



School of Social Welfare



School of Social Welfare

DEAN: Frances L. Brisbane

ASSOCIATE DEANS: Angel Campos (Executive), Charles Robbins (Academic Affairs), Carlos M. Vidal (External Affairs/Development)

ASSISTANT DEANS: Jeanne Finch (Field Instruction), Michael Lewis (New York City sites), Kathleen Monahan (Evaluation and Research Center), Carolyn Peabody (Eastern Long Island sites), George Rannazzi (Administration)

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Clinical Associate Professor: Jack Farrington

Clinical Assistant Professors: Richard Adams, Jean Bacon, Jeanne Finch, Linda Francis, Rose Leung, Richard Morgan, Bertha Murphy, Carolyn Peabody, Betty-Jean Wrase

Lecturers: Gloria Adams, John Colon

Adjunct Lecturers: Ronald Armstrong, Robert Borzone, Leslie Crisafulli Kulewicz, Ann Curry, Olivia George, Bruce Grossman, Laura Dee, Diane Johnson, Anne Joinnides, Lois Logan, Susan McCarthy, Richard Murdocco, Ann Panciera, Susan Penny, Yolanda Robano-Gross, Linda Winters.

Clinical Faculty

Professors: Daniel Eskinazi, Frederick R. Preston, Michael Smith

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

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

Lecturers: Thomas Dolise, Janet Gilmor, Charles Gluck, David Hymowitz, Susan Lewis, Helene Locke, JoAnn McCaslin, John Meister, Geoffrey O'Connell, John Norcott, Jean Peden, Martin Rosolinsky, Colleen Ruffini, Judi Segal, Patricia White

Center for Health Promotion and Wellness

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

Center for Culturally Competent Education and Training

Director: Frances L. Brisbane

Centers for Spirituality and Health Care Education

Co-directors: Gloria Adams and Richard Morgan

New York State Center for Aging Policy Research

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New York State Center for Sudden Infant Death

Project Director: Frances L. Brisbane

Associate Project Director: Marie Chandick

Project for Aging and Cultural Diversity

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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

The Social Justice Center

Director: Ruth A. Brandwein

Mission

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

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

Goals

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

Programs

The School's programs prepare students for various levels of professional practice in the field of social welfare. These programs include a full-time, upper-division undergraduate program leading to the Bachelor of Science degree with a major in social work (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 Instruction

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

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

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

The Office of Field Instruction coordinates the placement of all students and oversees the matching of student interests and learning needs with the field opportunities available. Suggestions regarding placement options are formulated following discussion of a variety of factors including the student's interests, background, education, and previous experience. Although in some instances field instruction may be taken during evenings and Saturdays, this is acceptable only if an educationally sound placement can be arranged. Field instruction typically takes place Monday through Friday during the day and early evening. Some placements accept blocks of time of less than 7 hours per day, but no placement will be arranged with blocks of less than 4-5 hours at a time. Placements that offer all evening and/or Saturday hours are few and therefore students must be prepared to offer day hours for placement purposes. Students are given the opportunity to meet with their prospective field instructor/student coordinator prior to finalization of the placement. The school, the student and the prospective agency participate in the final placement decision. Students are not permitted to use their agency of employment for field instruction unless they meet the requirements of Pathway II.

Student Criminal Background Checks

Students are advised that some of the facilities used for field placement 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 check or drug screen (including cost unless the field placement 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 placement 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 Instruction 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 instruction 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 placement sites.

Admissions

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

Applications are accepted for admission only for the fall semester. The deadline for all applications is March 1. Applications and all supporting documents must be post-marked by this date. Any extensions to deadline will be posted on the School of Social Welfare's Application website.

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

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

Hy Frankel Award

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

Sylvia Cutts Memorial Scholarship

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

W. Burghardt Turner Fellowship

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

Academic Standing

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

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

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

Students with two or more F grades and/or who receive an F in Field Instruction for any one 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 work;
5. The student is having difficulties in planning or carrying out the educational program.
6. The student appears to have violated the SSW Student Conduct Code and/or University policies.
7. There is a question of academic dishonesty and/or violation of professional ethics.
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 successfully complete the program. They include behavioral, professional and intellectual standards. Technical standards must be met with or without 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 placements with or without reasonable accommodation for disability. Stony Brook University (SBU) 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 at SBU.

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 placement students must be able to record information accurately and clearly, 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 worldviews.

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 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 placement 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 field 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 placement with or without technical accommodation.

Sensory Abilities – Student must have the ability through his/her senses to participate in classes and field 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 instruction 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 four years prior to matriculation in the School of Social Welfare.

