



**SCHOOL OF SOCIAL WELFARE**

# School of Social Welfare

*Dean:* Frances L. Brisbane

*Associate Deans:* Angel Campos (Executive), Charles Robbins (Academic Affairs), Carlos M. Vidal (Development)

*Assistant Deans:* Jeanne Finch (Field Instruction), Michael Lewis (New York City sites), Carolyn Peabody (Eastern Long Island sites), George Rannazzi (Administration)

*Director of Doctoral Program:* Joel Blau

*Director of Graduate Program:* Linda Francis

*Director of Undergraduate Program:* Bertha Murphy

*Director of Admissions and Student Services:* Kathleen Albin

*Professors:* Joel Blau, Ruth Brandwein, Frances L. Brisbane, Harvey A. Farberman, Abraham Lurie

*Associate Professor Emerita:* Dorothy Headley Israel

*Associate Professors:* Candyce Berger, Angel Campos, Michael Lewis, Kathleen Monahan, Charles L. Robbins, Carlos M. Vidal

*Clinical Associate Professor:* Jack Farrington

*Assistant Professors:* Jeanne Finch, Rose Leung

*Clinical Assistant Professors:* Jean Bacon, Linda Francis, Richard Morgan, Bertha Murphy, Carolyn Peabody, Betty-Jean Wrase

*Lecturers:* Gloria Adams, John Colon, Donna Klassen

*Adjunct Professor:* Eugene Shinn

*Adjunct Lecturers:* Ronald Armstrong, Robert Borzone, Leslie Crisafulli Kulewicz, Diane Johnson, Anne Joinnides, Lois Logan, Judith Marks, Richard Murdocco, Ruth Pawel

## **Clinical Faculty**

*Professors:* Carlin Browne, Daniel Eskinazi, Frederick R. Preston, Michael Smith

*Associate Professors:* Dallas Bauman, Beverly Horowitz, Aldustus E. Jordan, Elinor Polansky, Alfred "Coach" Powell

*Assistant Professors:* Wayne Barnstone, Thomas Cassidy, Louis Cherry, Linda Constanza, June T. Feldman, Janet Hand, Robert Marmo, Diane Monks, Jerrold Stein

*Lecturers:* Thomas Dolise, Janet Gilmore, Charles Gluck, David Hymowitz, Susan Lewis, Helene Locke, JoAnn McCaslin, Geoffrey O'Connell, Martin Rosolinsky, Judi Segal, Patricia White

## **Center for Health Promotion and Wellness**

*Project Co-directors:* Ora James-Bouey and Charles L. Robbins

## **Centers for Culturally Competent Education and Training**

*Director:* Frances L. Brisbane

## **New York State Center for Aging Policy Research**

*Project Director:* Harvey A. Farberman

## **New York State Center for Sudden Infant Death**

*Project Director:* Frances L. Brisbane

*Associate Project Director:* Marie Chandick

## **Project for Aging and Cultural Diversity**

*Project Director:* Angel Campos

## **Sayville Project**

*Project Co-directors:* Frances L. Brisbane and Bridget Baio

## **The Child Welfare Training Program**

*Project Director:* Frances L. Brisbane

*Project Administrative Officer:* Robert Marmo

## **The Family Violence Education and Research Center**

*Director:* Kathleen Monahan

## **The Social Justice Center**

*Director:* Ruth A. Brandwein

## **Mission**

The School of Social Welfare is committed to a more just society based on equality, human dignity and social justice. We believe that inequality and injustices are deeply embedded in society's political and economic structures and ideologies. Oppression objectively and subjectively permeates the lives of people, resulting in the denial of human dignity, individual and cultural diversity, and social and economic justice. Oppression is manifest in discrimination on the basis of class, race, ethnicity, gender, sexual orientation, religion, age and disability, among others.

Our purpose is to prepare students for work in professional social work practice in the public and non-profit sectors of health and social welfare. The School's educational process enables people to identify and analyze the nature and extent of oppression and engage in social work practice that affirms people's strengths as a means to create social change in their lives and in society. The school stresses a commitment to the values of human and cultural diversity, human dignity, social and economic justice, and individual and group self-determination.

## **Goals**

The following goals emerge out of the School's mission statement and guide its educational practice: to develop human relationships that are grounded in social justice, human dignity and mutual respect; to develop new and more just organizational forms; to transform already existing structures to ones which affirm and enhance human dignity and social diversity; and to identify new ways to influence social, economic and political systems to distribute power, resources, rights and freedom, so as to achieve social justice.

## **Programs**

The School's programs prepare students for various levels of professional practice in the field of social welfare. These programs include a full-time, upper-division undergraduate program leading to the Bachelor of Science degree with a major in social work (BS), which prepares students for beginning professional social work practice; a full-time graduate program leading to the Master of Social Work (MSW) degree that prepares students for entry level advanced social work practice; a dual degree program in social work and law (MSW/JD) with Touro Law Center; and a doctoral program (PhD). The goal of the doctoral program is to further scholarly research leading to careers in teaching, research and policy analysis in social welfare.

The MSW and BSW programs of the School are accredited by the Council on Social Work Education.

### **Field Instruction**

Field and class instruction are integral parts of a single educational experience providing an opportunity to obtain a well-rounded education in social welfare by integrating theory and practice.

Field instruction experiences are available in a broad range of human service programs that meet the needs of children, adolescents, adults and the elderly and emphasize at-risk populations. Field instruction and practicum sites are located throughout Nassau and Suffolk Counties and in the five boroughs of New York City.

Graduate and undergraduate students must complete a minimum of 16 credits of field instruction, typically accrued at the rate of 4 credits per term, 14 hours per week.

The Office of Field Instruction coordinates the placement of all students and oversees the matching of student interests and learning needs with the field opportunities available. Suggestions regarding placement options are formulated following discussion of a variety of factors including the student's interests, background, education, and previous experience. Although in some instances field instruction may be taken during evenings and Saturdays, this is acceptable only if an educationally sound placement can be arranged. Students are given the opportunity to meet with their prospective field instructor/student coordinator prior to finalization of the placement. The school, the student and the prospective agency participate in the final placement decision. Students are not permitted to use their agency of employment for field instruction unless they meet the requirements of Pathway II.

### **Admissions**

The criteria for admission to the graduate and undergraduate programs include academic achievement, commitment and concern for social change, involvement in social welfare and social change activities, and demonstrated potential for successful completion of the program. Applicants to the undergraduate program must have completed 57 credits with a minimum of a 2.5 cumulative grade point average, as well as having met general University requirements. Except in very special circumstances, applicants to the graduate program must hold a bachelor's degree. Applicants with a cumulative grade point average of less than 2.5 will not be considered for admission to the graduate and undergraduate programs.

Applications are accepted for admission only for the fall semester. **The deadline for all applications is March 1.** Applications and all supporting documents must be postmarked by this date.

Forty-three percent of applicants to the MSW program are accepted; 45 percent are accepted to the BSW program. Ninety-five percent of enrolled MSW students and 98 percent of enrolled BSW students complete the requirements for the degree. A survey of MSW graduates indicated that 90 percent of those responding to the questionnaire were employed in social work and 85 percent had obtained employment within three months of graduation.

### **Financial Assistance**

Applications and inquiries about financial aid should be made through the Health Sciences Center Office of Student Services. (For more information, refer to "Financial Aid and Educational Expenses" in this bulletin.)

### **Scholarship Awards and Programs**

The School distributes information and/or applications for various scholarships and awards as soon as they become available. Such scholarships include the National Hispanic

Scholarship, Project 1000 (for Hispanic students), the Jewish Foundation for Education of Women Scholarships (non-sectarian), and New York State Regents Professional Opportunity Scholarships (for minority students).

Incoming and/or continuing students are eligible for the following scholarships. The school recommends selected students to the appropriate scholarship committee.

#### **Hy Frankel Award**

This award, established and funded by the Hy Frankel Fund in Law, is an annual award of \$3,000, given to a graduating student who is committed to combining law and social welfare to advocate and promote the well-being of children, families and communities.

#### **Sylvia Cutts Memorial Scholarship**

This scholarship, established and funded by the Cutts family, is offered in memory of Sylvia Cutts, a former student in the School of Social Welfare and sister of one of the School's founders. The scholarship is awarded to one financially needy African-American woman. The recipient receives \$500.

#### **W. Burghardt Turner Fellowship**

This award, funded by the SUNY Fellowship Program for Underrepresented Ethnic Minority Graduate Students (African American, Native American and Hispanic American), is for incoming minority students who have demonstrated very high academic achievement. It provides full tuition and a stipend for two full years of study. The stipend is \$10,000 each year for two years. Applicants interested in being considered for this scholarship must submit their applications for admission by December 15. Applicants being considered for this fellowship will need to submit an additional essay upon notification by the School.

### **Academic Standing**

The School recognizes the necessity of standards for professional ethical practice as well as for academic excellence. Policies and procedures regarding academic standing are designed to respond to situations as quickly as possible to avoid the development of serious problems. The school is responsible for evaluating a student's ability to perform in accordance with accepted academic and professional standards. It has the responsibility and the right to review and act within all policies on student academic standing issues.

The faculty of the School of Social Welfare reserves the right to dismiss or deny admission, registration, readmission or graduation to any student who, in the judgment of the faculty of the School of Social Welfare, is determined to be unsuited for the study or practice of social work.

All students must maintain an overall grade point average of 3.0 (B) to remain in good standing while enrolled in the School. Any student who earns a grade point average below 3.0 (B) will be placed on academic probation.

Students with two or more F grades and/or who receive an F in Field Instruction for any one term will be placed on academic probation.

#### **Conditions under which Academic Standing, Student Conduct and Student Grievance Action may be Initiated**

Consideration of a student's academic standing, student conduct and/or student grievance may be initiated by the student or a faculty member in the following situations.

- 1) A student believes that he/she has a grievance in relation to his/her status as a member of the School and/or University;

- 2) Conditionally admitted students do not fulfill the conditions of admission;
- 3) The student does not maintain a satisfactory grade point average;
- 4) The student is experiencing difficulty in maintaining satisfactory standards in course work or in field work;
- 5) The student is having difficulties in planning or carrying out the educational program;
- 6) The student appears to have violated the SSW Student Conduct Code and/or University policies;
- 7) There is a question of academic dishonesty and/or violation of professional ethics; and
- 8) The student appears to be or has been in violation of the NASW Code of Ethics.

After the necessary review procedures have been followed, the appropriate group in the school may recommend to the Dean that a student be placed on probation, suspended or terminated from the program.

### **Graduate Program Waivers**

Credits earned in professional foundation required courses (Human Behavior and the Social Environment, Research, Social Welfare Policies and Programs, and Social Work Practice, if taken in conjunction with one year of satisfactorily completed field instruction at a CSWE accredited MSW program) may be waived by the Associate Dean for Academic Affairs or the coordinator of the sequence. The course, with a grade of B or higher, must have been completed no more than four years prior to matriculation in the School of Social Welfare.

#### **Students Accepted as Second-Year Transfers from Another CSWE Accredited School of Social Work**

Students accepted into the program as second-year students (on the basis of satisfactory completion of a full year, including field instruction, at another CSWE accredited graduate social work program) must obtain waivers for the courses that would have been required during their first year. This process must be completed before the end of the add/drop period of the first term at the School of Social Welfare.

Since waivers do not earn credit, the issuance of waivers does not decrease the number of credits the student must complete in order to graduate. In some cases, however, students may also receive transfer credits for these waived courses. In order to receive transfer credits where applicable, students must initiate and complete the procedure for transfer credit. See "Transfer Credits" to determine applicability and procedures for obtaining transfer credits.

### **Graduate Program Transfer Credits**

No credits earned more than four years prior to admission can be used toward meeting the requirements for the degree.

#### **Transfer from a CSWE Accredited Graduate Social Work Program**

- Students who have been matriculated in an accredited graduate social work program may be awarded up to one year (32 credits) of transfer credits for the satisfactory completion of a full year of course work that included two terms of field instruction. Credit will be awarded only for work with a grade of B or higher. In such circumstances, students must obtain transfer credits (as well as waivers) for all the required courses that they would have taken during their first year at the School of Social Welfare. Field work evaluations must be submitted to obtain credit for field instruction. This process must be completed before the end

of the add/drop period of entrance into the School of Social Welfare.

