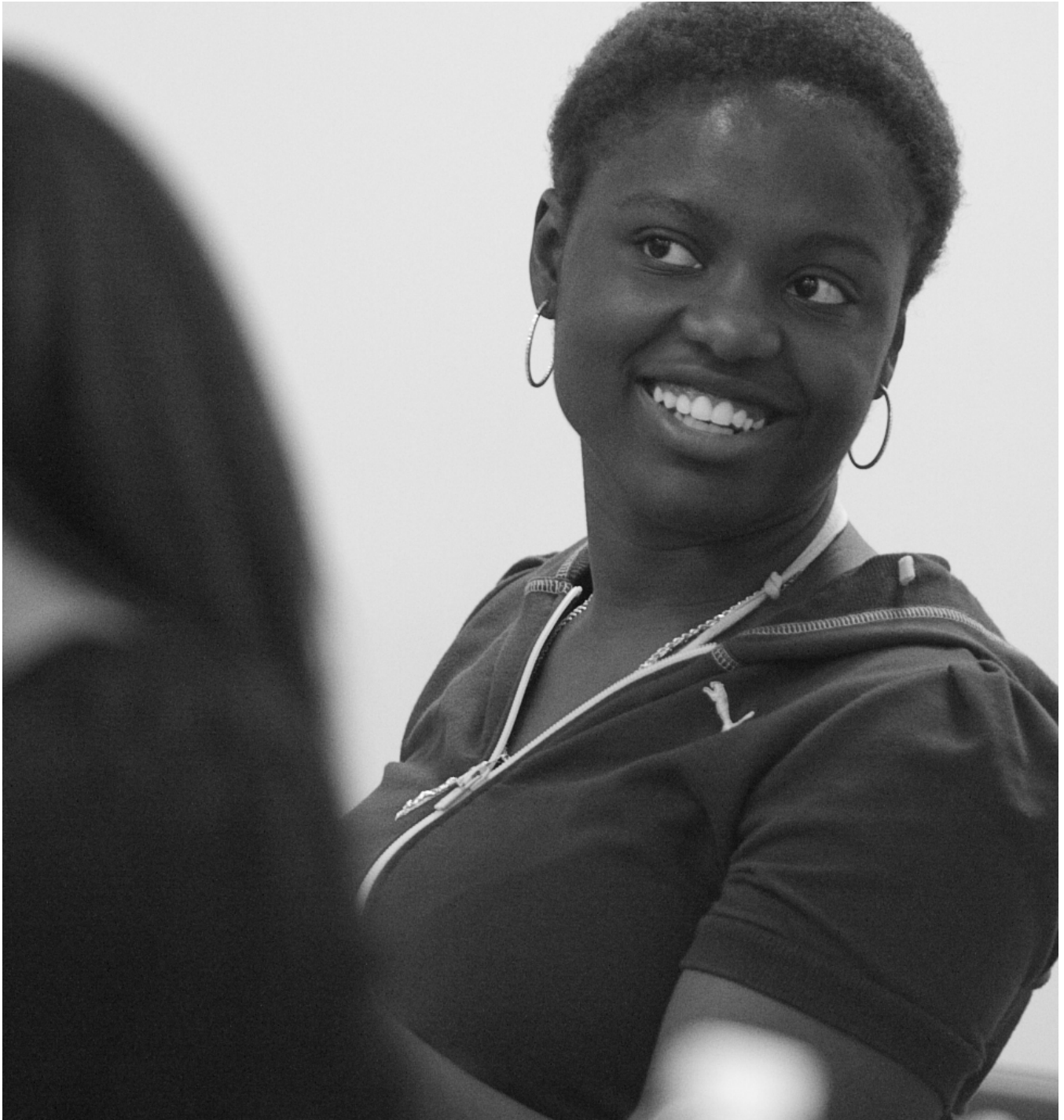




School of Social Welfare



School of Social Welfare

DEAN: Frances L. Brisbane

ASSOCIATE DEANS: Jeanne Finch (Interim, Academic Affairs), Kathleen Monahan (The Family Violence Education and Research Center), Bertha Murphy (International Social Work and Global Initiatives)

ASSISTANT DEAN: Carolyn Peabody (Eastern Long Island sites)

DIRECTOR OF DOCTORAL PROGRAM: Joel Blau

DIRECTOR OF GRADUATE PROGRAM: Jeanne Finch

DIRECTOR OF UNDERGRADUATE PROGRAM: Bertha Murphy

DIRECTOR OF FIELD EDUCATION: Betty-Jean Wrase

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Associate Professor: Kathleen Monahan

Assistant Professors: Jean Bacon, Rachel Anna Hayward, Pamela Linden, Suzanne Velazquez, Fuhua Zhai

Clinical Associate Professors: Thomas Cassidy, Marvin Colson, Jack Farrington, Jeanne Finch, Garry Mendez, Jr.

Clinical Assistant Professors: Nicholas Kardaras, Richard Morgan, Bertha Murphy, Joan Pastore, Carolyn Peabody, Betty-Jean Wrase

Lecturers: Gloria Adams, John Colon, Leslie Crisafulli Kulewicz

Clinical Instructor: Christopher Coverdale, Helen Gebresillassie

Adjunct Clinical Associate Professor: Luis Valenzuela

Adjunct Clinical Assistant Professors: David Hymowitz, David Perkins

Adjunct Lecturers: Ronald Armstrong, Robert Borzone, William Cabin, Shirley Calhoun, Cheryl Gabrielli, Charles Hochbaum, Henry Ilian, Marcia Leeds, Joann McCaslin, Susan McCarthy, Richard Murdocco, Olatunde Olusesi, Cynthia Pizzuli, Amy Platt, Stephen Rabeno, Christopher Robinson, Robert Smith, Arlene Stevens, Linda Winters

Adjunct Clinical Instructors: Maria Cuadra, Eleanor Curry, Laura Dee, Kathleen Durst, Kevin Foote, Dorian Froelich, Jack Hoffmann, Anne Joinnides, Claudette Lamelle, Lois Logan, Elana Needle, Ann Panciera, Susan Penny, Yolanda Robano-Gross, Karen Sivin, Tyesha Standard, Joseph Walsh, Richard Wolf, Jr., Richard Zaslow

Clinical Faculty

Professors: Beresford Adams, Daniel Eskinazi, Michael Smith

Associate Professors: Dallas Bauman, Beverly Horowitz, Aldustus Jordan, Elinor Polansky, Frederick Preston, Alfred "Coach" Powell, Sheila Thorne, Luoqing Zhuo

Assistant Professors: Louis Cherry, Linda Constanza, Janet Hand, Robert Marmo, Diane Monks, Felix Rodriguez, Jerrold Stein

Lecturers: Wayne Barnstone, Jamie Bogenschutz, Patricia Brauer, Vivian Bugoan, Scott Burzon, Angela Dell'Amore, Thomas Dolise, Laurel Endler, Diane Franco, Janet Gilmore, Charles Gluck, Susan Lewis, Helene Locke, Eleanor Lubitz, Nancy Lynott, John Meister, John Norcott, Geoffrey O'Connell, Jean Peden, Martin Rosolinsky, Colleen Ruffini, Christine Sadosky, Judi Segall, Barbara Simon, Jewel Stafford, Carmen Vazquez, Rachel Wiener

Center for Health Promotion and Wellness

Project Director: Frances L. Brisbane

Center for Culturally Competent Education and Training

Director: Frances L. Brisbane

Centers for Spirituality and Healthcare Education

Co-directors: Gloria Adams and Richard Morgan

New York State Center for Aging Policy Research

Project Director: Harvey A. Farberman

New York State Center for Sudden Infant Death

Project Director: Frances L. Brisbane

Associate Project Director: Marie Chandick

Project for Aging and Cultural Diversity

Project Director: Frances L. Brisbane

Sayville Project

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

The Child Welfare Training Program

Project Director: Frances L. Brisbane

Project Administrative Officer: Diana Filiano

The Family Violence Education and Research Center

Director: Kathleen Monahan

Mission

Since its inception in 1970, the School of Social Welfare has been committed to a more just society based on equality, human dignity, and social justice. We believe that inequality and injustice are deeply embedded in society's political, economic and health structures, and ideologies. Oppression objectively and subjectively permeates the lives of people, resulting in the denial of human dignity, individual and cultural diversity, and social and economic justice. Oppression is manifest in discrimination on the basis of class, race, ethnicity, gender, sexual orientation, religion, age, and disability, among others.

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

Goals

The following goals are derived directly from our mission and definition of social work and guide our educational process:

- to develop human relationships that are grounded in social justice, human dignity, and mutual respect;
- to prepare social work professionals capable of developing new and more just organizational forms;
- to prepare social work professionals capable of transforming already existing structures to ones which affirm and enhance human dignity and social diversity; and
- to identify new ways to influence social, economic, and political systems to distribute power, resources, rights and freedom, so as to achieve social justice.

