



SCHOOL OF SOCIAL WELFARE



2010 Strategic Plan



Frances L. Brisbane, Ph.D., Dean

We are the School of Social Welfare.

We teach our students to be everywhere that health, social, education, and economic problems exist among individuals, families and our global communities. We are the architects of solutions to these problems. As advocates for social justice, we draw on historically successful strategies to address new or persistent problems such as poverty, bias, and disparities in health outcomes.

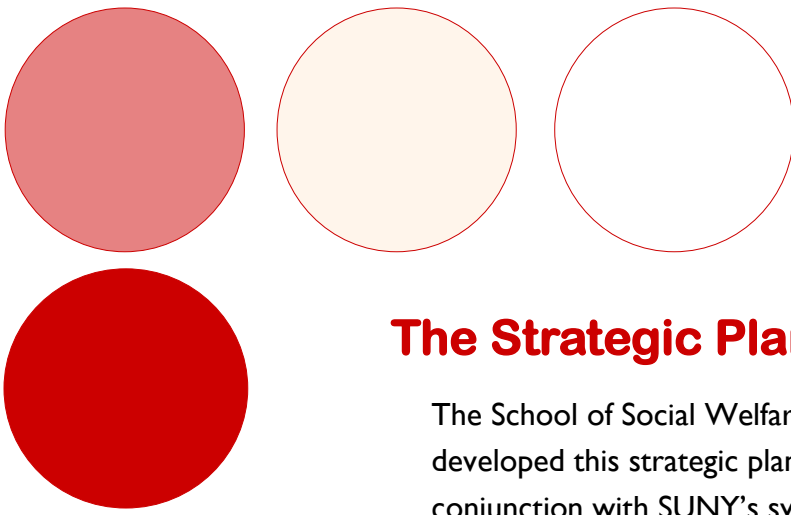
We remain vigilant to find and to eliminate overt and covert racism, classism, gender bias, homophobia, nationality and religious oppression throughout the world. We help individuals enjoy liberties that are due everyone, regardless of his or her station in life and the protection of human rights is our prime concern.

The U.S. Department of Labor says that social work is expected to grow faster than average for all occupations through 2018. There is much work to do.

*The students we train will become Stony Brook University School of Social Welfare alumni—already 6,000 strong. They will follow in many professional pathways. Whether responding to the needs of the elderly, helping returning veterans readjust to civilian life, treating those with PTSD, responding to the needs of the unemployed, or preventing violence in our schools, our students will be **EVERYWHERE MAKING A DIFFERENCE.***

**STONY BROOK UNIVERSITY
SCHOOL OF SOCIAL WELFARE
2010 Strategic Plan**

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The Strategic Planning Process

The School of Social Welfare has developed this strategic plan in conjunction with SUNY's system-wide planning process and Stony Brook University's *Project 50 Forward*. The emerging priorities serve as a compass for this strategic plan and include:

- comprehensive high quality education;
- research at the highest international standards;
- leadership for economic growth, technology, and culture;
- state-of-the-art health care, a regional health care network, and commitment to the community and underserved; and
- diversity and the positioning of SBU in the global community.

The School of Social Welfare completed its Reaffirmation Self-Study for the Council on Social Work Education (CSWE) accreditation in 2009. Reviewing faculty's ongoing commitment to excellence in our instructional, research, community and service programs, the School of Social Welfare's strategic plan relates specifically to the priorities identified above. The analysis included evaluating progress toward previous goal attainment, and developing planning recommendations in four specific areas of focus: Education, Research, Clinical Service and Community Outreach. Strategies to achieve the identified goals and objectives are presented in this report.

Plan Committee

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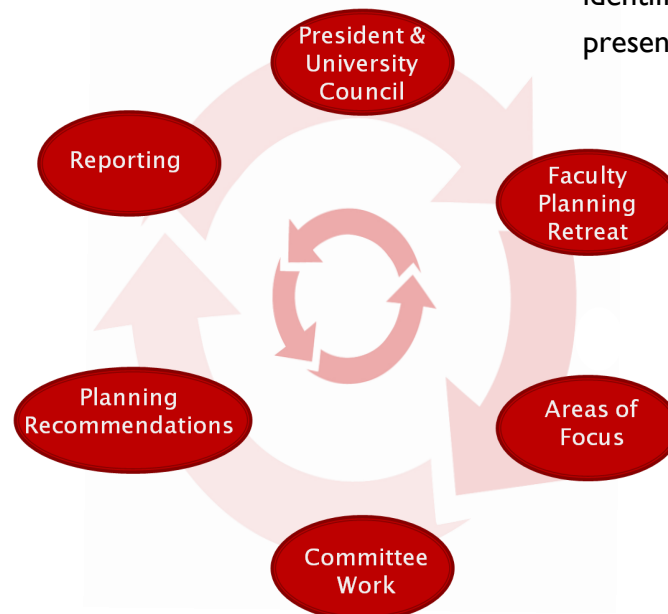
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EXECUTIVE SUMMARY

Strategic Opportunities in Education, Training, Research, Clinical Service and Community Outreach

This strategic plan represents the work of members of the School of Social Welfare's community—faculty, staff, field educators, alumni, and students. It confirms the School's long standing commitment to social justice and social change and places this mission in the context of present and future goals.

It describes how the School's structure will foster excellence in research - and the dissemination of research - while sustaining and building upon the School's outstanding reputation and achievements in education, training, clinical service, and community outreach.



This restructuring consolidates School interests and activities into three Centers:

The Center for Aging Policy Research, The Center for Family Policy Research, and The Center for Health and Wellness Policy Research. The Centers' functions include: education, training, research and research dissemination, clinical service, and community outreach.

The priorities for the near term emerge from a careful review of strategic opportunities for future success. They build upon the School's strengths and extend them into new arenas. The School's expertise in community training and its long-standing relationships with local, regional, national and international service agencies, professional organizations, and academic associations, provide a firm foundation for the development of new partnerships and joint ventures.

*In 2010,
applications
reached a
record high.*

Education and Training

1. Respond to employment trends and market the School's achievements in the areas of Aging, Mental Health, Health and Public Health, and Substance Abuse and Alcohol Addiction

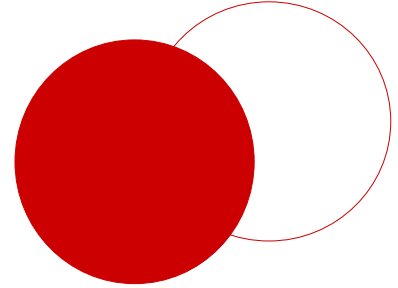
The demand for social work education and its anticipated growth in the areas of aging, substance abuse and mental health align closely with the School's core curriculum. The Health focus of the School's curriculum and its integral place within the Health Sciences Center make it very attractive to potential applicants. The national reputation for both pioneering research and training programs of the School's *Center for Aging Policy Research* also draws applicants who seek cutting-edge education

Education and Training *(continued)*

in this area. The School was the first in the nation to offer a specialization in Substance and Alcohol Abuse and offers students a Certificate in this field of practice. The School's commitment to these areas is strong and growing, and provides opportunities for timely and innovative educational offerings. In order to meet growing demands and increased enrollment, additional resources will be required.

2. Build upon identified areas of strength and offer Continuing Professional Education and Certificates of Training

The success of the School's training and certificate programs in Geriatric Care, Geriatric Care Management, and Geriatric Care Ministry provide channels for translating and conveying important information to care givers of: chronically ill children, returning veterans, people with developmental disabilities, and the persistently and severely mentally ill. Also, the School has a long-standing history of delivering training programs on leadership, family violence and culturally competent social work practice that offer additional avenues for growth. Another first of its kind training program will soon be offered to the NYS Office for People with Developmental Disabilities (OPWDD).



Clinical Service and Community Outreach

1. Build upon and develop new relationships with community-based agencies to enrich field education clinical placements and partnerships for advocacy and research

Although the School uses over 300 community-based agencies each year for student field education clinical placements, the actual number of affiliations represent a possible pool of over 1,000 sites and programs throughout the greater New York metropolitan area. Due to staffing constraints, these relationships currently center on student education, but they have potential for developing research partnerships.

2. Extending the School's influence and contributions to the global community

The School has a record of active involvement in international alliances. For example, the School continues to attract international Ph.D. students from a number of countries including several in Africa, Haiti, and India. An initiative with the Children's Defense Fund, the Liberian Women's Leadership Initiative, has provided support for three Liberian students within the MSW program. In addition, the School is recognized for its leadership in sponsoring international conferences. These alliances are avenues for joint projects and ventures. Resource development is underway in support of an international course for students, and to continue involvement in global health initiatives. These initiatives reflect the School's ongoing commitment to enrich its students' educational experience through engagement with international perspectives and global concerns.