- Students who have been matriculated in a CSWE accredited graduate social work program and did not complete a year of field instruction may be allowed to transfer a maximum of 16 credits of satisfactorily completed course work. Credit will be awarded only for work with a grade of B or higher.
- Students who have been non-matriculated in a CSWE accredited graduate social work program, including the School of Social Welfare, may be allowed to transfer a maximum of 10 credits of satisfactorily completed course work. Credit will be awarded only for work with a grade of B or higher.
- Students who are matriculated in the MSW/JD dual degree program with Touro Law Center may be allowed to transfer a maximum of 15 credits of satisfactorily completed course work from Touro Law Center. (Consult school for approved courses eligible for transfer.)

#### **Prior Graduate Work**

Transfer credit may be awarded to students for graduate level courses previously completed with a grade of B or higher (within four years prior to admission) taken at an accredited University. A maximum of three such credits may be awarded. The courses for which transfer credit is requested must be similar in content to the courses offered by the School of Social Welfare (as attested to by the faculty member responsible for that course). *No credit hours will be given for life experience. No transfer credit can be given for credits used for another earned degree*, although students may obtain waivers for such courses, if applicable. Transfer credit may be given only for courses completed within four years prior to matriculation.

#### **Leaves of Absence**

Students may be granted a leave of absence by the dean for a specified period of time up to one year. If the leave of absence is granted beginning in the spring semester it may be granted for up to three semesters. After the end of the leave of absence period, the student must register in order to remain in good standing. Students should be aware that the integrity of the educational experience will be paramount in decisions regarding leaves of absence and conditions for return. All leave of absence time counts toward the five-year period within which the degree requirements must be completed.

Students planning to return after an approved leave of absence must plan with their faculty and field advisers during the term prior to their return and must follow registration and field planning dates.\*

Students must register for the term immediately following the end of their approved leave or they will be considered to have taken an unauthorized withdrawal from the program.

#### **Unauthorized Withdrawal**

Students who do not return at the start of a semester or who leave during a semester, without following official withdrawal procedures, are considered absent without leave. They will be terminated from the program. If students leave during the semester, they will be reported as having failed all courses from which they withdrew without authorization.

\*Reentry into the program will require careful planning with both the academic adviser and the field instruction office due to the sequencing of courses and field placement requirements. Please note that the school cannot guarantee one-semester field placements.

### **Academic Honesty and Professional Ethics**

Students may not misrepresent the authorship or, in any fashion, falsify part or all of any work submitted or intended for submission for academic credit. Such misrepresentations shall include, but not be limited to, the use of supportive documentation, mechanical aides or mutual cooperation not authorized by the faculty.

Standards of behavior appropriate to professional social work must be met by students in the field instruction placements. These standards demand honesty in keeping records and attention to professional ethics, as defined in the School of Social Welfare Student Conduct Code and the NASW Code of Ethics, in all activities that affect the health or welfare of clients and relationships with colleagues.

The penalty for any substantiated act of academic dishonesty or breach of professional ethics shall be dismissal from the school.

### **Undergraduate Program**

The full-time, upper-division undergraduate program leads to a Bachelor of Science degree with a major in social work. The curriculum provides a foundation for generalist social work practice. Graduates are prepared for entry-level, professional social work positions in a wide range of health and human service institutions. The program comprises a sequence of courses and includes four terms of field instruction, two days per week. Field placements are available in hospitals, nursing homes, schools, youth services and public and community social service agencies, among others. No credit will be given for life experience or previous work experience.

### **Dean's List**

Formal, institutional recognition of outstanding academic achievement is awarded to students in the form of a dean's list. An undergraduate student with at least a 3.75 grade point average in any term will receive this distinction for that term which will be reflected on the official University transcript.

### **Academic Requirements for Admission to the Undergraduate Program**

Applicants to the undergraduate program must achieve upper-division status before admission to the School. The School encourages applications from transfer students as well as applicants from Stony Brook University.

Interested students are advised to complete all general University requirements by the end of their second year of undergraduate work. Refer to the "Degree Requirements" section of the *Health Sciences Center Bulletin* for general requirements. These include a minimum of 57 credits that must be earned prior to beginning the program. Within these credits, students must have completed courses providing a broad liberal arts base with core content in the following areas.

- A minimum of one 3 credit course in English composition, which develops proficiency in the composition of expository and argumentative essays. This requirement may be met by EGC 101: Composition 1, by having taken comparable course work at another institution or by scoring 4 on the English placement examination and completing a designated intensive writing course.
- A minimum of one 3 credit introductory course in biological sciences which provides an understanding of the major concepts of biology, including the cell, the gene, molecular biology, development and evolution, the human implications and values associated with these concepts, and the impact of biology on human behavior. This requirement

may be met by BIO 101: A Humanities Approach, or comparable course work at another institution.

- A minimum of one 3 credit course in natural sciences or mathematics in addition to the biology course.
- A minimum of two 3 credit courses in the humanities and/or fine arts.\*
- A minimum of one 3 credit course in American political systems which provides knowledge about the organization of American government, including the Constitution, Congress, political parties, pressure groups, growth of the presidency, the Supreme Court, judicial review, federalism, separation of powers and the Bill of Rights. This requirement may be met by POL 102: Introduction to American Government, or comparable course work at another institution.
- A minimum of one 3 credit introductory course in sociology or anthropology which provides an analysis of the principles of social structure through an examination of various forms of kinship, marriage, family, age group, voluntary associations and various levels of political, judicial, religious and economic organization. This requirement may be met by ANT 102: Introduction to Social and Cultural Anthropology or SOC 105: Structure and Methods, or comparable course work at another institution.
- A minimum of one 3 credit introductory course in psychology which provides an understanding of psychology as the science of behavior, including content related to personality theory, social and developmental psychology and psychological testing. This requirement may be met by PSY 103: Introduction to Psychology, or comparable course work at another institution.
- A minimum of one 3 credit course in American history (post-Reconstruction era) which provides knowledge of modern American history including industrialization, the impact of industrialization upon social, cultural and political life, the Great Depression, the New Deal and the resulting social and technological changes. This requirement may be met by HIS 104: United States Since 1877, or comparable course work at another institution.

### **Graduation Requirements**

Candidates for the Bachelor of Science degree must:

- 1) Meet the general requirements of the University that are described in the "Degree Requirements" section of the *Health Sciences Center Bulletin*.
- 2) Complete all course and field instruction requirements of the School of Social Welfare described in this section.
- 3) Complete 55 credits in required courses in the School of Social Welfare program.
- 4) Complete 12 credits of elective courses in social welfare.
- 5) Complete a total of 124 credits of undergraduate work.
- 6) Maintain a 3.0 cumulative grade point average in the social work program.

### **Organization of the Curriculum**

The curriculum in the undergraduate program is organized around five substantive areas of knowledge and skills: human behavior and the social environment; social welfare policy; social research; social work practice; and field instruction. Students may not take less than 16 credits in any one semester.

The following program represents the curriculum for the Bachelor of Science student.

\* Consult School of Social Welfare for approved courses. Studio, design or skills improvement courses are not accepted.

First Year, Fall Term

Course #	Title	Credits
HWC 300	Field Instruction I	4
HWC 304	Practice Processes in Social Work I	3
HWC 308	Human Behavior and the Social Environment I	3
HWC 310	Political Economy of Social Welfare	3
HWC 311	Social Welfare Policy, Services and Analysis	3

First Year, Spring Term

Course #	Title	Credits
HWC 301	Field Instruction II	4
HWC 305	Practice Processes in Social Work II	3
HWC 309	Human Behavior and the Social Environment II	3
HWC 312	Social Welfare Policy and Institutional Oppression	3
	Two Electives*	4

Second Year, Fall Term

Course #	Title	Credits
HWC 302	Field Instruction III	4
HWC 306	Practice Processes in Social Work III	3
HWC 313	Research in Social Work I	3
HWC 315	Integrating Seminar I	3
	Two Electives*	4

Second Year, Spring Term

Course #	Title	Credits
HWC 303	Field Instruction IV	4
HWC 307	Practice Processes in Social Work IV	3
HWC 314	Research in Social Work II	3
HWC 316	Integrating Seminar II	3
	Two Electives*	4

Students are required to take HWC 300 through HWC 316. Students may choose elective courses offered by the School of Social Welfare or, with permission of their advisers and the director of the undergraduate program, may take one elective offered by other schools of the Health Sciences Center, by other University departments or within the graduate program of the School of Social Welfare.

**Courses**

All courses are undergraduate letter graded (A-F) unless otherwise indicated.

**HWC 300 Field Instruction I**

Places students in settings conducive to generalist practice. Prepares students to fulfill social work roles and functions within the social welfare system. Supervision provided by an MSW. Students graded S/F. Must be taken concurrently with HWC 304.  
4 credits, fall term

**HWC 301 Field Instruction II**

A continuation of HWC 300. Students will be graded S/F. Must be taken concurrently with HWC 305.  
Prerequisites: HWC 300 and 304  
4 credits, spring term

**HWC 302 Field Instruction III**

A continuation of HWC 301. Students will be graded S/F. Must be taken concurrently with HWC 306.  
Prerequisites: HWC 300, 301, 304 and 305  
4 credits, fall term

**HWC 303 Field Instruction IV**

A continuation of HWC 302. Students will be graded S/F. Must be taken concurrently with HWC 307.  
Prerequisites: HWC 300, 301, 302, 304, 305 and 306  
4 credits, spring term

**HWC 304 Practice Processes in Social Work I**

An overview of the purpose, principles, values, skills and processes in social work. Focuses on the knowledge, values, skills, the roles of the social worker and the elements of the professional relationship. Highlights the generalist approach to social work practice with an emphasis on diversity, populations-at-risk and the promotion of social and economic justice. Must be taken concurrently with HWC 300.  
3 credits, fall term, faculty

**HWC 305 Practice Processes in Social Work II**

Builds on HWC 304. Prepares students for the use of differential assessments and interventions with individuals and families. Must be taken concurrently with HWC 301.  
Prerequisites: HWC 300 and 304  
3 credits, spring term, faculty

**HWC 306 Practice Processes in Social Work III**

Builds on HWC 304 and HWC 305. Emphasizes the generalist approach in working with groups and families. Explores a variety of models of group work services available to practitioners and agencies. Focuses on identifying, building and utilizing intervention skills in the group process. Must be taken concurrently with HWC 302.  
Requirement: Must be working concurrently with a small group in their field placement.  
Prerequisites: HWC 300, 301, 304 and 305  
3 credits, fall term, faculty

**HWC 307 Practice Processes in Social Work IV**

Builds on HWC 304, 305 and 306. Emphasizes the generalist approach in working with communities. Explores the nature and application of a variety of community interventive modalities. Must be taken concurrently with HWC 303.  
Prerequisites: HWC 300, 301, 302, 304, 305 and 306  
3 credits, spring term, faculty

**HWC 308 Human Behavior and the Social Environment I**

Introduces a framework for understanding how individuals and families grow, develop and change within their social environment. Critiques interpersonal, intrapersonal and socio-structural theories and their impact on special populations, especially groups that have been historically oppressed, devalued and alienated in society.  
3 credits, fall term, Professor Leung

**HWC 309 Human Behavior and the Social Environment II**

A continuation of HWC 308. Emphasizes an understanding of the life course, the role of time, social events, trauma and the developmental process. Examines social institutions and their impact on people generally oppressed in society and the role of empowerment.  
Prerequisite: HWC 308  
3 credits, spring term, Professor Leung

**HWC 310 The Political Economy of Social Welfare**

Introduces a political economic framework for viewing social welfare in the United States. Examines basic political economic determinants of social problems, policies and programs. Focuses on the role of the state, conflict, power, class structure and ideology as they relate to such problems as poverty, inequality, racism and sexism.  
3 credits, fall term, Professor Blau

**HWC 311 Social Welfare Policy, Services and Analysis**

Presents the history and basic concepts underlying the development of social welfare in the United States. Emphasizes identification and interrelationships of social values and structures, political factors and economic conditions in understanding the evolution of social welfare and the profession of social work. Presents an analytical framework which enables students to examine social welfare policy according to a disciplined, systematic process built upon the values of social justice and equality, empowerment and self-determination.  
3 credits, fall term, Professor Vidal

\*Elective offerings vary from term to term.



