NAME OF COLLEGE: Herbert H. Lehman College/CUNY

SPONSORING DEPARTMENT: Department of Sociology and Social Work

OFFICIAL NAME OF PROGRAM: Lehman College Graduate Social Work Program

DEGREE TO BE AWARDED: Master of Social Work (MSW)

ANTICIPATED DATE FOR IMPLEMENTATION: September 2005

DATE OF COLLEGE’S GOVERNANCE APPROVAL:
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ABSTRACT

The proposed MSW Program at Lehman College will prepare social workers to assume positions of leadership in public and voluntary sector social service agencies in the Bronx and other metropolitan areas. All students in the Program will develop advanced integrated social work skills, including direct practice with individuals, families, groups, and communities; supervision; administration; research; and policy practice.

In spite of the fact that the Bronx is the borough with the highest rate of poverty and the most severe and visible social problems in New York City, there is no graduate program in social work situated in the borough, either in the public or private sector. The proposed program will provide access to graduate Social Work education, particularly for students who live and work in the Bronx and lower Westchester County.

The program will build on our large and well-established baccalaureate Social Work Program, which has been accredited continuously since 1983 by the national accrediting agency for the profession, the Council on Social Work Education (CSWE) and licensed by the New York State Education Department, also since 1983. The proposed program will include

A two-year, full-time, 65-credit course of study for 25 students (admitted each Fall semester), beginning Fall 2005.

An extended, 65-credit program for 25 matriculated students (admitted each Fall semester). Students will attend part-time for two years to complete the first year of the MSW curriculum. Year two of the MSW curriculum will be full-time. The first class of extended students will begin Fall 2007, at the start of the third year of the MSW program.

An advanced standing, 34-credit program for 25 students (admitted each Fall semester) who hold baccalaureate degrees with a major from a social work program that is accredited by CSWE. While the advanced standing program will provide a seamless educational experience for some CUNY undergraduate Social Work majors, it will also make it possible to bring other students into the Bronx, where most social work internships will take place. The advanced standing program will begin Fall 2006, at the start of the second year of the MSW program.

We have applied to CSWE for candidacy status for the MSW program. It generally takes three years before a new MSW program can be fully accredited; however, we can begin admitting students while in candidacy; accreditation is retroactive, applying to students who graduate during the candidacy period.

In addition, following CUNY approval of the program, we will apply to the New York State Education Department for registration of our proposed MSW program, which meets the requirements for licensure for our graduates as Licensed Master Social Worker (LMSW) and Licensed Clinical Social Worker (LCSW).
THE PROGRAM

1. PURPOSE AND GOALS

The purpose of a graduate program in social work at Lehman College will be to prepare master’s level social workers for advanced integrated practice in urban communities. Students will acquire the knowledge, skills, and values needed for advanced clinical, supervisory, administrative, research, and policy practice. The program will provide opportunities for quality, accessible, and affordable graduate education in social work to well-qualified students.

*Educational Goals for Students, Including National Educational Trends*

The goals of the program will be to prepare graduates to:

1) Promote policies supporting human dignity and social and economic justice;
2) Assume positions of leadership in public and voluntary sector social service agencies serving populations-at-risk in the metropolitan area;
3) Provide quality integrated services that focus on empowerment of underserved urban population groups;
4) Identify, analyze, and challenge policies that perpetuate oppression and inequality.

Our graduates will be able to:

- Meet the needs of clients and of social service agencies and organizations in metropolitan areas;
- Work with the full range of populations-at-risk who are traditionally served by social work agencies in urban areas, such as children, youth-at-risk, street gangs, mentally ill people, people with substance abuse problems, people with physical or mental disabilities, the elderly, single parent families, people affected by domestic violence, the homeless, and many other vulnerable groups;
- Recognize the profound linkages between clinical practice and social welfare policy as they develop a deep understanding of the value base of social welfare policy and develop skills of policy practice;
- Conduct research and be discerning consumers of research;
- Provide effective supervision and administration, and fulfill leadership positions in social service agencies and organizations dealing with urban populations and urban social problems.

According to the Council on Social Work Education, the national accrediting body for baccalaureate and master’s-level social work education, there is a national trend to attach MSW programs to existing baccalaureate social work programs. As many as 30 baccalaureate programs around the country have recently attached, or are in the process of attaching a Master’s program to their undergraduate programs.
Faculty’s Expertise and Commitment

The faculty of the Lehman College Social Work Program has been working together for many years and has built a quality baccalaureate program that is highly regarded by the professional and educational communities. All seven full-time faculty members are social work educators with earned doctorates and have experience as clinicians, supervisors, administrators, and policy practitioners. Five of the faculty members have extensive experience teaching in graduate schools of social work including MSW programs at Columbia, Fordham, and Yeshiva Universities.

The existing faculty is unanimous in its commitment to this graduate program, as well as to continuing the outstanding undergraduate program. Faculty has worked for several years to develop the theoretical framework, policies and procedures of the proposed program, and collaborated to develop the curriculum. They are looking forward to utilizing their experience in implementing a unique and dynamic MSW program and, after the program is accredited, in participating with the faculty of the doctoral program in Social Work at the Graduate Center.

Effect of the Program on the College

It is reasonable to expect that the MSW program will open doors to graduate education for students from many departments in the College, as discussed in the section, “Evidence of Student Interest and Sources of Potential Students.” Unique to social work education is the policy of CSWE that an undergraduate major in Social Work is not required in order to enter an MSW program; any major from an accredited college is acceptable.

The Program will increase the visibility of the college in the community as new relationships with social service agencies and organizations, as well as educational institutions, will be forged.

Relationship of the Program to the Mission of the College

The proposed program is supported by the mission statement of Lehman College, as it appears in the 2002-2004 Lehman College Graduate Bulletin. The mission states:

The college, committed to meet the education needs of its urban population, affirms the following objectives:

- To provide access to a common body of knowledge and opportunities to develop a lifelong love of learning;
- To promote excellence in scholarship, teaching, research, and artistic endeavors;
- To develop the ability to think analytically and creatively…
- To promote an understanding of and respect for such differences as gender, age, ethnicity, culture, religion, sexual orientation, and physical ability…
- To serve as a center for the continuing educational and cultural needs of the region through access to the College’s facilities and expertise in the academic disciplines, professional fields, and the fine and performing arts.
Extent the Proposed Program Complements other Existing Programs at the College

Linkages for MSW students interested in pursuing the New York State Credential in Alcohol and Substance Abuse Counseling (CASAC) will be established with the Division of Individualized and Continuing Education’s program leading to that credential.

Potential Quality of the Program in Relation to Comparable Programs within CUNY and outside the University

We expect that the MSW program at Lehman College will be as effective in providing quality professional education on the graduate level as the existing Social Work program provides on the undergraduate level. The same faculty that has been responsible for developing the baccalaureate program to its current capacity of over 300 juniors and seniors, and that has worked together to maintain ongoing accreditation of that program by the Council on Social Work Education and licensure by the New York State Education Department, has embraced the goal of designing and implementing the proposed MSW program.

In addition to preparing our baccalaureate students for entry-level positions in the profession, many students choose to continue in graduate schools of social work. Many of these graduates qualify for advanced standing in MSW programs. Advanced standing, which is now offered by all MSW programs in the metropolitan area, enables well-qualified graduates to complete the MSW in a shorter length of time, generally one year instead of two; typically advanced standing students are given credit for their first year in the MSW program. Qualification for advanced standing is based on completion of a social work major from a baccalaureate program accredited by the Council on Social Work Education, among other requirements, as discussed below. Graduates of our baccalaureate program are sought after by all MSW programs in the metropolitan area; in addition, MSW programs at SUNY/Albany, Smith College, and the University of Pennsylvania request representation at our annual Graduate School Conference for recruitment of our students.

2. NEED AND JUSTIFICATION

The need for this program derives from the obstacles faced by baccalaureate graduates attempting to further their education in social work, the conditions of people affected by the widespread social problems of New York City, and the demands on agencies serving urban populations-at-risk.

Needs of the Students

As noted, many Lehman students have expressed interest in a graduate social work program at Lehman College, including both social work majors and students with other majors. Similarly, many graduates of other schools regularly make inquiries. There has also been interest from people looking for a career change. There is no graduate social work program located in the Bronx, either in the public or private sector. Access to a Lehman MSW program will make it possible for more students to pursue social work as a career, particularly those who live in the Bronx or in lower Westchester and Rockland counties, and those who have family obligations limiting lengthy commutes.

Graduate school tuition is a significant obstacle for many students. The only public sector programs offered in New York City are at the School of Social Work at Hunter College, which is forced to turn away highly qualified students every year, and at the School of Social Welfare at SUNY/Stony Brook,
which offers only a partial program in Manhattan. Tuition at private sector MSW programs is as high as $52,000 for the two-year program. While tuition for social work is the same as for other professions, such as law or medicine, expected income is not comparable -- the National Association of Social Workers’ recommended beginning annual salary for an MSW in New York City is $41,342.

Lehman social work faculty has experience advocating for scholarships for our undergraduates and will do the same for our MSW students. (Three students received Gates Millennium scholarships during 2000, the only year they were offered for social work, and several of our students have been CUNY McNair scholars. Our faculty has successfully advocated for Lehman graduates, who have received scholarships at SUNY/Stony Brook, Hartford Fellowships at the Hunter College School of Social Work, child welfare scholarships at Fordham University and numerous scholarships that had previously been available at New York University.) We will assist our graduate students in obtaining financial resources over and above the usual, such as TAP and guaranteed student loans. For example, some students will be eligible for full-tuition scholarships from the New York City Department of Education. Such scholarships are awarded to qualified bilingual students, including those proficient in the Spanish language; they provide fieldwork placements within the Department of Education and carry a work commitment following completion of the degree. Some students will be eligible for the Federal Work-Study Program, which provides payment for hours in fieldwork, while others will have work-study field placements, enabling students to work in social service agencies and earn salary while also meeting requirements for fieldwork (see Appendix D, Letters of Support from Community Agencies).

In order to accommodate MSW students who are also employed, we plan to offer second year courses in both day and either evening or weekend blocks. When part-time students are admitted to the first year and more than one section of courses are offered, this scheduling also will be available for first year students. Several private schools of social work in the metropolitan area are also offering flexible scheduling of classes -- Fordham offers all courses on the weekends, Wurzweiler at Yeshiva University offers a combination of weekend and evening classes, and New York University now offers evening classes.

A high quality and affordable MSW program at Lehman College will allow many excellent students who have a commitment to the goals of the program to surmount logistic, financial and scheduling barriers that would otherwise prevent them from entering a graduate program.

**Needs of the College**

An MSW program at Lehman College fulfills the following goals of “A Continuing Focus on Academic Excellence” as stated in the Strategic Plan for the College, February 2001:

- Strategy 6: Support and Enhance Health-Related Programs
- Strategy 12: Increase Graduate Enrollment
- Strategy 13: Make Programs and Courses More Accessible
- Strategy 14: Establish New Programs

The college administration is fully supportive of the effort to develop this program.
**Needs of the Community**

**Profile of the community**

- In the year 2002, thirty percent of the population of the Bronx were in poverty. Forty-two percent of children under age 18 were below the poverty line, compared with 27 percent of people over 65 (American Community Survey, 2000).
- In November 2001, the city unemployment rate had grown to 6.9 percent from 5.4 percent a year earlier; 84,000 private sector jobs were lost. The rate in the Bronx was even higher: 8.2 percent.
- The median income of households in the Bronx is $25,856. Of the five boroughs in New York City, the median income in the Bronx is the lowest and the number of households below the poverty line is the highest.
- During 2002, fifty percent of the households in the Bronx received means-tested public assistance of non-cash benefits (American Community Survey, 2002).
- New York City is more racially and ethnically diverse than the nation as a whole.
- Approximately 400,000 persons in the Bronx were foreign-born (U.S. Census Bureau, 2000).
- Approximately forty-nine percent of the population of the Bronx are of Hispanic origin and thirty-one percent are Black/African American.
- Between 1990 and 2000, the population of the Bronx increased by a higher-than-city average of 10.7 percent, reaching 1,332,650 (U.S. Census Bureau, 2000).
- Twenty-three percent of Bronx households receive social security. The average income from social security was $10,178 (NYC Dept. of Planning, results from U.S. Census Bureau, 2000).
- As of December 3, 2002, the reported rate per 100,000 residents of the Bronx who were infected with the HIV/AIDS virus was 32 percent higher than the rates for New York City as a whole. In the Bronx, 1,330 persons per 100,000 residents were reported to the New York City Health Department as infected with the virus (N.Y.C. Department of Health and Mental Hygiene – HIV Surveillance and Epidemiology Program, 4th Quarter Report, October 2003).
- The life expectancy in the Bronx is 69.8 years, as compared to the median age in the U.S. of 75.4. The number one cause of death in the Bronx of young people ages 15-24 is homicide. In the age range 25-44, it is HIV/AIDS (U.S. Census Bureau, 2000).