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

Students accepted into the program as second-year students (on the basis of satisfactory completion of a full year, including field instruction, at another CSWE accredited graduate social work program) must obtain waivers for the courses that would have been required during their first year. This process must be completed before the end of the add/drop period of the first 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 four years prior to admission can be used toward meeting the requirements for the degree. Transfer from a CSWE-accredited graduate social work program

- Students who have been matriculated in an accredited graduate social work program may be awarded up to one year (32 credits) of transfer credits for the satisfactory completion of a full year of course work that included two terms of field instruction. Credit will be awarded only for work with a grade of B or higher. In such circumstances, students must obtain transfer credits (as well as waivers) for all the required courses that they would have taken during their first year at the School of Social Welfare. Field work evaluations must be submitted to obtain credit for field instruction. This process must be completed before the end of the add/drop period of entrance into the School of Social Welfare.
- Students who have been matriculated in a CSWE accredited graduate social work program and did not complete a year of field instruction may be allowed to transfer a maximum of 16 credits of satisfactorily completed course work. Credit will be awarded only for work with a grade of B or higher.
- Students who have been non-matriculated in a CSWE accredited graduate social work program, including the School of Social Welfare, may be allowed to transfer a maximum of 10 credits of satisfactorily completed course work. Credit will be awarded only for work with a grade of B or higher.
- Students who are matriculated in the 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 four years prior to admission) taken at an accredited University. A maximum of three such credits may be awarded. The courses for which transfer credit is requested must be similar in content to the courses offered by the School of Social Welfare (as attested to by the faculty member responsible for that course). No credit hours will be given for life experience. No transfer credit can be given for credits used for another earned degree, although students may obtain waivers for such courses, if applicable. Transfer credit may be given only for courses completed within four years prior to matriculation.

Leaves of Absence

Students may be granted a leave of absence by the dean for a specified period of time up to one year. If the leave of absence is granted beginning in the spring semester it may be granted for up to three semesters. After the end of the leave of absence period, the student must register in order to remain

in good standing. Students should be aware that the integrity of the educational experience will be paramount in decisions regarding leaves of absence and conditions for return. All leave of absence time counts toward the five-year period within which the degree requirements must be completed.

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

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

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

Undergraduate Program

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

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

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 3 credit course in English composition, which develops proficiency in the composition of expository and argumentative essays. This requirement may be met by EGC 101: Composition 1, by having taken comparable course work at another institution or by scoring 4 on the English placement examination and completing a designated intensive writing course.
- A minimum of one 3 credit introductory course in biological sciences which provides an understanding of the major concepts of biology, including the cell, the gene, molecular biology, development and evolution, the human implications and values associated with these concepts, and the impact of biology on human behavior. This requirement may be met by BIO 101: A Humanities Approach, or comparable course work at another institution.
- A minimum of one 3 credit course in natural sciences or mathematics in addition to the biology course.
- A minimum of two 3 credit courses in the humanities and/or fine arts.*
- A minimum of one 3 credit course in American political systems which provides knowledge about the organization of American government, including the Constitution, Congress, political parties, pressure groups, growth of the presidency, the Supreme Court, judicial review, federalism, separation of powers and the Bill of Rights. This requirement may be met by POL 102: Introduction to American Government, or comparable course work at another institution.
- A minimum of one 3 credit introductory course in sociology or anthropology which provides an analysis of the principles of social structure through an examination of various forms of kinship, marriage, family, age group, voluntary associations and various levels of political, judicial, religious and economic organization.

This requirement may be met by ANT 102:

Introduction to Social and Cultural Anthropology or SOC 105: Structure and Methods, or comparable course work at another institution.

- A minimum of one 3 credit introductory course in psychology which provides an understanding of psychology as the science of behavior, including content related to personality theory, social and developmental psychology and psychological testing. This requirement may be met by PSY 103: Introduction to Psychology, or comparable course work at another institution.
- A minimum of one 3 credit course in American history (post-Reconstruction era) which provides knowledge of modern American history including industrialization, the impact of industrialization upon social, cultural and political life, the Great Depression, the New Deal and the resulting social and technological changes. This requirement may be met by HIS 104: United States Since 1877, or comparable course work at another institution.

Graduation Requirements

Candidates for the Bachelor of Science degree must:

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

Organization of the Curriculum

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

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

First Year, Fall Semester

Course #	Title	Credits
HWC 300	Introduction to Fields of Practice	4
HWC 308	Human Behavior and the Social Environment I	3

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

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 304	Contemporary Social Justice Issues	3
HWC 305	Practice Processes in Social Work I	3
HWC 309	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 Instruction 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 Instruction II	6
HWC 307	Practice Processes in Social Work I	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 one elective 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

Exposes students to various social service delivery systems. Includes field visits, reports, guest speakers, lectures, and small group discussion. Agencies such as youth development associations, public schools, criminal justice systems, mental health and health systems will be observed. Emphasizes the social worker's role in such agencies, and identification and utilization of community resources.

4 credits, fall semester

HWC 301 Field Instruction I

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

Prerequisites: HWC 300 and HWC 305.
6 credits, fall semester

HWC 302 Field Instruction III

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

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, spring 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. Highlights the generalist approach to social work practice with an emphasis on diversity, populations-at-risk and the promotion of social and economic justice. Prepares students for the use of differential assessments and interventions with individuals and families.

Prerequisite: HWC 300

3 credits, spring semester

HWC 306 Practice Processes in Social Work II

Builds on HWC 305. Emphasizes the generalist approach in working with groups and families. Explores a variety of models of group work services available to practitioners and agencies. Focuses on identifying, building and utilizing intervention skills in the group process. Must be taken concurrently with HWC 302.

Prerequisites: HWC 300 and 305

3 credits, fall semester

HWC 307 Practice Processes in Social Work III

Builds on HWC 305 and 306. Emphasizes the generalist approach in working with communities. Explores the nature and application of a variety of community interventive modalities. Must be taken concurrently with HWC 302.