**HWC 312 Social Welfare Policy and Institutional Oppression**

Builds upon the foundation provided in HWC 311 and expands the student's understanding of the complex interrelationships characterizing American society which result in social injustice, inequality and oppression. Views the policies and programs of the public welfare, health, mental health, housing and criminal justice systems through the lens of five basic sources of oppression in American society—racism, sexism, classism, ageism and heterosexism.

*Prerequisite:* HWC 311

*3 credits, spring term, Professor Vidal*

**HWC 313 Research in Social Work I**

Provides instruction in introductory concepts and methods of social research. Focuses on examining the various methods researchers use to collect data relevant to social work practice, such as survey, experimental design, field research and unobtrusive design.

*3 credits, fall term, Professor Francis*

**HWC 314 Research in Social Work II**

Explicates data analytic procedures used in analyzing data relevant to social work practice. Examines basic descriptive statistics (e.g., frequencies and percentages, mean, median, mode, variance, standard deviation) and bivariate (e.g., Pearson's r, chi-square, t-test) as the major focus of the course.

*Prerequisite:* HWC 313

*3 credits, spring term, Professor Francis*

**HWC 315 Integrating Seminar I**

Provides an opportunity for the integration, within the framework of the mission of the school, of the knowledge, skills and professional values acquired and developed through course work and field experience.

*3 credits, fall term, Professor Wrase*

**HWC 316 Integrating Seminar II**

Builds on HWC 315.

*Prerequisite:* HWC 315

*3 credits, spring term, Professor Wrase*

**HWC 317 Issues in Death and Dying; Loss and Separation**

Provides an overview of the knowledge, values, policy and skill underlying effective entry-level practice with dying and grieving clients. Covers the interrelationship of psychological, interpersonal, family, institutional, community and cultural dynamics of dying and grieving.

*2 credits, term varies, faculty*

**HWC 321 Ethnic Sensitive Social Work Practice**

Provides a theoretical framework and focuses on the development of skills necessary to provide effective culturally sensitive social work services to diverse individuals, families, groups and communities. The special problems faced by groups traditionally devalued and oppressed are examined. Emphasizes skills in working for institutional change and social justice.

*2 credits, year varies, Professor Bacon*

**HWC 323 Growing Old in America: The Social Conditions - Policy and Practice Implications**

Explores the social, political and economic conditions related to aging in this society. Identifies social policies and program formats that enhance wellness and support dependencies from a positive perspective.

*2 credits, term varies, faculty*

**HWC 324 Children and Adolescents Who Grieve**

Focuses on issues related to bereavement in children and young people. Children and adolescents who struggle with the crisis of loss are a special population that is often overlooked. Explores the emotional response of young people who grieve. Mental health professionals that provide treatment to this population must acquire specialized knowledge and skills to assist in healing wounded children. Upon completion, students will have gained an increased understanding of the developmental implications of loss in childhood, assessment of bereavement, and treatment interventions specific to bereaved children and adolescents.

*2 credits, term varies, Professor Bacon*

**HWC 325 Anger Management**

Presents concepts of anger management within a bio-psychosocial context. Students learn how to recognize external manifestations of anger in themselves, clients, organizations and communities. Focus is on assessment of clients' ability to both recognize anger ("residual" as well as anger "masking underlying feelings") and methods used for coping. Anger management concepts and skills at the micro, mezzo and macro levels of practice are explored, including anger management strategies that can be taught to clients as part of an intervention plan. Environmental and societal factors as "igniting events" of anger in individuals, families, groups and communities are examined. Appropriate assessment and interventions at all levels of practice are delineated.

*2 credits, term varies, Professors Brisbane and Vidal*

**HWC 326 Health Care Delivery with Diverse Populations**

An overview of the many facets of health care delivery and the role of social workers in that delivery. Various systems and diverse populations and how they are treated by the health care systems are examined. Covered are community-based health care services, hospital care, long-term care and the health care needs and impact of the health care system on women, African Americans, Latinos, the developmentally disabled, children and the aged.

*2 credits, year varies, Professor Wrase*

**HWC 329 Complementary and Alternative Medicine**

Human service workers are often required to discuss issues of health and healing. Many individuals, by virtue of their culture, experiences and/or choice, often adhere to a combination of nontraditional and traditional beliefs regarding health care. Familiarizes students with those methods and beliefs most often found in specific cultures. Students will develop an appreciation of each practice in order to interact with clients from a strengths perspective and will gain an international perspective on health care modalities.

*2 credits, term varies, Professor Borzone*

**HWC 330 Case Management in Human Services**

Case management has grown dramatically in the human service field over the last twenty years in response to the growing service needs of individuals and families facing complex life situations and issues. Examines both the macro level and micro level issues facing case managers and agencies as they provide quality services to often-oppressed populations.

*2 credits, year varies, Professor Wrase*

**HWC 339 Ancestral Medicine**

There is an increasing integration of complementary medicine and allopathic medicine. As health professionals, it is important to understand the beliefs and practices of our clients in order to maximize their options and choices. Professionals must be knowledgeable about the healing traditions anchored in different cultures and ethnicity. This course provides two days of classes on campus and three full days at a homeopathic clinic in Aruba or the United States. Students will have the opportunity to learn from presentations given by doctors at the clinic as well as by observing their work.

*2 credits, term varies, Professors Brisbane and Robbins*

**HWC 340 Social Issues in Popular Culture**

Movies have been a useful medium that can illustrate current social issues and family dynamics, as well as policy and research dilemmas. Each week, a film with a central practice/research/policy issue provides the basis for a lecture and class discussion. Topics focus on a variety of social issues such as family dynamics, bereavement, adoption, domestic violence, abuse, residential placement, policy and research.

*2 credits, term varies, Professor Robbins*

**HWC 342 Children of Chaos: The Social Worker's Role**

Designed to provide an understanding of the special issues and concerns surrounding work with children. Professional dilemmas and guidelines to aid practice are identified. Special issues involved in work with young children are highlighted. Although the focus is on direct work with children, a family-centered approach is presented. Practitioner roles, the impact of service settings, policy and legislation affecting this area of practice are reviewed, as is the knowledge base

that serves to guide practice, including formulations of practice theory and empirical research findings.  
*2 credits, year varies, Professors Finch and Lurie*

**HWC 343 Working with Children of Alcoholics and Substance Abusers**

Deals with children of alcoholic parents, how parents' illnesses affect the social, emotional and educational development of their children, and the survival roles children assume in order to live in troubled, alcoholic families. Emphasizes identification and intervention strategies with children who suffer from parental alcoholism when they are seen in settings other than home or social service agencies, such as school and youth programs.

*2 credits, year varies, faculty*

**HWC 344 Overview of Substance Abuse**

An examination of the history and development of alcohol and substance abuse problems in the United States. Focuses on the etiology, psychopharmacology and legal ramifications of the use of licit and illicit substances in our culture. Provides information on a variety of services available to drug abusers, addicted individuals and their families in the fields of prevention, education and treatment.

*2 credits, term varies, Professor Murphy*

**HWC 347 Managing Conflict**

A major concern for health and human service managers is conflict in organization, community and group settings. The various types of conflicts and the concepts of negotiation and mediation as interventive strategies will be considered. Didactic and experiential learning experiences are utilized. Focus is on analyzing conflict situations and selecting interventive strategies to reduce, contain or heighten the conflict situation. Oppressive conditions, structures and processes are considered major determinants of human suffering and individual and social problems; students examine how these oppressive conditions are present in conflict situations and consider ways of dealing with them.

*2 credits, term varies, Professor Vidal*

**HWC 349 Overview of Social Work With Special Populations**

Examines the issues that social workers must consider when working with traditionally disenfranchised populations. Emphasis will include micro and macro issues when intervening with gay and lesbian individuals, members of diverse racial and ethnic groups, and women, as well as others. The historic as well as contemporary experiences of these individuals' interactions with the health and human service delivery system will be explored.

*2 credits, term varies, Professor Murphy*

**HWC 351 Law and Social Change**

Introduces students to the interrelationship of the legal process in the United States and the profession of social work. Focuses on the legal process in general, social welfare law, in particular, and the implications for effective social work practice.

*2 credits, year varies, faculty*

**HWC 356 Proposal Writing in the Health and Human Service Fields**

Provides a comprehensive study of the principles and methods used to prepare program, training, research, demonstration and other types of proposals. Includes extensive workshop practice in developing appropriate writing skills and in locating and accessing funding sources.

*2 credits, term varies, Professor Marmo*

**HWC 361 Implications of Racism for Social Welfare**

Examines personal and institutional racism in the United States and the effect racism has on the delivery of services to individuals who do not fit the traditional "American model." Examines the historical relationship between racism and social welfare policies, programs and practice, as well as contemporary strategies for change.

*2 credits, term varies, Professor Peabody*

**HWC 362 Implications of Child Abuse and Maltreatment**

Introduces child abuse via its history and how its recognition progressed to spur many to become advocates for prevention of child abuse. Topics include identification, reporting and interviewing. Social and economic pressures on the family are examined.

*2 credits, year varies, faculty*

**HWC 363 Homelessness, Politics and Public Health**

Analyzes homelessness as an issue of social policy, including its history, recent causes and current demographics. Emphasizes the political and economic context that has made homelessness a major social problem.

*2 credits, term varies, Professor Blau*

**HWC 364 The Impact of Sexual Assault**

Introduction to the incidence and prevalence of childhood sexual abuse. Covered are definition issues, family dynamics, symptoms, assessment techniques, treatment modalities and strategies utilized with the survivor. Issues related to offenders and offender treatment are addressed, as well as ethical and legal dilemmas. Cultural dynamics in sexual abuse related to childhood sexual trauma will be emphasized. Students should develop an understanding and ability to critically analyze current research.

*2 credits, term varies, Professor Monahan*

**HWC 369 Youth and Violence**

Examines the etiology of youth at risk for violence, using ecological and interpersonal perspectives. Family, school and community risk factors are outlined as well as assessment, intervention and treatment issues. Successful prevention programs are highlighted.

*2 credits, year varies, faculty*

**HWC 379 Special Topics in Social Welfare**

Examines significant timely issues confronting the profession. Topics include violence as a public health problem, issues of aging, racism, gender, AIDS, the media, spirituality, forensic social work, international social work and others. Topics vary each term as faculty develop specific modules that address one or more of these issues.

*1-3 credits, term varies, faculty*

**HWC 380 Overview of Practice Issues in Family Violence**

Family violence is a practice concern that social workers encounter with every population. Family violence impacts health, child and adult adjustment, marriages, interpersonal relationships, and workplace success. Addresses the identification of the different types of family violence, the inherent dynamics of each type of violence and the treatment protocols to remedy both perpetration and victimization.

*2 credits, term varies, Professor Monahan*

**HWC 390 HIV/AIDS**

Focuses on central aspects of the HIV/AIDS pandemic, including the current state of medical knowledge, HIV/AIDS and the law, prejudice and discrimination, AIDS activism and organizing, grief/death/dying, psychosocial issues, redefining the medical model, homophobia, racism, sexism and ableism in research, treatment and policy, IV drug use, drug treatment and other related issues. Upon completion of this course, students will have met the educational requirements established by the HIV Primary Care Medicaid Provider Agreement. This requirement is needed to conduct HIV pre and post test counseling in hospitals and clinic settings.

*2 credits, term varies, faculty*

**HWC 395 Independent Study**

Independent study with an individual faculty member.

*1-3 credits, fall and spring terms, faculty*

**HWC 397 Case Management**

Open only to students who have completed the Case Management Certificate Program and have completed 15 additional hours of assignments. Students will be graded S/F.

*4-6 credits, term varies, Professors Lurie and Wrase*

**HWC 399 Maintenance of Matriculation**

For students who are maintaining matriculation while engaging in consultation with faculty regarding completion of courses. Students will be graded S/F.

*1 credit, fall and spring terms, faculty*



## Graduate Programs

### Doctoral Program Leading to a PhD in Social Welfare

#### Program Purpose

The primary purpose of the School's PhD program is to produce scholars who can use systematic methods to develop through research and disseminate through teaching and writing, knowledge concerning social welfare problems and professional social work practice. Professional social work practice includes direct service with clients, the organization and management of service delivery systems, and the formulation and analysis of social welfare policies.