**Profile of community needs**

The complexity of the social problems of the Bronx requires a well-educated and multilingual social service workforce. While graduates of baccalaureate social work programs provide essential services, current job advertising in *The New York Times* (November 23, 2003) makes it clear that many social service employers will not consider hiring social workers without graduate-level social work education, particularly for supervisory and administrative positions. Positions in the Bronx requiring the MSW degree are available in a great many social service fields of practice, including adoption and foster care; schools; abused and neglected children; children with special needs; services to youth at risk; community health; disaster relief; domestic violence; geriatrics; HIV/AIDS; homeless services and services to homeless adolescents; housing services; hospice care; hospital social work; mental health; schools; substance abuse; services to persons with mental retardation or developmental disabilities; services to persons with physical disabilities; vocational and employment services; services to gay, lesbian, bisexual, and transgender adolescents; abusive parents; mentally ill - chemically addicted persons, and others.
Needs of Social Service Agencies in the Community

Social service agencies and organizations in the Bronx, including: child and family welfare, programs for youth-at-risk, schools, hospitals, substance abuse services, services for people affected by HIV/AIDS, programs for the elderly, and other community based agencies that provide services to victims of domestic violence, people who are homeless, and other vulnerable populations, have great difficulty recruiting MSW social workers due to a shortage of qualified professionals who choose to accept these positions. Field placement supervisors often report difficulty attracting qualified MSW workers to the Bronx, in spite of salaries and benefits competitive with those in other boroughs. For example, Mr. Roberto Rodriguez, director of PSI/HELP (Project Samaritan Institute), a South Bronx social service agency whose mission is to work with people with HIV/AIDS, states that despite an MSW salary competitive with salaries in similar agencies in Manhattan and excellent fringe benefits, the agency is not able to attract qualified MSWs to work with this population group in this geographic area (see Appendix D, Letters of Support from Community Agencies).

It is even more difficult to recruit MSW social workers who are bilingual in Spanish and English -- a particularly relevant issue for the Bronx, where 48 percent of the population is Latino. It can be expected that a graduate social work program at Lehman College, a federally designated Hispanic-serving institution where 47 percent of undergraduate students are Latino, will attract Latino students. At the present time, 57 percent of students in the undergraduate social work program at Lehman are Latino. In a recent issue of The New York Times, there were 56 classified ads for Spanish-speaking MSWs, many in the Bronx. We anticipate that many of the students completing our program will help to fill these much needed positions in social service agencies and organizations.

MSW Programs at other Colleges in the Metropolitan Area

As noted, opportunities for public sector graduate education in social work are severely limited in New York City or its surroundings. The School of Social Work at Hunter College offers the only graduate social work program in CUNY. SUNY at Stony Brook has had a small branch of its School of Social Welfare in Manhattan since 2002 where several courses are offered. To date, these are the only venues for public sector graduate social work education in New York City; the closest program in New York State apart from these is at SUNY/Albany.

There is no graduate program in social work in the Bronx, either in the public or the private sector. In the private sector, MSW programs within the metropolitan area are in place in Manhattan at Columbia, Fordham, NYU, and Yeshiva, and in Long Island at Adelphi University, which also has a program in Manhattan. Fordham and NYU have addressed the growing demand for MSW education north of Manhattan by offering courses in Westchester and Rockland counties. It has been noted that tuition at the private schools is as high as $52,000 for a 2-year program. Offerings at some of these programs are limited because of their specialization within the field of Social Work, such as New York University, which concentrates on clinical practice.

Duplication within CUNY

The Hunter College School of Social Work offers the only MSW program within CUNY, and we shared our plans with their dean early in the planning process. The graduate social work program at Hunter is among the best in the country. According to their internet “News and Events” release, Hunter “is one of the nation’s largest graduate schools of social work. Yet its acceptance rate of 13 percent also makes it the most selective” (www.hunter.cuny.edu/news/SchoolSW.shtml, accessed
February 24, 2004). The large number of well-qualified applicants who are not accepted to that program further demonstrates the need for additional opportunities for graduate social work education within CUNY, most especially in the Bronx given the borough’s demographics and acute needs.

While the tuition will be the same, there will be differences between the programs. The location of the Lehman program will make it more accessible for students in the Bronx and to the north of New York City. Students also have access to parking at the college. We also plan to schedule classes to accommodate working students.

The focus of the curriculum will also be different. While the Council on Social Work Education prescribes broad curriculum goals and content for accredited baccalaureate and master’s level social work programs, as discussed below, each program selects its curriculum focus for the second year. CSWE recommends that the focus respond to community needs. While Hunter subscribes to a methods curriculum model, the Lehman program will focus on advanced integrated practice that prepares all students for clinical practice, supervision, agency administration, research, and policy practice in the context of the urban community. Considering these differences, as well as the demand for affordable graduate education in social work in the New York City area, we do not anticipate that there will be significant duplication or competition between the two programs. Quite the contrary, the two schools have a history of working together on various projects, including the design of Hunter’s advanced standing program. We believe that in a spirit of continued cooperation we can work together now towards our shared goals of providing competent social workers to meet the varied social service needs of our city.

3. STUDENTS

Evidence for Student Interest and Sources of Potential Students; Projected Student Demand

As noted, while the policy of the Council on Social Work Education requires an applicant for a two-year graduate program in social work to have a bachelors degree from an accredited college, it does not specify a required major. Lehman students with other majors express interest in the MSW and inquire of their professors and our faculty about opportunities for graduate social work education at the College. These typically include majors in psychology, sociology, health services, recreation, and education, but students with other majors have also shown interest. In addition, each semester we have over 100 inquiries from graduates of other colleges.

There is also a steady stream of inquiries from our undergraduate Social Work majors -- we graduate close to 150 majors each year. While Lehman has the largest undergraduate social work program in the metropolitan area and our students will be excellent candidates for the advanced standing program, students from other accredited baccalaureate programs in the metropolitan New York area will also be candidates. York College in Queens, Adelphi on Long Island, NYU and Fordham in Manhattan, Dominican in Rockland County, and Concordia, Iona, and the College of New Rochelle in lower Westchester County all have undergraduate social work programs that are accredited by the Council on Social Work Education. In addition to targeting these and other undergraduate schools for two-year students, we will recruit at these schools for advanced standing students. We anticipate that the applicant pool for the two-year, the advanced standing, and the extended programs will be large and that we will be able to select the best qualified applicants. As noted above, Hunter College School of Social Work accepts only a small percentage of its applicants.
Another source of students will be employees of social service agencies and organizations. Educational coordinators at baccalaureate field placement sites often inquire about MSW opportunities for members of their staff. We have a history of working with the New York City Department of Personnel in training grants for Human Resource Administration (HRA) employees, with Local 1199, and we currently have a project in place with HRA’s Family Independence Administration (FIA) to provide undergraduate courses in social work for their employees. We expect that these types of affiliations will bring in a cohort of extended graduate students, and, in addition, that there will be some students who will prefer to attend on a part-time basis. We are planning to admit our first class of part-time students in the third year of the program.

**Projected Five-Year Enrollment**

We will admit only in Fall semesters. Three categories of students will be admitted over the following time frame:

1) The first class of 25 full-time students will be admitted in September 2005. These will be students who are following the traditional MSW format, which is based on a two-year program with classes two days a week and fieldwork three days a week. We will admit a class of 25 students for each Fall semester.

2) In September 2006, in addition to admitting a new group of 25 first-year students, we will admit 25 advanced standing students. Advanced standing, which is now offered in all MSW programs in the New York metropolitan area, enables well-qualified undergraduates who have completed a social work major from a baccalaureate program accredited by the Council on Social Work Education to complete the MSW in a shorter length of time, generally one year instead of two. Typically advanced standing students are given credit for their first year in the MSW program and enter the second year curriculum. Other requirements for advanced standing are determined by each graduate program.

3) In September 2007, at the start of the third year of the program, 25 extended students will begin the program. Extended students will be matriculated, part-time students who will meet all admissions requirements for the program. During their first year, extended students will complete 9 credits of coursework each semester, including all Year I courses except Generalist Practice I and II. They will also take the elective course. During their second year, extended students will complete the remaining first year curriculum -- Fieldwork and Seminar I and II and Generalist Practice I and II, which are co-requisites of Fieldwork and Seminar. During the third year, these students will become full-time and take the full curriculum of the second year. Beginning in Year 3 of the program, we will admit a new group of 25 extended students each year.
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**Anticipated Rate of Attrition**

We anticipate an attrition rate of eight percent for full-time students. This figure is based on the actual 10 percent attrition rate for our undergraduate students; we anticipate that the maturity and purposefulness of the students coming into the graduate program will result in a lower rate of attrition. To some extent we will be able to correct for attrition by admitting additional advanced standing students for the second year. While we expect a greater attrition rate among the extended students as their commitment may not be as strong, we expect we will be able to partially correct for this by admitting other part-time students the following year and therefore are calculating an eight percent attrition rate for this group also.

**Standards Required of Students Seeking Admission**

**Admission Requirements**

*For 2-Year Program*

- A bachelor’s degree from an accredited college or university.
- Demonstrate ability to pursue graduate study successfully, that is, have attained a minimum undergraduate grade average of 3.0.
- Complete an application to the program, including a personal statement related to the student’s career goals and preparation for this program.
- Three letters of recommendation addressing applicant’s suitability for the social work profession and preparedness to enter a rigorous academic program. At least two of the references should be from college faculty or professionals in fields related to social work.
- Interview with a member of the graduate faculty.

*For Advanced Standing Program*

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

- A bachelor’s degree with a social work major from a social work program accredited by the Council on Social Work Education;
- Demonstrate ability to pursue graduate study successfully, that is, have attained a minimum 3.2 cumulative index in the major and a minimum undergraduate grade average of 3.0.
- Complete an application to the program, including a personal statement related to the student’s career goals and preparation for this program.
- Three letters of recommendation addressing applicant’s suitability for the social work profession and preparedness to enter a rigorous academic program. Include, among the three
Selection Process

The Admissions Committee, consisting of the Social Work Graduate Advisor, Program Director, and at least two full-time faculty members, will review completed applications. Applications will be evaluated on:

a) Academic history;

b) Quality of personal statement, including degree of self-awareness, conceptual ability, understanding of the social work profession, and ability to communicate in writing;

c) Feedback from interview;

d) References.

Extended Students

Extended students are matriculated, part-time students and are subject to the same admissions process as full-time students. Extended students complete the first year curriculum in two years and take the second year on a full-time basis. Courses open to extended students are identified below.

Time-limit for Completing Program

In accordance with Lehman policy, there will be a five year limit for students to complete the program.

GRE Requirement

The GRE exam is not customarily required by MSW programs in the New York metropolitan area and will not be a requirement for admission to the Lehman program at this time.

Arrangements for Advising and Counseling Students

There will be two levels of advisement within the MSW program, as well as advisement by the college’s Office of Graduate Studies:

Field Faculty Advisors, who are faculty members responsible for the courses, Fieldwork and Seminar I-IV, will provide academic advisement for those students in their section for the academic year; students will remain in the same section of Fieldwork and Seminar for the two semesters of the academic year. Field Faculty Advisors will guide the students through the course of study for the year, including discussion of issues related to academic performance.