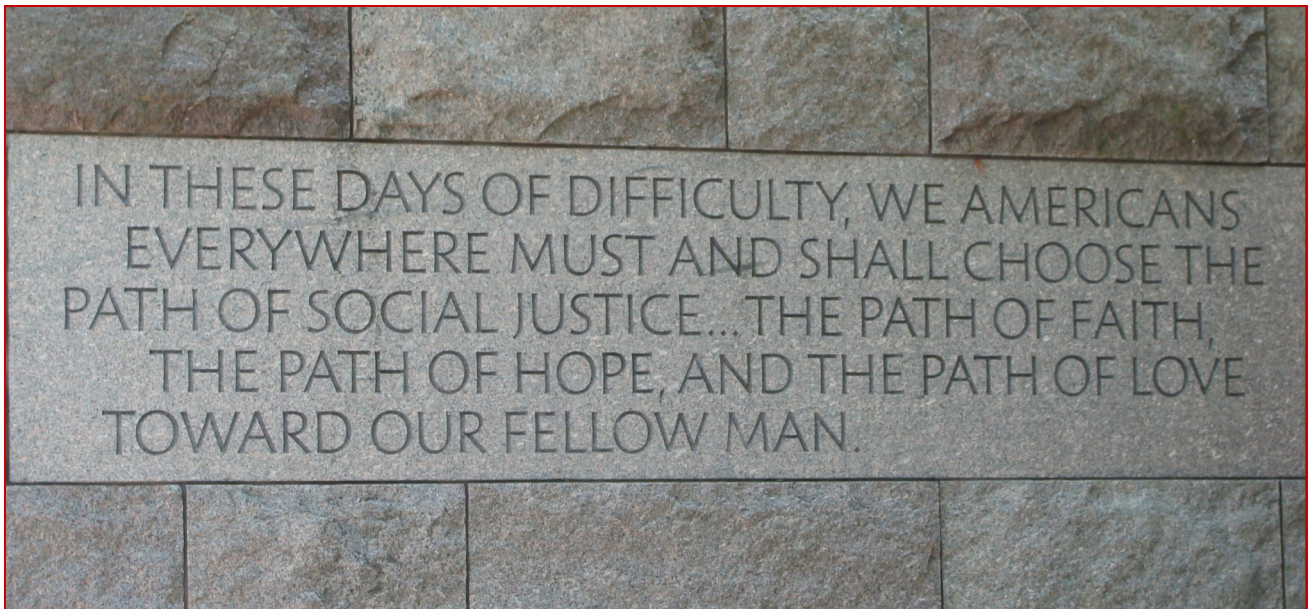
Research and Research Dissemination

1. Translation of the School's success with program evaluations, educational programs, and community involvement into research opportunities

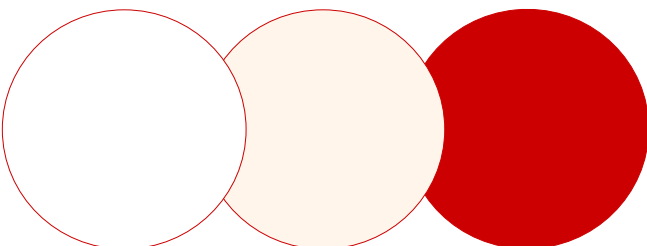
Success in the delivery of educational programs at all degree levels, implementation of numerous program evaluations, development of innovative curricula, and sustained collaborative partnerships on the local, state, national and international fronts provide opportunities and pathways into the future. Sustaining success, while moving into new arenas, requires additional resources including new faculty hires and the purchase of cutting-edge technology.

2. Development of a sharper focus on the elimination of economic inequality and health disparities along with promotion of human rights, cultural competence, and spiritual enrichment will include and support a vigorous research agenda.

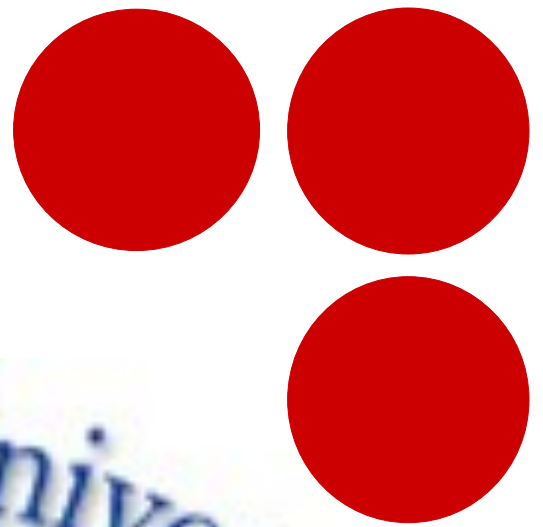
The School's mission articulates a strong and overarching commitment to the values of service, respect for human dignity, and social and economic justice. The faculty has a long-established reputation in the pursuit and defense of this commitment. Faculty will sustain this dedication while it increases its efforts to contribute to the knowledge base through research as well as train the next generation of social work leaders and scholars.



FDR Memorial, Washington, D.C.



SCHOOL OF SOCIAL WELFARE



THE SCHOOL OF SOCIAL WELFARE

Mission

Since its inception in 1970, the School of Social Welfare has been committed to a more just society based on equality, human dignity and social justice.

We believe that inequality and injustice pervade society's political, economic, and health structures and ideologies. Oppression objectively and subjectively permeates the lives of people, resulting in the denial of human dignity, individual and cultural diversity, and social and economic justice. Oppression is manifest in discrimination on the basis of class, race, ethnicity, gender, sexual orientation, religion, age and disability, among others.

Our purpose is to prepare students for work in professional social work practice in the public and non-profit sectors of health and social welfare. The School's educational process enables students 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. (School of Social Welfare Mission Statement)

Faculty Leadership:

Annual Distinguished Lecturer

Distinguished Alumni Recognition Awards

Distinguished Service Award

Distinguished Trustee

Editor-in-Chief, Journal

*Extraordinary Woman of the Century by
NYS OASAS*

Fellow, New York Academy of Medicine

Lifetime Achievement Awards

*Proclamations and designated Days for
Prevention Work in Alcohol & Drug
Addiction – NY, MA, OH governors*

Public Service Awards

*Recipient, 2010 Stony Brook University
Student Life Award*

*United States President Highest Honor for
Volunteerism/Call to Service Award*

*University President's Award for Excellence
in Diversity and Affirmative Action*

Who is Who in America

VISION

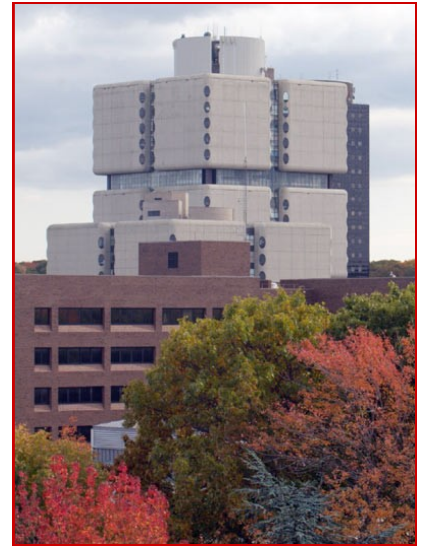
The faculty of the School of Social Welfare will become a recognized leader in social work education, research, and service. This vision includes a commitment to the promotion of human rights, cultural competence, spiritual enrichment, and the elimination of economic inequality and health disparities. The School will continue to train succeeding generations of social work scholars and leaders who will fulfill this mission and vision.



OVERVIEW

In 1961, Governor Nelson Rockefeller established a special commission to make recommendations following an examination of the health education needs of the state. The Commission declared in its Muir report that planning should begin immediately for a school of social work as part of the new Health Sciences Center at the State University of New York at Stony Brook. This report is an innovative educational document in its recognition of social work as an integral component of health care. It states,

The contribution of social workers to community health, the well being of patients and their families, and the successful practice of comprehensive medical care is perhaps the least understood of any of the health professions. ...Focusing always upon the patient as a person with a family and a place in society, rather than a diseased entity, they [social workers] forge an increasingly vital link between the physical and biological and social and behavioral sciences.



“employment for social workers is expected to grow much faster than the average for all occupations through 2018” (USBLS, 2010)

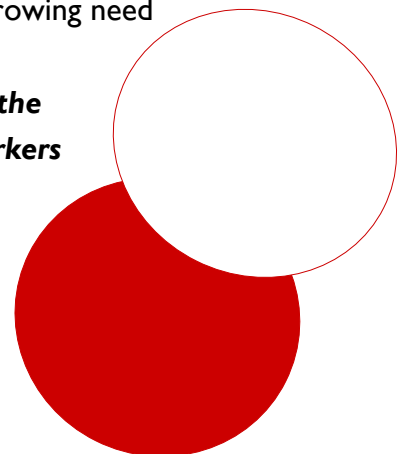
The School of Social Welfare opened in 1970 as an integral part of the Health Sciences Center (HSC). It is a professional school whose primary purpose is the education and preparation of social work professionals for service in the public, private, and not-for-profit social welfare sectors. Consistent with its founding, the School’s mission is social justice and social change with health as a foundation for its curriculum.