Drawing upon the social, behavioral and health sciences as well as social work knowledge and experience, the graduates of this program will have the skills to expand the base of tested knowledge that can guide the profession of social work in its efforts to address major social problems.

A second purpose is to develop leaders and educators who can effectively contribute to contemporary social work practice as defined in the school's mission statement.

The core of this program is education for scholarly research leading to careers as teachers, researchers and policy analysts with a focus on the content areas of health, mental health and substance abuse. The strength of such a program lies in its location within the Health Sciences Center. This is a natural setting in which to bring together the basic sciences and theoretical disciplines in applied policy/program analysis, and thereby contribute to research in the social dimensions of health and mental health.

#### Program Structure and Content

The structure of this proposed program consists of 12 required classroom courses (36 credits) as follows:

Research Methods I and II

Statistics I and II

Knowledge Building in Social Work:

The Philosophy of Applied Social Research

Social Welfare Policy Analysis I and II

Theories of Social Work Intervention

Seminar in Social Work Education

Social Welfare Administration

Dissertation Seminar I and II

Also required are three electives (9 credits), a research practicum of 10 hours per week for two semesters under mentorship (6 credits), a teaching practicum under mentorship (3 credits), oral and written qualifying examinations, a scholarly paper of publication quality and the production and defense of a scholarly dissertation. Fifty four credits are required for graduation.

The program is designed to be completed in four years for full-time students. In the first three years, students take three courses each semester. The scholarly research paper of publication quality is required at the end of the fourth semester.

A comprehensive examination is given when 36 credits of required course work are completed. Once admitted to candidacy, the student selects a dissertation chair and committee, develops an approved dissertation proposal and begins dissertation research. The fourth year is spent on completion of the dissertation and defense.

#### The Part-Time Option

Students who are approved for the part-time option take a minimum of 6 credits each semester until the 54 credit sequence has been completed. In order to meet residence requirements,

they must take 9 credits in each of two consecutive semesters. Part-time students sit for their qualifying examinations to candidacy at the end of the semester when 36 credits of required course work are completed (usually the second semester of the third year).

At the end of the third year, part-time students select a dissertation chair and committee and submit a research paper of publication quality. In the fourth year, they develop an approved dissertation proposal. Dissertation research begins in the fifth year.

#### Criteria and Procedures for Admission of Students

Newly admitted students may begin classes during the fall semester only. Applications for admission for the following fall should be received by February 1st.

Admission requirements include:

- 1) A master's degree from a program accredited by the Council on Social Work Education
- 2) Academic promise as evidenced by superior achievement in undergraduate and master's level education;
- 3) Satisfactory performance on the Graduate Record Examination
- 4) A personal interview
- 5) Professional competence as demonstrated through substantial experience in responsible social work and/or human services positions supported by three letters of reference, including one, if possible, from someone familiar with the applicant's capacity to conduct research
- 6) Three samples of writing in the form of a published article, a manuscript submitted for publication, a document completed for the applicant's agency or in connection with a research interest, or a paper prepared in previous graduate studies
- 7) Personal qualities indicating a potential for leadership, compatibility with the school's mission statement, flexibility and openness to new ideas, maturity, a spirit of inquiry and a commitment to furthering the knowledge base of the profession of social work
- 8) Competence in quantitative skills as evidenced by performance on the Graduate Record Exam and a college level course in statistics completed with a grade of B or better.

Under special circumstances, applications from persons who do not meet all of these requirements will be considered. Applicants without the MSW degree must have a master's degree in a closely related field and must demonstrate a high potential for success in the program.

#### Requirements for the Receipt of the PhD Degree

- One year in residence
- Satisfactory completion of all required and elective courses (54 credits)
- Satisfactory completion of research and teaching practicum;
- Submission of a research paper of publication quality prior to qualifying examinations
- Satisfactory performance on qualifying examinations;
- Advancement to candidacy by vote of the Doctoral Committee upon successful completion of all course work and the qualifying examinations
- Completion of a dissertation
- Successful defense of the dissertation
- Completion of all work toward the degree within seven years after completing 24 credit hours of doctoral course work at the School of Social Welfare, Stony Brook University.

A separate application and bulletin are available describing the PhD program in more detail, its curriculum and requirements for admission. To receive a copy of this bulletin, application and further information, contact the School of Social Welfare's Ph.D. program office in writing or by telephone at 631.444.8361.

### **Dual Degree Program in Social Work and Law**

This program offers the opportunity to earn an MSW from the School of Social Welfare and a JD (Juris Doctor) from the Touro Law Center in four years, rather than the five which would be required if the degrees were earned separately. Applicants may apply for the dual degree program prior to matriculation or during their enrollment in the first year at either school. Applicants must apply to and be accepted by both schools. If accepted by both schools, the student is automatically eligible for the dual degree program. The first year may be spent at either school, with the choice being up to the student. The second year is spent at the other school, the third year is divided between the two schools and the fourth year is spent primarily at the law school.

A detailed description of the program is available from the School of Social Welfare Office of Admissions and Student Services at (631) 444-3141.

### **Program Leading to the Master's Degree (MSW)**

The MSW program prepares students with the needed theoretical and practice expertise to function with maximum competence at different administrative or policy levels in social welfare fields and in the provision of direct services to individuals, families, groups and communities. The school provides opportunities for study and practice that utilize the wealth of interdisciplinary resources available in the Health Sciences Center and the University. Field instruction and practicum sites are located throughout Nassau and Suffolk counties and in the five boroughs of New York City. In addition, the program offers a specialization in health with sub-specializations in alcohol and substance abuse or public health and a specialization in student-community development.

### **Program Requirements**

#### **Credits**

Students must successfully complete a minimum of 64 credits, including all required courses. A minimum of 16 credits must be earned in field instruction. Students are required to register for a minimum of 12 credits per term, although the average is 16 to 18 credits per term. Students may not register for more than 19 credits. Students may take fewer than 12 credits only in the term in which they are candidates for graduation, except for modified full-time students, who may take fewer credits in the year they expect to graduate. There is a five year limit during which students must complete all requirements for the degree, including time granted for approved leaves of absence.

#### **Graduation Requirements**

Candidates for the Master of Social Work degree must:

- 1) Complete all course and field instruction requirements of the school
- 2) Complete a minimum of 64 credits in courses approved by the school, of which a minimum of 16 must be in field instruction
- 3) Maintain a 3.0 cumulative grade point average

### **Curriculum Structure and Content**

The curriculum provides for a generalist foundation year of courses and field instruction for all students. In the second year, students concentrate in advanced social work practice. In

addition to the standard daytime schedule, some required and some elective courses are offered during the late afternoons, evenings and weekends. Some courses are also offered in concentrated form during the semesters, intersession and summer session.

Guided by the theme, social work in health/health in social work, the curriculum provides all social work students with basic knowledge of health programs, policies and practices and how they affect individual and societal well-being. It stresses health in social work by providing the knowledge and skills needed by all social workers, regardless of the setting in which they practice, to give proper attention to health problems and their social consequences.

### **Generalist Foundation**

In the first year, the array of courses and field instruction provides the basic professional foundation of knowledge, values and skills for social work practice with individuals, families, groups, organizations and communities.

The professional foundation includes content on social work values and ethics, diversity, social and economic justice, populations historically devalued and oppressed, human behavior and the social environment, social welfare policies and services, social work practice, research and field instruction.

### **First Year, Full-time MSW Requirements**

#### **Fall Term**

Course #	Title	Credits
HWC 500	Field Instruction I	4-6
HWC 504	Human Behavior and the Social Environment I	3
HWC 506	Social Work in Health	3
HWC 509	Parameters of Social and Health Policy I	3
HWC 513	Social Work Practice I	3

#### **Spring Term**

Course #	Title	Credits
HWC 501	Field Instruction II	4-6
HWC 505	Human Behavior and the Social Environment II	3
HWC 510	Parameters of Social and Health Policy II	3
HWC 511	Research I	3
HWC 514	Social Work Practice II	3

### **Concentration Year**

During the concentration year, the program prepares students for advanced social work practice in a variety of professional roles, including direct services with individuals, families, groups, communities and in the analysis, development, implementation, management and evaluation of human service and health policies and programs.

In addition to the required advanced social work practice courses and advanced field instruction experiences, students may choose from a variety of electives.\*

### **Second Year, Full-time MSW Requirements**

#### **Fall Term**

Course #	Title	Credits
HWC 502	Field Instruction III	4-6
HWC 512	Research II	3

\*Elective offerings vary from term to term.

HWC 515	Advanced Social Work Micro Practice I	3
HWC 516	Advanced Social Work Macro Practice I	3
	Electives*	4

**Spring Term**

Course #	Title	Credits
HWC 503	Field Instruction IV	4-6
HWC 517	Advanced Social Work Micro Practice II	3
HWC 518	Advanced Social Work Macro Practice II	3
	Electives*	5-6

**Pathways**

In addition to the two-year, full-time option, the School has designed alternative pathways which retain the standard program requirements and quality. Pathway I, the Advanced Standing Option, is open only to graduates of a CSWE accredited baccalaureate program in social work. Pathway II is open only to applicants already working in the field of social welfare. Eligibility for Pathway II is determined after admission to the school. Admission to the School does not guarantee approval to register as a Pathway II student. Pathway III is open to all applicants who choose to complete the program in more than two years (modified full-time).

**Pathway I: Advanced Standing**

Students who have graduated from a CSWE accredited baccalaureate program in social work within the past five years may apply for Advanced Standing. Students applying for this option must demonstrate their readiness to function at the level of a second year MSW student. Students generally complete the program in one year, or may take a reduced program and complete the requirements in 1 1/2 years. Students spend three days in a field instruction setting for one academic year and must complete required and elective courses. Pathway I students cannot use their place of employment for their field placement and must earn all the 36 credits as matriculated students in the School of Social Welfare. In addition, applicants must:

- Have obtained their baccalaureate degree in social work no more than five years prior to admission to the program;
- Have a minimum cumulative grade point average of 2.5, with a minimum 3.0 grade point average in the baccalaureate social work program;
- Have the Pathway I Advanced Standing Practicum Evaluation Form completed by their school's faculty field advisor;
- Submit three letters of reference† which must include at least two from faculty members from the applicant's social work program; a third letter must be from a social worker from the applicant's field agency or holding a social work position who is directly familiar with the applicant's work. Persons completing letters of reference will be asked to evaluate the applicant on maturity of judgment, capacity for growth and change, acceptance of differences in people, commitment to social and institutional change, possession of values consistent with the social work perspective, and readiness to function at the level of second year MSW students; and
- Meet all other graduate admissions requirements. A limited number of students are accepted into this option. An interview may be required.

† Applicants applying from the School of Social Welfare, Stony Brook University program, must submit one letter from the director of the undergraduate program. The other two letters must be from individuals familiar with their social work practice, other than School of Social Welfare faculty.

\*Elective offerings vary from term to term.

**Pathway I: Advanced Standing: Curriculum and Program Design (Full-Time)**

Students who plan to complete the program in one year follow the program design below.

**Fall Term**

Course #	Title	Credits
HWC 502	Field Instruction III	6
HWC 506	Social Work in Health	3
HWC 515	Advanced Social Work Micro Practice I	3
HWC 516	Advanced Social Work Macro Practice I	3
	Electives*	4

**Spring Term**

Course #	Title	Credits
HWC 503	Field Instruction IV	6
HWC 517	Advanced Social Work Micro Practice II	3
HWC 518	Advanced Social Work Macro Practice II	3
	Electives*	5-6

**Pathway I: Advanced Standing: Curriculum and Program Design (Modified Full-Time)**

Students who plan to complete the program in more than one year follow the program design below.

**Fall Term**

Course #	Title	Credits
HWC 502	Field Instruction III	6
HWC 515	Advanced Social Work Micro Practice I	3
HWC 516	Advanced Social Work Macro Practice I	3

**Spring Term**

Course #	Title	Credits
HWC 503	Field Instruction IV	6
HWC 517	Advanced Social Work Micro Practice II	3
HWC 518	Advanced Social Work Macro Practice II	3

**Fall Term**

Course #	Title	Credits
HWC 506	Social Work in Health	3
	Electives*	9-10

**Pathway II**

Students who are currently working full time in the field of social welfare and have had a minimum of three years paid, full-time, MSW supervised, social welfare experience, may apply for permission to use their agency of employment for two days of field instruction per week, for one year only. The School must approve an educational field instruction plan submitted by the student and by an approved field instruction supervisor.