The MSW Graduate Advisor will be responsible for professional advisement to help students maximize their potential as graduate social workers. This will begin with the Admissions process. The Graduate Advisor will coordinate review of applications to the program, will chair the Admissions Committee, will be responsible of evaluating transfer credit, and will meet with students if there is a problem around program planning. The Graduate Advisor will also serve as liaison between students
and the professional community, educating the community about our program and its unique focus in order to facilitate hiring for graduates. To this end, job fairs and presentations to students by potential employers will be organized. The Graduate Advisor will also be available to individual students for consultation around planning for employment and post-graduate education.

Advisement will also be available to students by the Office of Graduate Studies of the college. This will consist of monitoring the students’ academic progress and notifying students and the MSW academic advisor of a student is to be placed on probation. The Graduate Advisor also assists with registration.

In addition, the faculty will meet regularly to discuss students’ progress through the program, identify problems, respond to field supervisors’ concerns, and work as a team to optimize students’ learning and performance in the program.

Special Support Services that will Encourage Timely Completion of the Program

Support services available through the college, including tutoring, counseling, health care, and support services for students with disabilities, will be utilized as deemed appropriate by faculty and students. In addition, the Office of Graduate Studies monitors matriculation and academic performance of all graduate students.

4. CURRICULUM

The curriculum is designed to prepare students for Advanced Integrated Social Work Practice in urban social service agencies and organizations, specifically those serving populations-at-risk. All two-year students will complete internships in social service agencies and organizations during the two academic years in the program; advanced standing students will complete one year of fieldwork.

Curriculum guidelines for both undergraduate and graduate social work programs are provided by the Council on Social Work Education.

First Year Curriculum

CSWE specifies that the first year of the MSW curriculum addresses generalist social work practice and identifies foundation curriculum content in the areas of Values and Ethics, Diversity, Populations-at-Risk and Social and Economic Justice, Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice, Research, and Field Education (CSWE, Foundation Curriculum Content, Sections 4.0-4.7).

This content is integrated in the 31-credit curriculum of the first year of our MSW program. This curriculum contains a coherent and integrated professional foundation. The curriculum focuses on developing an understanding of complex urban populations representing diverse backgrounds, values, and life styles, and prepares social workers to work sensitively with clients who are victimized by various forms of oppression and inequality. These clients include those living in poverty, immigrants, persons of varied racial and ethnic ascriptions, diverse sexual orientations, and persons with physical and emotional disabilities. Course sequences, including Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice, Research, and Field Education, will include discrete units addressing professional values and ethics, diversity, and populations-at-risk. The curriculum is based on two well-known social work models -- the life model of social work practice
Second Year Curriculum

The Council on Social Work Education provides the following description of the purpose and process of the second year of study:

The master’s curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0-4.7) are addressed in greater depth, breadth, and specificity and support the program’s conception of advanced practice (CSWE, Section 5, Advanced Curriculum Content).

The focus of our 34-credit second year curriculum will be advanced integrated social work practice with a concentration on social work practice in urban communities. The second year curriculum will prepare students for:

a. advanced practice of social work in the capacity as policy practitioners who intervene to promote social justice through social action, advocacy, and participation in the political process;

b. practice in urban social work agencies and organizations, including supervision, administration, and research in agencies;

c. advanced clinical practice, including diagnosis and assessment, and practice with urban populations-at-risk; and

d. advanced practice with individuals, families, groups, organizations and communities.

The curriculum will focus on the knowledge, values, and skills necessary for advanced integrated practice in the urban environment. As in the first year curriculum, issues related to professional values and ethics, diversity, and vulnerable populations will be addressed in each sequence of the second year curriculum.

Students will also take an elective course related to clinical practice with a particular urban population-at-risk. Elective courses representing a range of population groups will be offered by the program on a rotating basis (see course syllabi, SWK 681-686). These include:

Social Work with Immigrants
Urban Families Impacted by the Criminal Justice System
Issues in Urban Child Welfare
Additional courses will be developed in the areas of substance abuse, school social work, and urban health. The course, Special Topics in Social Work (SWK 680), will also make it possible for the program to offer courses related to other urban populations-at-risk.

Students with an interest in working in the area of substance abuse will be able to coordinate their curriculum with the CASAC program offered by the Division of Individualized and Continuing Education at Lehman College and work towards the New York State Credential in Alcohol and Substance Abuse Counseling.

We will also explore opportunities for students to take their elective course in related graduate programs at Lehman College, such as the School Counseling Program and the Graduate Programs in Special Education.

Second year and advanced standing students will complete a total of 600 hours of fieldwork during the Fall and Spring semesters. Second year students will have placements in different agencies than they had in the first year. Fieldwork will provide students with opportunities to gain experience in clinical practice, supervision, administration, and policy practice. As in the first year, they will attend the integrative fieldwork seminar with their fieldwork faculty member. This fieldwork faculty member will monitor student progress in fieldwork as described previously, making a minimum of one visit per semester to the agency, meeting with the supervisor and student together. Throughout their classroom and fieldwork education, students will be challenged to grow as critical thinkers, problem-solvers, and effective client advocates.

This curriculum will make it possible for our students to optimize their effectiveness in their concurrent roles as clinicians with various urban population groups, as social workers in agencies and organizations, and as political activists working to effect social and economic justice and advancing human rights.

As is customary in graduate social work programs, a thesis or comprehensive exam will not be required. The Council on Social Work Education does not have this requirement.

**Supervision in Fieldwork Agencies**

As is customary in social work education, MSW supervision in fieldwork placements will be provided by the agencies serving as fieldwork sites; there is no cost to the school. Our Fieldwork and Seminar faculty will work closely with MSW supervisors at the agencies (referred to as fieldwork instructors), to ensure compliance with Lehman standards and requirements. Our Director of Field Education, a Higher Education Associate, will conduct a year-long monthly Seminar in Field Education (SIFE) at Lehman College, which will be required of all fieldwork instructors who have not yet had this training at other graduate social work programs.

**New York State Licensing Requirements**

Graduates of the Lehman College MSW Program will be well-prepared for both the LMSW and the LCSW state licensing exams associated with the new licensing law that will go into effect in New
York State September 1, 2004. According to the New York State Education Department, the new law introduces the following:

a) It replaces the title ‘Certified Social Worker (CSW)’ with a new title, ‘Licensed Master Social Worker (LMSW)’ and retains the same requirements;

b) It adds a new license, ‘Licensed Clinical Social Worker (LCSW),’ which actually mirrors the current ‘P’ psychotherapy privilege requiring three years of supervised experience but also adds a specific educational requirement for the license, namely, ‘a core curriculum which includes clinical content’ to be defined in regulation, and an exam requirement, which most likely will be the Association for Social Work Boards Clinical exam;

c) It retains the ‘R’ psychotherapy privilege, which requires six years of supervised experience (three additional years following the LCSW); and


Graduates will be well-prepared for the New York State LMSW exam and will be sought after as employees. Graduates also may also have met the educational requirements for the New York State LCSW exam. They will have completed 12 credits of clinical courses as required by the State Education Department, including Generalist Practice I and II, Understanding Clinical Assessment and Diagnosis, and an elective course dealing with advanced social work practice with an urban population-at-risk. After they have met the New York State requirement of three years of supervised social work practice following the MSW, those graduates who are interested in pursuing the LCSW credential will be eligible to take that exam.
LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

CURRICULUM CHANGE

Hegis Code:

Program Code:

**Type of Change:** New Master’s Degree Program in Social Work

**Program Description:**

**M.S.W. PROGRAM IN SOCIAL WORK**

The Master of Social Work (MSW) Program prepares students to assume positions of leadership in public and voluntary sector social service agencies located in urban areas. All students in the program will develop advanced integrated social work skills, including direct practice with individuals, families, groups, and communities; supervision; administration; research; and policy practice.

Students who complete this program and earn their MSW degree will have completed educational requirements and will be eligible to take the New York State licensing exam for Licensed Master Social Worker (LMSW). Students may also meet the educational requirements for the New York State licensing exam for Licensed Clinical Social Worker (LCSW).

Three tracks toward the Master of Social Work degree are available. All Full-Time (Track A) and Extended (Track B) students are required to complete the 65-credit curriculum in the prescribed sequence. All Advanced Standing (Track C) students are required to complete the 34-credit curriculum in the prescribed sequence, plus Year One courses as determined by the Social Work Graduate Advisor.

**Admission Requirements:**

- Hold a bachelor’s degree from an accredited college or university;

- Demonstrate ability to pursue graduate study successfully, that is, have attained a minimum undergraduate grade average of 3.0;

- Submit an application to the program, including a personal statement related to student’s career goals and preparation for this program, and three letters of recommendation addressing applicant’s suitability for the social work profession and preparedness to enter a rigorous academic program -- at least two of which should be from college faculty or professionals in fields related to social work;

- Interview with a member of the graduate faculty.

*Admission Requirements for Applicants to the Advanced Standing Program*
In addition to the above:

- Have completed a bachelor’s degree with a social work major from a social work program accredited by the Council on Social Work Education;

- Demonstrate potential to pursue graduate study successfully, that is, have attained a minimum 3.2 cumulative index in the undergraduate social work major;

- Include, among the three references, one reference from the advisor in the baccalaureate social work program, or from the program director.

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

Overview of Programs of Study

Two-Year Full-Time
(Track A). 65 credits.

Year One, Fall Semester (14 credits): SWK 605, 611, 639, 671.
  Spring Semester (17 credits): SWK 606, 612, 643, 646, 672.

Year Two, Fall Semester (17 credits): SWK 707, 713, 727, 773, and one elective course from 680, 681-686.
  Spring Semester (17 credits): SWK 714, 729, 745, 747, 774.

Three-Year Extended
(Track B). 65 credits.

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

Year One, Fall Semester (9 credits): SWK 605, 639, and one elective course from 680, 681-686.
  Spring Semester (9 credits): SWK 606, 643, 646.

Year Two, Fall Semester (8 credits): SWK 611, 671.
  Spring Semester (8 credits): SWK 612, 672.

Year Three, Fall Semester (14 credits): SWK 707, 713, 727, 773.
  Spring Semester (17 credits): SWK 714, 729, 745, 747, 774.

Advanced Standing
(Track C). 34 credits

One-Year Program, Fall Semester (17 credits): SWK 707, 713, 727, 773, and one elective
course from 680, 681-686.

Spring Semester (17 credits): SWK 714, 729, 745, 747, 774.

No credit will be given for life experience in any track.

Continuation Requirements

(1) Adhere to ethical professional conduct in accordance with the Code of Ethics of the National Association of Social Workers. (2) Maintain a minimum 3.0 GPA. (3) Meet with Field Faculty Advisor a minimum of once each semester in addition to required attendance at seminar courses. (4) Demonstrate interpersonal skills required for competent social work practice.

Graduation Requirements

Adherence to ethical professional conduct in accordance with the Code of Ethics of the National Association of Social Workers.

Track A and B students: completion of 65 prescribed credits.
Track C students: completion of 34 prescribed credits.
A minimum grade point average of 3.0.

Date of Department Approval: April 15, 2004
LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

CURRICULUM CHANGE

Hegis Code:

Program Code:

1. Type of Change: New Course

2. Course Description:

SWK 605: Human Behavior and the Social Environment. 3 hours, 3 credits.

Examination of individuals, families, groups, and communities in relation to human biological, psychological, social, spiritual, and cultural factors. Theories and knowledge emphasizing critical life events from conception through later adulthood will provide a coherent framework for viewing human beings developing over time.

3. Academic Objectives

1. To begin the exploration of the interaction between human behavior and the social environment, concentrating on individuals, families, groups, communities, and society as social systems.
2. To begin to integrate and evaluate knowledge by reference to theoretical and empirical content from the biological, psychological and social sciences, as they are relevant to generalist social work practice with individuals, families, groups, and communities in an urban environment.
3. To identify and assess the impact of biological, psychological, and social structures on growth and development from conception through later adulthood.
4. To begin to understand and assess how the structure of organizations and service delivery systems can promote or deter human growth and development.
5. To develop an awareness of and explore the relationship between one’s own values and attitudes and social work values and ethics, including an understanding of and respect for the positive value of the range of human diversity.
6. To integrate content that promotes an understanding of the forms and mechanisms of oppression and discrimination and how these impact throughout the life span of the individual as they function as members of groups, families and communities.
7. To begin to develop critical thinking skills for the analysis and evaluation of theory and research that describe and explain human development and behavior.
8. To develop oral and written communication skills as used in professional social work practice settings.
4. Rationale:

This is the first of a 3-course sequence, Human Behavior in the Social Environment. It meets the requirements of the social work accrediting organization, the Council on Social Work Education, and will be required of all first year students in the MSW program.