Prerequisites: HWC 300, 301, 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. Critiques interpersonal, intrapersonal and socio-structural theories and their impact on special populations, especially groups that have been historically oppressed, devalued and alienated in society.

3 credits, fall semester

*Elective offerings vary from semester to semester.

HWC 309 Human Behavior and the Social Environment II

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

Prerequisite: HWC 308

3 credits, spring semester

HWC 310 The Political Economy of Social Welfare

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

3 credits, fall semester

HWC 311 Social Welfare Policy, Services and Analysis

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

3 credits, fall 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

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 experience.

3 credits, fall semester

HWC 316 Integrating Seminar II

Builds on HWC 315.

Prerequisite: HWC 315

3 credits, spring semester

HWC 317 Issues in Death and Dying; Loss and Separation

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

2 credits, 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. Emphasizes skills in working for institutional change and social justice.

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.

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

2 credits, semester varies

HWC 325 Anger Management

Presents concepts of anger management within a bio-psychosocial context. Students learn how to recognize external manifestations of anger in themselves, clients, organizations

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

2 credits, semester varies

HWC 326 Health Care Delivery with Diverse Populations

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

2 credits, year varies

HWC 329 Complementary and Alternative Medicine

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

2 credits, semester varies

HWC 330 Case Management in Human Services

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

2 credits, year varies

HWC 339 Ancestral Medicine

There is an increasing integration of complementary medicine and allopathic medicine. As health professionals, it is important to understand the beliefs and practices of our clients in order to maximize their options and choices. Professionals must be knowledgeable about the healing traditions anchored in different cultures and ethnicity.

2 credits, semester 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.

2 credits, semester varies

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

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

2 credits, year varies

HWC 343 Working with Children of Alcoholics and Substance Abusers

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

2 credits, year varies

HWC 344 Overview of Substance Abuse

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

2 credits, semester varies

HWC 347 Managing Conflict

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

2 credits, semester varies

HWC 349 Overview of Social Work With Special Populations

Examines the issues that social workers must consider when working with traditionally disenfranchised populations. Emphasis will include micro and macro issues when intervening with gay and lesbian individuals, members of diverse

racial and ethnic groups, and women, as well as others. The historic as well as contemporary experiences of these individuals' interactions with the health and human service delivery system will be explored.

2 credits, semester varies

HWC 351 Law and Social Change

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

2 credits, year varies

HWC 356 Proposal Writing in the Health and Human Service Fields

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

2 credits, semester varies

HWC 361 Implications of Racism for Social Welfare

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

2 credits, semester varies

HWC 362 Implications of Child Abuse and Maltreatment

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

2 credits, year varies

HWC 363 Homelessness, Politics and Public Health

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

2 credits, 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

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 379 Special Topics in Social Welfare

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

1-3 credits, semester varies

HWC 380 Overview of Practice Issues in Family Violence

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

2 credits, semester varies

HWC 390 HIV/AIDS

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

2 credits, semester varies

HWC 395 Independent Study

Independent study with an individual faculty member.

1-3 credits, fall and spring semesters

HWC 397 Case Management

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

4-6 credits, semester varies

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 School's 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. This is a natural setting in which to bring together the basic sciences and theoretical disciplines in applied policy/program analysis, and thereby contribute to research in the social dimensions of health and mental health.

Program Structure and Content

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

Research Methods I and II
 Statistics I and II
 Knowledge Building in Social Work:
 The Philosophy of Applied Social Research
 Social Welfare Policy Analysis I and II
 Theories of Social Work Intervention
 Seminar in Social Work Education
 Social Welfare Administration
 Dissertation Seminar I and II

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

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 research paper of publication quality is required at the end of the fourth semester.

A comprehensive examination is given when 36 credits of required course work are completed. Once admitted to candidacy, the student selects a dissertation chair and committee, develops an approved dissertation proposal and begins disser-

tation research. The fourth year is spent on completion of the dissertation and defense.

The Part-Time Option

Students who are approved for the part-time option take a minimum of 6 credits each semester until the 54 credit sequence has been completed. In order to meet residence requirements, they must take 9 credits in each of two consecutive semesters. Part-time students sit for their qualifying examinations to candidacy at the end of the semester when 36 credits of required course work are completed (usually the second semester of the third year).

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

Criteria and Procedures for Admission of Students

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

Admission requirements include:

1. A master's degree from a program accredited by the Council on Social Work Education.
2. Academic promise as evidenced by superior achievement in undergraduate and master's level education.
3. Satisfactory performance on the Graduate Record Examination.
4. A personal interview.
5. Professional competence as demonstrated through substantial experience in responsible social work and/or human services positions supported by three letters of reference, including one, if possible, from someone familiar with the applicant's capacity to conduct research.
6. 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.

- Submission of a research paper of publication quality prior to qualifying examinations.
- Satisfactory performance on qualifying examinations.
- Advancement to candidacy by vote of the Doctoral Committee upon successful completion of all course work and the qualifying examinations.
- Completion of a dissertation.
- Successful defense of the dissertation.
- Completion of all work within seven years.

A separate application and bulletin are available describing the Ph.D. program in more detail, its curriculum and requirements for admission. To receive a copy of this bulletin, application and further information, contact the School of Social Welfare's Ph.D. program office in writing or by telephone at (631) 444.8361.