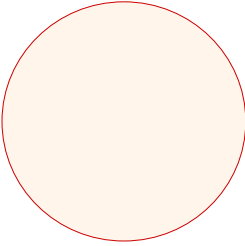
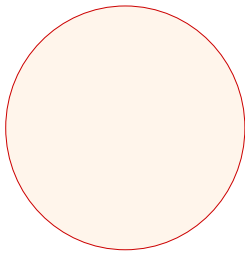
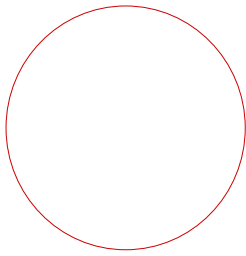
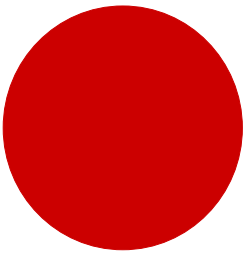
The School was the first in the United States to establish a specialization in Alcohol and Substance Abuse (1974) and the first to establish a specialization in Social Work in Higher Education. This specialization was established collaboratively with SBU's Division of Student Affairs in 1994. Additionally, the school is one of the few CSWE-accredited institutions to have a focus in Health and a doctoral program in Social Welfare Policy Research.

In the *SUNY Strategic Plan: 2010 & Beyond*, Chancellor Zimpher highlights the positive impact of the graduates of SUNY’s health profession schools on both the health of New York State and on ameliorating health care workforce shortages. The United States Bureau of Labor Statistics highlights the growing need for health care professionals and predicts that

employment for social workers is expected to grow much faster than the average for all occupations through 2018... particularly for social workers who specialize in the aging population. (USBLS, 2010)

The School is proud to be one of SUNY’s health profession schools and to contribute to meeting these anticipated needs for social work professionals.





The School of Social Welfare is a leader both regionally and nationally in the formulation of public policy in several domains, including:

- Culturally competent training policy
- Drug Court Evaluation policy
- Education policy
- Family care giving policy for elders
- Family violence and sexual abuse prevention policy
- Field education training policy
- Homelessness policy
- Promotion of health and disease prevention policy services



“Addressing today’s health disparities is the civil rights issue of the 21st Century”

(--Dr. David Satcher, Former U.S. Surgeon General)

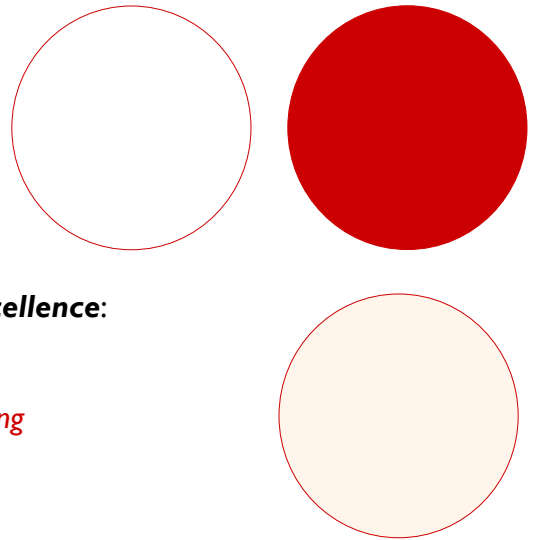
Stony Brook’s School of Social Welfare contributes to this important work.

The School’s programs include an upper-division undergraduate program, a masters in social work, and a PhD in Social Welfare. The Undergraduate program leads to the Bachelor of Science degree with a major in social work (BSW) and prepares students for entry level professional social work practice. The graduate program leads to the Master of Social Work (MSW) degree that prepares students for advanced social work practice. The School also offers a Dual Degree Program in Social Work and Law. This program provides the opportunity to earn an MSW from the School of Social Welfare and a JD (Juris Doctor) from the Touro Law Center in four years, rather than the five which would be required if the degrees were earned separately. The School has also joined with the New York State Office of Mental Health in a program that teaches evidence-based mental health practice to advanced level MSW students.

The Council on Social Work Education has given full accreditation to the School’s MSW and BSW programs. The New York State Education Department recognizes the MSW program as fulfilling the academic requirements for graduates to register for the LMSW and LCSW license examinations. Course enrollment for the 2010 academic year includes 85 BSW students and 346 MSW students.

Enrollment has been increasing. In the 2010 academic year, our enrollment has reached 85 Upper Division Undergraduates, 346 MSW students and 35 Ph.D. students.

The primary purpose of the School's PhD. program is to produce scholars competent in research, teaching, and scholarly writing. The focus is on policy research that contributes to – and furthers - the knowledge base with regard to social welfare structures, the organization and management of service delivery systems, and social work practice. The educational aim is to prepare students for scholarly research that will lead to careers as administrators, teachers, researchers, and policy analysts. The specialty focus is on health, broadly conceived, and includes such domains as aging, child welfare, family violence, health policy, health services, mental health, and substance abuse. The PhD program enrollment for the 2010 academic year is 35.



The School of Social Welfare currently has five **Centers of Excellence**:

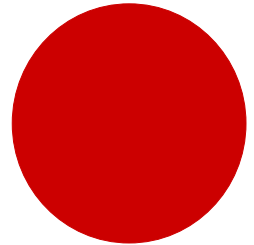
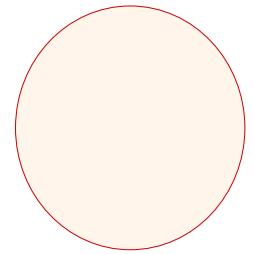
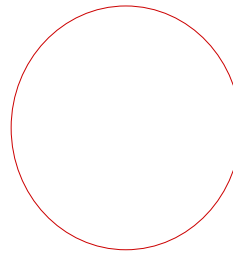
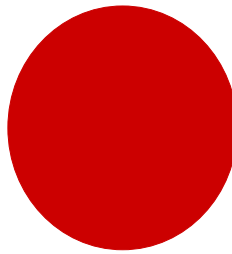
- *The Center for Aging Policy Research*
- *The Center for Culturally Competent Education and Training*
- *The Center for Health Promotion and Wellness*
- *The Center for Spirituality and Health Care Education*
- *The Family Violence, Education and Research Center.*

The School also manages three significant programs.

The New York State Center for Sudden Infant Death

Since 1975, this component of the School provides educational programs to more than 3,000 professionals annually. Likewise, it works directly with almost 300 newly bereaved families and provides educational programs that reach over 3,500 professionals and community members statewide. The Center is a key member of Child Death Review (CDR) Teams across the state which examines the causes of sudden infant and child deaths, and it develops community campaigns to prevent future deaths. The Center also collaborates with over 40 perinatal, maternal and child health and community networks across the state to increase public awareness of infant safe sleep safety measures.





The Child Welfare Training Program

Funded by New York State since 1979, this program offers training and consultation to child welfare staff in public and voluntary sectors on a wide variety of topics pertaining to issues affecting children and youth in foster and group home care. During 2009, this program was responsible for the implementation and/or oversight of over 10,000 staff participating in over 800 days of training. The program has a record of research and evaluation activities for outside agencies such as, Departments of Social Services, the Citizen Review Panel of NYC and Long Island Drug Treatment Courts.

The Sayville Project

This program was founded in 1979 and funded by the NYS Office of Mental Health and the Suffolk County Division of Community Mental Hygiene. This project serves the persistently and profoundly mentally ill. During 2009, this project served approximately 500 individuals with supportive and intensive case management, psychosocial club, and drop-in programs.

*In over **300** community practice settings, MSW and BSW students provided **203,280 field education hours** of uncompensated clinical service throughout the New York metropolitan area in the 2009 – 2010 Academic Year.*

The School also provides program evaluation services to many public and not-for-profit programs that contract with the School for these services. The School is a powerful link between SBU and the various communities in which it has constituencies. Since 1998, the Family Violence Education and Research Center (FVERC) has established relationships with the community regarding issues of violence. During a typical year, participants in the programs offered in FVERC may number as many as 440 community clinicians and 60 MSW students. In addition, contractual arrangements with over 300 health or human service agencies from Westchester to Montauk (an area of over 175 miles) enable MSW and BSW students to complete required field education placement assignments. During the 2009 academic year, the BSW and MSW students contributed over 200,000 uncompensated, field education clinical service hours.

STRENGTHS AND OPPORTUNITIES FOR GROWTH

Employment Outlook

The United States Bureau of Labor Statistics predicts that the average employment growth rate for social workers will outpace the average of all other occupations through 2018. Cited as an average growth rate of 12% across occupations, prospects for social workers should be favorable. These favorable predictions include medical and public health (22%), mental health and substance abuse (20% growth rate), aging (16% growth rate), and social work in rural areas (16%).

"The growing elderly population and the aging baby boom generation will create greater demand for health and social services, resulting in rapid job growth among gerontological social workers. Employment of social workers in private social service agencies also will increase."