This field instruction experience must be separate and distinct from a student's regular job responsibilities. The supervisor must hold a Master of Social Work degree and can not be the student's current supervisor or a past supervisor. The field instruction plan must be approved by the agency administrator and by the school. Pathway II students may not register for more than 4 credits (two days) of field instruction per term, nor for more than three courses per semester. Through this pathway, students may complete the degree requirements in 2 1/2 to three years.

**Pathway III (Modified Full-Time)**

This option is designed for students who choose not to follow the regular full-time schedule. Students must take 12 to 13 credits each term while they are attending school, except in the term (or year) in which they are candidates for graduation, when they may take fewer. The degree requirements are typically completed in 2 1/2 to three years.

Students are not permitted to use their agency of employment for field instruction unless they meet requirements of Pathway II. Although in some instances, field instruction may be taken during evenings and Saturdays, this is only acceptable if an educationally sound placement can be arranged. In cases where this cannot be arranged, or it is determined by the faculty that such a placement is not appropriate for the students' learning needs, students may need to complete one or both years of field instruction in a traditional time period.

Pathway III students may not register for more than 4 credits of field instruction per term.

**Pathway II and Pathway III Curriculum and Program Design**

**First Year**

**Fall Term**

Course #	Title	Credits
HWC 500	Field Instruction I	4
HWC 504	Human Behavior and the Social Environment I	3
HWC 509	Parameters of Social and Health Policy I	3
HWC 513	Social Work Practice I	3

**Spring Term**

Course #	Title	Credits
HWC 501	Field Instruction II	4
HWC 505	Human Behavior and the Social Environment II	3
HWC 510	Parameters of Social and Health Policy II	3
HWC 514	Social Work Practice II	3

**Second Year**

**Fall Term**

Course #	Title	Credits
HWC 502	Field Instruction III	4
HWC 506	Social Work in Health	3
HWC 515	Advanced Social Work Micro Practice I	3
HWC 516	Advanced Social Work Macro Practice I	3

**Spring Term**

Course #	Title	Credits
HWC 503	Field Instruction IV	4
HWC 511	Research I	3
HWC 517	Advanced Social Work Micro Practice II	3
HWC 518	Advanced Social Work Macro Practice II	3

**Third Year, Option I**

**Fall Term**

Course #	Title	Credits
HWC 512	Research II	3
	Electives*	9-10

\* Elective offerings vary from term to term.

**Third Year, Option II**

**Fall Term**

Course #	Title	Credits
HWC 512	Research II	3
	Electives*	4

**Spring Term**

Course #	Title	Credits
	Electives*	5-6

**Specializations**

As part of their concentration year, second year students have the opportunity to develop specialized knowledge in a choice of specific areas as follows.

**Social Work in Health Care**

During the second year of graduate study, students in the School of Social Welfare have the opportunity to fulfill the requirements for graduation with a Specialization in Health Care. This specialization provides students with theory and practice skills in the analysis, development, implementation, management and evaluation of health programs, policies and practice and how they affect individuals and societal well-being; prepares specialized social workers to occupy both independent and interdisciplinary team roles in health promotion, prevention, patient care, research, planning and management.

**Requirements**

Matriculated MSW students must meet the following requirements.

- Successful completion of all the professional foundation courses;
- Taking each of the following courses required for the specialization HWC 581 Public Health and Epidemiology HWC 582 Organizational Dynamics and Legal and Ethical Issues in Health Care;
- Taking one elective chosen from those courses designated with + in the listing of course descriptions;
- Successfully completing one year of field instruction in a health care setting;
- Attending specified lectures or seminars sponsored by the school; and
- Completing all other requirements for the master's degree.

**Alcohol and Substance Abuse Sub-specialization**

Students may opt for a Specialization in Health Care with a sub-specialization in Alcohol and Substance Abuse. Students enrolled in this sub-specialization examine the history and development of policies and practice in the field of alcoholism and substance abuse. This sub-specialization addresses both the wider implications that relate to program planning and development, public policy and prevention, and the more specific issues of working with families, individuals and groups in treatment and recovery. Particular emphasis is placed on dealing with traditionally disadvantaged and disempowered populations.

**Requirements**

Matriculated MSW students must meet the following requirements.

- Successful completion of all the professional foundation courses;
- Taking each of the following courses required for the sub-specialization

HWC 544 Overview of Substance Abuse  
HWC 545 Individual, Group and Family Treatment of Alcoholics and Substance Abusers  
HWC 581 Public Health and Epidemiology;

- Successfully completing one year of field instruction in an alcohol-specific or drug-specific agency with an assignment of either working directly with individuals, families and groups, and/or working with committees, boards, planning groups and community groups;
- Attending specified school-sponsored special topics lectures; and
- Completing all other requirements for the master's degree.

### **Public Health Sub-specialization**

Students may opt for a Specialization in Health Care with a sub-specialization in Public Health. The public health focus provides students with theory and practice skills aimed at the prevention and management of health problems in community based populations. Students learn to develop and implement strategies for the prevention of disease, promotion of health and the meeting of health care needs. As practitioners, they will be prepared to understand the social, political, ethical, economic, medical and scientific issues involved in addressing community health problems and needs.

#### **Requirements**

Matriculated MSW students may qualify for the sub-specialization by meeting the following requirements.

- Successful completion of all the professional foundation courses;
- Successfully completing one year of a field instruction experience with a public health focus;
- Taking each of the following courses required for the sub-specialization:
  - HWC 581 Public Health and Epidemiology
  - HWC 582 Organizational Dynamics and Legal and Ethical Issues in Health Care
  - HWC 589 Biostatistics; and
- Completing all other requirements for the master's degree.

### **Student-Community Development Specialization**

The Student-Community Development (SCD) Specialization offers a unique professional partnership between social work and higher education that expands the arenas of social work practice, community organization and systems development to include the contemporary college campus. Students develop skills in providing direct interventions in response to the range of social issues, such as multicultural relations, mental health, safety and gender conflict that currently affect student communities nationwide. The SCD specialization emphasizes organizational and community development, social change and the strengths perspective as vital components of practice within various types of learning communities.

#### **Requirements**

Students accepted for this specialization must meet the following requirements.

- Successful completion of 68 credits, which comprises the professional foundation courses;
- Taking each of the following courses required for the specialization:
  - HWC 591 Student-Community Development Independent Reading/Colloquia I

HWC 592 Student-Community Development Independent Reading/Colloquia II  
HWC 593 Student-Community Development Seminar I  
HWC 594 Student-Community Development Seminar II  
HWC 598 Issues in Higher Education;

- Completing a Portfolio Project (HWC 566) or taking one elective approved by the Director of SCD Specialization.
- Successfully completing 16 credits of field instruction. One year of field instruction (HWC 502 and 503) will be in a higher education setting; and
- Completing all other requirements for the master's degree.

### **Courses**

The following course offerings are arranged in three categories corresponding to the curriculum design; professional foundation courses, advanced required courses and electives. All courses are graduate letter graded (A-C-, F) unless otherwise indicated.

### **Professional Foundation Courses**

#### **HWC 500 Field Instruction I**

Placement in practice settings under supervision of an MSW. Students will be graded S/F. Must be taken concurrently with HWC 513.  
*4-6 credits, fall term*

#### **HWC 501 Field Instruction II**

A continuation of HWC 500. Students will be graded S/F. Must be taken concurrently with HWC 514.  
*Prerequisites: HWC 500 and 513*  
*4-6 credits, spring term*

#### **HWC 504 Human Behavior and the Social Environment I**

Introduces a framework for understanding how individuals and families grow, develop and change within their social environment. Critiques interpersonal, intrapersonal and sociostructural theories and their impact on special populations which have been exploited and alienated in society.

*3 credits, fall term, Professors Francis, Leung and Murdocco*

#### **HWC 505 Human Behavior and the Social Environment II**

A continuation of HWC 504. Emphasizes an understanding of the life course, the role of time, social events, trauma and the developmental process. Examines the social institutions and their impact on people generally oppressed in society and the role of empowerment.

*Prerequisite: HWC 504*

*3 credits, spring term, Professors Francis, Leung and Murdocco*

#### **HWC 506 Social Work in Health**

Introduces health as an organizing theme for social work knowledge and practice. Surveys the history of social work in health care settings, public health concepts and public problems, and social stratification of health and illness. Critically examines the structure of the health care system, reimbursements, interdisciplinary relationships and models for social work practice in health care delivery in the 21st century.

*3 credits, fall term, Professors Berger, Francis and Robbins*

#### **HWC 509 Parameters of Social and Health Policy I**

Introduces students to U.S. social policy, with special emphasis on political, economic and social factors that have affected its historical development, particularly in reference to oppressed groups. Explores the relationship of social policy to social work practice.

*3 credits, fall term, Professors Blau, Brandwein, Farrington, Lewis and Peabody*

#### **HWC 510 Parameters of Social and Health Policy II**

Utilizes frameworks for social policy analysis. Explores continuing dilemmas in policy development. Stresses effects of social movements and social change on social policy.

*Prerequisite: HWC 509*

*3 credits, spring term, Professors Blau, Brandwein, Farrington, Lewis and Peabody*

**HWC 511 Research I**

Examines the basic concepts and methods of data collection (e.g., surveys, experimental designs, field research, unobtrusive designs) used in social research. Primarily prepares the student to understand and develop a research proposal and to critique methods used in research articles that address critical issues in social work practice.

*3 credits, spring term, Professors Farberman, Francis, Lewis and Morgan*

**HWC 512 Research II**

Provides instruction in the computation, interpretation and application of data analytic procedures used in social research. Covers procedures such as descriptive statistics, correlations, chi-square and t-test. Examines their relevancy for analyzing issues in social work practice.

*Prerequisite: HWC 511*

*3 credits, fall term, Professors Farberman, Francis, Lewis and Morgan*

**HWC 513 Social Work Practice I**

Provides the foundation for generalist practice, including the knowledge base, values and skill development necessary for effective practice with individuals, families, groups and communities. Challenges students to work politically, innovatively and with self-awareness in the service of alleviating human pain and enhancing people's abilities and strengths within a framework of social justice. Must be taken concurrently with HWC 500. HWC 504 must have been completed or taken concurrently.

*3 credits, fall term, Professors Campos, Marmo and Monahan*

**HWC 514 Social Work Practice II**

A continuation of HWC 513. Emphasizes work with small groups, community and provider systems. Deepens knowledge of generalist practice and skill development. Must be taken concurrently with HWC 501. HWC 505 must have been completed or taken concurrently.

*Prerequisites: HWC 500, 504 and 513*

*3 credits, spring term, Professors Campos, Marmo and Monahan*

**Advanced Required Courses****HWC 502 Field Instruction III**

Placement in advanced social work practice settings. Supervision provided by a qualified MSW. Students will be graded S/F. Must be taken concurrently with HWC 515 and 516.

*Prerequisites: HWC 500, 501, 513 and 514*

*4-6 credits, fall term*

**HWC 503 Field Instruction IV**

A continuation of HWC 502. Students will be graded S/F. Must be taken concurrently with HWC 517 and 518.

*Prerequisites: HWC 502, 515 and 516*

*4-6 credits, spring term*

**HWC 515 Advanced Social Work Micro Practice I**

Focuses on the helping process with integration of increased understanding of the significance of transactions between people and their environments. Emphasizes development of advanced theory and practice skills. Must be taken concurrently with HWC 502 Field Instruction III and HWC 516 Advanced Social Work Macro Practice I.

*Prerequisites: HWC 500, 501, 513 and 514*

*3 credits, fall term, Professors Bacon, Lurie and Monahan*

**HWC 516 Advanced Social Work Macro Practice I**

Emphasizes the development of advanced theory and practice in strategic planning, management, evaluation, policy analysis and development, and program development as applied in the health and social welfare fields. Must be taken concurrently with HWC 502 Field Instruction II and HWC 515 Advanced Social Work Micro Practice I.