In addition, the School recognizes the centrality of health in the lives of all people. We also understand that the distribution of healthcare services as well as quality of healthcare services is based on where a person lives, their race/ethnicity, gender, sexual orientation, income level and primary language spoken. An additional goal is to educate social work professionals who are prepared to support the creation of a more just healthcare delivery system and assist individuals, families, and communities to access the highest quality healthcare services that are available.

Programs

The School's programs prepare students for various levels of professional practice in the field of social welfare. These programs include a full-time, upper-division undergraduate program leading to the Bachelor of Science degree with a major in social work (B.S.), which prepares students for beginning professional social work practice; a full-time graduate program leading to the Master of Social Work (M.S.W.) degree that prepares students for entry level advanced social work practice; a dual degree program in social work and law (M.S.W./J.D.) with Touro Law Center; and a doctoral program

(Ph.D.). The goal of the doctoral program is to further scholarly research leading to careers in teaching, research, and policy analysis in social welfare.

The M.S.W. and B.S.W. programs of the School are accredited by the Council on Social Work Education. The M.S.W. program is registered with the New York State Education Department as qualifying for the LMSW and LCSW credentials.

Field Education

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

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

Graduate students must complete a minimum of 16 credits of field education, typically accrued at the rate of 4 credits per semester, 14 hours per week. Undergraduate students must complete 12 credits of field education, typically accrued at the rate of 6 credits per semester in the second year, 14 hours per week.

The Office of Field Education coordinates the placement of all students and oversees the matching of student interests and learning needs with the field education opportunities available. Suggestions regarding placement options are formulated based on a variety of factors including the student's interests, background, education, and previous experience. Field education typically takes place Monday through Friday during the day and early evening. Field placement sites offering only evening and/or weekend hours are extremely limited. Students must have some day availability to complete field education. Some placements accept blocks of time of less than seven hours per day, but no placement will be arranged with blocks of less than four to five hours at a time. Students are given the opportunity to meet with their prospective field instructor/agency student coordinator prior to finalization of the placement. The school, the student, and the prospective agency participate in the final placement decision. Students interested in using their agency of employment as their field education site must meet with faculty in the Office of Field Education to discuss the Pathway II option.

Student Criminal Background Checks

Students are advised that some of the facilities used for field education may require students to submit to a criminal background check or drug screening as a prerequisite to a student's placement at that facility. Such background checks may include, but not be limited to, Social Security trace, criminal history, drug testing, fingerprinting, and sex offender registries. Students placed in a facility requiring a background check and/or drug screening are personally responsible for obtaining the background checks or drug screen (including cost unless the field education site is willing to assume the cost) and may bear the responsibility of delivering the required documentation to the facility. Following these background checks, it will be the decision of the field education site to determine acceptance of students into its training programs.

Students may choose not to be subjected to a background check. The Office of Field Education will work with the student to identify another appropriate site, but cannot guarantee referral to an alternate site that does not require background checks. All students must complete field education requirements for graduation.

The School of Social Welfare will assume no responsibility for obtaining student background checks or drug tests, paying for the background checks or drug tests, evaluating the results of the background checks or drug tests, or for providing the information to the field education sites.

Admissions

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

Applications are accepted for admission only for the fall semester. The deadline for all applications is March 1. Please refer to the School of Social Welfare's website for any changes to this date.

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

Financial Assistance

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

Scholarship Awards and Programs

The School distributes information and/or applications for various scholarships and awards as soon as they become available. Incoming and/or continuing students are eligible for the following scholarships. The school recommends selected students to the appropriate scholarship committee.

Hy Frankel Award

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

Sylvia Cutts Memorial Scholarship

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

W. Burghardt Turner Fellowship

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

Academic Standing

Stony Brook University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn.

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

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

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

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

Conditions Under Which Academic Standing, Student Conduct, and Student Grievance Action May Be Initiated

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

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

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

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

Technical Standards

Technical Standards are non-academic standards to which each student must adhere to in order to successfully complete the program. They include behavioral, professional, and intellectual standards. Technical standards must be met with or without reasonable accommodations.

Stony Brook University's School of Social Welfare is committed to a program of excellence. Students in our program are expected to possess and demonstrate certain attributes, abilities, and behaviors necessary for success in our program. Students are expected to meet these standards both in the classroom and in their field education placements with or without reasonable accommodation for disability. Stony Brook University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All applicants and students are held to the same technical and academic standards of admissions and training. If a prospective student who is otherwise qualified requires a reasonable accommodation, they should contact Disability Support Services.

Communication Skills—Students must be able to communicate effectively in all forms of communication including oral, written and listening with or without reasonable accommodations. Students must be able to express themselves at a professional level by demonstrating their ability to express their ideas and thoughts clearly and concisely utilizing language appropriately. Students must have the ability to comprehend English so they are able to understand and integrate the content presented in the program. In a field education placement students must be able to record information accurately and clearly, and communicate effectively and sensitively. Students must also be able to communicate effectively with other members of a treatment team and provide accurate information in internship settings.

Acceptance of Diversity—Students must demonstrate that they accept all people regardless of race, culture, gender, socio-economic status, national origin, age, abilities, sexual orientation, religion, and value systems. Students must respect differences and must demonstrate empathy showing a willingness to understand other's values, ways of life, and world views.

Self-Awareness—Students must demonstrate a willingness to engage in reflective thinking. The student must be able to reflect on their own life experiences and how these affect their work with clients, communities, and organizations. Students must be willing and able to change behaviors that interfere with their practice.

Cognitive Skills—Students must demonstrate long and short-term memory, integration of theoretical frameworks, and classroom knowledge with social work practice, conceptual analysis, deductive and inductive reasoning, and problem solving skills.

Integrity—The School of Social Welfare adopts the University's Code of Conduct, The School of Social Welfare's Student Conduct Code and the NASW Code of Ethics as the standards for the School of Social Welfare. Students must adhere to each of these codes while in the classroom and in field education internships.

Professional Behavior—Students must behave in a manner that is consistent with the ethics of the social work profession. Students must be punctual, dependable, follow appropriate dress code and be willing and able to receive supervision and constructive criticism. Professional behavior also assumes that students do not have personal issues that impede performance either in the classroom, in field education placements or other collegial settings. Students, who are actively impaired psychologically, emotionally, mentally and/or have distorted thought processes and/or are actively abusing illegal or legal substances, can not fully participate in class or in a field education placement.

Interpersonal Skills—Students must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and other professionals. These skills include but are not limited to compassion, altruism, integrity, honesty, and respect for others.

Motor Abilities—Students must have sufficient motor abilities to attend class and field education placements, with or without technical accommodation.

Sensory Abilities—Students must have the ability through their senses to participate in classes and field education placements. Students must acquire, integrate and apply data through use of their senses with or without technical accommodation.

Graduate Program Waivers

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

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

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

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

Graduate Program Transfer Credits

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

Transfer from a CSWE-Accredited Graduate Social Work Program

- Students who have been matriculated in an accredited graduate social work program may be awarded up to one year (32 credits) of transfer credits for the satisfactory completion of a full year of course work that included two terms of field education. Credit will be awarded only for work with a grade of B or higher. In such circumstances, students must obtain transfer credits (as well as waivers) for all the required courses that they would have taken during their first year at the School of Social Welfare. Field education evaluations must be submitted to obtain credit for field education. This process must be completed before the end of the add/drop period of entrance into the School of Social Welfare.
- Students who have been matriculated in a CSWE accredited graduate social work program and did not complete a year of field education may be allowed to transfer a maximum of 15 credits of satisfactorily completed course work. Credit will be awarded only for work with a grade of B or higher.
- Students who have been non-matriculated in a CSWE accredited graduate social work program, including the School of Social Welfare, may be allowed to transfer a maximum of four credits of satisfactorily completed course work. Credit will be awarded only for work with a grade of B or higher.
- Students who are matriculated in the M.S.W./J.D. dual degree program with Touro Law Center may be allowed to transfer a maximum of 15 credits of satisfactorily completed course work from Touro Law Center. (Consult school for approved courses eligible for transfer.)

Prior Graduate Work

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

Leaves of Absence

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

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

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

Unauthorized Withdrawal

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

Academic Honesty and Professional Ethics

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

*Re-entry in the program will require careful planning with both the academic adviser and the field education office due to the sequencing of courses and field education placement requirements. Please note that the School cannot guarantee a one-semester field education placement.

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

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

Undergraduate Program

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

Dean's List

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

Academic Requirements for Admission to the Undergraduate Program

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

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

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

implications and values associated with these concepts, and the impact of biology on human behavior. This requirement may be met by BIO 101: A Humanities Approach, or comparable course work at another institution.