(USBLS, 2010)

Funding

In FY 2010, the School's state budget was \$2.69 million dollars. Externally funded programs and projects generated another \$4.3 million dollars (based on mandated activities and deliverables).

From 2000-2010, SSW faculty and staff have brought in approximately \$49.5 million dollars in service, training, research, and evaluation contracts and grants. More than a score of final project reports and oral presentations have been delivered to the funding sources connected to these contracts and grants that have led to both program and policy innovations at the organizational, community, county, state, and national levels.

Scholarly Activity

Since 2005, School of Social Welfare faculty has produced 25 peer-reviewed journal articles, 7 technical monographs, 5 books, 11 book chapters, and over 70 peer reviewed presentations/ invited lectures. It also has sponsored and awarded 21 PhDs in social welfare.

Interdisciplinary Research and Grant Initiatives

Research initiatives have been mounted within the Health Sciences Center (HSC), between SSW and West Campus departments and centers, and between SSW and external partner institutions:

Within HSC:

- School of Nursing
- Department of Preventive Medicine/ School of Public Health
- Global Health Forum Initiative
- Long Island Geriatric Education Center (LIGEC)
- School of Dental Medicine

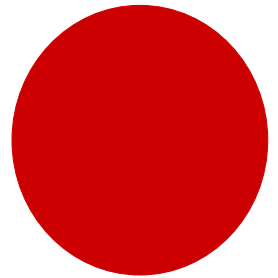
Between SSW and West Campus:

Center for Survey Research
The Center for Prevention & Outreach
Department of Applied Math and Statistics
The Family Translational Research Group, Dept. of Psychology

The source of almost all SSW external funding has been from state, county, and not-for-profit foundations. Federal funding has been received for training and evaluations.

Between SSW and External Institutions:

Brighter Tomorrows Domestic Violence Shelter
Brookhaven National Laboratories
Centers for Disease Control
Children's Defense Fund
Medical Society of New York State
National Institute of Mental Health
New York Academy of Medicine
NY Community Trust
NYS Department of Education
NYS Department of Health
NYS Legislators
NYS Office for the Aging
NYS Office of Children and Families
NYS Office of People with Developmental Disabilities
Robert Wood Johnson Foundation
Suffolk Coalition Against Domestic Violence
Suffolk County District Attorney
Suffolk County Police Department
US Department of Justice
Victim's Information Bureau
W.K. Kellogg Foundation



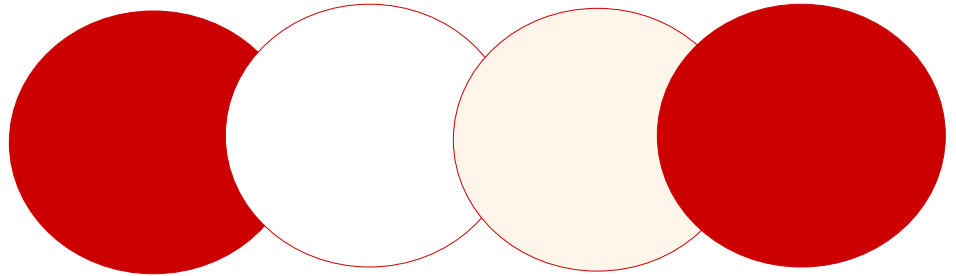
In the past three years, SSW has lost 8 full-time faculty members. Four were tenured associate professors and one was a tenured full professor. Three were specially trained in research. In the context of hiring freezes and budget constraints, SSW is now building back a critical complement of research-skilled faculty through the recent hiring of four tenure-track assistant professors.

In order to manage increasing enrollments, adjuncts have been hired to teach a specific area or to help monitor students' clinical placements. These hires are not expected to do research or publish. In addition, other faculty are hired at 51% (FTE) for the specific purposes of administration, student advisement and teaching and also are not expected to do research or publish.

Currently, the School has four tenured faculty and four tenure-track faculty.



MOVING FORWARD



RESTRUCTURING INTO CENTERS FOR POLICY RESEARCH

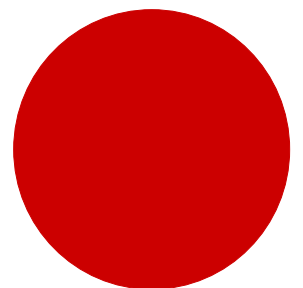
The Centers of Excellence and funded programs have been essential components of the School and provide avenues for faculty service and training initiatives. These activities require consolidation to build more efficiently upon current strengths and to focus - and expand - faculty activity in research and scholarly publication.

The Mission of the university calls for an emphasis on education, research, leadership, and community service. The new configuration of the components of the School of Social Welfare will provide a vehicle to achieve these goals. This configuration has been organized around three centers that focus on policy research. The three centers are:

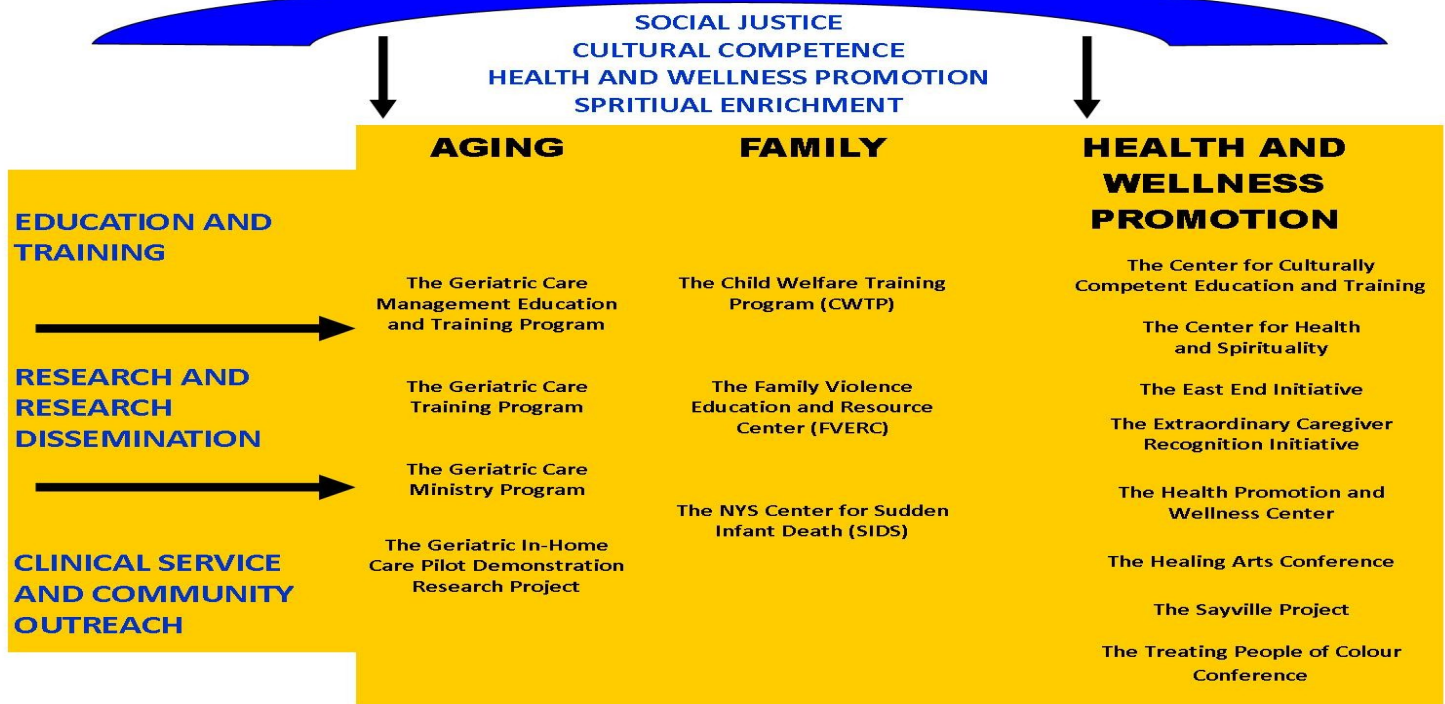
- ***The Center for Aging Policy Research***
- ***The Center for Family Policy Research***
- ***The Center for Health and Wellness Policy Research***

The structure also fulfills the School's mission which emphasizes social justice and the elimination of economic inequality and health disparities, as well as the promotion of human rights, cultural competence, and spiritual enrichment.

These core structures will enable the various components of the School to work in a more collaborative and efficient manner. The activities of the Centers encompass the full range of designated university activities, including research, education, training, clinical services, community outreach, and advocacy. In addition, to the already existing *Center for Aging Policy Research*, the *Center for Family Policy Research* and the *Center for Health and Wellness Policy Research* represent a new configuration of the School's resources. This structure will provide the School with a foundation for conducting cutting-edge research and fulfilling the goal of scholarly productivity.