Dual Degree Program in Social Work and Law

This program offers the opportunity to earn an 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 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 instruction and practicum sites are located throughout Nassau and Suffolk counties and in the five boroughs of New York City. In addition, the program offers a specialization in health with sub-specializations in alcohol and substance abuse or public health and a specialization in student-community development.

Program Requirements

Credits

Students must successfully complete a minimum of 64 credits, including all required courses. A minimum of 16 credits must be earned in field instruction. Students are required to register for a minimum of 12 credits per 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 gradu-

ate. There is a five year limit during which students must complete all requirements for the degree, including time granted for approved leaves of absence.

Graduation Requirements

Candidates for the Master of Social Work degree must:

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

Curriculum Structure and Content

The curriculum provides for a generalist foundation year of courses and field instruction for all students. In the second year, students concentrate in advanced social work practice. In addition to the standard daytime schedule, some required and some elective courses are offered during the late afternoons, evenings and weekends. Some courses are also offered in concentrated form during the semesters, intersession and summer session. Although some courses are offered for student convenience in Manhattan and on the east end of Long Island, 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 instruction provides the basic professional foundation of knowledge, values and skills for social work practice with individuals, families, groups, organizations and communities.

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

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

Fall Semester

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

Spring Semester

Course #	Title	Credits
HWC 501	Field Instruction II	4-6

HWC 505	Human Behavior and the Social Environment II: Psychopathology	3
HWC 510	Parameters of Social and Health Policy II	3
HWC 511	Research I	3
HWC 514	Social Work Practice II	3

Concentration Year

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

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

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

Fall Semester

Course #	Title	Credits
HWC 502	Field Instruction III	4-6
HWC 512	Research II	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 Instruction IV	4-6
HWC 517	Advanced Social Work Micro Practice II	3
HWC 518	Advanced Social Work Macro Practice II	3
	Electives*	5-6

Pathways

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

Pathway I: Advanced Standing

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

matriculated students in the School of Social Welfare. In addition, applicants must:

- Have obtained their baccalaureate degree in social work no more than five years prior to admission to the program.
- Have a minimum cumulative grade point average of 2.5, with a minimum 3.0 grade point average in the baccalaureate social work program.
- Have the Pathway I Advanced Standing Practicum Evaluation Form completed by their school's faculty field advisor.
- Submit three letters of reference† which must include at least two from faculty members from the applicant's social work program; a third letter must be from a social worker from the applicant's field agency or holding a social work position who is directly familiar with the applicant's work. Persons completing letters of reference will be asked to evaluate the applicant on maturity of judgment, capacity for growth and change, acceptance of differences in people, commitment to social and institutional change, possession of values consistent with the social work perspective, and readiness to function at the level of second year 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 Instruction III	6
HWC 506	Social Work in Health	3
HWC 515	Advanced Social Work Micro Practice I	3
HWC 516	Advanced Social Work Macro Practice I	3
	Electives*	4

Spring Semester

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

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

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

Fall Semester

Course #	Title	Credits
HWC 502	Field Instruction III	6

*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.

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 Instruction IV	6
HWC 517	Advanced Social Work Micro Practice II	3
HWC 518	Advanced Social Work Macro Practice II	3

Fall Semester

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

Pathway II

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

This field instruction experience must be separate and distinct from a student's regular job responsibilities. The supervisor must hold a Master of Social Work degree and can not be the student's current supervisor or a past supervisor. The field instruction plan must be approved by the agency administrator and by the school. Pathway II students may not register for more than 4 credits (two days) of field instruction per semester, or for more than three courses per semester. Through this pathway, students may complete the degree requirements in 2 1/2 to three years.

Pathway III (Modified Full-Time)

This option is designed for students who choose not to follow the regular full-time schedule. Students must take 12 to 13 credits each 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 2 1/2 to three years.

Students are not permitted to use their agency of employment for field instruction unless they meet requirements of Pathway II. Although in some instances, field instruction may be taken during evenings and Saturdays, this is only acceptable if an educationally sound placement can be arranged. In cases where this cannot be arranged, or it is determined by the faculty that such a placement is not appropriate for the students' learning needs, students may need to complete one or both years of field instruction in a traditional time period. Pathway III students may not register for more than 4 credits of field instruction per semester.

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

Course #	Title	Credits
HWC 500	Field Instruction I	4

HWC 504	Human Behavior and the Social Environment I	3
HWC 509	Parameters of Social and Health Policy I	3
HWC 513	Social Work Practice I	3

Spring Semester

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

Second Year, Fall Semester

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

Spring Semester

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

Third Year, Option I*Fall Semester*

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

Third Year, Option II*Fall Semester*

Course #	Title	Credits
HWC 512	Research II 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 Health Care

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

Requirements

Matriculated 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
HWC 582 Organizational Dynamics and Legal and Ethical Issues in Health Care;
- Taking one elective chosen from those courses designated with + in the listing of course descriptions.
- Successfully completing one year of field instruction in a health care setting.
- 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 Health Care with a sub-specialization in Alcohol and Substance Abuse. Students enrolled in this sub-specialization examine the history and development of policies and practice in the field of alcoholism and substance abuse. This sub-specialization addresses both the wider implications that relate to program planning and development, public policy and prevention, and the more specific issues of working with families, individuals and groups in treatment and recovery. Particular emphasis is placed on dealing with traditionally disadvantaged and disempowered populations.

