ☐	C ☐	
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 ☐	

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 ☐	
10. Engage in practices that advance social, economic, and environmental justice.		IP ☐	EC ☐	AC ☐	C ☐	

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 ☐	
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.		IP ☐	EC ☐	AC ☐	C ☐	
13. Use and translate research evidence to inform and improve practice, policy and service delivery.		IP ☐	EC ☐	AC ☐	C ☐	

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 ☐	
15. Assess how social welfare and economic policies impact the delivery of and access to social services.		IP ☐	EC ☐	AC ☐	C ☐	
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 ☐	

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 ☐	
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		IP ☐	EC ☐	AC ☐	C ☐	

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 ☐	
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.		IP ☐	EC ☐	AC ☐	C ☐	
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 ☐	
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		IP ☐	EC ☐	AC ☐	C ☐	

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 ☐	
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 ☐	
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		IP ☐	EC ☐	AC ☐	C ☐	
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.		IP ☐	EC ☐	AC ☐	C ☐	
27. Facilitate effective transitions and endings that advance mutually agreed-on goals.		IP ☐	EC ☐	AC ☐	C ☐	

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	
		☐	☐	☐	☐	
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	
		☐	☐	☐	☐	
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.		IP	EC	AC	C	
		☐	☐	☐	☐	
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		IP	EC	AC	C	
		☐	☐	☐	☐	

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