CENTERS FOR POLICY RESEARCH



For example, the Centers include and consolidate the following constellation of activities,

The Center for Aging Policy Research

- The Geriatric Care Management Education and Training Program
- The Geriatric Care Training Program
- The Geriatric Care Ministry Program
- The Geriatric In-Home Care Pilot Demonstration Research Project

The Center for Family Policy Research

- The Child Welfare Training Program (CWTP)
- The Family Violence Education and Research Center
- The NYS Center for Sudden Infant Death (SIDS)

The Center for Health and Wellness Policy Research

- The Center for Culturally Competent Education and Training
- The Center for Health and Spirituality
- The East End Initiative
- The Extraordinary Caregiver Recognition Initiative
- The Health Promotion and Wellness Center
- The Healing Arts Conference
- The Sayville Project
- The Treating People of Colour Conference

EDUCATION AND TRAINING: FRAMING THE FUTURE

TRENDS AND OPPORTUNITIES

Trends in social work education include a call for evidence-based practice initiatives, competency-based curriculums, and the infusion of global perspectives.

Employment

The US Bureau of Labor Statistics predicts that, as the population of those entering retirement and moving into suburban and rural areas increases over the next decade, social work will emerge as “a rapid growth profession especially within the domain of social gerontology and the delivery of services in suburban and rural regions.” A very high rate of growth (22%) for medical and public health social workers will emerge related to the extraordinary rise in the elderly population and the expansion of independent living facilities, assisted-living and senior-living communities, skilled nursing facilities, long-term care facilities, home care agencies, and hospices. Social workers who specialize in the area of substance abuse will be in demand due to the already ongoing major trend in the criminal justice system to sentence both substance abusers and those on probation to participate in mandatory, diversion treatment programs instead of going to prison.

Table 1. Employment Projections by Social Work Roles: 2008-2018.

Occupational Title	Employment, 2008	Projected Employment, 2018	Change, 2008-18	
			Number	Percent
Social workers	642,000	745,400	103,400	16
Child, family, and school social workers	292,600	328,700	36,100	12
Medical and public health social workers	138,700	169,800	31,100	22
Mental health and substance abuse social workers	137,300	164,100	26,800	20
Social workers, all other	73,400	82,800	9,400	13

http://www.bls.gov/oco/ocos060.htm#projections_data

Evidence-Based Practice

In addition, there also is a national – indeed a global - trend toward evidence-based practice in all professional domains including medicine, dentistry, nursing, and psychology. This ensures that the contribution that social workers will make, at the practice, program, and policy levels, will be based on a more secure empirical foundation.

An excellent example of the focus on aging and evidence-based practice is the external partnership between the School of Social Welfare's *Center for Aging Policy Research* and the New York Academy of Medicine in a multi-site, pilot demonstration project on geriatric in-home care. The *Center*, as lead institution, is responsible for the design, implementation, and evaluation of a single-system, randomized and controlled, longitudinal experiment that compares multidisciplinary home care teams (that provide patient-centered, community-linked, medical-social care) against usual care.



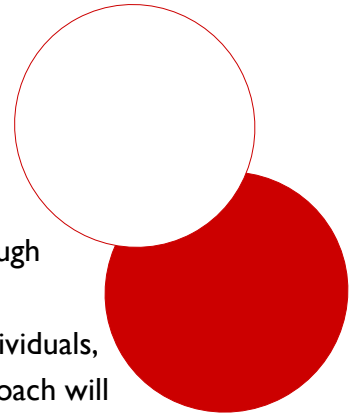
Evidence-Based Curriculum

Similarly, internal partnerships between School Centers and funded projects have been productive. For example, during the academic year 2010-2011, the School began a series of elective courses in “Family Violence,” “Overview of Child Sexual Abuse,” and “Childhood Sexual Abuse: Assessment and Intervention.” This cluster of electives incorporates into the advanced practice curriculum, faculty expertise and research findings that emerge from the Family Violence Education and Research Center. They also build upon this Center’s experience of conducting certificate programs, bi-annual colloquia, annual workshops and special presentations that address such issues related to family violence such as, sexual abuse, post-traumatic stress reactions and violence prevention.

Another example is that the NYS Department of Mental Health has established a grant to create a course that is taught at all of the Greater New York Area Schools of Social Work. This course develops the knowledge and skills necessary for working with individuals who have a diagnosis of serious mental illness using recovery-oriented, evidence-based practices. It is designed for MSW students and MSW mental health practitioners. The course examines the research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. It identifies the appropriate treatment outcomes that reflect effective, quality mental health practice. This course is a prototype for the use of evidence-based practice within all of social work education.

Competency-Based Curriculum

According to the Council on Accreditation (CSWE) competency-based education is “a performance outcome approach to curriculum design.” Practice behaviors that embody knowledge, values, and skills are subject to measure through time. The goal of the outcomes approach is to document the application, implementation, and integration of competency-in-practice whether it is with individuals, families, groups, organizations, or communities. This performance outcome approach will facilitate the School’s move toward more objective ways of measuring curriculum effectiveness and student performance.



Our research agenda has been a catalyst for the development of innovative training programs.

The first of its kind in the nation, The Geriatric Care Ministry program has served over 300 spiritual and religious leaders.

The Geriatric Care Management Education and Training Workshops have been offered jointly with the School of Nursing to over 300 professionals on Long Island, Manhattan and Mississippi.

Evidence-Based Training

An example demonstrates how research activity became a catalyst for the School’s development of a pioneering Geriatric Care Ministry Program. The *Center for Aging Policy Research* conducted several studies on problems associated with family care giving to elders. One study found that, caregivers, especially in traditionally underserved communities, often seek help from their religious and spiritual leaders. As a result of this research, the School developed – and has offered – an ongoing series of geriatric care ministry programs, which to date, has assisted more than 300 spiritual and religious leaders of all faiths to better serve their congregations and communities as they work to improve the quality-of-life of older individuals. The Geriatric Care Ministry program is the first of its type in the nation and has been offered at Stony Brook University, Bronx-Lebanon Hospital, and the Long Island State Veterans Home.

Another example is the joint effort between the School of Social Welfare and the School of Nursing to develop a Geriatric Care Management Education and Training Workshop. This training helps health care providers assess the needs of older individuals, design care plans, and coordinate the services of a multidisciplinary team of professionals. To date, this program has trained more than 300 professionals at several locations including Stony Brook University; The Long Island State Veterans Home; Southampton Hospital; Stony Brook Manhattan; and Our House, Inc., in Greenville, Mississippi. The next Geriatric Care Management program is scheduled for April 2011 at Stony Brook Manhattan.

The Challenges

Student demographics

Changing student demographics present significant challenges. An increasing number of students work full-time while also trying to complete a 2 year full-time degree which includes a full schedule of classes plus a fourteen required hours of field education internship. The School's schedule of classes currently runs Monday through Thursday from 8:30 in the morning until 10 p.m. and Fridays and Saturdays from 8:30 a.m. to 6:30 p.m. The School offers courses during the evenings and weekends. It also offers courses during Winter Intersession and Summer vacation break.

In addition, students may elect to extend their 2 year program by 1 semester. Despite the flexibility provided by these offerings, there continues to be an increasing demand for a fully fleshed-out, free-standing, part-time option.



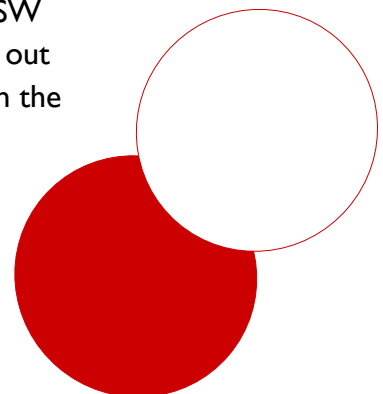
***5,900 BSW, MSW and
PhD degrees have been
awarded since 1972.***

Classroom technology

The teaching environment is the learning environment. Classrooms within the School exist without market available technology. Faculty share two TV/video/DVD and two laptops and projectors. No School of Social Welfare classroom is an electronically “smart” classroom. Only some of the classrooms have internet connections. This reality limits faculty instructional capability.

Faculty: Student ratio

The Council on Social Work Education standards requires a 1: 12 MSW faculty to student ratio. Currently, the School ratio is 1: 27 and thus, out of compliance with the standard. This produces considerable stress in the core curriculum learning environment.



EDUCATION AND TRAINING:

Goals, Strategies & First Steps

GOAL 1: Continue the delivery of a high quality state of the art curriculum that highlights evidence-based theories and practices.