*Prerequisites: HWC 500, 501, 513 and 514*

*3 credits, fall term, Professors Berger and Farrington*

**HWC 517 Advanced Social Work Micro Practice II**

Emphasizes professional responsibilities for ongoing self-assessment. Examines agency effectiveness in meeting client needs and providing services. Focuses on further skill development in helping individuals, families and groups and on strategies for achieving necessary changes in agency policy and service delivery systems to meet client needs. Must be taken concurrently with HWC 503 Field Instruction III and

**HWC 518 Advanced Social Work Macro Practice II.**

*Prerequisites: HWC 502, 515 and 516*

*3 credits, spring term, Professors Bacon, Lurie and Monahan*

**HWC 518 Advanced Social Work Macro Practice II**

Emphasizes advanced theory and practice skills in program planning and management decisions based on the use of consumer oriented methodologies. Focuses on professional responsibility for continuing self-assessment and evaluation. Must be taken concurrently with HWC 503 Field Instruction IV and HWC 517 Advanced Social Work Micro Practice II.

*Prerequisites: HWC 502, 515 and 516*

*3 credits, spring term, Professors Berger and Farrington*

**Electives****HWC 507 Master's Project**

Students complete a master's project under the sponsorship of a faculty member.

*3 credits, term varies, faculty +*

**HWC 508 Continuation of Master's Project**

A continuation of HWC 507 for students who did not finish their master's project during the term in which they had registered for it. Students will be graded S/F.

*Prerequisite: HWC 507*

*0 credit, term varies, faculty*

**HWC 519 Aging and the Law**

Provides an overview of the many laws and programs affecting the quality of life, concerns and needs of the aged, with particular emphasis on health care policy. The major entitlement programs for the aged, including Social Security, SSI, Medicare and Medicaid are covered as well as institutions and programs serving the aged, including nursing homes, protective services and home care. Health care decision making, including health care proxies, the "right to die" and other ethical and legal issues are emphasized.

*2 credits, year varies, faculty*

**HWC 520 Advanced Social Work Practice with the Aged**

Examines concepts and strategies for working with the elderly at the primary, secondary and tertiary levels of intervention. Presents and critically analyzes a variety of approaches in working with the elderly and their families. Examines interventions with the well elderly living in the community, the elderly who suffer some disabilities but who are still living in the community and the elderly who are institutionalized.

*2 credits, year varies, Professor Campos*

**HWC 521 Ethnic Sensitive Social Work Practice**

Provides a theoretical framework and focuses on the development of the skills necessary to provide effective culturally sensitive social work services to diverse individuals, families, groups and communities. The special problems faced by groups traditionally devalued and oppressed are examined. Emphasizes skills in working for institutional change and social justice.

*2 credits, year varies, Professor Bacon*

**HWC 522 Human Sexuality**

Identifies personal attitudes and judgments about sexually related behaviors. Critically examines factual information derived from research in human sexuality and covers a wide range of sexual behavior from a knowledge base.

*2 credits, year varies, faculty*

**HWC 523 Growing Old in America: The Social Conditions - Policy and Practice Implications**

Explores the social, political and economic conditions related to aging including long-term care in this society. Identifies social policies and program formats that enhance wellness and support dependencies from a positive perspective.

*2-3 credits, fall term, faculty*

**HWC 524 Children and Adolescents Who Grieve**

Focuses on issues related to bereavement in children and young people. Children and adolescents who struggle with the crisis of loss are a special population that is often overlooked. Explores the emotional response of young people who grieve. Mental health professionals that provide treatment to this population must acquire specialized

+ This course meets the requirement for an elective in the Health Specialization.



knowledge and skills to assist in healing wounded children. Upon completion, students will have gained an increased understanding of the developmental implications of loss in childhood, assessment of bereavement, and treatment interventions specific to bereaved children and adolescents.

*2 credits, term varies, Professor Bacon*

#### **HWC 525 Anger Management**

Presents concepts of anger management within a bio-psychosocial context. Students learn how to recognize external manifestations of anger in themselves, clients, organizations and communities. Focus is on assessment of clients' ability to both recognize anger ("residual" as well as anger "masking underlying feelings") and methods used for coping. Anger management concepts and skills at the micro, mezzo and macro levels of practice are explored, including anger management strategies that can be taught to clients as part of an intervention plan. Environmental and societal factors as "igniting events" of anger in individuals, families, groups and communities are examined. Appropriate assessment and interventions at all levels of practice are delineated.

*2 credits, term varies, Professors Brisbane and Vidal*

#### **HWC 526 Health Care Delivery with Diverse Populations**

An overview of the many facets of health care delivery. Various systems and diverse populations and how they are treated by the health care systems are examined. Covered are community-based health care services, hospital care, long term care and the health care needs and impact of the health care system on women, African Americans, Latinos, the developmentally disabled, children and the aged.

*2-3 credits, year varies, Professor Wrase*

#### **HWC 527 Social and Behavioral Aspects of Public Health Practice**

The psychosocial determinants of behavioral risk factors that affect health across the life span are examined within the conceptual framework for planning health promotion/disease prevention programs. Social, economic, environmental and cultural variations in health, disease and quality of life are addressed, including the influence of race, ethnicity, gender, sexual orientation and biological and genetic factors. Barriers to access and utilization, strategies for health behavior change and methods of developing health promotion/disease prevention programs are examined.

*2-3 credits, year varies, faculty +*

#### **HWC 528 Management and Technology in Health Care**

Examines the new management styles and methodologies currently utilized in the health care delivery systems. Complements the knowledge gained in HWC 582. Students will develop an understanding of the new technologies that are critical in today's health care delivery systems and their appropriate applications.

*2 credits, year varies, faculty +*

#### **HWC 529 Complementary and Alternative Medicine**

Human service workers are often required to discuss issues of health and healing. Many individuals, by virtue of their culture, experiences and/or choice, often adhere to a combination of nontraditional and traditional beliefs regarding health care. Familiarizes students with those methods and beliefs most often found in specific cultures. Students will develop an appreciation of each practice in order to interact with clients from a strengths perspective and will gain an international perspective on health care modalities.

*2-3 credits, term varies, Professor Borzone +*

#### **HWC 530 Case Management in Human Services**

Case management has grown dramatically in the human service field over the last twenty years in response to the growing service needs of individuals and families facing complex life situations and issues. Examines both the macro level and micro level issues facing case managers and agencies as they provide quality services to often-oppressed populations.

*2 credits, year varies, Professor Wrase*

#### **HWC 531 Advanced Market Research**

Includes advanced theory and applications of market research to health, mental health, and human service issues. Includes a research practicum focused on testing the feasibility of new methods of service delivery.

*2-3 credits, year varies, faculty*

#### **HWC 533 Family Intervention in Health and Mental Health**

Focuses on family and marital problems. Examines the environmental, social, economic, psychological and institutional pressures that affect family functioning. Emphasizes intervention skills.

*Prerequisites: HWC 501, 514 or permission of instructor.*

*2 credits, term varies, faculty +*

#### **HWC 538 Death and Dying; Loss and Separation**

Explores student values, attitudes, fears and conceptions relating to death and dying. Examines issues of loss and separation in relation to various age groups, cultural orientations and societal expectations. Focuses on the acquisition of bereavement counseling skills.

*2 credits, term varies, faculty +*

#### **HWC 539 Ancestral Medicine**

There is an increasing integration of complementary medicine and allopathic medicine. As health professionals, it is important to understand the beliefs and practices of our clients in order to maximize their options and choices. Professionals must be knowledgeable about the healing traditions anchored in different cultures and ethnicity. This course provides two days of classes on campus and three full days at a homeopathic clinic in Aruba or the United States. Students will have the opportunity to learn from presentations given by doctors at the clinic as well as by observing their work.

*2 credits, term varies, Professors Brisbane and Robbins +*

#### **HWC 541 Youth and Violence**

Examines the etiology of youth at risk for violence, using ecological and interpersonal perspectives. Family, school and community risk factors are outlined as well as assessment, intervention and treatment issues. Successful prevention programs are highlighted.

*2 credits, year varies, Professor Murphy*

#### **HWC 542 Children of Chaos: The Social Worker's Role**

Designed to provide an understanding of the special issues and concerns surrounding work with children. Professional dilemmas and guidelines to aid practice are identified. Special issues involved in direct work with young children are highlighted. Although the focus is on direct work with children, a family-centered approach is presented. Practitioner roles, the impact of service settings, policy and legislation affecting this area of practice are reviewed as is the knowledge base that serves to guide practice, including formulations of practice theory and empirical research findings.

*2 credits, year varies, Professors Finch and Lurie*

#### **HWC 543 Ethics in Health Care Practice**

Students will learn basic ethical principles and concepts. Utilizing a problem based learning model, students will have the opportunity to examine many of the critical ethical issues that are impacting professional practice today. Students will use a professional Code of Ethics and examine their implications for practice.

*2-3 credits, term varies, Professor Robbins +*

#### **HWC 544 Overview of Substance Abuse**

An examination of the history and development of alcohol and substance abuse problems in the United States. Focuses on the etiology, psychopharmacology and legal ramifications of the use of licit and illicit substances in our culture. Provides information on a variety of services available to drug abusers, addicted individuals and their families in the fields of prevention, education and treatment.

*2 credits, term varies, Professors Brisbane and Murphy +*

#### **HWC 545 Individual, Group and Family Treatment of Alcoholics and Substance Abusers**

Covers alcoholism and substance abuse as family illnesses and their stages of development, as well as the impact these illnesses have on the families of active and recovering alcoholics and substance abusers. Focuses on self-help groups and on traditional and relatively recent modalities used in the treatment of addicted individuals and their families.

*2 credits, term varies, Professors Brisbane and Murphy*

#### **HWC 546 Working with Adult Children of Alcoholics and Substance Abusers**

Focuses on adult children of alcoholic parents and how parents' illness affects their children's social, emotional and educational development from infancy to adulthood and into old age. Discusses survival roles of

+ This course meets the requirement for an elective in the Health Specialization.

children in alcoholic families and how these affect adult functioning. Examines the continuing effect family alcoholism has on adult children and the intervention strategies used in treatment.  
*2 credits, year varies, Professor Brisbane +*

#### **HWC 547 Managing Conflict**

A major concern for health and human service managers is conflict in organization, community and group settings. The various types of conflicts and the concepts of negotiation and mediation as interventive strategies will be considered. Didactic and experiential learning experiences are utilized. Focus is on analyzing conflict situations and selecting interventive strategies to reduce, contain or heighten the conflict situation. Oppressive conditions, structures and processes are considered major determinants of human suffering and individual and social problems; students examine how these oppressive conditions are present in conflict situations and consider ways of dealing with them.  
*2-3 credits, term varies, Professor Vidal +*

#### **HWC 548 Adolescent Development and Health Promotion**

Examines the effect on adolescent development of physiological changes, relationships with peers and family, and societal expectations. Emphasis is on the development of assessment and engagement skills for working with adolescents and their families to help counteract adolescent self-destructive behavior and promote well-being.  
*2 credits, year varies, faculty*

#### **HWC 549 Overview of Social Work With Special Populations**

Examines the issues that social workers must consider when working with traditionally disenfranchised populations. Emphasis will include micro and macro issues when intervening with gay and lesbian individuals, members of diverse racial and ethnic groups, and women, as well as others. The historic as well as contemporary experiences of these individuals' interactions with the health and human service delivery system will be explored.  
*2 credits, term varies, Professor Murphy*

#### **HWC 550 Culture Centered Approach to Social Work Practice**

Provides students with an opportunity for self growth while preparing to work with individuals and their families from a cultured centered value base. The culture centered foundation practice will provide students with a frame of reference for better understanding and appreciation of the difference of their own culture from the cultures of others.  
*2 credits, year varies, Professor Brisbane*

#### **HWC 551 Law and Social Change**

Introduces students to the interrelationship of the legal process in the United States and the profession of social work. Focuses on the legal process in general, social welfare law, in particular, and the implications for effective social work practice.  
*2 credits, year varies, faculty*