Requirements

Matriculated 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 instruction in an alcohol-specific or drug-specific agency with an

assignment of either working directly with individuals, families and groups, and/or working with committees, boards, planning groups and community groups.

- 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

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

Requirements

Matriculated 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 instruction 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 582 Organizational Dynamics and Legal and Ethical Issues in Health Care
HWC 589 Biostatistics;
- 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

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

Requirements

Students accepted for this specialization must meet the following requirements.

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

- HWC 592 Student-Community Development Independent Reading/Colloquia II
- HWC 593 Student-Community Development Seminar I
- HWC 594 Student-Community Development Seminar II
- HWC 598 Issues in Higher Education;
- Completing a Portfolio Project (HWC 566) or taking one elective approved by the Director of SCD Specialization.
 - Successfully completing 16 credits of field instruction. One year of field instruction (HWC 502 and 503) will be in a higher education setting.
 - 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 three categories corresponding to the curriculum design; professional foundation courses, advanced required courses and electives. All courses are graduate letter graded (A-C-, F) unless otherwise indicated.

Professional Foundation Courses

HWC 500 Field Instruction I

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

4-6 credits, fall semester

HWC 501 Field Instruction II

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

Prerequisites: HWC 500 and 513

4-6 credits, spring 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, fall semester

HWC 505 Human Behavior in the Social Environment II: Psychopathology

Utilizes a multi-dimensional perspective in presenting conceptual frameworks of human behavior particularly how it is influenced by the bio-psycho-social parameters of person-in-situation. Will focus also on the concepts of mental health, mental disorders, and the influence of culture on both. Will cover mental health assessment, including the bio-psycho-social framework and social work values. In addition, the mental disorders described and classified with the Diagnostic Statistical Manual will be covered. Social work values, roles,

responsibilities and ethical considerations are detailed throughout the course.

Prerequisite: HWC 504

3 credits, spring semester

HWC 506 Social Work in Health

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

3 credits, fall semester

HWC 509 Parameters of Social and Health Policy I

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

3 credits, fall 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, spring 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, fall semester

HWC 513 Social Work Practice I

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

3 credits, fall semester

HWC 514 Social Work Practice II

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

Prerequisites: HWC 500, 504 and 513

3 credits, spring semester

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

Placement in advanced social work practice settings. Supervision provided by a qualified 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 515 Advanced Social Work Micro Practice I

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

Prerequisites: HWC 500, 501, 513 and 514

3 credits, fall semester

HWC 516 Advanced Social Work Macro Practice I

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

Prerequisites: HWC 500, 501, 513 and 514

3 credits, fall semester

HWC 517 Advanced Social Work Micro Practice II

Emphasizes professional responsibilities for ongoing self-assessment. Examines agency effectiveness in meeting client needs and providing services. Focuses on further skill development in helping individuals, families and groups and on strategies for achieving necessary changes in agency policy and service delivery systems to meet client needs. Must be taken concurrently with HWC 503 Field Instruction III and HWC 518 Advanced Social Work Macro Practice II.

Prerequisites: HWC 502, 515 and 516

3 credits, spring semester

HWC 518 Advanced Social Work Macro Practice II

Emphasizes advanced theory and practice skills in program planning and management decisions based on the use of con-

sumer oriented methodologies. Focuses on professional responsibility for continuing self-assessment and evaluation. Must be taken concurrently with HWC 503 Field Instruction IV and HWC 517 Advanced Social Work Micro Practice II.

Prerequisites: HWC 502, 515 and 516

3 credits, spring semester

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 semester in which they had registered for it. Students will be graded S/F.

Prerequisite: HWC 507

0 credit, semester varies +

HWC 519 Aging and the Law

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

2 credits, year varies

HWC 520 Advanced Social Work Practice with the Aged

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

2 credits, year varies

HWC 521 Ethnic Sensitive Social Work Practice

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

2 credits, year varies

HWC 522 Human Sexuality

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

2 credits, year varies

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

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

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

2-3 credits, fall semester

HWC 524 Children and Adolescents Who Grieve

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

2 credits, semester varies

HWC 525 Anger Management

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

2 credits, semester varies

HWC 526 Health Care Delivery with Diverse Populations

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

2-3 credits, year varies

HWC 527 Social and Behavioral Aspects of Public Health Practice

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

2-3 credits, year varies +

HWC 528 Management and Technology in Health Care

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

2 credits, year varies +

HWC 529 Complementary and Alternative Medicine

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

2-3 credits, semester varies +

HWC 530 Case Management in Human Services

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

2 credits, year varies

HWC 531 Advanced Market Research

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

2-3 credits, year varies

HWC 533 Family Intervention in Health and Mental Health

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

Prerequisites: HWC 501, 514 or permission of instructor.

2 credits, semester varies +

HWC 538 Death and Dying; Loss and Separation

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

2 credits, semester varies +

HWC 539 Ancestral Medicine

There is an increasing integration of complementary medicine and allopathic medicine. As health professionals, it is impor-

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

tant to understand the beliefs and practices of our clients in order to maximize their options and choices. Professionals must be knowledgeable about the healing traditions anchored in different cultures and ethnicity.