- **TACTIC 1.** Integrate knowledge and research from the *Centers of Policy Research*.
 - Each Center will develop a sequence of elective offerings that emerge from the work of the Center
- **TACTIC 2.** Increase capacity to provide Continuing Professional Education Programs to social workers and other professionals.
 - Increase programs in areas such as Aging, Children, Returning Veterans, Trauma informed practice, and case management
 - Grant continuing education units for trainings and workshops
- **TACTIC 3.** Extend Certificate Training Initiatives.
 - Build upon current certificate programs in caregiving, family violence and leadership training
- **TACTIC 4.** Improve classroom information technology



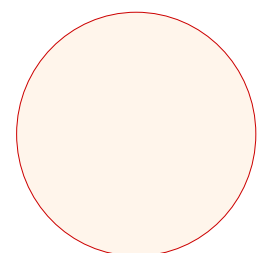
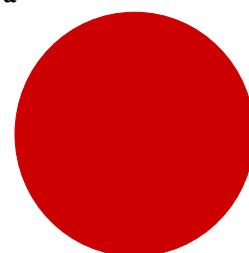
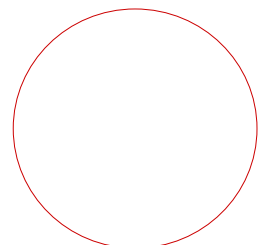
Village of Illeret, Kenya

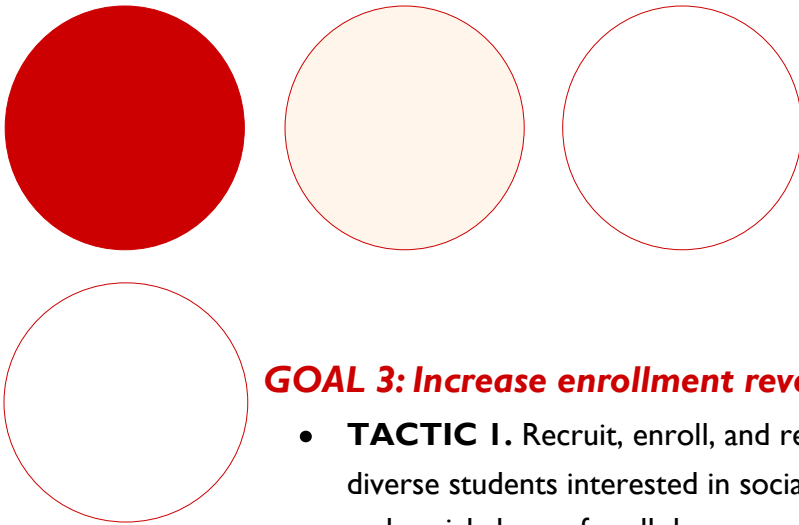
GOAL 2: Integrate a global perspective throughout the curriculum.

TACTIC 1. Integrate international and global social and health issues into the curriculum

TACTIC 2. Provide an international course for students during the University's Spring Break

TACTIC 3. Collaborate with the HSC School's to establish a relationship with the Methodist University in Meru, Kenya





GOAL 3: Increase enrollment revenue.

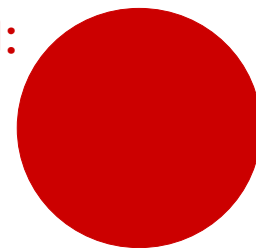
- **TACTIC 1.** Recruit, enroll, and retain diverse students interested in social justice and social change for all degree programs
- **TACTIC 2.** Enhance our visibility (website, brochures) as a premier school of social welfare
- **TACTIC 3.** Review current application and rating forms



Solidifying the goals and first steps

1. **Centers will work with the School's Curriculum Committee to establish a sequence of electives related to each of the Center's areas of enquiry. Several prototypes exist which will be built upon as models.**
2. **The School will engage in discussions regarding access to these resources within HSC.**
3. **Development will begin on a Continuing Professional Education Program entitled "Work with Returning Veterans."**
4. **The School's Admission Committee will continue the review of recruitment materials. Tracking patterns of applications and analysis of data has begun and will be used to target recruitment. Early attention to applications and devising ways of maintaining contact with highly ranked applicants will be instituted for the upcoming pool of applicants for AY 2011-2012.**
5. **A group of faculty/staff will be appointed to oversee and monitor the updating of the School's website.**
6. **The School will strengthen international initiatives already begun.**

CLINICAL SERVICE AND COMMUNITY OUTREACH: FRAMING THE FUTURE



TRENDS AND OPPORTUNITIES

Collaborative partnerships for research and occupational ladders for direct care practitioners

The School continues to make a significant impact on professionalizing social work services throughout Long Island, New York City, and New York State. One prime example is the School's creation of a specialism in Alcohol and Substance Abuse in 1974 whose impact on this field of practice was significant. In addition, since the School started offering graduate courses at Stony Brook Manhattan, it has met its enrollment targets and increased student diversity. The School was the first SBU unit to offer virtually its entire program of courses with students also completing field education clinical hours at New York City-based agencies. The School's presence throughout the Metropolitan area has helped to extend SBU's reach.



Stony Brook Manhattan

Under the direct supervision of the School, its students complete required field education clinical hours while assigned to agencies, programs, and offices throughout Long Island and the Metropolitan area. In AY 2009-2010, students were placed in over 300 agencies. During the same year, 400 undergraduate and graduate students completed field education requirements and provided 203,280 hours of uncompensated, clinical service.

An example of the integration of the School's research efforts and its strengths in training and community service is the development of The Extraordinary Caregiver Recognition Program. This is an innovative initiative that assists the New York State Office of People with Developmental Disabilities (OPWDD), and its provider agencies, to retain a quality workforce, provide a career ladder for direct care practitioners, and encourage talented practitioners to improve their skills and educational opportunities. This 2-day recognition program includes many interactive workshops designed to help direct care practitioners address many difficult day-to-day challenges. Upon completion of the 2-day program, the School of Social Welfare at SBU awards participants a "Certificate of Recognition as Extraordinary Caregivers." The program is offered throughout the year in every region of New York State. Since inception, in July 2007, the program has offered its 2-day sessions 50 times to more than 1,200 direct care practitioners.

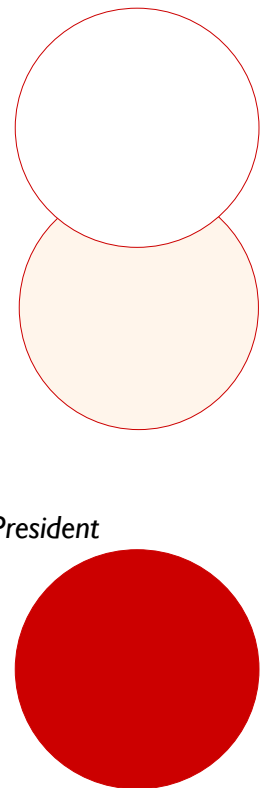
As a result of the success of this program, NYS OPWDD has invited - and funded - the School to train its managers and supervisors to recognize and address the impact of employee caregiver fatigue. To date, more than 250 managers and supervisors have received this training. In addition, the Acting Commissioner of NYS OPWDD has requested that the School provide training to its key leadership and management team with regard to upcoming cultural changes at OPWDD. The first session, scheduled for December, 2010, is at OPWDD's Metro district office in Manhattan.

The first of its kind, The Extraordinary Caregiver Recognition Program is offered throughout the year and reaches every region of New York State. It has served over 1,200 individuals.

Faculty serve on Boards, national associations, scholarly journals, and engages as leaders of community-based agencies, advocacy organizations, and governmental agencies on the local, state, federal, and international levels. In such leadership positions, faculty serves as ambassadors for Stony Brook University and SUNY, and bring to life Chancellor Zimpher's discussion of SUNY and *The Vibrant Community* in The Power of SUNY Strategic Plan.

For example:

American Public Health Association, *Social Work Representative to the Governing Body*
American College of Forensic Examiners, *Social Work Board Member*
Black Alcoholism and Addictions Institute, *Founder and Dean*
Bronx Lebanon Hospital, *Board of Trustees*
Council on Social Work Education, *Chair, International Commission, and Chair, Women's Commission*
Federation of Organization, Inc. *Board Member*
Governor's Mental Health Policy Council, *Chair*
Greater Port Jefferson Chamber of Commerce, *President*
Journal of Symbolic Interaction, *Editor-in- Chief*
Lambda Human Service Professionals, *Co-Founder*
Long Island Council on Alcoholism and Drug Dependence, *Leadership Council*
Long Island State Veterans Home, *Ethics Review Board*
Men's Health Network, *Board of Advisors*
NAACP National Health Committee, *Member*
National Association of Children of Alcoholics, *Member*
Nassau Association of Mental Health Services, *Past President, Board of Directors*
National Association of Social Workers, *President, NYS Chapter & National 2nd Vice President*
National Board of Alcoholics Anonymous, *Class A Trustee*
New York Academy of Medicine, *Fellow*
North Shore Youth Board, *Secretary; Board Member*
Setauket Harbor Association, *President*
Society for the Study of Symbolic Interaction, *Co-Founder and President*
United Nations, *Official NGO representative for the International Association of Schools of Social Work*



The Challenges

Serving students placed in over 300 agencies throughout the 175 miles of the greater New York area, which ranges from Montauk and Orient Point in the east, to New Jersey in the west, and Connecticut in the north, is a logistics challenge. Providing classes during off-hours and off-site creates cohorts of students who sometimes feel disconnected from the Stony Brook home base.