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

Graduation Requirements

Candidates for the Bachelor of Science degree must:

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

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

Organization of the Curriculum

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

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

First Year, Fall Semester

Course #	Title	Credits
HWC 304	Contemporary Social Justice Issues	4
HWC 308	Human Behavior and the Social Environment I	3
HWC 310	Political Economy of Social Welfare	3
HWC 311	Social Welfare Policy, Services and Analysis	3
HWC 313	Research in Social Work I	3

First Year, Spring Semester

Course #	Title	Credits
HWC 300	Introduction to Fields of Practice	4
HWC 305	Practice Processes in Social Work I	3
HWC 310	Human Behavior and the Social Environment II	3
HWC 312	Social Welfare Policy and Institutional Oppression	3
HWC 314	Research in Social Work II	3

Second Year, Fall Semester

Course #	Title	Credits
HWC 301	Field Education I	6
HWC 306	Practice Processes in Social Work II	3
HWC 315	Integrating Seminar I Three Electives*	3 6

Second Year, Spring Semester

Course #	Title	Credits
HWC 302	Field Education II	6
HWC 307	Practice Processes in Social Work III	3
HWC 316	Integrating Seminar II Three Electives*	3 6

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

Courses

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

HWC 300 Introduction to Fields of Practice

This course exposes students to various social service delivery systems. Field visits, reports, guest speakers, lectures, and small group discussion are included. Agencies such as youth development associations, public schools, criminal justice systems, mental health and health systems will be observed. The social worker's role in such agencies, and identification and utilization of community resources are emphasized.

4 credits, spring semester

HWC 301 Field Education I

Places students in settings conducive to generalist practice. Prepares students to fulfill social work roles and functions within the social welfare system. Supervision provided by an M.S.W. Students graded S/F. Must be taken concurrently with HWC 306.

Prerequisites: HWC 300 and 305
6 credits, fall semester

HWC 302 Field Education II

A continuation of HWC 301. Students will be graded S/F. Must be taken concurrently with HWC 307.

Prerequisites: HWC 300, 301, 305 and 306
6 credits, spring semester

HWC 304 Contemporary Social Justice Issues

This course explores the meaning of social justice and its presentation in our society. Examines the impact of social injustice and discusses the individuals, organizations, and communities who fight to combat the presence of injustice. Provides an understanding of social problems and the plight of populations who do not benefit from a socially just society. Analyzes effective methods utilized to eradicate the sources of oppression and organizational responses that address injustice and bring balance to the equitable experiences of individuals, groups, and communities.

3 credits, fall semester

HWC 305 Practice Processes in Social Work I

An overview of the purpose, principles, values, skills and processes in social work. Focuses on the knowledge, values, skills, the roles of the social worker and the elements of the professional relationship. The generalist approach to social work practice with an emphasis on diversity, populations-at-risk and the promotion of social and economic justice are highlighted. This course prepares students for the use of differential assessments and interventions with individuals and families.

3 credits, spring semester

HWC 306 Practice Processes in Social Work II

Builds on HWC 305. This course emphasizes the generalist approach in working with groups and families. It explores a variety of models of group work services available to practitioners and agencies. Identifying, building and utilizing intervention skills in the group process are focused on. Must be taken concurrently with HWC 301 and 315.

Prerequisites: HWC 300 and 305
3 credits, fall semester

*Elective offerings vary from semester to semester.

HWC 307 Practice Processes in Social Work III

Builds on HWC 304, 305 and 306. This course emphasizes the generalist approach in working with communities. The nature and application of a variety of community interventive modalities are explored. Must be taken concurrently with HWC 302 and 316.

Prerequisites: HWC 300, 301, 302, 304, 305 and 306
3 credits, spring semester

HWC 308 Human Behavior and the Social Environment I

Introduces a framework for understanding how individuals and families grow, develop and change within their social environment. Interpersonal, intrapersonal and socio-structural theories and their impact on special populations, especially groups that have been historically oppressed, devalued and alienated in society are critiqued.

3 credits, fall semester

HWC 309 Human Behavior and the Social Environment II

A continuation of HWC 308. This course emphasizes an understanding of the life course, the role of time, social events, trauma and the developmental process. Social institutions and their impact on people generally oppressed in society and the role of empowerment are examined.

Prerequisite: HWC 308
3 credits, spring semester

HWC 310 The Political Economy of Social Welfare

This course introduces a political economic framework for viewing social welfare in the United States. Basic political economic determinants of social problems, policies and programs are examined. This course focuses on the role of the state, conflict, power, class structure and ideology as they relate to such problems as poverty, inequality, racism and sexism.

3 credits, fall semester

HWC 311 Social Welfare Policy, Services and Analysis

This course presents the history and basic concepts underlying the development of social welfare in the United States. Identification and interrelationships of social values and structures, political factors and economic conditions in understanding the evolution of social welfare and the profession of social work are emphasized. Presents an analytical framework which enables students to examine social welfare policy according to a disciplined, systematic process built upon the values of social justice and equality, empowerment and self-determination.

3 credits, fall semester

HWC 312 Social Welfare Policy and Institutional Oppression

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

Prerequisite: HWC 311
3 credits, spring semester

HWC 313 Research in Social Work I

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

3 credits, fall semester

HWC 314 Research in Social Work II

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

Prerequisite: HWC 313
3 credits, spring semester

HWC 315 Integrating Seminar I

Provides an opportunity for the integration, within the framework of the mission of the school, of the knowledge, skills and professional values acquired and developed through course work and field education experience. Taken concurrently with 301 and 306.

3 credits, fall semester

HWC 316 Integrating Seminar II

Builds on HWC 315. Taken concurrently with 302 and 307.

Prerequisite: HWC 315
3 credits, spring semester

HWC 317 Issues in Death and Dying; Loss and Separation

This course provides an overview of the knowledge, values, policy and skills underlying effective entry-level practice with dying and grieving clients. The interrelationship of psychological, interpersonal, family, institutional, community and cultural dynamics of dying and grieving are covered.

2 credits, semester varies

HWC 321 Ethnic Sensitive Social Work Practice

Provides a theoretical framework and focuses on the development of skills necessary to provide effective culturally sensitive social work services to diverse individuals, families, groups and communities. The special problems faced by groups traditionally devalued and oppressed are examined. Skills in working for institutional change and social justice are emphasized. Co-scheduled with HWC 521.

2 credits, year varies

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

Explores the social, political and economic conditions related to aging in this society. Identifies social policies and program formats that enhance wellness and support dependencies from a positive perspective. Co-scheduled with HWC 523.

2 credits, semester varies

HWC 324 Children and Adolescents Who Grieve

Focuses on issues related to bereavement in children and young people. Children and adolescents who struggle with the crisis of loss is a special population that is often overlooked. Students explore the emotional response of young people who

grieve. Mental health professionals that provide treatment to this population must acquire specialized knowledge and skills to assist in healing wounded children. Upon completion, students will have an increased understanding of the developmental implications of loss in childhood, assessment of bereavement, and treatment interventions specific to bereaved children and adolescents. Co-scheduled with HWC 524.

2 credits, semester varies

HWC 325 Anger Management

This course presents concepts of anger management within a biopsychosocial context. Students learn how to recognize external manifestations of anger in themselves, clients, organizations and communities. Focus is on assessment of clients' ability to both recognize anger ("residual" as well as anger "masking underlying feelings") and methods used for coping. Anger management concepts and skills at the micro, mezzo and macro levels of practice are explored, including anger management strategies that can be taught to clients as part of an intervention plan. Environmental and societal factors as "igniting events" of anger in individuals, families, groups and communities are examined. Appropriate assessment and interventions at all levels of practice are delineated. Co-scheduled with HWC 525.

2 credits, semester varies

HWC 329 Complementary and Alternative Medicine

Human service workers are often required to discuss issues of health and healing. Many individuals, by virtue of their culture, experiences and/or choice, often adhere to a combination of nontraditional and traditional beliefs regarding healthcare. This course familiarizes students with those methods and beliefs most often found in specific cultures. Students will develop an appreciation of each practice in order to interact with clients from a strengths perspective and will gain an international perspective on healthcare modalities. Co-scheduled with HWC 529.

2 credits, semester varies

HWC 330 Case Management in Human Services

Case management has grown dramatically in the human service field over the last 20 years in response to the growing service needs of individuals and families facing complex life situations and issues. It examines both the macro level and micro level issues facing case managers and agencies as they provide quality services to often oppressed populations. Co-scheduled with HWC 530.

2 credits, year varies

HWC 340 Social Issues in Popular Culture

Movies have been a useful medium that can illustrate current social issues and family dynamics, as well as policy and research dilemmas. Each week, a film with a central practice/research/policy issue provides the basis for a lecture and class discussion. Topics focus on a variety of social issues such as family dynamics, bereavement, adoption, domestic violence, abuse, residential placement, policy and research. Co-scheduled with HWC 540.