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 542 Children of Chaos: The Social Worker's Role

Designed to provide an understanding of the special issues and concerns surrounding work with children. Professional dilemmas and guidelines to aid practice are identified. Special issues involved in 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 543 Ethics in Health Care Practice

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

2-3 credits, semester varies +

HWC 544 Overview of Substance Abuse

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

2 credits, semester varies +

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

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

2 credits, semester varies

HWC 546 Working with Adult Children of Alcoholics and Substance Abusers

Focuses on adult children of alcoholic parents and how par-

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

2 credits, year varies +

HWC 547 Managing Conflict

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

2-3 credits, semester varies +

HWC 548 Adolescent Development and Health Promotion

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

2 credits, year varies

HWC 549 Overview of Social Work With Special Populations

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

2 credits, semester varies

HWC 550 Culture Centered Approach to Social Work Practice

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

2 credits, year varies

HWC 551 Law and Social Change

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

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

particular, and the implications for effective social work practice.

2 credits, year varies

HWC 552 Lesbians and Gay Men: Issues in Health Care

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

2-3 credits, year varies +

HWC 553 Chemical Dependency in Special Populations

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

2-3 credits, semester varies +

HWC 554 Working with African Americans and Hispanics

Teaches students to empower, counsel and work with African Americans and Hispanics in the context of their racial, cultural, social, economic and political reality. Emphasizes students' need to make a conscious inventory of their own backgrounds, including their race, culture and geographic area of rearing and residence, as factors that contribute to their attitudes, behaviors and biases. Covers knowledge and skill areas that enhance students' abilities to work effectively with African American and Hispanic individuals, families, groups and communities.

2-3 credits, year varies

HWC 555 Supervision in Health and Human Service Organizations

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

2 credits, semester varies +

HWC 556 Proposal Writing in the Health and Human Service Fields

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

ing and accessing funding sources.

2-3 credits, semester varies +

HWC 557 Cultural Competency: An Ingredient in Enhancing Treatment Outcomes

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

2 credits, 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. Combines theory with case examples, practical exercises and other experiential learning modes.

2-3 credits, semester varies

HWC 559 Mental Health Evidenced-Based Practice

Develops the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented evidence-based practices. Designed for M.S.W. students and M.S.W. mental health practitioners. 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. Examines research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. Identifies the appropriate treatment outcomes that reflect effective quality mental health practice. Focus is on providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental and will be discussed in detail.

3 credits, spring semester +

HWC 561 Implications of Racism for Social Welfare

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

2 credits, semester varies

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

HWC 563 Homelessness, Politics and Public Health

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

2-3 credits, semester varies

HWC 566 Student-Community Development Student Portfolio Project

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

1-3 credits, semester varies

HWC 567 Psychopathology and Psychopharmacology

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

Prerequisites: HWC 504-505 or permission of instructor.

2-3 credits, semester varies +

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

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

2 credits, semester varies +

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

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

2-3 credits, semester varies +

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

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

2 credits, semester varies, +

HWC 575 Child Welfare: An Overview

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

2-3 credits, semester varies

HWC 577 Program Evaluation

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

Prerequisites: HWC 511 and 512

2-3 credits, semester varies

HWC 578 Advanced Social Work with Groups

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 the group work process and usefulness of this modality and providing clients with the tools to heal. Group work techniques, context, dynamics, skills and the role of the group facilitator will be discussed. In presenting group work with special populations students will 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 Welfare

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

1-3 credits, semester varies

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

HWC 580 Seminar on Family Violence

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

2 credits, semester varies +

HWC 581 Public Health and Community Health Intervention

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

2-3 credits, semester varies

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

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

2-3 credits, semester varies

HWC 583 Theories of Social Work

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

2-3 credits, 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. Emphasizes efforts made by poor people, ethnic minorities of color and women to organize and mobilize community groups and movements. Highlights group and community analysis and organization skills.

2-3 credits, semester varies +

HWC 585 Health and Social Planning

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

2-3 credits, semester varies +

HWC 586 Managed Care and Health Care Delivery

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

2-3 credits, semester varies +

HWC 587 Empowering the Disenfranchised

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

2 credits, 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

2-3 credits, semester varies

HWC 589 Biostatistics

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

Prerequisites: HWC 512 or equivalent

2 credits, semester varies +

HWC 590 HIV/AIDS

Focuses on central aspects of the HIV/AIDS pandemic, including the current state of medical knowledge, HIV/AIDS and the law, prejudice and discrimination, AIDS activism and organizing, grief/death/dying, psychosocial issues, redefining the medical model, homophobia, racism, sexism and ableism in research, treatment and policy, IV drug use, drug treatment

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

and other related issues. Upon completion of this course, students will have met the educational requirements established by the HIV Primary Care Medicaid Provider Agreement. This requirement is needed to conduct HIV pre and post test counseling in hospitals and clinic settings.

2 credits, semester varies

HWC 591 Student-Community Development Independent Reading/Colloquia I

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

2 credits, fall semester

HWC 592 Student-Community Development Independent Reading/Colloquia II

A continuation of HWC 591.

Prerequisite: HWC 591.

2 credits, spring semester

HWC 593 Student-Community Development Seminar I

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

3 credits, fall semester

HWC 594 Student-Community Development Seminar II

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

Prerequisite: HWC 593.