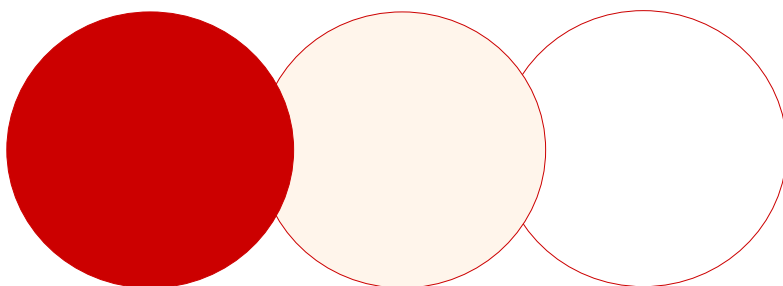


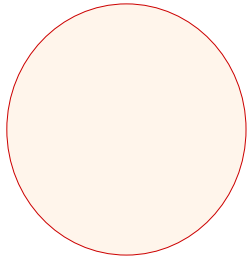
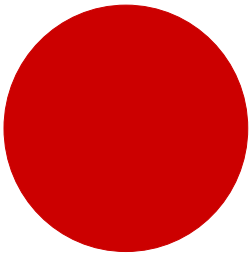
Faculty commitment to engaging underserved populations and making a difference in impoverished communities has resulted in many positive outcomes. For example, faculty often provides pro bono training and consultation to those agencies which provide field education placements to our students. Faculty also has been instrumental in mentoring alumni in their achievement of extraordinary service. As an illustration, one of our alumni created Long Island Gay and Lesbian Youth, Inc., which grew out of a Masters Project. To bring this organization from concept to reality, faculty offered consultation and worked to oversee the supervision of students in clinical field education in order to ensure success during this agency's first few years of operation. Over the years, similar joint endeavors have produced services to at-risk populations and to vulnerable communities. These endeavors have provided a source of pride and accomplishment for all involved, but they also create strains on already limited resources.

The School's alumni remain an untapped resource with regard to student education and research opportunities.

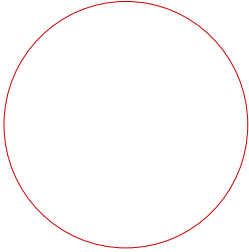
***Field Placements by
Areas of Practice
representing over
300 community-
based agencies.***

***Aging
Child Welfare
Criminal Justice
Family Services
Family Violence
Health
Higher Education
Homelessness
Mental Health
Others, including
Homeless,
Veterans,
Substance Abuse,
and Youth***



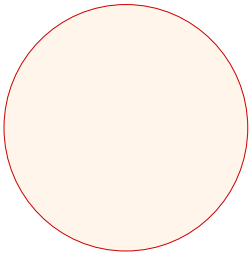


CLINICAL SERVICE AND COMMUNITY OUTREACH: Goals, Strategies & First Steps



GOAL 1: Expand community linkages to promote University and School missions.

- **TACTIC 1.** *Extend existing relationships with community agencies*
- **TACTIC 2.** *Develop new relationships with community agencies and organizations*



GOAL 2: Build on relationships to foster multidisciplinary & international collaborations.

- **TACTIC 1.** *Continue international partnership with Children's Defense Fund to provide education and leadership skills to Liberian women*
 - Commit to 5-year funding support for 3-5 students per class
 - The School will partner with other Schools in HSC on the Global Health Forum Initiative
 - The School will expand established relationships with international colleagues and partners
- **TACTIC 2.** *Build upon international collaborations established through existing conferences and programs*



Village of Illeret, Kenya

GOAL 3: Strengthen partnerships with the School's Alumni network

An overwhelmingly number of our graduates remains in the New York Metropolitan area.

- **TACTIC 1.** *Initiate an Alumni mentoring network for our students.*
- **TACTIC 2.** *Seek funding for a part-time alumni coordinator from SBU Office of Alumni Affairs.*

Solidifying goals and first steps

- I. Develop new relationships within the social work practice community to enhance field education placement opportunities. This will require additional faculty support to the Office of Field Education.
2. The established international relationships of the School provide avenues for renewal and expansion. For example, an international course is being planned for this Spring and builds upon previous efforts in this type international endeavor.
3. The School is involved in SBU/HSC's efforts to establish a relationship with the Methodist University in Meru, Kenya and in the multi-disciplinary Global Health Forum Initiative. The appointment of a faculty member as Associate Dean for International Affairs has strengthened the School's focus in this area.

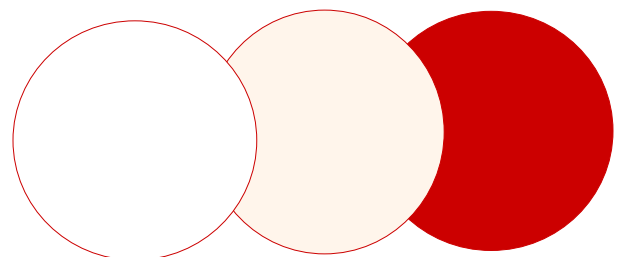
The School of Social Welfare serves as a fine example of SUNY Diplomacy and Citizen SUNY with its continued involvement in international social work and collaboration with global organizations.

*For nearly a quarter of a century, the School of Social Welfare has led the University's efforts to offer educational opportunities in several international sites through its annual **Treating People of Colour Conference**. Expanding knowledge in health, mental health and substance abuse treatment, the conference intentionally integrates the host culture.*

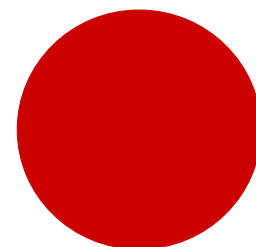
Conference sites have included Aruba; Kenya; Senegal; Bermuda; Puerto Rico; Dominican Republic; Nova Scotia; England (Oxford); several Caribbean Islands; Mexico; and multiple US locations, including Alaska and Hawaii.



SSW students work with children in Mexico



RESEARCH & RESEARCH DISSEMINATION: FRAMING THE FUTURE



TRENDS AND OPPORTUNITIES

The School has had success in receiving major grants for education, training, and program evaluations from a number of sources. These funded programs serve as major resource streams. The programs consistently retain funding through competitive selection processes every 3 years. Together with the Centers, the funded programs position the School to meet future demands for research.

Global Initiatives

The importance of connecting with international initiatives is a prime focus for social work. Educating for social work practice in today's global environment requires the promotion of cultural sensitivity as the foundation of practice. Since 1971, CSWE has called for making social work more responsive to diverse populations across all fields of social work education. Standards for accreditation have been modified consistently to ensure that avenues for curriculum renewal keep pace with the changing social landscape. A number of faculty members have been active in research in this arena and bring substantial expertise to these efforts.

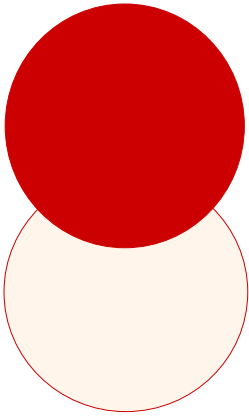


Inter- and Multi-disciplinary Projects

Similar to the need for global perspectives, there is a need for multi-disciplinary perspectives to address the complex nature of the problems tackled by social work practice. The School has been nourishing partnerships within the University and with external institutions. Already noted above is the joint offering of a Geriatric Care Management Education and Training Workshop by The SBU Schools of Social Welfare and Nursing.

Another example is found in the work of the Family Violence Education and Research Center. Research initiatives include the Neurogenetics of Inhibitory Control in Children which involves a collaboration with the School of Nursing and SBU's Brookhaven National Laboratory and Violence Against Women Prevention and Response Project which is a US Department of Justice grant with SBU's Center for Prevention and Outreach and the Translational Research Center within SBU's Department of Psychology.

The School also partners with The New York City Social Work Education Consortium (SWEC) a group of the nine schools of Social Work within the greater New York metropolitan area. The consortium works on a number of curriculum improvement initiatives in order to develop quality social work field education and trainings within Child Welfare. A number of the School's research initiatives continue to be funded through this consortium via the NYS Office of Children and Family Services.



The Challenges

Special challenges have arisen owing to attrition and retirement among School faculty especially at a time of universal budgetary constraint and a more sharply focused university mission. Given the School of Social Welfare's traditional focus on education and community service, this new reality provides the School and the faculty with both an opportunity and a turning point where investment in new faculty, research infrastructure, internal collaboration, and external partnerships, will empower the School to build upon its great success in education and community service by putting in place a major new research initiative that will provide a bridge to the future.

RESEARCH & RESEARCH DISSEMINATION: Goals, Strategies & First steps

GOAL 1: Expand our research infrastructure with increased support from grants and scholarly publications.