2 credits, semester varies

HWC 343 Working with Children of Alcoholics and Substance Abusers

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

2 credits, year varies

HWC 344 Overview of Substance Abuse

This course is an examination of the history and development of alcohol and substance abuse problems in the United States. It focuses on the etiology, psychopharmacology and legal ramifications of the use of licit and illicit substances in our culture. The course provides information on a variety of services available to drug abusers, addicted individuals and their families in the fields of prevention, education and treatment. Co-scheduled with HWC 544.

2 credits, semester varies

HWC 349 Overview of Social Work with Special Populations

This course examines the issues that social workers must consider when working with traditionally disenfranchised populations. Emphasis will include micro and macro issues when intervening with gay and lesbian individuals, members of diverse racial and ethnic groups, and women, as well as others. The historic as well as contemporary experiences of these individuals' interactions with the health and human service delivery system will be explored. Co-scheduled with HWC 549.

2 credits, semester varies

HWC 351 Law and Social Change

This course introduces students to the interrelationship of the legal process in the United States and the profession of social work. Focuses on the legal process in general, social welfare law, in particular, and the implications for effective social work practice. Co-scheduled with HWC 551.

2 credits, year varies

HWC 361 Implications of Racism for Social Welfare

This course examines personal and institutional racism in the United States and the effect racism has on the delivery of services to individuals who do not fit the traditional "American model." It examines the historical relationship between racism and social welfare policies, programs and practice, as well as contemporary strategies for change. Co-scheduled with HWC 561.

2 credits, semester varies

HWC 362 Implications of Child Abuse and Maltreatment

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

2 credits, year varies

HWC 363 Homelessness, Politics and Public Health

This course analyzes homelessness as an issue of social policy, including its history, recent causes and current demographics. Emphasizes the political and economic context that has made homelessness a major social problem. Co-scheduled with HWC 563.

2 credits, semester varies

HWC 364 The Impact of Sexual Assault

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

2 credits, semester varies

HWC 369 Youth and Violence

This course examines the etiology of youth at risk for violence, using ecological and interpersonal perspectives. Family, school and community risk factors are outlined as well as assessment, intervention and treatment issues. Successful prevention programs are highlighted. Co-scheduled with HWC 541.

2 credits, year varies

HWC 375 Child Welfare: An Overview

This course covers the impact of historical and contemporary developments within the field of child welfare. Examines the evaluation of child welfare services and the role of child care workers. It also examines out-of-home care, foster care, group home care and institutional care within the context of traditional public/voluntary structure of services and the social/political context. Services in relation to the changing roles of the family and emergence of child care are covered. Co-scheduled with HWC 575.

2 credits, year varies

HWC 379 Special Topics in Social Welfare

These courses examine significant timely issues confronting the profession. Topics include violence as a public health problem, issues of aging, racism, gender, AIDS, the media, and others. Topics vary each term as faculty develop specific modules that address one or more of these issues. Co-scheduled with HWC 579 when offered as an enrichment elective.

1-3 credits, semester varies

HWC 380 Overview of Family Violence

This course is an overview of the phenomenon of family violence in the United States including child abuse, intimate partner violence (IPV) and elder abuse. Incidence and prevalence regarding each form of family violence will be reviewed as well as etiology, current evidence-based treatment modalities and competing political ideologies. Particular focus will be on the current research for each type of family violence and policy directives that emanate. This course also explores theories of etiology, including patriarchy, intergenerational family

dynamics and substance abuse. It examines programmatic approaches and programs for batterers and prevention strategies. Co-scheduled with HWC 580.

2 credits, semester varies

HWC 390 HIV/AIDS

This course focuses on the central aspects of the HIV/AIDS pandemic, including the state of medical knowledge, HIV/AIDS and the law, prejudice and discrimination, AIDS activism and organizing, grief/death/dying, psychosocial issues, redefining the medical model, homophobia, racism, sexism and ableism in research, treatment and policy, IV drug use, drug treatment and other related issues. Upon completion of this course, students will have met the educational requirements established by the HIV Primary Care Medicaid Provider Agreement. This requirement is needed to conduct HIV pre- and post-test counseling in hospitals and clinic settings. Co-scheduled with HWC 590.

2 credits, semester varies

HWC 395 Independent Study

Independent study with an individual faculty member.

1-3 credits, fall and spring semesters

HWC 399 Maintenance of Matriculation

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

1 credit, fall and spring semesters

Graduate Programs

Doctoral Program Leading to a Ph.D. in Social Welfare

Program Purpose

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

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

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

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

sciences and theoretical disciplines in applied policy/program analysis, and thereby contribute to research in the social dimensions of health and mental health.

Program Structure and Content

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

- Statistics I and II
- Research Methods I and II
- Social Welfare Policy Analysis I and II
- Organizational Theory
- Knowledge Building in Social Work:
- The Philosophy of Applied Social Research
- Theories of Social Work
- Seminar and Teaching Practicum in Social Work Education
- Dissertation Seminar I and II

Also required are three electives (nine credits), a research practicum of 10 hours per week for two semesters under mentorship (six credits), a scholarly integrative research paper, and the production and defense of a dissertation. Fifty four-credits are required for graduation. In the first three years, students take three courses each semester. The full-time program is designed to be completed in a minimum of four years. The scholarly integrative research paper of publication quality is required at the end of the fourth semester.

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

The Part-Time Option

Students who are approved for the part-time option take a minimum of six credits each semester until the 54 credit sequence has been completed. In order to meet residence requirements, they must take nine credits in each of two consecutive semesters. Part-time students prepare their integrative paper at the end of the semester when 36 credits of required course work are completed (usually the second semester of the third year). At the end of the third year, once all coursework and the integrative paper are completed successfully, part-time students select a dissertation chair and committee. In the fourth year, they develop an approved dissertation proposal. They are then advanced to candidacy. Dissertation research begins in the fifth year.

Criteria and Procedures for Admission of Students

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

Admission requirements include:

1. A master's degree from a program accredited by the Council on Social Work Education.
2. Academic promise as evidenced by superior achievement in undergraduate and master's level education.
3. Satisfactory performance on the Graduate Record Examination.
4. A personal interview.
5. Professional competence as demonstrated through substantial experience in responsible social work and/or

human services positions supported by three letters of reference, including one, if possible, from someone familiar with the applicant's capacity to conduct research.

6. A sample of writing in the form of a published article, a manuscript submitted for publication, a document completed for the applicant's agency or in connection with a research interest, or a paper prepared in previous graduate studies.
7. Personal qualities indicating a potential for leadership, compatibility with the school's mission statement, flexibility and openness to new ideas, maturity, a spirit of inquiry and a commitment to furthering the knowledge base of the profession of social work.
8. Competence in quantitative skills as evidenced by performance on the Graduate Record Exam and a college level course in statistics completed with a grade of B or better.

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

Requirements for the Receipt of the Ph.D. Degree

- One year in residence.
- Satisfactory completion of all required and elective courses (54 credits).
- Satisfactory completion of research and teaching practicum.
- Satisfactory performance on the integrative paper.
- Satisfactory performance on qualifying examinations.
- Advancement to candidacy by vote of the Doctoral Committee upon successful completion of all course work and the integrative paper.
- Completion of a dissertation.
- Successful defense of the dissertation.
- Completion of all work toward the degree within seven years of admission to the program. Upon evidence of substantial progress, the Graduate School may grant a one year extension.

A program summary booklet is available describing the Ph.D. program detail, its curriculum and requirements for admission. To receive a copy of this booklet, contact the School of Social Welfare's Ph.D. program office in writing or by telephone at (631) 444-2138.

Dual Degree Program in Social Work and Law

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

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

Program Leading to the Master's Degree (M.S.W.)

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

Program Requirements

Credits

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

Graduation Requirements

Candidates for the Master of Social Work degree must:

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

Curriculum Structure and Content

The curriculum provides for a generalist foundation year of courses and field education for all students. In the second year, students concentrate in advanced social work practice. In addition to the standard daytime schedule, some required and some elective courses are offered during the late afternoons, evenings and weekends. Some courses are also offered in concentrated form during the semesters, intersession and summer session. Although some courses are offered for student convenience in Manhattan, be advised that in order to complete the program, all students are required to take some courses at the Stony Brook campus.