#### **HWC 552 Lesbians and Gay Men: Issues in Health Care**

An examination of the critical impact that health care policies and services have on lesbians and gay men in American society. Issues related to access to care, discrimination, services, health insurance, health care resources within geographical areas and the health status of lesbians and gay men are examined. Focuses on the issues that lesbians and gay men encounter in their interactions with the health care system.  
*2-3 credits, year varies, faculty +*

#### **HWC 553 Chemical Dependency in Special Populations**

Covers alcoholism and substance abuse with populations that have been traditionally devalued and oppressed. Focuses on development of skills and sensitivity to the needs of ethnic groups, women, the elderly, the mentally ill and gay and lesbian people who are chemically dependent. Explores policy and practice issues related to these populations.  
*2-3 credits, term varies, Professor Murphy +*

#### **HWC 554 Working with African Americans and Hispanics**

Teaches students to empower, counsel and work with African Americans and Hispanics in the context of their racial, cultural, social, economic and political reality. Emphasizes students' need to make a conscious inventory of their own backgrounds, including their race,

+ This course meets the requirement for an elective in the Health Specialization.

culture and geographic area of rearing and residence, as factors that contribute to their attitudes, behaviors and biases. Covers knowledge and skill areas that enhance students' abilities to work effectively with African American and Hispanic individuals, families, groups and communities.  
*2-3 credits, year varies, Professors Brisbane and Campos*

#### **HWC 555 Supervision in Health and Human Service Organizations**

Prepares social workers for the variety of tasks related to supervisory practice in health care agencies. Supervision is introduced as a teaching process, as an administrative function and as a program development tool. Emphasis is on helping workers function effectively with culturally diverse clients, populations at risk and the chronically ill. Content includes the historical perspective of supervisory practice; supervisor and agency structure; the organizational context of practice; learning theories; concepts of power, authority and accountability; ethical and clinical issues; supervisory techniques, skill and self awareness; staff and program development and evaluation.  
*2 credits, term varies, Professor Lurie +*

#### **HWC 556 Proposal Writing in the Health and Human Service Fields**

Provides a comprehensive study of the principles and methods used to prepare program, training, research, demonstration and other types of proposals. Includes extensive workshop practice in developing appropriate writing skills and in locating and accessing funding sources.  
*2-3 credits, term varies, Professor Marmo +*

#### **HWC 557 Cultural Competency: An Ingredient in Enhancing Treatment Outcomes**

Demonstrates that cultural competency, like computer literacy, is a necessity. Outlines how prevention messages and treatment modalities provided within a cultural context are likely to change attitudes or redirect behaviors. There is a new wave of immigrants and a growing assertion of cultural identity by groups that were born in the United States. Therefore, a new communication edict of cultural dialogue is fast becoming part of one's professional mandate. Hence, the ability to interact with people who are culturally different from the professional is a prerequisite to providing culturally competent services to these groups.  
*2 credits, term varies, Professor Brisbane+*

#### **HWC 558 Human Services Administration**

An introduction to the practice of administration of public and non-profit agencies, theories of management including alternative decision-making models, understanding of organizational structure and process, external and internal functions including interagency collaboration and personnel and financial management, affirmative action and ethical issues. Combines theory with case examples, practical exercises and other experiential learning modes.  
*2-3 credits, term varies, Professor Brandwein*

#### **HWC 561 Implications of Racism for Social Welfare**

Examines personal and institutional racism in the United States and the effect racism has on the delivery of services to individuals who do not fit the traditional "American model." Examines the historical relationship between racism and social welfare policies, programs and practice, and contemporary strategies for change.  
*2 credits, term varies, Professor Brisbane*

#### **HWC 563 Homelessness, Politics and Public Health**

Analyzes homelessness as an issue of social policy, including its history, recent causes and current demographics. Emphasizes the political and economic context that has made homelessness a major social problem.  
*2-3 credits, term varies, Professor Blau*

#### **HWC 566 Student-Community Development Student Portfolio Project**

Provides an opportunity for students to create a portfolio composed of various components that integrates the student's educational experiences and achievements in the Student-Community Development Specialization. Components may include literature reviews, abstracting research articles, analysis of field placements, review of President's Symposium, etc.  
*1-3 credits, term varies, Professor Finch and SCD faculty*

**HWC 567 Psychopathology and Psychopharmacology**

An overview of the DSM IV™ system of Classification of Mental Disorders. Emphasizes the social work component within the interdisciplinary team. Special emphasis on assessment. Introduces psychopharmacology and the social work role related to drug management including side effects, risks and changes over time. Critiques value systems involved in diagnosis and definition of disorders.

*Prerequisites:* HWC 504-505 or permission of instructor.

*2-3 credits, term varies, Professor Lurie +*

**HWC 568 The Workings of the Brain: Practice Issues for Social Workers**

Addresses the organization, development and functions of the brain and how this influences how we think, feel and behave. Causes of organic changes in the brain such as substance abuse, disease and injury are addressed. Advances in neuroscience that have aided in diagnosis and social work practice are also covered. Innovative treatment modalities such as EMDR, biofeedback and vagal nerve implants are presented. Strongly emphasizes the combination of science and practice issues.

*2 credits, term varies, Professor Monahan+*

**HWC 569 Childhood Sexual Abuse and Long-Term Sequelae: Assessment and Intervention**

Introduces students to the incidence and prevalence of childhood sexual abuse as a national problem. Covered are definition issues, sequelae during childhood, family constellation and adult sequelae. Addressed are assessment and current treatment modalities, particularly for families and offenders, ethical and legal dilemmas and the subsequent health related difficulties of this childhood trauma. Special attention is paid to the cultural dynamics in sexual abuse. Students are expected to develop an awareness of and critically analyze current research. Focus is also on examination of policy issues and legislation.

*2-3 credits, term varies, Professor Monahan +*

**HWC 570 Computer Technology for Research and Administration in Health and Human Service Organizations**

Introduces students to the application of information technology for health and human service programs and research. Serves as an introduction to the nature, function and use of the computer in the human services. Emphasis is placed upon computer applications relating to client case management systems, report writing, fundraising and research. Students acquire elementary skills in report generation, information management and in the use of the internet. Students are introduced to the world wide web and how it can be used in practice, administration and research. Extensive hands-on experience is provided.

*2 credits, term varies, Professor Marmo +*

**HWC 575 Child Welfare: An Overview**

Covers the impact of historical and contemporary developments within the field of child welfare. Examines the evaluation of child welfare services and the role of child care workers. Examines out-of-home care, foster care, group home care and institutional care within the context of traditional public/voluntary structure of services and the social/political context. Covers services in relation to the changing roles of the family, emergence of child care.

*2-3 credits, term varies, Professor Vidal*

**HWC 577 Program Evaluation**

Provides an in-depth analysis of the technical requirements of program evaluation and the organizational and political constraints that influence the evaluation process. Covers techniques in the design and implementation of evaluation research in the health and human services fields.

*Prerequisites:* HWC 511 and 512

*2-3 credits, term varies, Professors Berger, Francis and Marmo*

**HWC 579 Special Topics in Social Welfare**

Examines significant timely issues confronting the profession. Topics include violence as a public health problem, issues of aging, racism, gender, AIDS, the media, spirituality, forensic social work, international social work and others. Topics vary each term as faculty develop

specific modules that address one or more of these issues.

*1-3 credits, term varies, faculty*

**HWC 580 Seminar on Family Violence**

An overview of the phenomenon of family violence in the United States including child abuse, partner abuse and elder abuse. Explores theories of etiology, including patriarchy, intergenerational family dynamics and substance abuse. Examines programmatic approaches including the legal system and programs for batterers by utilizing guest speakers from Suffolk County agencies.

*2 credits, term varies, Professor Brandwein +*

**HWC 581 Public Health and Epidemiology**

Examines many of the critical public health issues of today. Students gain an understanding of the concepts underlying social epidemiology and develop an appreciation of the ways in which the health status of different populations in this country is differentially impacted. Examines community health planning strategies (e.g. health promotion and health education).

*2-3 credits, term varies, Professor Berger*

**HWC 582 Organizational Dynamics and Legal and Ethical Issues in Health Care**

Examines some of the traditional, as well as newer, models through which health care services are delivered. Particular emphasis will be given to the issue of access to health services as well as the location of the professional social worker within these systems. Students will gain the ability to conceptualize many of the critical ethical and legal issues impacting the field today.

*2-3 credits, term varies, Professor Robbins*

**HWC 583 Theories of Social Work**

An examination of some basic epistemological issues followed by a consideration of conceptual frameworks potentially useful in studying social work practice. Focus is on recent intellectual contributions to the social work literature, which enlighten professional practice, purpose and function, and some historical developments. Students utilize a critical analytic perspective to assess the state of the art in social work practice theory. Special emphasis is directed to the program areas of health, mental health and substance abuse and formulations related to social change. Issues and priorities for research are considered.

*2-3 credits, term varies, Professor Monahan*

**HWC 584 Community Analysis and Health Promotion**

Explores diverse concepts of community, analyzes a range of community structures, processes and power relationships. Investigates contemporary models, strategies and tactics of community organizing and health promotion in the United States and in selected other countries. Emphasizes efforts made by poor people, ethnic minorities of color and women to organize and mobilize community groups and movements. Highlights group and community analysis and organization skills.

*2-3 credits, term varies, Professor Vidal +*

**HWC 585 Health and Social Planning**

Provides a generic understanding of the planning process and exposure to the planning processes used in the organization and delivery of health services. Explores the various backgrounds, lifestyles and coping mechanisms of patients, with particular attention given to class, race, age and sex, and how the planning process includes or excludes these factors.

*2-3 credits, term varies, faculty +*

**HWC 586 Managed Care and Health Care Delivery**

Managed care is currently the main method being used for controlling costs and delivering medical care to clients. Much of what social workers do in the future will take place within the context of managed care. Covers the history of managed care in the United States, the promises and pitfalls of managed care relative to other payment strategies and how managed care affects the delivery of services to people. Particular attention is paid to barriers to care and how managed care affects people from disadvantaged backgrounds (e.g., the homeless and mentally ill).

*2-3 credits, term varies, faculty +*

+ This course meets the requirement for an elective in the Health Specialization.

**HWC 587 Empowering the Disenfranchised**

Designed as a practicum that aims to enhance the student's ability to promote and work with grass-roots community leaders as they mobilize themselves toward being a positive force in the arena of state politics on behalf of those in need.

*2 credits, term varies, faculty*

**HWC 588 Qualitative Health Research Methods**

The class works as a team on a joint project. Topics include problem formulation, instrument construction, sampling strategy, interviewing, data transcription and data analysis.

*Prerequisites: HWC 511 and 512*

*2-3 credits, term varies, Professor Farberman*

**HWC 589 Biostatistics**

An introduction to the analysis and interpretation of quantitative data using biostatistical methods. Examines three interrelated issues: the nature of quantitative data and their relationship to social, psychological and biological concepts, the different ways data can be presented to help others understand research questions and the answers to those questions, and the basic and intermediate biostatistical techniques available for analyzing data. Focuses on how data relate to research questions that are of interest to workers in the health care field.

*Prerequisites: HWC 512 or equivalent*

*2 credits, term varies, faculty +*

**HWC 590 HIV/AIDS**

Focuses on central aspects of the HIV/AIDS pandemic, including the current state of medical knowledge, HIV/AIDS and the law, prejudice and discrimination, AIDS activism and organizing, grief/death/ dying, psychosocial issues, redefining the medical model, homophobia, racism, sexism and ableism in research, treatment and policy, IV drug use, drug treatment and other related issues. Upon completion of this course, students will have met the educational requirements established by the HIV Primary Care Medicaid Provider Agreement. This requirement is needed to conduct HIV pre and post test counseling in hospitals and clinic settings.

*2 credits, term varies, faculty*

**HWC 591 Student-Community Development Independent Reading/Colloquia I**

Introduces the Student-Community Development Model as an integrated application of social work, community organizations and student development theories and practice modalities. Examines the history of higher education as related to the evolution of the American college campus and changes in student culture and needs.

*2 credits, fall term, faculty*

**HWC 592 Student-Community Development Independent Reading/Colloquia II**

A continuation of HWC 591.

*Prerequisite: HWC 591.*

*2 credits, spring term, faculty*

**HWC 593 Student-Community Development Seminar I**

Examines how political, socio-economic, cultural and health issues impact higher education. Emphasizes how these systems influence and shape student community wellness on the college campus. Critically examines contemporary higher education organizational structures, planning modalities and intervention strategies.