5. Syllabus/ Sample Texts:


6. Rationale for Prerequisite and Corequisite:

Prerequisite: none
Corequisite: none

7. Effect on Curriculum Outside Department: none

8. Faculty:

This course will be taught by both current faculty and new faculty for the graduate program.

9. Frequency and Estimated Enrollment:

This course will be offered in the Fall semester only. Estimated enrollment is 25 students.

10. Date of Department Approval: April 15, 2004
LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

CURRICULUM CHANGE

Hegis Code:

Program Code:

1. Type of Change: New Course

2. Course Description:

SWK 606: Human Diversity and the Social Environment. 3 hours, 3 credits.

Exploration of theoretical perspectives of developmental processes as well as interactions at all levels of social organization. Impact of life situations, the physical environment and social processes on client systems in the urban environment. Self-examination of one’s values and ethics. PREREQ.: SWK 605.

3. Academic Objectives

1. To understand the interactions between human behavior, the physical and social environment, concentrating on individuals, families, groups, communities, and society as social systems.

2. To integrate knowledge by reference to theoretical and empirical content from the biological, psychological, and social sciences as they are relevant to social work practice with micro, mezzo, individuals, families, groups, and communities in the urban environment.

3. To understand the forms and mechanisms of oppression and discrimination and how they impact on the social functioning of individuals, groups, families and communities in an urban environment. Members of such populations who may be at risk include, but are not limited to, women; persons living in economic deprivation; gays, lesbians, transgendered, and transsexual individuals; persons with different physical, mental, and emotional abilities; persons of different racial and ethnic heritages; victims of religious discrimination; immigrants; victims of age-related discrimination; children; and other groups who have been targeted for discrimination given current local, national and international situations.

4. To examine the dynamic of factors related to common human needs and wants, including an understanding of the impact of social welfare policies as they affect the availability of resources needed to enhance the social functioning of individuals, groups, families, and community systems.

5. To articulate the relationship between one’s values and attitudes and social work values and ethics, including an understanding of and respect for the uniqueness and similarities of people.

6. To understand how the structure of organization and service delivery systems can promote or deter human growth and development and physical and mental well being.
4. Rationale:

This is the second of a 3-course sequence, Human Behavior in the Social Environment. It meets the requirements of the social work accrediting organization, the Council on Social Work Education, and will be required of all first year students in the MSW program.

5. Syllabus and Texts:

The Hutchison texts are sold as a set. You will be using both books for SWK 605 and SWK 606.


6. Rationale for Prerequisite and Corequisite:

Prerequisite: SWK 605, Human Behavior and the Social Environment prepares students for the content of this course.
Corequisite: none

7. Effect on Curriculum Outside Department: none

8. Faculty:

This course will be taught by both current faculty and new faculty for the graduate program.

9. Frequency and Estimated Enrollment:

This course will be offered in the Spring semester only. Estimated enrollment is 25 students.

10. Date of Department Approval: April 15, 2004
LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

CURRICULUM CHANGE

Hegis Code:

Program Code:

1. **Type of Change:** New Course

2. **Course Description:**

   **SWK 611: Generalist Social Work Practice I.** *3 hours, 3 credits.*

   Introduction to generalist social work practice within a life model framework, including skills and techniques, integrated with professional values and ethics, for the beginning phase of generalist practice. **COREQ.: SWK 671.**

3. **Academic Objectives**

   1. To apply critical thinking skills within the context of professional social work practice.
   2. To understand the value base of the profession and its ethical standards, principles, and dilemmas as practiced accordingly.
   3. To learn how to apply the knowledge, values, and skills of the generalist practitioner with individuals, families, and groups, with a particular emphasis on populations-at-risk in urban environments.
   4. To understand the history of social work practice and its present day implications.
   5. To learn effective communication skills and how to use them differentially across client populations and groups.
   6. To understand the purpose of social work practice within the social work profession and to focus on strengths, capacities, and resources of clients systems and their broader social environments.
   7. To learn how to practice within a strengths - based empowerment perspective with individuals, families, and groups.
   8. To learn the life model of social work practice and to develop an understanding of this phase specific life model of helping individuals, families, and groups.
   9. To develop basic skills to become effective workers in the initial stage of the social work process. This includes skills related to the process of engaging clients systems of diverse sizes, and the process a problem identification and goals setting using a strengths perspective.
   10. To develop an enhanced awareness of the self and the impact of personal value systems on practice.
   11. To recognize the need to individualize the assessment and intervention processes specifically as it relates to populations at risk in urban environments.
   12. To prepare social work students to practice with respect, and with knowledge and skills related to client’s age, class, color, culture, disability, ethnicity, family structure, religion, gender, national origin, race, and sexual orientation.
4. Rationale:

This course meets the requirements of the social work accrediting organization, the Council on Social Work Education, and is required of all first year students in the MSW program.

5. Syllabus and Texts:


6. Rationale for Prerequisite and Corequisite:

Prerequisite: none.
Corequisite: SWK 671: Fieldwork and Seminar I gives students the opportunity to apply knowledge, values, and skills learned in this course.

7. Effect on Curriculum Outside Department: none

8. Faculty:

This course will be taught by both current faculty and new faculty for the graduate program.

9. Frequency and Estimated Enrollment:

This course will be offered in the Fall semester only. Estimated enrollment is 25 students.

10. Date of Department Approval: April 15, 2004
LEHM AN COLLEGE  
CITY UNIVERSITY OF NEW YORK  
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK  
CURRICULUM CHANGE

Hegis Code: 
Program Code: 

1. Type of Change: New Course

2. Course Description: 

SWK 612: Generalist Social Work Practice II. 3 hours, 3 credits.

Generalist social work practice within an ecological systems perspective; emphasis is placed on skills and interventive strategies with populations-at-risk during the middle and ending phases of practice. Case management skills in urban organizations. PREREQ.: SWK 611; COREQ.: SWK 672.

3. Academic Objectives

1. To deepen an understanding of the purpose of generalist social work practice and its function in the urban environment in various practice settings with a special emphasis on diverse populations at risk.

2. To better understand a life-model of social work practice in the urban environment based on a strengths-based ecological-systems perspective.

3. To continue to develop self-awareness and a commitment to professional development, including an examination of personal values and attitudes; and to further understand how the use of self impacts on the professional relationship.

4. To strengthen an understanding of the values and ethics of the social work profession and an understanding of and respect for the positive value of diversity.

5. To further understand the mutual relationship between urban environments and various client systems; to learn how environments impact on client systems and how client systems impact on environments.

6. To develop a keener understanding of the phases of helping within the social work process with a special focus on middles and endings.

7. To continue to develop an understanding of and growing competency in practice skills and methods with a particular emphasis on the middle and ending phases of the social work helping process with individuals, families, groups, organizations, and communities in urban environments.
8. To further an understanding of the implications of age, race, ethnicity, gender, sexual orientation, language, religion, immigration, and differential physical and mental abilities, as well as such social and economic issues as poverty and HIV/AIDS, for the social work helping process; as well as an understanding of the implications for generalist practice in the urban environment with such populations at risk as the poor, the homeless, substance abusers, the aged, and those transitioning from prison.

9. To begin to develop the ability to evaluate the efficiency and effectiveness of work with clients from micro, mezzo, and macro perspectives.

10. To continue to develop an identification with social work as a profession while understanding and self-reflecting on the emerging professional self.

11. To continue to develop and apply critical thinking skills within professional social work with emphasis on professional practice within the urban environment.

12. To develop an understanding of one’s professional role in agency based practice as a member of a team.

4. **Rationale:**

This course meets the requirements of the social work accrediting organization, the Council on Social Work Education, and will be required of all first year students in the MSW program.

5. **Syllabus and Texts:**


6. **Rationale for Prerequisite and Corequisite:**

Prerequisite: SWK 611, Generalist Practice I prepares students for the content of this course. Corequisite: SWK 672, Fieldwork and Seminar II gives students the opportunity to apply knowledge, values, and skills learned in this course; experience in field helps students to evaluate their practice.

7. **Effect on Curriculum Outside Department:** none

8. **Faculty:**

This course will be taught by both current faculty and new faculty for the graduate program.

9. **Frequency and Estimated Enrollment:**

This course will be offered in the Spring semester only. Estimated enrollment is 25 students.

10. **Date of Department Approval:** April 15, 2004
LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

CURRICULUM CHANGE

Hegis Code:

Program Code:

1. **Type of Change:** New Course

2. **Course Description:**

SWK 639: Social Welfare Institutions and Programs. 3 hours, 3 credits.

History of social services in the United States and overview of services in key contemporary fields of practice are studied through the lens of social justice and professional ethics. Special attention to social welfare policies that impact negatively on populations-at-risk in urban environments.

3. **Academic Objectives**

   1. To provide students with an understanding of the value base of the profession, especially the value of social justice and how that value is a guide to the development of social welfare services in the United States and globally.

   2. To provide students with an understanding of the study of social welfare policy within the context of the professional principles and ethics established by the National Association of Social Work so that they may be able to apply these values within their generalist practice.

   3. To enable students to apply critical thinking skills to understand the social values, events, and political and economic trends that have contributed to the formation of social services in the United States.

   4. To understand the role and impact of social welfare policy on the attainment of well-being for individuals across the life span, families, groups and communities.

   5. To provide content about the historical development of social welfare services in the United States, with particular emphasis on its development in cities.

   6. To provide content about the historical development of the profession of social work within the United States.

   7. To enable students to understand the role and impact of social welfare policy on the practice of social work with systems of all sizes.

   8. To enable students to understand the current structure and issues of the social welfare delivery system including at the city, state and national level.

   9. To enable students to have an understanding of the forms and mechanisms of oppression and discrimination as they historically impact social welfare policies and programs.

10. To enable students to understand the effects social welfare policies have had on populations-at-risk, including but not limited to immigrants; women; gays, lesbians, transgendered and transsexual individuals; people with different physical mental and
emotional abilities; the elderly; people of different racial and ethnic heritages; people living in urban poverty.
11. To provide students with information about social welfare policy outside of the United States.
12. To enable students to begin to develop oral and written skills that will allow them to communicate effectively about social welfare issues with members of agency, organizational, and other community systems.

4. Rationale:

This is the first of a 3-course Social Welfare Policy sequence. It is required of all first-year students in the MSW program. The course meets the requirements of the social work accrediting organization, the Council on Social Work Education.

5. Syllabus and Texts:


6. Rationale for Prerequisite and Corequisites:

Prerequisites: None
Corequisites: None

7. Effect on Curriculum Outside Department: none

8. Faculty: This course will be taught by both current faculty and new faculty for the graduate program.

9. Frequency and Estimated Enrollment:

This course will be offered in the Fall semester only. Estimated enrollment is 25 students.

10. Date of Department Approval: April 15, 2004
LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

CURRICULUM CHANGE

Hegis Code:

Program Code:

1. Type of Change: New Course

2. Course Description:

SWK 643: Social Welfare Policy Analysis. 3 hours, 3 credits.

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

3. Academic Objectives

1. To provide students with an understanding of the value base of the profession, especially the value of social justice and how that value is a guide to the analysis of social welfare services in the United States and globally.
2. To provide students with the knowledge and skills to understand the major policies that are the foundation of social welfare especially in the urban environment.
3. To provide students with critical thinking skills to analyze city, state and national issues in social welfare policy and service delivery.
4. To provide students with skills to identify the current structure of social services including the financial, organizational, administrative and planning processes required in the delivery of social services.
5. To provide students with the skills necessary to analyze ethical dilemmas that occur in the formation and implementation of social welfare policy.
6. To provide students with critical thinking skills needed to analyze the construction of social problems.
7. To enable students to analyze current issues in social welfare policy including its impact on the practice of social work.
8. To enable students to analyze the impact social welfare policies and programs have on systems of all sizes including populations-at-risk, including but not limited to immigrants; women; gays, lesbians, transgendered and transsexual individuals; people with different physical mental and emotional abilities; the elderly; people of different racial and ethnic heritages; people living in urban poverty.
9. To enable students to analyze how social welfare policy may reinforce the forms and mechanisms of oppression and discrimination.
10. To enable students to begin to analyze international issues in social welfare.
11. To enable students to recognize how diversity within and between groups influences assessment of social problems and the planning of social policy.
12. To enable students to further develop oral and written skills that will allow them to communicate effectively about social welfare issues with members of agency, organizational and other community systems.