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

Generalist Foundation

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

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

First Year, Full-time M.S.W. Requirements

Fall Semester

Course #	Title	Credits
HWC 500	Field Education I	4-6
HWC 506	Social Work in Health	3
HWC 509	Parameters of Social and Health Policy I	3
HWC 511	Research I	3
HWC 513	Social Work Practice I	3

Spring Semester

Course #	Title	Credits
HWC 501	Field Education II	4-6
HWC 504	Human Behavior and the Social Environment	3
HWC 510	Parameters of Social and Health Policy II	3
HWC 512	Research II	3
HWC 514	Social Work Practice II	3

Concentration Year

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

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

Advanced and Enrichment Electives

Electives are differentiated between advanced practice electives and enrichment electives. Students are required to take a minimum of six credits of advanced practice electives from the minimum required total of nine elective credits.

An enrichment elective is one which provides an overview or broad-based exposure to the topic under consideration; for example: Overview of Substance Abuse, Issues in Popular Culture, Issues in Higher Education, and Social Work with Special Populations. Enrichment electives are also open for enrollment to undergraduates, first-year MSW and non-matriculated students as well as to second year MSW students.

An advanced practice elective is one which considers the topic in more depth. It provides a specific focus on the issues and often addresses the interventive concerns related to the topic, for example: Advanced Social Work with Groups, Proposal Writing, and Individual and Family Treatment of Alcoholics and Substance Abusers. Advanced practice electives are only open to second year MSW students.

Second Year, Full-time M.S.W. Requirements*Fall Semester*

Course #	Title	Credits
HWC 502	Field Education III	4-6
HWC 505	Psychopathology and Psychopharmacology	3
HWC 515	Advanced Social Work Micro Practice I	3
HWC 516	Advanced Social Work Macro Practice I	3
	Electives*	4

Spring Semester

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

Pathways

In addition to the two-year, full-time option, the School has designed alternative pathways which retain the standard program requirements and quality. Pathway I, the Advanced Standing Option, is open only to graduates of a CSWE-accredited baccalaureate program in social work. Pathway II is open only to applicants already working in the field of social welfare. Eligibility for Pathway II is determined after admission to the program. Pathway III is open to all applicants who choose to complete the program in more than two years (modified full-time).

Pathway I: Advanced Standing

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

- Have obtained their baccalaureate degree in social work from a CSWE-accredited program no more than five years prior to admission to the program.
- Have a minimum cumulative grade point average of 2.5, with a minimum 3.0 grade point average in the baccalaureate social work program.
- Have the Pathway I Advanced Standing Practicum Evaluation Form completed by their school's faculty field education advisor.
- Submit three letters of reference† which must include at least two from faculty members from the applicant's social work program; a third letter must be from a social worker from the applicant's field education agency or holding a social work position who is directly familiar

with the applicant's work. Persons completing letters of reference will be asked to evaluate the applicant on maturity of judgment, capacity for growth and change, acceptance of differences in people, commitment to social and institutional change, possession of values consistent with the social work perspective, and readiness to function at the level of second year M.S.W. students.

- Meet all other graduate admissions requirements. A limited number of students are accepted into this option. An interview may be required.

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

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

Fall Semester

Course #	Title	Credits
HWC 502	Field Education III	6
HWC 505	Psychopathology and Psychopharmacology	3
HWC 515	Advanced Social Work Micro Practice I	3
HWC 516	Advanced Social Work Macro Practice I	3
	Advanced Electives*	2-4

Spring Semester

Course #	Title	Credits
HWC 503	Field Education IV	6
HWC 506	Social Work in Health	3
HWC 517	Advanced Social Work Micro Practice II	3
HWC 518	Advanced Social Work Macro Practice II	3
	Advanced Electives*	4

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

Fall Semester

Course #	Title	Credits
HWC 502	Field Education III	6
HWC 505	Psychopathology and Psychopharmacology	3
HWC 515	Advanced Social Work Micro Practice I	3
HWC 516	Advanced Social Work Macro Practice I	3

Spring Semester

Course #	Title	Credits
HWC 503	Field Education IV	6
HWC 506	Social Work in Health	3
HWC 517	Advanced Social Work Micro Practice II	3
HWC 518	Advanced Social Work Macro Practice II	3

*Elective offerings vary from semester to semester.

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

Fall Semester

Course #	Title	Credits
	Advanced Electives*	6

Pathway II

Students who are currently working full-time in the field of social welfare and have had a minimum of three years paid, full-time, M.S.W. supervised, social welfare experience may apply for permission to use their agency of employment for two days of field education per week, for one year only. The Office of Field Education must approve an educational plan for field education that is developed by the agency. This field education experience must be separate and distinct from a student's regular job responsibilities. The supervisor must hold a Master of Social Work degree and be licensed by New York State and cannot be the student's current supervisor or a past supervisor. The field education plan must be approved by the agency administrator and by the School. Pathway II students may not register for more than four credits (two days) of field education per semester, or for more than three courses per semester. Through this pathway, students may complete the degree requirements in two and a half to three years.

Pathway III (Modified Full-Time)

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

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

Pathway II and Pathway III Curriculum and Program Design**First Year***Fall Semester*

Course #	Title	Credits
HWC 500	Field Education I	4
HWC 506	Social Work in Health	3
HWC 511	Research I	3
HWC 513	Social Work Practice I	3

Spring Semester

Course #	Title	Credits
HWC 501	Field Education II	4
HWC 504	Human Behavior and the Social Environment	3
HWC 512	Research II	3
HWC 514	Social Work Practice II	3

Second Year*Fall Semester*

Course #	Title	Credits
HWC 502	Field Education III	4
HWC 509	Parameters of Health and Social Policy I	3
HWC 515	Advanced Social Work Micro Practice I	3
HWC 516	Advanced Social Work Macro Practice I	3

Spring Semester

Course #	Title	Credits
HWC 503	Field Education IV	4
HWC 510	Parameters of Health and Social Policy II	3
HWC 517	Advanced Social Work Micro Practice II	3
HWC 518	Advanced Social Work Macro Practice II	3

Third Year, Option I*Fall Semester*

Course #	Title	Credits
HWC 505	Psychopathology and Psychopharmacology Electives*	3 9-10

Third Year, Option II*Fall Semester*

Course #	Title	Credits
HWC 505	Psychopathology and Psychopharmacology Electives*	3 4

Spring Semester

Course #	Title	Credits
	Electives*	5-6

Specializations

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

*Elective offerings vary from semester to semester.

Social Work in Healthcare

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

Requirements

Matriculated M.S.W. students must meet the following requirements.

- Successful completion of all the professional foundation courses.
- Taking each of the following courses required for the specialization:

HWC 581	Public Health and Community Health Intervention
AND	
HWC 582	Organizational Dynamics and Legal and Ethical Issues in Health Care
OR	
HWC 584	Public Health and Community Health Intervention
- Taking one elective chosen from those courses designated with + in the listing of course descriptions.
- Successfully completing one year of field education in a health or mental healthcare setting.
- Maintaining a grade point average of 3.0 in the courses required for the specialization.
- Completing all other requirements for the Master's degree.

Alcohol and Substance Abuse Sub-Specialization

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

Requirements

Matriculated M.S.W. students must meet the following requirements:

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

HWC 544	Overview of Substance Abuse
HWC 545	Individual, Group and Family Treatment of Alcoholics and Substance Abusers

HWC 581 Public Health and Community Health Intervention

- Successfully completing one year of field education in an alcohol-specific or drug-specific agency with an assignment of either working directly with individuals, families and groups, and/or working with committees, boards, planning groups and community groups.
- Maintaining a grade point average of 3.0 in the courses required for the specialization.
- Completing all other requirements for the Master's degree.

Public Health Sub-Specialization

(Currently Under Review - Suspended Fall 2010)

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

Requirements

Matriculated M.S.W. students may qualify for the sub-specialization by meeting the following requirements:

- Successful completion of all the professional foundation courses.
- Successful completion of one year of a field education experience with a public health focus.
- Taking each of the following courses required for the sub-specialization:

HWC 581 Public Health and Community Health Intervention

HWC 589 Biostatistics

AND

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

OR

HWC 584 Public Health and Community Health Intervention

- Maintaining a grade point average of 3.0 in the courses required for the specialization.
- Completing all other requirements for the Master's degree.

Student-Community Development Specialization: Social Work in Higher Education

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

Requirements

Students accepted for this specialization must meet the following requirements:

- Successful completion of 65 credits, which comprises the professional foundation courses.
- Taking each of the following courses required for the specialization:

HWC 592	Community Building in Higher Education
HWC 593	Student-Community Development Seminar I
HWC 594	Student-Community Development Seminar II
HWC 598	Issues in Higher Education
- Successfully completing 16 credits of field education. One year of field education (HWC 502 and 503) will be in a higher education setting.
- Maintaining a grade point average of 3.0 in the courses required for the specialization.
- Completing all other requirements for the Master's degree.

Courses

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

Professional Foundation Courses

HWC 500 Field Education I

Placement in practice settings under supervision of a licensed M.S.W. Students will be graded S/F. Must be taken concurrently with HWC 513.