3 credits, spring semester

HWC 595 Independent Study

Independent study with an individual faculty member.

1-3 credits, semester varies

HWC 596 Marketing for Health and Human Service Organizations

Presents theory, principles and methods of marketing as applied to non-profit and governmental health and human service organizations. Focuses on the planning and implementation of marketing projects aimed at developing programs and attracting clientele, funds and public support. Requires students to analyze and develop a marketing plan for a specific organization.

2 credits, semester varies

HWC 597 Case Management

Open only to students who have completed the Case Management Certificate Program and have completed 15

additional hours of assignments. Students will be graded S/F.
4-6 credits, semester varies

HWC 598 Issues in Higher Education

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

2 credits, 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 semesters

HWL 500 Study at Touro

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

0 credits, fall and spring terms

HWL 501 Study at Our Lady of the Lakes

For students who are maintaining matriculation while enrolled at Our Lady of the Lakes University.

0 credits, fall and spring semesters

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

ACCESSO/ACCESS; Brentwood and Islip Alternatives East End; Riverhead Angelo J. Melillo Center; Glen Cove Bellport School District; Bellport BOCES-Eastern Suffolk; Bellport, Medford, Riverhead and Port Jefferson Station BOCES-Nassau; Great Neck and Wantagh BOCES-Western Suffolk; Dix Hills and Hauppauge BOCES II; Oakdale Boys and Girls Club; Bellport Brentwood Union Free School District; Brentwood Bronx Health and Human Services Development Corporation; Bronx Brookhaven Memorial Hospital; Patchogue Brookhaven Youth Bureau; Patchogue Brunswick Hospital; Amityville Cancer Care; Woodbury Caribbean Women's Health Association; Brooklyn and Far Rockaway Catholic Charities; Bridgehampton, Far Rockaway, Medford, and New York City Center Moriches School District; Center Moriches Central Islip Union Free School District; Central Islip Central Nassau Guidance and Counseling Services; Hicksville Clubhouse of Suffolk; Riverhead and Ronkonkoma Coalition of Child Abuse and Neglect; Garden City

Colonial Youth and Family Services; Mastic Beach
 Community Programs Center of Long Island; Deer Park,
 Edgewood, Ronkonkoma and Port Jefferson
 Concern for Mental Health; Medford
 Cornell Cooperative Extension of New York City; New York
 Cornell Cooperative Extension of Suffolk County; Riverhead
 Covenant House; New York
 Creedmoor Psychiatric Center; Queens Village
 Crossings; Patchogue
 Developmental Disabilities Institute; Huntington, Selden
 and Smithtown
 East End Hospice, Inc.; Westhampton Beach
 East Hampton Union Free School District; East Hampton
 East Islip School District; Islip Terrace
 Eastern Long Island Hospital; Greenport
 Quannacut; Greenport
 Elmhurst Hospital Center; Elmhurst
 Family and Children's Association
 Family Ties; Hempstead
 Family Mediation; Hempstead
 Long Island Counseling; Elmont
 Project Independence; Islandia
 Family Service League of Suffolk County; Bay Shore,
 Commack, East Hampton, Hampton Bays,
 Hauppauge, Mattituck, Middle Island and
 Riverhead
 Federation of Organizations; West Islip
 Suffolk County Respite Care; Patchogue
 FEGS; Amityville, Center Moriches, Central Islip, Far
 Rockaway, Hempstead and Smithtown
 Flushing Jewish Community Council; Flushing
 Fordham Tremont Community Mental Health; Bronx
 Forest Hills Community House; Forest Hills
 Franklin General Hospital Medical Center; Valley Stream
 Girl Scouts of Nassau County; Garden City
 Girl Scouts of Suffolk County; Riverhead
 Glengariff Health Care Center; Glen Cove
 Good Samaritan Hospital; West Islip
 Gurwin Geriatric Center; Commack
 Half Hollow Hills School District; Dix Hills
 Hands Across Long Island; Central Islip
 Hauppauge Union Free School District; Hauppauge
 HELP Suffolk; Bellport
 HELP USA; New York
 Hempstead High School Team Center; Hempstead
 Hispanic Counseling Center, Inc.; Hempstead
 Hofstra University; Hempstead
 Holliswood Hospital; Holliswood
 Hope for Youth; Amityville
 Hope House Ministries; Port Jefferson
 Hospice of the South Shore; Bay Shore
 Interfaith Hospital; Brooklyn
 Islip School District; Islip
 Jewish Association of Services for the Aged; Long Beach,
 Mineola and Smithtown
 Jewish Board of Family and Children's Services Inc.;
 Brooklyn, Brightwaters, Coney Island and
 Manhattan
 John Foley Skilled Nursing Facility; Yaphank
 John T. Mather Memorial Hospital; Port Jefferson
 Out-Patient-Services; Port Jefferson Station
 Partial Hospitalization Program; Port
 Jefferson Station
 KEYSpan; Melville
 Kings County Hospital; Brooklyn
 Legal Aid Society of Nassau; Hempstead
 LIAAC; Huntington Station
 Liberty and Suffolk Partnership Programs; Hempstead,
 Old Westbury and Stony Brook
 Lindenhurst Public Schools; Lindenhurst
 Long Island Crisis Center; Bellmore
 Long Island Head Injury Association; Commack
 Long Island Head Start; Patchogue
 Long Island Minority AIDS Coalition; Lindenhurst
 Long Island State Veterans Home; Stony Brook
 Long Island University, CW Post Campus; Brookfield
 Student Counseling Services
 Longwood Central School District; Middle Island
 Madonna Heights; Dix Hills
 Maryhaven Center of Hope; Port Jefferson
 Medgar Evers College; Brooklyn
 Mental Health Association; Hempstead and Lindenhurst
 Mercy Center Ministries; Patchogue
 Mercy Medical Center Family Counseling Service;
 Garden City
 Montefiore Medical Center; Bronx
 Mount Sinai School District; Mount Sinai
 Multiple Sclerosis Society, Long Island Chapter; Hauppauge
 Nassau/Suffolk Law Services Committee, Inc.; Islandia
 New Perspectives; Blue Point
 North Shore Child and Family Guidance Center; Roslyn
 North Shore University-Long Island Jewish Medical Centers;
 Glen Cove, Manhasset and Plainview
 Family Consultation Center; Mineola
 Hillside Hospital; Glen Oaks
 Methadone Maintenance Treatment Program;
 New Hyde Park
 North Shore Youth Council; Rocky Point
 Oceanside Counseling Center; Oceanside
 OMRDD, LIDDSO; Hauppauge
 Options for Community Living, Inc.; Smithtown
 Outreach Development Corporation; Bellport, Brentwood and
 Richmond Hill
 Passages Counseling Centers Inc.; Coram
 Patchogue-Medford School District; Patchogue and Medford
 Peconic Community Council; Riverhead and
 Westhampton Beach
 Pederson Krag; Huntington; Setauket, Smithtown, St. James
 and Wyandanch
 Phoenix House; Brentwood, Hauppauge and Manhattan
 Pilgrim Psychiatric Center; West Brentwood
 Public School 132 All the Way Program; Manhattan
 Quality Consortium; Huntington
 Queens Children's Psychiatric Center; Bellerose
 RESPONSE of Suffolk County; Stony Brook
 Retreat, Inc.; Wainscott
 Riverhead Central School District; Riverhead
 Riverhead Mental Health Clinic; Riverhead
 Sachem Central School District; Holbrook
 Sagamore Children's Psychiatric Center; Centereach,
 Dix Hills, Melville and St. James
 Salvation Army; East Northport
 Samaritan Village; Briarwood, Jamaica, New York
 Samuel Field YM-YWHA; Little Neck