4. Rationale:

This is the second of a 3-course Social Work Policy sequence. It is required of all first-year students in the MSW program. The course meets the requirements of the social work accrediting organization, the Council on Social Work Education.

5. Syllabus and Texts:


6. Rationale for Prerequisite and Corequisites:

Prerequisites: SWK 639, Social Welfare Institutions and Programs, prepares students for this course. Corequisites: None.

7. Effect on Curriculum Outside Department: none

8. Faculty: This course will be taught by both current faculty and new faculty for the graduate program.

9. Frequency and Estimated Enrollment:

This course will be offered in the Spring semester only. Estimated enrollment is 25 students.

10. Date of Department Approval: April 15, 2004
LEHMANN COLLEGE  
CITY UNIVERSITY OF NEW YORK  
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

CURRICULUM CHANGE

Hegis Code:

Program Code:

1. **Type of Change:** New Course

2. **Course Description:**

   **SWK 646: Social Work Research I.** 3 hours, 3 credits.

   Social work research skills, methods, and processes needed to conceptualize social problems; research project design; critical evaluation of research designs. Utilization of social work research to alleviate conditions contributing to the oppression of at-risk populations in an urban environment.

3. **Academic Objectives**

   1. Understand the scientific method and its application to social work practice

   2. Identify the value assumptions, ethical and political dilemmas encountered by social workers in their efforts to
      
      gather, verify and utilize knowledge with special emphasis given to the impact of these on oppressed groups

      Develop research skills, including: conceptualizing a problem, reviewing the literature, formulating a hypothesis, designing a study

      Recognize sources of bias and variability in measurement and sampling

      Critically evaluate research design and findings

      Choose an appropriate design for a given social work problem

4. **Rationale:**

   This is the first of a 2-course sequence, Social Work Research. It is required of all students in the MSW program. The course meets the requirements of the social work accrediting organization, the Council on Social Work Education, and prepares graduates for required research activities.

5. **Syllabus and Texts:**

6. Rationale for Prerequisite and Corequisites:

Prerequisite: none
Corequisite: none

7. Effect on Curriculum Outside Department: none

8. Faculty:

This course will be taught by new faculty for the graduate program.

9. Frequency and Estimated Enrollment:

This course will be offered in the Fall semester only. Estimated enrollment is 25 students.

10. Date of Department Approval: April 15, 2004
LEHMAN COLLEGE  
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DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK  
CURRICULUM CHANGE

Hegis Code:

Program Code:

1. Type of Change: New Course

2. Course Description:

SWK 671: Fieldwork and Seminar I. 20 field, 1 lecture. 5 credits.

300-hour supervised internship in a social service agency as arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice. COREQ.: SWK 611.

3. Academic Objectives

Fieldwork and Seminar I are intended to enable students to:

(1) understand the application of knowledge, values, and skills of social work with individuals, families, groups, organizations, and communities,
(2) integrate the fieldwork experience with theoretical concepts,
(3) understand the process of change in the beginning, middle, and ending phases,
(4) understand the historical development of social welfare and the social work profession, and their current structures and issues,
(5) engage in the process of developing self-awareness with regard to personal values and analyze ethical dilemmas and the ways in which these may affect practice, services, and clients,
(6) practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity,
(7) distinguish between facts, impressions, and feelings in their work with clients and collateral systems,
(8) begin to think critically about their practice and begin to develop an ability to evaluate research studies and apply findings to practice,
(9) develop an understanding of social service agencies: history and purpose, organization, services, client systems, communities,
(10) gain knowledge of resources in various settings and fields of practice,
(11) analyze the impact of social welfare policies on systems of all sizes and formulate and influence social policies,
(12) use communication skills differentially and communicate effectively with a wide variety of client populations, colleagues, and members of the community,
(13) understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice,
(14) use supervision and consultation appropriate to social work practice,
(15) function within the structure of organizations and service delivery systems, and with supervision, evaluate their own practice interventions, (16) develop an appreciation for the need for continued professional development, (17) understand the implications for graduate-level practice of age, gender, sexual orientation, religion, language, immigration, national origin and differential abilities, as well as their understanding of practice with populations at risk such as the poor, women, the homeless, and gay, lesbian, bisexual, and transgendered persons

4. Rationale:

This is the first of a 4-course sequence, Fieldwork and Seminar, and it meets the Field Education requirements of the Council on Social Work Education. An integrative seminar helps students link theoretical material from the classroom with their internship experience.

5. Syllabus and Texts:


6. Rationale for Prerequisite and Corequisites:

Prerequisite: none.
Corequisite: SWK 611: Generalist Practice 1 provides practice theory, skills, and values needed for competent fieldwork practice.

7. Effect on Curriculum Outside Department: none

8. Faculty:

This course will be taught by new faculty for the graduate program.

9. Frequency and Estimated Enrollment:

This course will be offered in the Fall semester only. Estimated enrollment is 25 students.

10. Date of Department Approval: April 15, 2004
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CURRICULUM CHANGE

Hegis Code:

Program Code:

1. Type of Change: New Course

2. Course Description:

SWK 672: Fieldwork and Seminar II. 20 field, 1 lecture. 5 credits.

300-hour supervised internship continued in the same social service agency as in SWK 671. Students further develop knowledge, values, and skills in accordance with social work ethics as they provide increasingly complex services to diverse urban populations, particularly to populations-at-risk. Integration of classroom content with agency practice. PREREQ.: SWK 671; COREQ.: SWK 612.

3. Academic Objectives

Fieldwork and Seminar II are intended to enable students to:

(1) apply the knowledge, values, and skills of the generalist social work perspective with individuals, families, groups, communities and organizations,
(2) integrate fieldwork experiences with theoretical concepts,
(3) advance their understanding of the process of change in the beginning, middle, and ending phases in their work with individuals, groups, and communities,
(4) understand the historical development of social welfare and the social work profession, and their current structures and issues,
(5) understand organizational structures of social service agencies and the implications of these structures for social service delivery and necessary changes,
(6) practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity,
(7) distinguish between facts, impressions, and feelings in their work with additional clients and collateral systems in the community,
(8) begin to think critically about their practice and to begin to develop an ability to evaluate research studies and apply findings to practice,
(9) develop an understanding of social service agencies: history and purpose, organization, services, client systems, communities,
(10) gain knowledge of resources in various settings and fields of practice,
(11) analyze the impact of social welfare policies on systems of all sizes and formulate and influence social policies,
(12) use communication skills differentially and communicate effectively with a wide variety of client populations, colleagues, and members of the community,
(13) understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice,
(14) use supervision and consultation appropriate to social work practice,
(15) function within the structure of organizations and service delivery systems, and with supervision, evaluate their own practice interventions,
(16) understand the implications for graduate-level practice of age, gender, sexual orientation, religion, language, immigration, national origin and differential abilities, as well as their understanding of practice with populations at risk such as the poor, women, the homeless, and gay, lesbian, bisexual, and transgender persons

4. Rationale:

This is the second of a 4-course sequence, Fieldwork and Seminar, and it meets the Field Education requirements of the Council on Social Work Education. The integrative seminar helps students link theoretical material from the classroom with their internship experience.

5. Syllabus and Texts:


6. Rationale for Prerequisite and Corequisite:

Prerequisite: SWK 671: Fieldwork and Seminar I. This course builds on content and experience developed in SWK 671.
Corequisite: SWK 612: Generalist Practice II provides practice theory, skills, and values needed for competent fieldwork practice.

7. Effect on Curriculum Outside Department: none

8. Faculty:

This course will be taught by new faculty for the graduate program.

9. Frequency and Estimated Enrollment:

This course will be offered in the Spring semester only. Estimated enrollment is 25 students.

10. Date of Department Approval: April 15, 2004
LEHMAN COLLEGE  
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DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK  

CURRICULUM CHANGE

Hegis Code: 

Program Code: 

1. Type of Change: New Course 

2. Course Description: 

SWK 680: Special Topics in Social Work. 3 hours, 3 credits.

A variable topics course that enables students to pursue subjects particular to their interest. Course offerings will represent a range of issues relevant to social work practice in urban settings. Topics to be announced. 

3. Academic Objectives 

Objectives will vary with the specific course; however all will relate to urban social work practice.

4. Rationale: 

This course will enable students to explore in depth a topic of their choosing.

5. Syllabus and Texts: 

Dependent on course.

6. Rationale for Prerequisite and Corequisite: 

Prerequisite: none  
Corequisite: none 

7. Effect on Curriculum Outside Department: Courses available to students in other graduate programs at Lehman will be designated.

8. Faculty: 

This course may be taught by current faculty, new faculty, or adjuncts.

9. Frequency and Estimated Enrollment: 

Courses will be offered during the Fall semesters. Estimated enrollment is 25 students.

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CURRICULUM CHANGE

Hegis Code:

Program Code:

1. Type of Change: New Course

2. Course Description:

SWK 681: Social Work with Immigrants. 3 hours, 3 credits.

Circumstances faced by individuals and groups that have immigrated, or will immigrate, to cities in the U.S.A.; diverse reasons that lead people to leave their homelands. Common and unique challenges of resettlement in the U.S. Clinical social work interventions and policy issues will be explored.

3. Academic Objectives

Understand the historical framework of immigration into the United States and the social welfare system’s response to it.

2. Understand some of the most common “push” and “pull” factors that lead people to emigrate from their homelands to the United States.

3. Refine and advance the ongoing process of developing self-awareness of one’s own values and ethics with respect to issues related to immigrant populations, and reflect upon and monitor their compatibility with professional ethics and values.

4. Develop a further understanding the relationships among the political, economic, religious, gender, natural and other factors around the world that impact on the immigration process.

5. Be introduced to the dynamic relationship among economics, politics, religion, and the receptivity of segments of U.S. society to difference and change as this dynamic effects the migration/immigration process.

6. Understand the roles that transnational flows of resources and information can play in creating networks that facilitate immigration systems.

7. Develop an understanding of various roles that the family, community, and society may have in the immigration process, particularly in the social matrix of the urban setting.

8. Understand the forms and mechanisms of oppression and discrimination as they impact upon immigrants and the migration process and how to apply strategies of advocacy and social change to counter these mechanisms.

9. To apply the knowledge, skills, and values of the social work perspective to policy formation and practice with and for immigrants in systems of all sizes.
10. Apply critical thinking skills to the complex policy and practice issues raised in working with immigrant populations.

11. Apply communication skills differentially and communicate effectively with diverse client populations, colleagues, and members of urban communities.

4. Rationale:
This course will enable students to deepen their knowledge of social work practice with this special population.

5. Syllabus and Texts:


6. Rationale for Prerequisite and Corequisite:
Prerequisite: none
Corequisite: none

7. Effect on Curriculum Outside Department: None.

8. Faculty:
Elective course offered by the Social Work Program may be taught by current faculty, new faculty, or adjuncts.

9. Frequency and Estimated Enrollment:
Course will be offered during the Fall semesters. Estimated enrollment is 25 students.

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CURRICULUM CHANGE

Hegis Code: 

Program Code: 

1. **Type of Change:** New Course 

2. **Course Description:**

   **SWK 682: The Criminal Justice System and its Impact on Urban Families.** 3 hours, 3 credits.

   Examination of the U.S. criminal justice system in the context of social policy as well as intended/unintended consequences of policies for vulnerable urban populations. Knowledge, skills, and values for social workers providing clinical services to people transitioning from prison, their families, and their communities, and for the development of quality re-entry programs.

3. **Academic Objectives**

   1. To understand how criminal and juvenile justice issues are formed through social policies and that these policies always have intended and unintended consequences.