4-6 credits, fall semester

HWC 501 Field Education II

A continuation of HWC 500. Students will be graded S/F. Must be taken concurrently with HWC 514.

Prerequisites: HWC 500 and 513

4-6 credits, spring semester

HWC 504 Human Behavior and the Social Environment I

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

3 credits, spring semester

HWC 506 Social Work in Health

This course recognizes the centrality of health as an issue in all people's lives. The issue of health and well-being are issues of concern regardless of practice setting or intervention modality utilized. It is with this in mind, that the School embraces the concept of health as an organizing principle and theme. Serves as an introduction to the concept of health and its connection to social work. The healthcare delivery system, managed care, healthcare financing, epidemiology, ethics, and complimentary

medicine are addressed. The impact of race and culture on the health status of people in this society are covered. Current major public health problems are also addressed.

3 credits, fall and spring semesters

HWC 509 Parameters of Social and Health Policy I

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

3 credits, fall semester

HWC 510 Parameters of Social and Health Policy II

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

Prerequisite: HWC 509

3 credits, spring semester

HWC 511 Research I

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

3 credits, fall semester

HWC 512 Research II

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

Prerequisite: HWC 511

3 credits, spring semester

HWC 513 Social Work Practice I

Provides a foundation for generalist practice, including the knowledge base, values and skill development necessary for effective practice with individuals, families, groups and communities. Students are introduced to the helping process across client systems and across the life span through a strengths perspective and empowerment approach to practice. Students are also introduced to the concept of resilience as a foundation to their understanding of human development. Must be taken concurrently with HWC 500.

3 credits, fall semester

HWC 514 Social Work Practice II

A continuation of HWC 513. Revisits the helping process in greater depth with specific reference to the special consideration for work with families, groups, communities and organizations. The broad range of social work roles across client systems is considered. Deepens knowledge of generalist practice and skill development. Must be taken concurrently with HWC 501 and 504.

Prerequisites: HWC 500 and 513

3 credits, spring semester

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

Placement in advanced social work practice settings. Supervision provided by a licensed M.S.W. Students will be graded S/F. Must be taken concurrently with HWC 515 and 516. Prerequisites: HWC 500, 501, 513 and 514
4-6 credits, fall semester

HWC 503 Field Instruction IV

A continuation of HWC 502. Students will be graded S/F. Must be taken concurrently with HWC 517 and 518. Prerequisites: HWC 502, 515 and 516
4-6 credits, spring semester

HWC 505 Psychopathology and Psychopharmacology

This course focuses on the concepts of mental health, mental disorders and the influence of culture on both. The mental health concerns of diverse social, racial and ethnic groups, particularly those historically devalued and oppressed are covered. In addition, the use and misuse of the classification system of the Diagnostic Statistical Manual (DSM-IVTR) are examined. This examination includes the distinction between major mental disorders and other forms of dysfunctional behavior and the recognition of symptoms. Assessment of psychosocial functioning within a multi-cultural and gender role frame is emphasized. Social work values, roles, responsibilities and ethical considerations are detailed throughout the course. The role of the social worker as an integral member of the interdisciplinary mental health team is discussed. Prerequisites: HWC 500, 501, 504, 513 and 514
3 credits, fall semester

HWC 515 Advanced Social Work Micro Practice I

Focuses on the helping process with integration of increased understanding of the significance of transactions between people and their environments. Emphasizes development of advanced theory and practice skills. A focus is placed on developing assessment and diagnosis skills alongside understanding client's defenses, coping mechanisms, and the genetic, familial, cultural, and social factors that influence psychiatric diagnoses. The evaluation of intervention effectiveness, service delivery in an agency context, professional role and conduct are woven throughout the course. Must be taken concurrently with HWC 502 and HWC 516. Prerequisites: HWC 500, 501, 513 and 514
3 credits, fall semester

HWC 516 Advanced Social Work Macro Practice I

Emphasizes the understanding of theories and the development of advanced skills key to practice with groups, communities and organizations. Focus is placed on leadership development in the health and social welfare fields. Must be taken concurrently with HWC 502 and 515. Prerequisites: HWC 500, 501, 513 and 514
3 credits, fall semester

HWC 517 Advanced Social Work Micro Practice II

Emphasizes professional responsibilities for ongoing self-assessment and developing a critically reflective stance

to practice. Concentrates on skill development and working with populations at risk; a concurrent major focus is placed on the different theoretical perspectives, evidence-based social work practice models and interventions. A critical analysis of case material and social systems designed to meet client system needs is stressed toward the development of micro or clinical interventions within a variety of settings and client systems, most particularly the individual, family, group, organization, and community. Must be taken concurrently with HWC 503 and 518.

Prerequisites: HWC 502, 515 and 516
3 credits, spring semester

HWC 518 Advanced Social Work Macro Practice II

Emphasizes advanced theory and practice skills in community organization and program development. Focus is placed on strategic planning, management, evaluation, policy analysis and development, program development, and organizational analysis and change as applied in the health and social welfare fields. Must be taken concurrently with HWC 503 and 517.

Prerequisites: HWC 502, 515 and 516
3 credits, spring semester

Enrichment Electives**HWC 521 Ethnic Sensitive Social Work Practice**

Provides a theoretical framework and focuses on the development of the skills necessary to provide effective culturally sensitive social work services to diverse individuals, families, groups and communities. The special problems faced by groups traditionally devalued and oppressed are examined. Emphasizes skills in working for institutional change and social justice. Co-scheduled with HWC 321.

2 credits, year varies +

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

Explores the social, political and economic conditions related to aging including long-term care in this society. Identifies social policies and program formats that enhance wellness and support dependencies from a positive perspective. Co-scheduled with HWC 323.

2 credits, semester varies +

HWC 524 Children and Adolescents Who Grieve

Focuses on issues related to bereavement in children and young people. Children and adolescents who struggle with the crisis of loss is a special population that is often overlooked. Students explore the emotional response of young people who grieve. Mental health professionals that provide treatment to this population must acquire specialized knowledge and skills to assist in healing wounded children. Upon completion, students will have gained an increased understanding of the developmental implications of loss in childhood, assessment of bereavement, and treatment interventions specific to bereaved children and adolescents. Co-scheduled with HWC 324.

2 credits, semester varies +

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

HWC 525 Anger Management

Presents concepts of anger management within a bio-psycho-social context. Students learn how to recognize external manifestations of anger in themselves, clients, organizations and communities. Focus is on assessment of clients' ability to both recognize anger ("residual" as well as anger "masking underlying feelings") and methods used for coping. Anger management concepts and skills at the micro, mezzo and macro levels of practice are explored, including anger management strategies that can be taught to clients as part of an intervention plan. Environmental and societal factors as "igniting events" of anger in individuals, families, groups and communities are examined. Appropriate assessment and interventions at all levels of practice are delineated. Co-scheduled with HWC 325.

2 credits, semester varies.

HWC 529 Complementary and Alternative Medicine

Human service workers are often required to discuss issues of health and healing. Many individuals, by virtue of their culture, experiences and/or choice, often adhere to a combination of nontraditional and traditional beliefs regarding healthcare. This course familiarizes students with those methods and beliefs most often found in specific cultures. Students will develop an appreciation of each practice in order to interact with clients from a strengths perspective and will gain an international perspective on healthcare modalities. Co-scheduled with HWC 329.

2 credits, semester varies +

HWC 530 Case Management in Human Services

Case management has grown dramatically in the human service field over the last 20 years in response to the growing service needs of individuals and families facing complex life situations and issues. Examines both the macro level and micro level issues facing case managers and agencies as they provide quality services to often oppressed populations. Co-scheduled with HWC 330.

2 credits, year varies +

HWC 540 Social Issues in Popular Culture

Movies have been a useful medium that can illustrate current social issues and family dynamics as well as policy and research dilemmas. Each week a film with a central practice/research/policy issue provides the basis for a lecture and class discussion. Topics focus on a variety of social issues such as family dynamics, bereavement, adoption, domestic violence, abuse, residential placement, policy and research. Co-scheduled with HWC 340.

2 credits, semester varies

HWC 541 Youth and Violence

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

2 credits, year varies

HWC 544 Overview of Substance Abuse

This course is an examination of the history and development of alcohol and substance abuse problems in the United States. It focuses on the etiology, psychopharmacology and legal ramifications of the use of licit and illicit substances in our culture. The course provides information on a variety of services available to drug abusers, addicted individuals and their families in the fields of prevention, education and treatment. Co-scheduled with HWC 344.