Seafeld Center Inc.; Melville, Mineola, Riverhead
and Westhampton Beach

Self Help Community Services; Bayside and New York
Shoreham Wading River School District; Shoreham and
St. James

Silvercrest Extended Care Facility; Jamaica
Smithtown School District; Smithtown
South Oaks Hospital; Amityville
Southside Hospital; Bay Shore
St. Catherine of Sienna Medical Center; Smithtown
St. Charles Hospital and Rehabilitation Center;
Port Jefferson

St. Johnland Day Health Services; Kings Park
St. Johnland Nursing Home; Kings Park
St. Joseph's Village; Selden

Stony Brook University; Stony Brook
Career Placement Office
CARES for KIDS
Child Welfare Training Program
Commuter Student Services Office
Dean of Students Office
Disability Support Services
Employee Assistance Program
International Services
Liberty Partnership Programs
Office of Diversity, Affirmative Action and
Equal Opportunity
Residential Programs
Sayville Project
Student Health Service
Sudden Infant Death Syndrome Center
University Hospital
VPSA, Family Learning Center; Bellport

Suffolk County
Brentwood Family Health Center; Brentwood
Brentwood Mental Health Center; Brentwood
Department of Aging; Hauppauge
Department of Health Services; Farmingville
Department of Probation; Hauppauge and Yaphank
Department of Social Services; Hauppauge
Family Drug Court; Central Islip
Farmingville Mental Health Clinic; Farmingville
Human Rights Commission; Bayshore
Wellness Project; Brentwood

Suffolk County Perinatal Coalition; Patchogue
Suffolk Jewish Community Center; Commack
Suffolk Network on Adolescent Pregnancy; Central Islip
The Children's Community Head Start; Ronkonkoma
The Light House, Inc.; Elmhurst and Medford
The Way Back; Port Jefferson
Three Village School District; East Setauket
Timothy Hill Children's Ranch; Riverhead
Town of Brookhaven Office of Women's Services; Coram
Town of East Hampton Department of Human Services;
East Hampton

Town of Huntington Drug and Alcohol; Huntington
Town of Huntington Youth Bureau; Huntington
Uniondale School District; Uniondale
University College at Old Westbury
Student Counseling Services; Old Westbury
VARIETY Pre-Schoolers Workshop; Syosset
Veteran's Administration Medical Center; Northport

Victims Information Bureau of Suffolk County; Smithtown
Village of Rockville Centre, Sandel Center; Rockville Centre
Westbury School District; Westbury
West Islip Schools; West Islip
Westhampton Beach School District; Westhampton Beach
William Floyd Union Free School District; Mastic Beach
Women's Center of Huntington; Huntington
YMCA Family Services; Bay Shore, Centereach and Coram
Young Adult Institute; New York
Youth and Family Counseling Program of Islip; Brentwood
Youth Environmental Services, Inc.; Massapequa