   2. To understand the impact criminal and juvenile justice issues have on urban communities including but not limited to employment/unemployment, housing, education, voting, child welfare, and public assistance.

   3. To understand the social, emotional, and physical impact on children whose parents are in prison.

   4. To understand incarceration trends including the increase in incarceration rates of women and children.

   5. Using an eco-systems perspective to understand the influence of environment on crime rates.

   6. To examine some current programs that offer services to incarcerated people, persons recently released from prisons, and their families in urban communities. In addition, to begin to evaluate the effectiveness of these programs.

   7. To understand the emotional, psychological, social, and physical consequences of incarceration on both individuals as well as their families.

   8. To understand the complexities of engaging people involved in criminal/juvenile justice programs in social work relationships and begin to learn some engagement techniques.

   9. To continue to develop self-awareness and a commitment to professional development, including an examination of personal values and attitudes; and to further understand how the use of self significantly impacts on engagement of persons who are directly and non-directly involved in the criminal/juvenile justice systems.
10. To deepen an understanding of the implications of age, race, ethnicity, gender, sexual orientation, language, religion, immigration, differential physical and mental abilities, economic status, and medical conditions on criminal and juvenile justice policies and procedures.

4. Rationale:

This course will enable students to deepen their knowledge of social work practice with this special population.

5. Syllabus and Texts:


6. Rationale for Prerequisite and Corequisites:

Prequisite: none
Corequisite: none

7. Effect on Curriculum Outside Department: None.

8. Faculty:

Elective course offered by the Social Work Program may be taught by current faculty, new faculty, or adjuncts.

9. Frequency and Estimated Enrollment:

Course will be offered during the Fall semesters. Estimated enrollment is 25 students.

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CURRICULUM CHANGE

Hegis Code:

Program Code:

1. Type of Change: New Course

2. Course Description:

SWK 683: Issues in Urban Child Welfare. 3 hours, 3 credits.

Understanding interrelationships between clinical social work practice and social welfare policies in the field of urban child welfare. Exploration of topics such as child abuse and neglect, foster care, kinship care, adoption, and day care from historical and contemporary political, cultural, legal, and social work perspectives.

3. Academic Objectives

1. To enhance students’ understanding of the historical and political contexts of family and child welfare services.
2. To expand students’ substantive knowledge of the economic and social status and service needs of families and children today especially families and children who are oppressed and discriminated against.
3. To contribute to students understanding of the policies that shape service delivery to families and children.
4. To expand students’ knowledge of selected family and child welfare programs.
5. To enhance students’ capacity to analyze policies, programs and service dilemmas, including value conflicts and ethical dilemmas, in family and child welfare services.
6. To allow students the opportunity to develop critical thinking skills within a particular field of practice.
7. To enable students to function with increased proficiency in leadership roles in family and child care agencies in urban environments.

4. Rationale:

This course will enable students to deepen their knowledge of social work practice with this special population.

5. Syllabus and Texts:


6. Rationale for Prerequisite and Corequisites:

Prerequisite: none
Corequisite: none

7. Effect on Curriculum Outside Department: None.

8. Faculty:

Elective course offered by the Social Work Program may be taught by current faculty, new faculty, or adjuncts.

9. Frequency and Estimated Enrollment:

Course will be offered during the Fall semesters. Estimated enrollment is 25 students.

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CURRICULUM CHANGE

Hegis Code:

Program Code:

1. Type of Change: New Course

2. Course Description:

SWK 684: Mass Violence: Dynamics of Helping Urban Populations. 3 hours, 3 credits.

Role of the social work profession in helping urban populations vulnerable to mass violence and terrorism, and those who have been affected by it. Clinical interventions with people experiencing trauma, preventive strategies, and self-care for social workers are studied, as are social welfare policies and issues related to social justice.

3. Academic Objectives

1. Help students understand the dynamics of trauma resulting from mass violence, including psychological and physiological aspects of posttraumatic stress disorder.

2. Understand the impact of mass violence on individuals and families, including cultural responses, and to learn strategies of intervention.

3. Understand the impact of mass violence on organizations and communities, including schools, the workplace, and neighborhoods, and to learn methods of prevention and intervention.

4. Understand the impact of mass trauma on urban populations-at-risk, including children, the elderly, and first responders.

5. Recognize and understand the dynamic of retraumatization and how it manifests itself in people from various countries and experiences, and learn strategies of intervention with people affected by retraumatization.

6. Recognize the role that spirituality and religion could play for some people affected by mass violence and how it can be utilized beneficially in treatment.

7. Recognize secondary trauma that can arise for social workers who are working with traumatized clients, to develop self-awareness related to working with traumatized clients, and learn strategies to prevent and respond to secondary trauma.

8. Understand how societal values determine social welfare policy during times of mass violence and the impact of such policies on groups such as veterans and social service agencies and organizations dependent on government funding.
9. Understand the impact of mass violence on the social work profession, both historically and today, and the changing roles of the social work profession during times of mass violence.
10. Understand the implications of mass violence for the striving for social justice in times of mass violence and learn strategies for promoting social justice.
11. Develop critical thinking skills related to social work values as they support and contrast societal values and responses to mass violence.

12. Further develop oral and written communication skills needed to provide services and to advocate for social welfare policies that support social and economic justice.

4. Rationale:

This course will enable students to deepen their knowledge of social work practice with this special population.

5. Syllabus and Texts:


6. Rationale for Prerequisite and Corequisites:

Prerequisite: none
Corequisite: none

7. Effect on Curriculum Outside Department: None.

8. Faculty:

Elective course offered by the Social Work Program may be taught by current faculty, new faculty, or adjuncts.

9. Frequency and Estimated Enrollment:

Course will be offered during the Fall semesters. Estimated enrollment is 25 students.

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CURRICULUM CHANGE

Hegis Code:

Program Code:

1. **Type of Change:** New Course

2. **Course Description:**

   **SWK 685: Gender Issues and the Practice of Social Work. 3 hours, 3 credits.**

   Examination of the ways in which sex roles, gender relations, and identity development are constructed and experienced by individuals in contemporary urban societies. Issues emerging from the intersection of ethnicity, race, class, and sexuality with gender and their implications for clinical social work practice are explored.

3. **Academic Objectives**

   1. Learn how gender defines major aspects of our lives, and how the social construction of gender universally impacts on the American experience.
   2. Develop an appreciation of the relationship between various social institutions such as the family, school, political, social, and economic and the impact on the individual’s gendered self.
   3. Further their critical thinking skills, their ability to do independent research, their ability to work cooperatively in groups, and their awareness of self.
   4. Become more competent in examining the ways in which sex roles and gender relations are constructed and experienced in American society; and particularly, the ways in which gender, race, and socio-economic class intersect.
   5. Articulate how their own attitudes and values about sex roles, gender, and gender orientation, including LGBT, influence their thinking and practice.
   6. Demonstrate an awareness of the current research on female behavior, life experiences, and development, as well as masculinity theory, and its implications for social work practice.
   7. Appreciate the significance of gender differences across the life cycle for intervention in client systems.
   8. Demonstrate an understanding of issues of special concern to women clients, such as mothering, depression, and domestic violence, substance abuse, and poverty.
   9. Demonstrate an understanding of issues of special concern to male clients such as fathering, domestic violence, substance abuse, and employment.
   10. Examine barriers to social work services for women clients.

4. **Rationale:**

   This course will enable students to deepen their knowledge of social work practice with this special population.
5. Syllabus and Texts:


6. Rationale for Prerequisite and Corequisites:

Prerequisite: none  
Corequisite: none

7. Effect on Curriculum Outside Department:  None.

8. Faculty:

Elective course offered by the Social Work Program may be taught by current faculty, new faculty, or adjuncts.

9. Frequency and Estimated Enrollment:

Course will be offered during the Fall semesters. Estimated enrollment is 25 students.

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CURRICULUM CHANGE

Hegis Code:

Program Code:

1. **Type of Change:** New Course

2. **Course Description:**

**SWK 686: Social Work Practice with Urban Older Adults.** 3 hours, 3 credits.

Study of knowledge, values, and skills required for clinical, supervisory, administrative, and policy practice in diverse urban gerontological social work settings.

3. **Academic Objectives**

This course is intended to provided opportunities for student to:

1. gain advanced knowledge for graduate level gerontological social work practice with individuals, groups, and communities from a biopsychosocial perspective

2. understand gerontological social work roles in direct practice, policy practice, supervision, and administration

3. identify and assess the impact of biological, psychological, social, and cultural forces on the experiences of older adults

4. support the student’s development of cultural competence in gerontological social work practice by increasing knowledge and sensitivity to variations in aging experiences among diverse groups of older adults related to cohort differences, race, ethnicity, gender, sexual orientation, economic status, culture, religion, language, immigration, national origin, and differential abilities

5. understand forms and mechanisms of oppression and discrimination and how they impact on the experiences of older adults

6. understand ageism and social role expectations of older adults, productive aging, and transitions experienced in later adulthood
7. articulate the student’s own values and attitudes about aging and older adults and understand ethical issues in gerontoloical social work with individuals, groups, and communities in international urban environments

8. understand the structures of gerontological service systems and the ways that structural aspects can promote or deter growth and development and physical and mental well being of older adults

4. Rationale:

This course will enable students to deepen their knowledge of social work practice with this special population.

5. Syllabus and Texts:


6. Rationale for Prerequisite and Corequisites:

Prerequisite: none
Corequisite: none

7. Effect on Curriculum Outside Department: None.

8. Faculty:

Elective course offered by the Social Work Program may be taught by current faculty, new faculty, or adjuncts.

9. Frequency and Estimated Enrollment:

Course will be offered during the Fall semesters. Estimated enrollment is 25 students.

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CURRICULUM CHANGE

Hegis Code:

Program Code:

1. **Type of Change:** New Course

2. **Course Description:**

SWK 707: Understanding Clinical Assessment and Diagnosis. 3 hours, 3 credits.

Definitions of mental health and mental illness in various cultures; assessment, DSM-IV-TR diagnosis, and clinical interventions. Implication of social welfare policies for clinical practice. PREREQ.: SWK 606; COREQ.: SWK 713, SWK 727, SWK 773.

3. **Academic Objectives**

   1. Deepen students’ understanding of the cultural basis of the definition of mental health and mental illness and challenges this might present for social workers.

   2. Deepen students’ understanding of the client system within the context of the surrounding urban environment, including identification, clashes, and oppression based on age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

   3. Further understand the biopsychosocial perspective and its impact on behavior.

   4. Provide information related to symptoms of major clinical syndromes and DSM-IV diagnostic categories.

   5. Provide information related to treatment approaches, including psychopharmacological treatment for specific diagnostic categories.

   6. Further understand the role of cultural norms in responses to specific diagnoses and treatment approaches.

   7. Consider ethical dilemmas and legal issues presented by the current classification system that are confronted by social workers working in mental health settings.
8. Understand implications of social welfare policies for mental health treatment and the role of social workers, particularly those working in the area of mental health, in influencing changes in policies.

4. Rationale:

This is the third of a 3-course sequence, Human Behavior in the Social Environment. It meets the requirements of the social work accrediting organization, the Council on Social Work Education, and will be required of all second year students in the MSW program.

5. Syllabus and Texts:


6. Rationale for Prerequisite and Corequisite:

Prerequisite: SWK 606, Human Diversity and the Social Environment prepares students for the content of this course.
Corequisite: SWK 713: Advanced Practice in the Urban Environment I; SWK 727: Supervision in Agency-Based Practice; SWK 773: Fieldwork and Seminar III. These courses enhance and reinforce course content and SWK773 gives students the opportunity to apply knowledge, values and skills gained in this course in fieldwork.

7. Effect on Curriculum Outside Department: none

8. Faculty:

This course will be taught by both current faculty and new faculty for the graduate program.

9. Frequency and Estimated Enrollment:

This course will be offered in the Fall semester only. Estimated enrollment is 25 students.

10. Date of Department Approval: April 15, 2004
LEHMAN COLLEGE
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CURRICULUM CHANGE

Hegis Code:

Program Code:

1. Type of Change: New Course

2. Course Description:

SWK 713: Advanced Social Work Practice in the Urban Environment I. 3 hours, 3 credits.