2 credits, semester varies +

HWC 549 Overview of Social Work with Special Populations

This course examines the issues that social workers must consider when working with traditionally disenfranchised populations. Emphasis will include micro and macro issues when intervening with gay and lesbian individuals, members of diverse racial and ethnic groups, and women, as well as others. The historic as well as contemporary experiences of these individuals' interactions with the health and human service delivery system will be explored. Co-scheduled with HWC 349.

2 credits, semester varies

HWC 551 Law and Social Change

This course introduces students to the interrelationship of the legal process in the United States and the profession of social work. Focuses on the legal process in general, social welfare law, in particular, and the implications for effective social work practice. Co-scheduled with HWC 351.

2 credits, year varies

HWC 552 Lesbians and Gay Men: Issues in Healthcare

This course is an examination of the critical impact that healthcare policies and services have on lesbians and gay men in American society. Issues related to access to care, discrimination, services, health insurance, healthcare resources within geographical areas and the health status of lesbians and gay men are examined. It focuses on the issues that lesbians and gay men encounter in their interactions with the healthcare system.

2 credits, year varies +

HWC 553 Chemical Dependency in Special Populations

This course covers alcoholism and substance abuse with populations that have been traditionally devalued and oppressed. It focuses on development of skills and sensitivity to the needs of ethnic groups, women, the elderly, the mentally ill and LGBT people who are chemically dependent. Policy and practice issues related to these populations are considered.

2 credits, semester varies +

HWC 561 Implications of Racism for Social Welfare

This course examines personal and institutional racism in the United States and the effect racism has on the delivery of services to individuals who do not fit the traditional "American model." It examines the historical relationship between racism and social welfare policies, programs and practice, and contemporary strategies for change. Co-scheduled with HWC 361.

2 credits, semester varies +

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

HWC 563 Homelessness, Politics and Public Health

This course analyzes homelessness as an issue of social policy, including its history, recent causes and current demographics. It emphasizes the political and economic context that has made homelessness a major social problem. Co-scheduled with HWC 363.

2 credits, semester varies

HWC 575 Child Welfare: An Overview

This course covers the impact of historical and contemporary developments within the field of child welfare. Examines the evaluation of child welfare services and the role of child care workers. It also examines out-of-home care, foster care, group home care and institutional care within the context of traditional public/voluntary structure of services and the social/political context. Services in relation to the changing roles of the family and emergence of child care are covered. Co-scheduled with HWC 375.

2 credits, semester varies

HWC 579 Special Topics in Social Work

These courses examine significant timely issues confronting the profession. Topics include violence as a public health problem, issues of aging, racism, gender, AIDS, the media, and others. Topics vary each term as faculty develop specific modules that address one or more of these issues. This course may also be offered as an advanced practice elective depending on topic. Some topics may be identified as appropriate for the Healthcare Specialization. Depending on topic it may be co-scheduled with HWC 379.

1-3 credits, semester varies

HWC 580 Overview of Family Violence

This course is an overview of the phenomenon of family violence in the United States including child abuse, intimate partner violence (IPV) and elder abuse. Incidence and prevalence regarding each form of family violence will be reviewed as well as etiology, current evidence-based treatment modalities and competing political ideologies. Particular focus will be on the current research for each type of family violence and policy directives that emanate. This course also explores theories of etiology, including patriarchy, intergenerational family dynamics and substance abuse. It examines programmatic approaches and programs for batterers and prevention strategies. Co-scheduled with HWC 380.

2 credits, semester varies +

HWC 590 HIV/AIDS

This course focuses on the central aspects of the HIV/AIDS pandemic, including the state of medical knowledge, HIV/AIDS and the law, prejudice and discrimination, AIDS activism and organizing, grief/death/dying, psychosocial issues, redefining the medical model, homophobia, racism, sexism and ableism in research, treatment and policy, IV drug use, drug treatment and other related issues. Upon completion of this course, students will have met the educational requirements established by the HIV Primary Care Medicaid Provider Agreement. This requirement is needed to conduct HIV pre- and post-test counseling in hospitals and clinic settings. Co-scheduled with HWC 390.

2 credits, semester varies +

HWC 598 Issues in Higher Education

This course examines current issues which arise in institutions of higher education utilizing alternative conflict management and mediation models to provide the framework to examine a variety of social issues on college campuses. It explores such issues as diversity, violence, substance abuse and mental health.

2 credits, semester varies

HWC 595 Independent Study

Independent study with an individual faculty member. Designation as enrichment or advanced practice elective is determined with faculty sponsor.

1-3 credits, semester varies

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

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

3 credits, semester varies +

HWC 508 Continuation of Master's Project

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

Prerequisite: HWC 507

0 credit, semester varies +

HWC 520 Advanced Social Work Practice with the Aged

This course examines concepts and strategies for working with the elderly at the primary, secondary and tertiary levels of intervention. It presents and critically analyzes a variety of approaches in working with the elderly and their families. Interventions with the well elderly living in the community, the elderly who suffer some disabilities but who are still living in the community and the elderly who are institutionalized are examined.

2 credits, year varies +

HWC 522 Human Sexuality

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

2 credits, year varies +

HWC 533 Family Intervention in Health and Mental Health

This course focuses on family and marital problems. Environmental, social, economic, psychological and institutional pressures that affect family functioning are examined. Emphasis is placed on intervention skills.

2 credits, semester varies +

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

HWC 538 Death and Dying; Loss and Separation

This course explores student values, attitudes, fears and conceptions relating to death and dying. Issues of loss and separation in relation to various age groups, cultural orientations and societal expectations are examined. The focus is on the acquisition of bereavement counseling skills.

2 credits, semester varies +

HWC 542 Social Work with Children: The Social Worker's Role

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

2 credits, year varies +

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

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

2 credits, semester varies +

HWC 546 Working with Adult Children of Alcoholics and Substance Abusers

This course focuses on adult children of alcoholic parents and how parents' illness affects their children's social, emotional, and educational development from infancy to adulthood and into old age. Survival roles of children in alcoholic families and how these affect adult functioning are discussed. Examines the continuing effect family alcoholism has on adult children and the intervention strategies used in treatment.

2 credits, year varies +

HWC 547 Managing Conflict

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

2 credits, semester varies +

HWC 548 Adolescent Development and Health Promotion

The effect on adolescent development of physiological changes, relationships with peers and family, and societal expectations are examined. Emphasis is on the development of assessment and engagement skills for working with adolescents and their families to help counteract adolescent self-destructive behavior and promote well-being.

2 credits, year varies +

HWC 550 Culture-Centered Approach to Social Work Practice

This course provides students with an opportunity for self growth while preparing to work with individuals and their families from a culture-centered value base. Culture-centered foundation practice provides students with a frame of reference for better understanding and appreciation of the difference of their own culture from the cultures of others.

2 credits, year varies +

HWC 555 Supervision in Health and Human Service Organizations

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

2 credits, semester varies +

HWC 556 Proposal Writing in the Health and Human Service Fields

This course provides a comprehensive study of the principles and methods used to prepare program, training, research, demonstration and other types of proposals. Extensive workshop practice in developing appropriate writing skills and in locating and accessing funding sources is included.

2 credits, semester varies +

HWC 558 Human Services Administration

An introduction to the practice of administration of public and non-profit agencies, theories of management including alternative decision-making models, understanding of organizational structure and process, external and internal functions including interagency collaboration and personnel and financial management, affirmative action and ethical issues. The course combines theory with case examples, practical exercises and other experiential learning modes.

2 credits, semester varies

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

HWC 559 Mental Health Evidence-Based Practice

This course develops the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented evidence-based practices. This course is designed for M.S.W. students and M.S.W. mental health practitioners. The course familiarizes students with evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. Students should have a basic knowledge of serious mental illness as pre- or co-requisite, however a review will be provided. Research literature is examined to determine the various levels of support for specific interventions and essential principles for translating research into practice. Appropriate treatment outcomes that reflect effective quality mental health practice are identified. Focus is on providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness.

3 credits, spring semester +

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

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

2 credits, semester varies +

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

This course focuses on the assessment and clinical intervention with adults who were sexually abused in childhood. Treatment for eating disorders, substance abuse, self-injurious behavior, sexual dysfunction, PTSD and dissociative identity disorder (DID) are addressed as well as other health related issues emanating from the trauma of childhood sexual abuse. Cultural, legal, political, and ethical dilemmas are also examined.

2-3 credits, semester varies +

HWC 577 Program Evaluation

This course provides an in-depth analysis of the technical requirements of program evaluation and the organizational and political constraints that influence the evaluation process. Techniques in the design and implementation of evaluation research in the health and human services fields are covered.

Prerequisites: HWC 511 and 512

2-3 credits, semester varies

HWC 578 Advanced Social Work with Groups

This course explores the principles and practice of group work in assisting clients to maximize psychosocial functioning. Class members will participate in an experience that encourages them to realize the power of group work process and usefulness of this modality. Group work techniques, context, dynamics, skills and the role of the group facilitator are discussed. In presenting group work with special populations students learn

about the impact of issues including development, discrimination, illness, addiction and separation on the commonality of the human experience as it presents in group practice.