*3 credits, fall term, faculty*

**HWC 594 Student-Community Development Seminar II**

A continuation of HWC 593. Explores and develops intervention strategies, organizational structures and planning parameters utilizing campus-based case studies. Examines the role and placement of change agents within the campus-life arena.

*Prerequisite: HWC 593.*

*3 credits, spring term, faculty*

**HWC 595 Independent Study**

Independent study with an individual faculty member.

*1-3 credits, term varies, faculty*

**HWC 596 Marketing for Health and Human Service Organizations**

Presents theory, principles and methods of marketing as applied to non-profit and governmental health and human service organizations.

Focuses on the planning and implementation of marketing projects aimed at developing programs and attracting clientele, funds and public support. Requires students to analyze and develop a marketing plan for a specific organization.

*2 credits, term varies, faculty*

**HWC 597 Case Management**

Open only to students who have completed the Case Management Certificate Program and have completed 15 additional hours of assignments. Students will be graded S/F.

*4-6 credits, term varies, Professors Lurie and Wras*

**HWC 598 Issues in Higher Education**

Examines current issues which arise in institutions of higher education, utilizing alternative conflict resolution and mediation to provide the framework to examine a variety of social issues on college campuses. Explores such issues as diversity, violence, substance abuse and mental health.

*2 credits, term varies, faculty*

**HWC 599 Maintenance of Matriculation**

For students who are maintaining matriculation while engaging in consultation with faculty regarding completion of courses and/or the master's project. Students will be graded S/F.

*1 credit, term varies, faculty*

**HWL 500 Study at Touro**

For students in the MSW/JD program who are maintaining matriculation while enrolled at Touro Law Center.

*0 credits, fall and spring terms, faculty*

**HWL 501 Study at Our Lady of the Lakes**

For students who are maintaining matriculation while enrolled at Our Lady of the Lakes University. *0 credits, fall and spring terms, faculty*

## **Field Instruction and Practicum Sites in New York State Utilized by the School of Social Welfare**

ACCESSO/ACCESS; Brentwood, and Islip

Alternatives East End; Riverhead

Angelo J. Melillo Center; Glen Cove

Bellport School District; Bellport

BOCES-Eastern Suffolk; Bellport, Medford, Riverhead and

Port Jefferson Station

BOCES-Nassau; Great Neck and Wantagh

BOCES-Western Suffolk; Dix Hills and Hauppauge

BOCES II; Oakdale

Boys and Girls Club; Bellport

Brentwood Union Free School District; Brentwood

Bronx Health and Human Services Development Corporation;

Bronx

Brookhaven Memorial Hospital; Patchogue

Brookhaven Youth Bureau; Patchogue

Brunswick Hospital; Amityville

Cancer Care; Woodbury

Caribbean Women's Health Association; Brooklyn and Far

Rockaway

Catholic Charities; Bridgehampton, Far Rockaway, Medford,

and New York City

Center for Children and Families, Inc.; Jamaica

Center Moriches School District; Center Moriches

Central Islip Union Free School District; Central Islip

Central Nassau Guidance and Counseling Services; Hicksville

Clubhouse of Suffolk; Riverhead and Ronkonkoma

Coalition of Child Abuse and Neglect; Garden City  
 Colonial Youth and Family Services; Mastic Beach  
 Community Programs Center of Long Island; Deer Park,  
 Edgewood, Ronkonkoma and Port Jefferson  
 Concern for Mental Health; Medford  
 Cornell Cooperative Extension of New York York City; New  
 York  
 Cornell Cooperative Extension of Suffolk County; Riverhead  
 Covenant House; New York  
 Creedmoor Psychiatric Center; Queens Village  
 Crossings; Patchogue  
 Developmental Disabilities Institute; Huntington, Selden and  
 Smithtown  
 East End Hospice, Inc.; Westhampton Beach  
 East Hampton Union Free School District; East Hampton  
 East Islip School School District; Islip Terrace  
 Eastern Long Island Hospital; Greenport  
 Quannacut; Greenport  
 Elmhurst Hospital Center; Elmhurst  
 Family and Children's Association  
 Family Ties; Hempstead  
 Family Mediation; Hempstead  
 Long Island Counseling; Elmont  
 Project Independence; Islandia  
 Family Service League of Suffolk County; Bay Shore,  
 Commack, East Hampton, Hampton Bays, Hauppauge,  
 Mattituck, Middle Island and Riverhead  
 Federation of Organizations; West Islip  
 Suffolk County Respite Care; Patchogue  
 FECS; Amityville, Center Moriches, Central Islip, Far  
 Rockaway, Hempstead and Smithtown  
 Flushing Jewish Community Council; Flushing  
 Fordham Tremont Community Mental Health; Bronx  
 Forest Hills Community House; Forest Hills  
 Franklin General Hospital Medical Center; Valley Stream  
 Girl Scouts of Nassau County; Garden City  
 Girl Scouts of Suffolk County; Riverhead  
 Glengariff Health Care Center; Glen Cove  
 Good Samaritan Hospital; West Islip  
 Gurwin Geriatric Center; Commack  
 Half Hollow Hills School District; Dix Hills  
 Hands Across Long Island; Central Islip  
 Hauppauge Union Free School District; Hauppauge  
 HELPSuffolk; Bellport  
 HELP USA; New York  
 Hempstead High School Team Center; Hempstead  
 Hispanic Counseling Center, Inc.; Hempstead  
 Hofstra University; Hempstead  
 Holliswood Hospital; Holliswood  
 Hope for Youth; Amityville  
 Hope House Ministries; Port Jefferson  
 Hospice of the South Shore; Bay Shore  
 Interfaith Hospital; Brooklyn  
 Islip School District; Islip  
 Jewish Association of Services for the Aged; Long Beach,  
 Mineola and Smithtown

Jewish Board of Family and Children's Services Inc.;  
 Brooklyn, Brightwaters, Coney Island and Manhattan  
 John Foley Skilled Nursing Facility; Yaphank  
 John T. Mather Memorial Hospital; Port Jefferson  
 Out-Patient-Services; Port Jefferson Station  
 Partial Hospitalization Program; Port Jefferson Station  
 KEYSpan; Melville  
 Kings County Hospital; Brooklyn  
 Legal Aid Society of Nassau; Hempstead  
 LIAAC; Huntington Station  
 Liberty and Suffolk Partnership Programs; Hempstead, Old  
 Westbury and Stony Brook  
 Lindenhurst Public Schools; Lindenhurst  
 Long Island Crisis Center; Bellmore  
 Long Island Head Injury Association; Commack  
 Long Island Head Start; Patchogue  
 Long Island Minority AIDS Coalition; Lindenhurst  
 Long Island State Veterans Home; Stony Brook  
 Long Island University, CW Post Campus; Brookfield  
 Student Counseling Services  
 Love'm; Calverton  
 Longwood Central School District; Middle Island  
 Madonna Heights; Dix Hills  
 Maryhaven Center of Hope; Port Jefferson  
 Medgar Evers College; Brooklyn  
 Mental Health Association; Hempstead and Lindenhurst  
 Mercy Center Ministries; Patchogue  
 Mercy Medical Center Family Counseling Service; Garden  
 City  
 Montefiore Medical Center; Bronx  
 Mount Sinai School District; Mount Sinai  
 Multiple Sclerosis Society, Long Island Chapter; Hauppauge  
 Nassau/Suffolk Law Services Committee, Inc.; Islandia  
 North Shore Child and Family Guidance Center; Roslyn  
 North Shore University-Long Island Jewish Medical Centers;  
 Glen Cove, Manhasset and Plainview  
 Family Consultation Center; Mineola  
 Hillside Hospital; Glen Oaks  
 Methadone Maintenance Treatment Program; New  
 Hyde Park  
 North Shore Youth Council; Rocky Point  
 Oceanside Counseling Center; Oceanside  
 OMRDD, LIDDSO; Hauppauge  
 Options for Community Living, Inc.; Smithtown  
 Outreach Development Corporation; Bellport, Brentwood and  
 Richmond Hill  
 Passages Counseling Centers Inc.; Coram  
 Patchogue-Medford School District; Patchogue and Medford  
 Pederson Krag; Huntington; Setauket, Smithtown, St. James  
 and Wyandanch  
 Phoenix House; Brentwood, Hauppauge and Manhattan  
 Pilgrim Psychiatric Center; West Brentwood  
 Public School 132 All the Way Program; Manhattan  
 Quality Consortium; Huntington  
 Queens Children's Psychiatric Center; Bellerose  
 RESPONSE of Suffolk County; Stony Brook

Retreat, Inc.; Wainscott  
 Riverhead Central School District; Riverhead  
 Riverhead Mental Health Clinic; Riverhead  
 Roosevelt Mental Health Center; Roosevelt  
 Sachem Central School District; Holbrook  
 Sagamore Children's Psychiatric Center; Centereach, Dix Hills, Melville and St. James  
 Salvation Army; East Northport  
 Samaritan Village; Briarwood, Jamaica, New York  
 Samuel Field YM-YWHA; Little Neck  
 Seafield Center Inc.; Melville, Westhampton Beach, Mineola and Riverhead  
 Self Help Community Services; Bayside and New York  
 Shoreham Wading River School District; Shoreham and St. James  
 Silvercrest Extended Care Facility; Jamaica  
 Smithtown School District; Smithtown  
 South Oaks Hospital; Amityville  
 Southside Hospital; Bay Shore  
 St. Catherine of Sienna Medical Center; Smithtown  
 St. Charles Hospital and Rehabilitation Center; Port Jefferson  
 St. Johnland Day Health Services; Kings Park  
 St. Johnland Nursing Home; Kings Park  
 St. Joseph's Village; Selden  
 Stony Brook University; Stony Brook  
     Career Placement Office  
     CARES for KIDS  
     Child Welfare Training Program  
     Commuter Student Services Office  
     Dean of Students Office  
     Disability Support Services  
     Employee Assistance Program  
     International Services  
     Liberty Partnership Programs  
     Office of Diversity, Affirmative Action and Equal Opportunity  
     Residential Programs  
     Sayville Project  
     Student Health Service  
     Sudden Infant Death Syndrome Center  
     University Hospital  
     VPSA, Family Learning Center; Bellport  
 Suffolk County  
     Brentwood Family Health Center; Brentwood  
     Brentwood Mental Health Center; Brentwood  
     Department of Aging; Hauppauge  
     Department of Health Services; Farmingville  
     Department of Probation; Hauppauge and Yaphank  
     Department of Social Services; Hauppauge  
     Family Drug Court; Central Islip  
     Farmingville Mental Health Clinic; Farmingville  
     Human Rights Commission; Bayshore  
     Wellness Project; Brentwood  
 Suffolk County Perinatal Coalition; Patchogue  
 Suffolk Jewish Community Center; Commack

Suffolk Network on Adolescent Pregnancy; Central Islip  
 The Children's Community Head Start; Ronkonkoma  
 The Light House, Inc.; Elmhurst and Medford  
 The Way Back; Port Jefferson  
 Three Village School District; East Setauket  
 Timothy Hill Children's Ranch; Riverhead  
 Town of Brookhaven Office of Women's Services; Coram  
 Town of East Hampton Department of Human Services; East Hampton  
 Town of Huntington Drug and Alcohol; Huntington  
 Town of Huntington Youth Bureau; Huntington  
 Uniondale School District; Uniondale  
 University College at Old Westbury  
     Student Counseling Services; Old Westbury  
 VARIETY Pre-Schoolers Workshop; Syosset  
 Veteran's Administration Medical Center; Northport  
 Victims Information Bureau of Suffolk County; Smithtown  
 Village of Rockville Centre, Sandel Center; Rockville Centre  
 Westbury School District; Westbury  
 West Islip Schools; West Islip  
 Westhampton Beach School District; Westhampton Beach  
 William Floyd Union Free School District; Mastic Beach  
 Women's Center of Huntington; Huntington  
 YMCA Family Services; Bay Shore, Centereach and Coram  
 Young Adult Institute; New York  
 Youth and Family Counseling Program of Islip; Brentwood  
 Youth Environmental Services, Inc.; Massapequa