First course in a two-semester advanced integrated practice sequence. Empowerment approach with urban populations-at-risk. Emphasis on intervention in a larger community context.
PREREQ.: SWK 612; COREQ.: SWK 707, SWK 727, SWK 773.

3. Academic Objectives

1. Understand the historical, social, political, and economic forces that have shaped and continue to shape community organization practice in urban environments.

2. Identify community organization, agency based management practice and policy-planning strategies for dealing with contemporary urban social work and social welfare problems.

3. Identify the major internal and external environmental factors that affect the selection of community organization techniques and tactics appropriate to community needs and situations.

4. Ensure that the NASW Code of Ethics is incorporated in the development and execution of all urban community based policies, assessments, evaluations, and interventions.

5. Understand the role of the individual social worker in working within agency-based community-oriented practice, and to utilize the supervisory process to develop greater autonomy in agency-based practice.

6. Recognize the similarities that exist between community organizational practice and social work that is practiced with individuals, families, groups, and organizations.

7. Understand and advance the concept of empowerment and its application to practice.

8. Advance the ability to assess, plan, and implement a broad range of intervention strategies
with systems of all sizes in urban environments.

9. Develop communication skills necessary for advanced integrated social work practice.

10. Continue to refine and develop the ongoing process of developing self-awareness with regard to students’ own values and attitudes.

11. Further identity community organization, agency-based management practice and policy-planning strategies for dealing with contemporary urban social work and social welfare problems.

12. Deepen an understanding of social work roles such as advocate, organizer, and broker, and the application of these roles in empowering individuals, groups, and communities in the urban environment.

13. Further integrate the NASW Code of Ethics into a professional sense of self and implementation of all urban community based policies, assessments, evaluations, and interventions.

14. Deepen the understanding of generalist social work practice with individuals, families, groups, and organizations in the urban environment.

15. Further understand the role of the individual social worker in working within agency-based practice.

16. Further recognize the generic skill, knowledge, values, and principles that exist in working with individuals, families, groups, communities, and organizations.

17. Deepen an understanding, including the recognition of strengths, and the ability to work with populations at risk in urban environments.

18. Demonstrate the ability to critically evaluate the effectiveness of interventions with urban populations at risk, as well as to assess the success of program outcomes.

4. Rationale:

This course meets the requirements of the social work accrediting organization, the Council on Social Work Education, and will be required of all second year students in the MSW program, including Advanced Standing students.

5. Syllabus and Texts:


6. **Rationale for Prerequisite and Corequisites:**

Prerequisite: Two-year students will have completed Generalist Practice I and II (SWK 611 and SWK 612), which prepare students for this course and Advanced Standing students will have completed equivalent courses.
Corequisites: SWK 707: Understanding Clinical Assessment and Diagnosis and SWK 727: Supervision in Agency-Based Practice enhance and reinforce course content.
SWK 773: Fieldwork and Seminar III: Fieldwork and Seminar III gives students the opportunity to apply knowledge, values, and skills learned in this course; experience in field helps students to evaluate their practice.

7. **Effect on Curriculum Outside Department:** none

8. **Faculty:** This course will be taught by both current faculty and new faculty for the graduate program.

9. **Frequency and Estimated Enrollment:**

This course will be offered in the Fall semester only. Estimated enrollment is 25 students.

10. **Date of Department Approval:** April 15, 2004
LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

CURRICULUM CHANGE

Hegis Code:
Program Code:

1. Type of Change: New Course

2. Course Description:

SWK 714: Advanced Social Work Practice in the Urban Environment II. 3 hours, 3 credits.

Furthers the application of advanced social work practice skills, knowledge, and values. Deepens understanding of the social worker’s role in mobilizing power and building relationships with diverse systems of various sizes. Particular attention to content on multiculturalism, diversity, social justice, value dilemmas, and social change issues. PREREQ.: SWK 713; COREQ.: SWK 729, SWK 745, SWK 747, SWK 774.

3. Academic Objectives

To further identify community organization, agency-based management practice and policy-planning for dealing with contemporary urban social work and social welfare problems.

To deepen an understanding of social work roles such as advocate, organizer, and broker, and the application of these roles in empowering individuals, groups, and communities in the urban environment.

To further integrate the NASW Code of Ethics into a professional sense of self and implementation of all urban community based policies, assessments, evaluations, and interventions.

To deepen the understanding of generalist social work practice with individuals, families, groups, and organizations in the urban environment.

To further understand the role of the individual social worker in working within agency-based practice.

To further recognize the generic skill, knowledge, values, and principles that
exist in working with individuals, families, groups, communities, and organizations.

To deepen an understanding, including the recognition of strengths, and the ability to work with populations at risk in urban environments.

To demonstrate the ability to critically evaluate the effectiveness of social work practice.

Interventions with urban populations at risk, as well as to assess the success of program outcomes.

4. Rationale:

This course meets the requirements of the social work accrediting organization, the Council on Social Work Education, and will be required of all second year students in the MSW program, including Advanced Standing students.

5. Syllabus and Texts:


6. Rationale for Prerequisite and Corequisites:

Prerequisites: SWK 713, Advanced Practice in the Urban Community I, prepares students for this course.
Corequisites: SWK 729: Administration in Urban Agencies, and SWK 745: Social Welfare Policy Practice, enhance and reinforce course content. SWK 747: Social Work Research II helps students evaluate their practice and provides required empirical knowledge that strengthens their practice. SWK 774: Fieldwork and Seminar IV gives students the opportunity to apply knowledge, values, and skills learned in this course; experience in field helps students to evaluate their practice.

7. Effect on Curriculum Outside Department: none

8. Faculty: This course will be taught by both current faculty and new faculty for the graduate program.

9. Frequency and Estimated Enrollment:

This course will be offered in the Spring semester only. Estimated enrollment is 25 students.

10. Date of Department Approval: April 15, 2004
LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YOUR
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

CURRICULUM CHANGE

Hegis Code:

Program Code:

1. Type of Change: New Course

2. Course Description:

SWK 727: Supervision in Agency-Based Practice. 3 hours, 3 credits.

Principles of agency-based supervision in a variety of practice settings. Administrative, clinical, and educational functions; concepts of power, authority and accountability; ethical and clinical issues; skills and self awareness; staff development; and evaluation. COREQ.: SWK 713, SWK 707, SWK 773.

3. Academic Objectives

   At the conclusion of this course, students will be able to:

   1. Demonstrate an understanding of the historical and philosophical development of supervision in social work and its contributions to the profession.

   2. Building on the knowledge base of the generalist social work perspective, articulate the functions of supervision in agency-based practice and their implementation in specific settings with individuals, families, groups and communities.

   3. Critically examine and analyze the current theories and models of practice in administrative, clinical and educational supervision.

   4. Examine current ethical and legal issues in social work supervision in the context of professional ethics and values.

   5. Examine the impact and implications of social welfare policies on agency practice.
6. Demonstrate an understanding of how the supervisory process enhances staff morale, effectiveness and attitudes toward work.

7. Incorporate an awareness of one’s values and attitudes and how they relate to professional ethics and values in the supervisory role.

8. Value the importance of using and evaluating supervisory styles appropriate for differing learning needs of practitioners.

9. Articulate criteria and processes of evaluation.

10. Explore with supervisor/supervisees issues and strategies related to supervision including the ethical and legal issues arising from the provision of services to various diverse populations, especially those who have suffered discrimination and oppression.

11. Articulate aspects of the supervisory process, function or outcomes that can enriched the knowledge base of the profession by formulating research questions.

12. To develop oral and written communication skills as used in professional social work practice settings that can be used differentially with diverse clients, colleagues, staff, and the community at large.

13. Function within the structure of organizations and service delivery systems and, under supervision, seek necessary organizational change.

4. Rationale:

This is the first of a 2-course sequence, Supervision and Administration in Agency Practice. This course will be taken by all second year students. It has been designed to prepare graduates to assume leadership responsibilities, including staff supervision, in social service agencies and organizations.

5. Syllabus and Texts:


6. Rationale for Prerequisites and Corequisites:

Prerequisite: none.
Corequisites: SWK 713: Advanced Practice in the Urban Environment I and SWK 707: Understanding Clinical Assessment and Diagnosis enhance and reinforce learning that takes place in this course.
SWK 773: Fieldwork and Seminar III provides opportunities for students to supervise as part of their fieldwork assignment.

7. Effect on Curriculum Outside Department: none

8. Faculty: This course will be taught by new faculty for the graduate program.

9. Frequency and Estimated Enrollment:

This course will be offered in the Fall semester only. Estimated enrollment is 25 students.

10. Date of Department Approval: April 15, 2004
LEHMANN COLLEGE
CITY UNIVERSITY OF NEW YOUR
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

CURRICULUM CHANGE

Hegis Code:

Program Code:

1. Type of Change: New Course

2. Course Description:

SWK 729: Administration in Urban Agencies. 3 hours, 3 credits.

Administration of public and private urban social services agencies responding to the needs of diverse urban clients. Designing and structuring service organizations; funding sources; developing and maintaining a diverse staff; understanding the relationship of the organization to the community; analyzing and evaluating relevant policies; and examining ethical dilemmas. PREREQ.: SWK 727; COREQ.: SWK 714, SWK 745, SWK 747, SWK 774.

3. Academic Objectives

1. To help students develop and apply critical thinking skills required of social service administrators.

2. To understand how social work values and ethics shapes administrative decision-making, including the analysis and evaluation of administrative ethical dilemmas that affect practice, services, and clients.

3. To practice as a social work administrator without discrimination and with respect, knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, immigration, health, economic status, geographical location, and physical environment.

4. To understand the responsibility of the social service administrator to advocate for social change that advances social and economic justice for clients and the urban community.

5. To function as a proficient leader who is able to analyze, formulate and influence social policies that impact on the functioning of urban social service organizations.
6. To develop and use written and oral communication skills appropriate for organizational leaders.

7. To understand the design and structure of social service organizations, including government, and both non-profit and profit private organizations.

8. To understand the diverse funding sources available for organizations.

9. To be able to hire and maintain a diverse staff appropriate to the needs of clients and the urban community.

10. To be able to analyze and evaluate the outcomes of social service organizations.

11. To be able to synthesize and apply leadership skills to empower systems of all sizes to recognize and oppose the mechanisms of oppression and discrimination affecting urban populations, and engage systems in the process of systemic change.

4. Rationale:

This is the second of a 2-course sequence, Supervision and Administration in Agency Practice. It has been designed to prepare graduates to assume leadership responsibilities, including agency administration, in social service agencies and organizations.

5. Syllabus and Texts:


6. Rationale for Prerequisite and Corequisites:

Prerequisite: SWK 727: Supervision in Agency-Based Practice prepares students for this course.
SWK 747: Social Work Research II provides students with empirical knowledge to master course content.
SWK 774: Fieldwork and Seminar IV provides the opportunity for students to have administrative experience as part of their fieldwork assignment.

7. Effect on Curriculum Outside Department: none
8. Faculty:

This course will be taught by new faculty for the graduate program.

9. Frequency and Estimated Enrollment:

This course will be offered in the Spring semester only. Estimated enrollment is 25 students.

10. Date of Department Approval: April 15, 2004
LEHMAN COLLEGE  
CITY UNIVERSITY OF NEW YORK  
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK  

CURRICULUM CHANGE

Hegis Code:

Program Code:

1. **Type of Change:** New Course

2. **Course Description:**

   **SWK 745: Social Welfare Policy Practice.** 3 hours, 3 credits.

   Influencing, formulating, and advocating for social welfare policies that are culturally relevant, consistent with the value of social justice, and ensure that social services meet the needs of recipients. Particular emphasis on impacting policies affecting urban populations at risk. **PREREQ.:** SWK 643; **COREQ.:** SWK 714, SWK 729, SWK 747, SWK 774.

3. **Academic Objectives**

   1. To provide students with an understanding of the knowledge and skills required to perform the role of policy practitioner to promote social and economic justice in the urban environment.

   2. To provide students with the opportunity to demonstrate policy practice skills within organizational, economic and political systems.