2 credits, semester varies +

HWC 579 Special Topics in Social Work

These courses examine significant timely issues confronting the profession. Topics include violence as a public health problem, issues of aging, racism, gender, AIDS, the media, and others. Topics vary each term as faculty develop specific modules that address one or more of these issues. Some topics may be identified as appropriate for the Healthcare Specialization. This course may also be offered as an enrichment elective depending on topic.

1-3 credits, semester varies

HWC 581 Public Health and Community Health Intervention

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

2 credits, semester varies

HWC 582 Organizational Dynamics and Legal and Ethical Issues in Healthcare

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

2 credits, semester varies

HWC 584 Community Analysis and Health Promotion

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

2 credits, semester varies

HWC 588 Qualitative Health Research Methods

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

Prerequisites: HWC 511 and 512

2 credits, semester varies

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

HWC 589 Biostatistics

This course is an introduction to the analysis and interpretation of quantitative data using bio-statistical methods. It examines three interrelated issues: the nature of quantitative data and their relationship to social, psychological and biological concepts, the different ways data can be presented to help others understand research questions and the answers to those questions, and the basic and intermediate bio-statistical techniques available for analyzing data. Focuses on how data relate to research questions that are of interest to workers in the healthcare field.

Prerequisites: HWC 512 or equivalent
2 credits, semester varies +

HWC 592 Community Building in Higher Education

This course introduces the Student-Community Development Model as an integrated application of social work, community organization and social work practice modalities. The class works together on a joint project that aims to create community on campus.

2 credits, fall semester

HWC 593 Student-Community Development Seminar I

This course examines how political, socio-economic, cultural and health issues impact higher education. How these systems influence and shape student community wellness on the college campus is emphasized. Contemporary higher education organizational structures, planning modalities and intervention strategies are examined.

3 credits, fall semester

HWC 594 Student-Community Development Seminar II

A continuation of HWC 593, explores intervention strategies, organizational structures and planning parameters utilizing campus-based case studies. It examines the role of change agents within the campus life-arena.

Pre-requisite: HWC 593
3 credits, spring semester

HWC 595 Independent Study

Independent study with an individual faculty member. Designation as enrichment or advanced practice elective is determined with faculty sponsor.

1-3 credits, semester varies

HWC 599 Maintenance of Matriculation

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

1 credit, semester varies

HWL 500 Study at Touro

For students in the M.S.W./J.D. program and who are maintaining matriculation while enrolled at Touro Law Center.

0 credits, fall and spring semesters

Field Education and Practicum Sites in New York State Utilized by the School of Social Welfare

ACCESSO/ACCESS
 Alternatives East End
 Angelo J. Melillo Center
 BOCES-Eastern Suffolk
 BOCES-Nassau
 BOCES-Western Suffolk
 BOCES II
 Brentwood Union Free School District
 Brighter Tomorrows
 Bronx Health and Human Services Development Corporation
 Brookhaven Memorial Hospital
 Brookhaven Youth Bureau
 Cancer Care
 Catholic Charities
 Center Moriches School District
 Central Islip Union Free School District
 Central Nassau Guidance and Counseling Services
 Circulo de la Hispanidad
 Clinical Care Associates
 Clubhouse of Suffolk
 Coalition of Child Abuse and Neglect
 Colonial Youth and Family Services
 Community Housing Innovations
 Community Programs Center of Long Island
 Concern for Mental Health
 Covenant House
 Creedmoor Psychiatric Center
 Developmental Disabilities Institute
 EAC Suffolk County
 East Hampton Union Free School District
 East Islip School District
 Eastern Long Island Hospital
 Eastport South Manor School District
 Elmhurst Hospital Center
 Empire Justice Center, Touro Law School
 Family and Children's Association
 Family Service League of Suffolk County
 Farmingdale School District
 Federation of Organizations
 FECS
 Flushing Jewish Community Council
 Fordham Tremont Community Mental Health
 Forest Hills Community House
 Glengariff Health Care Center
 Good Samaritan Hospital
 Gurwin Geriatric Center
 Half Hollow Hills School District
 Hands Across Long Island
 Hauppauge Union Free School District
 HELP Suffolk
 HELP USA
 Hempstead High School Team Center
 Hispanic Counseling Center, Inc.
 Hofstra University

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

Holliswood Hospital
 Hope for Youth
 Hope House Ministries
 Hospice Care Network
 Hospice of the South Shore
 Huntington Youth Bureau
 Interfaith Hospital
 Isabella Nursing Home
 Island Nursing and Rehabilitation Center
 Islip School District
 J-CAPP, Inc.
 Jewish Association of Services for the Aged
 Jewish Board of Family and Children's Services, Inc.
 John Foley Skilled Nursing Facility
 John T. Mather Memorial Hospital
 Out-Patient Services
 Partial Hospitalization Program
 Kings County Hospital
 Legal Aid Society of Nassau
 LIAAC
 Lindenhurst Public Schools
 Littleflower Children's Services
 Long Beach Reach
 Long Beach School District
 Long Island Crisis Center
 Long Island Head Injury Association
 Long Island Head Start
 Long Island Minority AIDS Coalition
 Long Island State Veterans Home
 Long Island University, CW Post Campus
 Student Counseling Services
 Longwood Central School District
 Madonna Heights
 Maryhaven Center of Hope
 Medgar Evers College
 Mental Health Association of Nassau County
 Mental Health Association of Suffolk County
 Mercy Center Ministries
 Mercy Medical Center Family Counseling Services
 Montefiore Medical Center
 Mount Sinai School District
 Multiple Sclerosis Society, Long Island Chapter
 Nassau/Suffolk Law Services Committee, Inc.
 Nassau University Medical Center
 New York City Administration for Children's Services
 New York City Department of the Homeless
 New York Institute of Technology
 North Shore Child and Family Guidance Center
 North Shore University-Long Island Jewish Medical Centers
 Oceanside Counseling Center
 Options for Community Living, Inc.
 Outreach Development Corporation
 Palladia
 Partnership with Children
 Patchogue-Medford School District
 Peconic Bay Medical Center
 Pederson Krag Center
 Phase Piggy Back
 Phoenix House
 Pilgrim Psychiatric Center
 Public School 132 All the Way Program
 Quality Consortium
 Queens Children's Psychiatric Center
 Ride for Life
 Riverhead Central School District
 Sachem Central School District
 Safe Space
 Sagamore Children's Psychiatric Center
 Salvation Army
 Samaritan Village
 Samuel Field YM-YWHA
 Sayville Project
 SCO Family of Services
 Seafield Center, Inc.
 Self Help Community Services
 Silvercrest Extended Care Facility
 Smithhaven Ministries
 Smithtown School District
 South Huntington School District
 South Oaks Hospital
 South Shore Child Guidance
 Southside Hospital
 St. Catherine of Sienna Medical Center
 St. Charles Hospital and Rehabilitation Center
 St. Johnland Day Health Services
 St. Johnland Nursing Home
 St. Joseph's Village
 Stony Brook University
 Admissions Office
 Career Placement Office
 CARES for KIDS
 Child Welfare Training Program
 Commuter Student Services Office
 Dean of Students Office
 Disability Support Services
 Employee Assistance Program
 International Services
 Medical Center
 Office of Diversity, Affirmative Action and Equal Opportunity
 Residential Programs
 Student Health Services
 Suburban Housing and Prevention
 Suffolk County Brentwood Family Health Center
 Brentwood Mental Health Center
 Department of Aging
 Department of Health Services
 Department of Probation
 Department of Social Services
 Family Drug Court
 Farmingville Mental Health Clinic
 Human Rights Commission
 Jail
 Wellness Project
 Suffolk County Coalition Against Domestic Violence
 Suffolk County Perinatal Coalition
 Suffolk Jewish Community Center
 Suffolk Network on Adolescent Pregnancy
 The Light House, Inc.
 Three Village School District
 Timothy Hill Children's Ranch
 Town of East Hampton Department of Human Services
 Town of Huntington Drug and Alcohol

Town of Huntington Youth Bureau
Town of Smithtown Youth Services
Uniondale School District
United Way of Long Island
Urban Justice Center
University College at Old Westbury
 Student Counseling Services
Veteran's Administration Medical Center
Victims Information Bureau of Suffolk County
Village of Rockville Centre, Sandel Center
Wantagh School District
Westbury School District
West Islip Schools
Westhampton Beach School District
William Floyd Union Free School District
Women's Center of Huntington
YMCA Family Services
Young Adult Institute
Youth and Family Counseling Program of Islip
Youth Environmental Services, Inc.