   3. To help students understand how social justice motivates and guides the work of the policy practitioner.

   4. To help students develop critical thinking skills needed for autonomous and proficient policy practice.

   5. To help students work synthesize and apply leadership skills to recognize and oppose the mechanisms of oppression and discrimination affecting urban populations, including the alleviation of poverty and other forms of social injustice.

   6. To provide students with the skills necessary to analyze and evaluate ethical dilemmas that occur in the formation of social welfare policy especially as they affect practice, services, and clients.

   7. To enable students to function in the role of policy practitioner including understanding how current and historical social welfare policies that impact populations-at-risk, including but not limited to immigrants; women; gays, lesbians, transgendered and transsexual individuals; people with different physical mental and emotional abilities; the elderly; people of different racial and ethnic heritages; people living in urban poverty.

   8. To help students engage in the process of systemic change to improve policies and services through advocacy and social or political actions.
9. To help students function with a high degree of autonomy and proficiency in agency leadership positions to develop prevention activities that promote the well-being of people in the urban environment.

10. To help students become advanced practitioners with organizations and communities.

11. To help students understand the role of the policy practitioner at the global level.

12. To further develop communication skills necessary for the role of policy practitioner.

13. To provide students with an understanding of the knowledge and skills required to perform the role of policy practitioner in the urban environment.

14. To provide students with the opportunity to demonstrate policy practice skills within organizational, economic and political systems.

15. To help students understand how social justice motivates and guides the work of the policy practitioner.

16. To help students work towards the alleviation of poverty, oppression, and other forms of social injustice.

17. To provide students with the skills necessary to analyze ethical dilemmas that occur in the formation of social welfare policy.

18. To enable students to understand the importance of the role of policy practitioner concerning the development of social welfare policies that impact populations-at-risk, including but not limited to immigrants; women; gays, lesbians, transgender and transsexual individuals; people with different physical, mental and emotional abilities; the elderly; people of different racial and ethnic heritages; people living in urban poverty.

19. To help students improve policies and services through advocacy and social or political actions.

20. To help students to engage in policy-level prevention activities that promote the well-being of people in the urban environment.

21. To help students practice with organizations and communities.

22. To help students understand the role of the policy practitioner at the global level.

4. **Rationale:**

   This is the third of a 3-course Social Work Policy sequence. It is required of all students in the MSW program. The course meets the requirements of the social work accrediting organization, the Council on Social Work Education and prepares graduates for leadership positions and work as policy practitioners in urban communities.
5. Syllabus and Texts:


6. Rationale for Prerequisites and Corequisites:

Prerequisites: SWK 643: Social Welfare Policy Analysis, prepares students for this course. Transcripts of Advanced Standing students will be evaluated for the equivalent of the prerequisite course. Corequisites: SWK 714: Advanced Practice in the Urban Environment II and SWK 729: Administration in Urban Agencies enhance and reinforce content of this course. SWK 747: Social Work Research II enables students to evaluate their policy practice and provides empirical evidence to support policy change. SWK 774: Fieldwork and Seminar IV provides opportunities for students to gain experience as policy practitioners.

7. Effect on Curriculum Outside Department: none

8. Faculty: This course will be taught by both current faculty and new faculty for the graduate program.

9. Frequency and Estimated Enrollment:

This course will be offered in the Spring semester only. Estimated enrollment is 25 students.

10. Date of Department Approval: April 15, 2004
LEHMANN COLLEGE  
CITY UNIVERSITY OF NEW YORK  
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK  
CURRICULUM CHANGE  

Hegis Code:  
Program Code:  

1. **Type of Change:** New Course  

2. **Course Description:**  

**SWK 747: Social Work Research II.** 3 hours, 3 credits.  

Design of research instruments, collection of data; and descriptive and inferential statistical analysis of data using SPSS. Submission of a research proposal that seeks to contribute to social work knowledge. The proposal will include an understanding of diversity and/or the needs of at-risk populations in the urban environment. PREREQ.: SWK 646; COREQ.: SWK 714, SWK 729, SWK 745, SWK 774.  

3. **Academic Objectives**  

1. Choose and create an appropriate research instrument for a particular study;  
2. Write a complete research proposal on direct social work practice, administration, or policy involving one specific urban at-risk population: children in transracial adoptions, prisoners, HIV/AIDS patients, the elderly;  
3. Understand the three levels of data encountered in social work research: nominal, ordinal and interval;  
4. Graph or chart data;  
5. Construct, summarize and analyze one-, two- and three- variable tables;  
6. Understand and use SPSS to calculate appropriate descriptive statistical measures, including: central tendency, dispersion and correlation;  
7. Understand and use SPSS to calculate appropriate inferential statistics when testing the null and alternative hypotheses.  

4. **Rationale:**  

This is the second of a 2-course sequence, Social Work Research. It is required of all students in the MSW program. The course meets the requirements of the social work accrediting organization, the Council on Social Work Education and prepares graduates for required research activities.
5. Syllabus and Texts:


6. Rationale for Prerequisite and Corequisites:

Prerequisite: SWK 646, Social Work Research I, prepares students for this course. Transcripts of Advanced Standing students will be evaluated for the equivalent of the prerequisite course. Corequisite: SWK 714: Advanced Practice in the Urban Environment II, SWK 729: Administration in Urban Agencies, SWK 745: Social Welfare Policy Practice, and SWK 774: Field Work and Seminar IV provide opportunities for students to recognize the importance of research for social work practice.

7. Effect on Curriculum Outside Department: none

8. Faculty:

This course will be taught by new faculty for the graduate program.

9. Frequency and Estimated Enrollment:

This course will be offered in the Spring semester only. Estimated enrollment is 25 students.

10. Date of Department Approval: April 15, 2004
LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK
CURRICULUM CHANGE

Hegis Code:

Program Code:

1. Type of Change: New Course

2. Course Description:

SWK 773: Fieldwork and Seminar III. 20 field, 1 lecture. 5 credits.

300-hour supervised internship in a practice area different from Fieldwork and Seminar I and II; advanced standing students enter Fieldwork and Seminar III. Development of advanced integrated social work practice through clinical practice, supervision, administration, research, and policy practice assignments. Integration of classroom content with agency practice. PREREQ.: SWK 672; COREQ.: SWK 707, SWK 713, SWK 727.

3. Academic Objectives

The Advanced Fieldwork and Seminar III are intended to enable students to:

(1) function with a high degree of autonomy as advanced practitioners who apply the knowledge, skills and values of the integrated social work perspective with systems of all sizes in the urban environment,

(2) refine and advance the development of self-awareness with regard to personal values; further develop, demonstrate, and promote the values of the profession; and analyze and evaluate ethical dilemmas and the ways in which these may affect practice, services, and clients in ways that are highly differentiated, discriminating, and self-critical,

(3) function as advanced practitioners without discrimination and with respect, knowledge, and skills related to client’s age, class, color, culture, disability, ethnicity, family structure, gender, language, marital status, national origin, race, religion, sex, sexual orientation, immigration, health, economic status, geographical location, and physical environment,

(4) develop their knowledge and proficiency in supervisory practice,

(5) develop their ability as supervisors to assist supervisees to understand and influence development and changes in social welfare policies affecting their clients and their agencies,

(6) develop their understanding of a new fieldwork agency with regard to its history and purpose, organization, services, client systems, communities served, and resources available in the communities,

(7) utilize research and apply findings to advance and refine the quality of their practice and that of the larger social work profession,

(8) understand the application of knowledge, values, and skills of social work with individuals, families, groups, organizations, and communities on an advanced graduate level,

(9) integrate advanced fieldwork experiences with theoretical concepts,

(10) develop their understanding of the process of change in the beginning, middle, and ending phases to an advanced graduate level,
(11) increase their ability to distinguish between facts, impressions, and feelings in their work with clients and collateral systems,
(12) continue to develop their ability to practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity,
(13) use communication skills differentially and communicate effectively with new client populations, colleagues, and members of the communities served by the new fieldwork agency,
(14) identify the forms and mechanisms of oppression and discrimination in the communities served by the new placement agency and demonstrate the utilization of strategies of change that advance social and economic justice,
(15) articulate the process of learning to function within the structure of the new fieldwork agency and coordinate services with other organizations and service delivery systems, and under supervision, seek necessary organizational change.

4. Rationale:

This is the third of a 4-course sequence, Fieldwork and Seminar, and it meets the Field Education requirements of the Council on Social Work Education. The integrative seminar helps students link theoretical material from the classroom with their internship experience.

5. Syllabus and Texts:


6. Rationale for Prerequisite and Corequisites:

Prerequisite: SWK 672: Fieldwork and Seminar II. This course builds on content and experience developed in SWK 672.
Corequisite: SWK 713: Advanced Practice in the Urban Environment I and SWK 727: Supervision in Agency–Based Practice provide practice, theory, skills, and values needed for competent fieldwork practice.

7. Effect on Curriculum Outside Department: none

8. Faculty:

This course will be taught by new faculty for the graduate program.

9. Frequency and Estimated Enrollment:

This course will be offered in the Fall semester only. Estimated enrollment is 25 students.

10. Date of Department Approval: April 15, 2004
LEHMANN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

CURRICULUM CHANGE

Hegis Code: 
Program Code: 

1. Type of Change: New Course

2. Course Description:

SWK 774: Fieldwork and Seminar IV. 20 field, 1 lecture. 5 credits. 

Students complete a 300-hour internship in the same agency as SWK 773. Continued learning of advanced integrated social work practice through increasingly challenging assignments in clinical practice, supervision, administration, research, and policy practice. Integration of classroom content with agency practice. PREREQ.: SWK 773; COREQ.: SWK 714, SWK 729, SWK 745, SWK 747.

3. Academic Objectives

The Advanced Fieldwork and Seminar IV are intended to enable students to:

(1) function with a high degree of autonomy as advanced practitioners who apply the knowledge, skills and values of the integrated social work perspective with systems of all sizes in the urban environment,

(2) refine and advance the development of self-awareness with regard to personal values; further develop, demonstrate, and promote the values of the profession; and analyze and evaluate ethical dilemmas and the ways in which these may affect practice, services, and clients in ways that are highly differentiated, discriminating, and self-critical,

(3) function as advanced practitioners without discrimination and with respect, knowledge, and skills related to client’s age, class, color, culture, disability, ethnicity, family structure, gender, language, marital status, national origin, race, religion, sex, sexual orientation, immigration, health, economic status, geographical location, and physical environment,

(4) understand the application of knowledge, values, and skills of social work with individuals, families, groups, organizations, and communities on an advanced graduate level,

(5) function with the proficiency necessary for leadership positions in urban social work agencies and organizations, including supervision and administration,

(6) develop their ability as supervisors to assist supervisees to understand and influence development and changes in social welfare policies affecting their clients and their agencies,
(7) utilize supervision and consultation to develop greater autonomy in agency-based practice,
(8) utilize research and apply findings to advance and refine the quality of their practice and that of the larger social work profession,
(9) continue to develop their ability to practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity,
(10) use communication skills differentially and communicate effectively with new client populations, colleagues, and members of the communities
(11) synthesize and apply a broad range of clinical, organizational, and leadership skills to empower systems of all sizes to recognize and oppose mechanisms of oppression and discrimination affecting urban populations, and engage systems in the process of systemic change

4. Rationale:

This is the final course of a 4-course sequence, Fieldwork and Seminar, and it meets the Field Education requirements of the Council on Social Work Education. The integrative seminar helps students link theoretical material from the classroom with their internship experience.

5. Syllabus and Texts:

6. Rationale for Prerequisite and Corequisites:

Prerequisite: SWK 773: Fieldwork and Seminar III. This course builds on content and experience developed in SWK 773. Corequisite: SWK 714: Advanced Practice in the Urban Environment II and SWK 729: Administration in Urban Agencies, and SWK 745: Social Welfare Policy Practice provide practice, theory, skills, and values needed for competent fieldwork practice. SWK 747: Social Work Research II enables students to evaluate their policy practice and provides empirical evidence to support policy change.

7. Effect on Curriculum Outside Department: none

8. Faculty:
This course will be taught by new faculty for the graduate program.

9. Frequency and Estimated Enrollment:
This course will be offered in the Spring semester only. Estimated enrollment is 25 students.

10. Date of Department Approval: April 15, 2004