- **TACTIC 1:** Consolidate all centers, programs, and projects into three **Centers for Policy Research**
 - **The Center for Health and Wellness Policy Research**
 - **The Center for Family Policy Research**
 - **The Center for Aging Policy Research**
 - Faculty members will elect to affiliate with at least one Center
 - Funding opportunities will align with Centers, projects, and programs
 - PhD students will be assigned to at least one Center related to their expertise and interests
- **TACTIC 2.** Explore the creation of supportive structures to facilitate the aims of the Centers
 - Strengthen the *Research Interest Resource Group* to support faculty and assist in the identification of funding sources, the development of research proposals, and the creation of scholarly publications
 - Consider the creation of a Standing Committee to orchestrate the School's research activities. For example, this committee may
 - be responsible for developing SSW policies related to research
 - monitor - and be conversant with - all federal, NASW, and SBU legal and ethical policies that regulate research involving human subjects
 - explore possible on-campus interdisciplinary research initiatives as well as off-campus, external research partnerships with other research entities and community stakeholders

One of a kind

in NY State:

SIDS, Sayville Project,

Geriatric Care

Ministries Training

Initiative, Extraordinary

Caregiver Recognition

Program

- **TACTIC 3.** *Create and incentivize a supportive research culture.*
 - Adjust faculty workloads to accommodate research activity and grant submissions
 - Provide seed money for pilot studies required by federal agencies for ROI grant consideration
 - Fund the acquisition of data management programs and supplies
 - Provide merit pay for research initiatives

GOAL 2: Reinforce the School of Social Welfare as a research resource.

- **TACTIC 1.** *Capitalize on the existing data collected within each Center*
- **TACTIC 2.** *Increase research dissemination by publishing the results of program and project work in scholarly journals and the internet*
- **TACTIC 3.** *Offer research resources to our local community by marketing the School's research capability to non-profits in New York and Long Island*
- **TACTIC 4.** *Create linkages and identify funding for PhD students within each Center*

GOAL 3: Build upon existing multidisciplinary collaborations and partnerships.

- **TACTIC 1.** *Further develop interdisciplinary research initiatives within HSC, West campus, and the community*



Solidifying goals and first steps

1. To increase scholarly output, focus will target four areas of intellectual concern. These are areas where the School already has organizational structures, clusters of faculty and/or staff, proven track records for getting grants and contracts, and externally recognized names at local and state levels.

Aging Child Welfare Family Health

2. The new Centers will be involved in research, education, training, clinical service, and community outreach. These functions will be expressed differently as each Center relates to the demands of project deliverables and faculty interest. Current and new faculty affiliations with at least one Center will provide avenues for data mining or the initiation of new data collection projects which should include the participation of doctoral, masters, and undergraduate students. Faculty will be supported by their colleagues in the Centers and in the *Research Initiative Resource Group*.
3. The School's already established a *Research Interest Resource Group* meets monthly. This group will work to create the infrastructure required to assist faculty in the identification of potential funding sources, proposal writing, grant submission, and peer-reviewed publication opportunities.
4. A record of projects within SBU HSC and West Campus, and with external institutions provides a firm foundation upon which to extend research activity. The School's established affiliations with over 300 community-based agencies throughout the New York Greater Metropolitan area provide clinical field placement opportunities for BSW and MSW students, and is fertile ground for collaborations and partnerships. Many requests for program evaluations emerge from these Agency-School relationships.
5. Another potential untapped source for collaboration and research partnerships exist within the School's alumni network. The School's alumni now number close to 6,000. The current work with the Unkechaug Indian Nation within the East End Initiative was established through existing relationships with alumni living on the reservation. This collaborative research project has been established over the past six years and is evolving into a number of different initiatives with grant and research potential. In addition, the School has established relationships with alumni on the Shinnecock Indian Nation also on the East End of Long Island.



The School of Social Welfare is well poised to increase its research productivity with an established track record of successful interdisciplinary research initiatives:

Within HSC:

*Neurogenetics of Inhibitory Control in Children (School of Nursing and BNL)
Department of Preventive Medicine
Long Island Geriatric Education Center (LIGEC)*

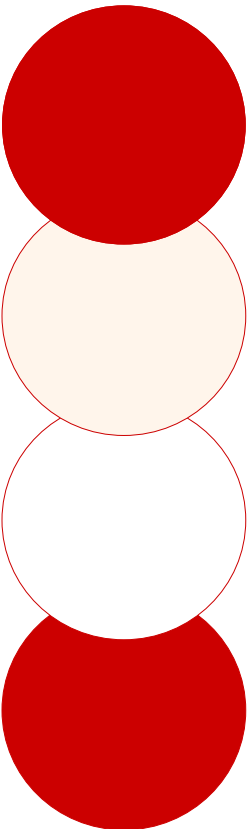


Between SSW and West Campus:

*2001 New York State Family Caregiver Survey: (Center for Survey Research;
Dept. of Political Science; Dept. of Applied Math and Statistics.)
2003 Suffolk County Family Caregiver Survey: (Center for Survey Research;
Dept. of Political Science; Dept. of Applied Math and Statistics)
2010 (The Center for Prevention & Outreach, The Family Translational Research
Group, Department of Psychology; Department of Preventive Medicine)
Violence Against Women Prevention and Response Project (US Department of
Justice, The Center for Prevention & Outreach)*

Between SSW and External Institutions:

*2008 New York State Multi-site Geriatric In-Home Care Pilot Demonstration
Research Project: Brooklyn, Manhattan, Buffalo, Rochester, and Albany.
(NYS Office for the Aging; New York Academy of Medicine; Medical Society of
New York State).
2008 Brookhaven National Laboratories
Drug Treatment Courts
East End Initiative and Collaborative Needs Assessment on Native American
Reservation
Research with local School Districts (Bellport, Central Islip, Wm. Floyd)*



SUMMARY OF NEED

Achieving the stated goals will produce the following outcomes:

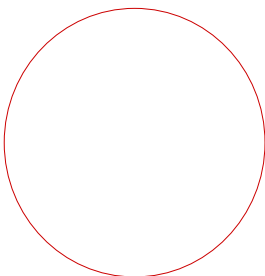
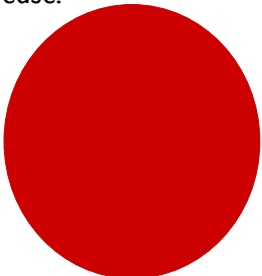
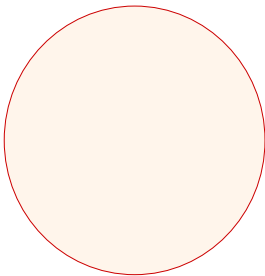
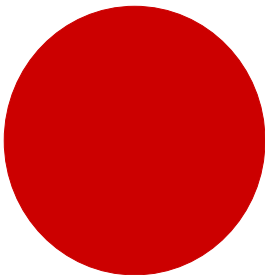
- education and training of the next generation of scholars
- an adequate complement of faculty
- publication in peer-reviewed journals
- an enhanced research infrastructure
- funding for research initiatives
- multidisciplinary and international research initiatives
- increased enrollment in response to market demands

Investment in Infrastructure

The School is well positioned to build on its history of successes in education, training, community development, and service. Its strong ties to local, regional, and state community populations and agencies provide an opportunity for expanded research collaborations, partnerships, and pilot studies that will lead to the development of research proposals for submission to federal agencies and foundations. The School’s goals of increasing research productivity, scholarly publications, enrollment, education and training activities, and community service, requires investment in infrastructure.

For example,

- with six replacement hires, it will be possible to improve the School’s faculty- student ratio in order to come closer to CSWE accreditation standards, to increase potential for development, and to increase the complement of research-skilled faculty with substantive expertise in one or more of the School’s primary focuses.
- with cutting-edge information technology support, it will be possible to improve classroom and research facilities and capacities.
- with seed money to support faculty pilot studies and stipends for PhD students, research grant proposal submissions will increase.



Long Standing

Commitment

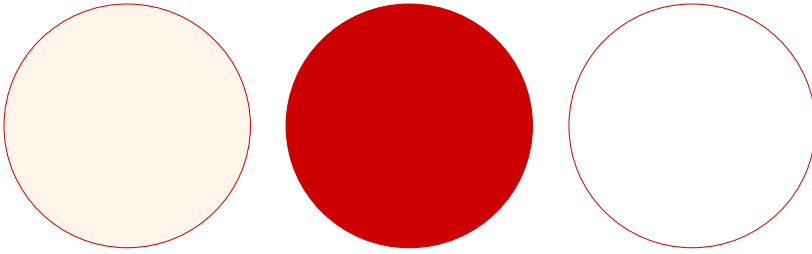
Social Justice

Social Change

Child Welfare Training Program

NYS Sudden Infant Death

Sayville Project



85% of our School's graduates continue to practice
in New York State.

In 2010 applications reached a record number — over **700**

5,900 Social Welfare degrees (BSW, MSW, PhD)
awarded since 1972.

School of Social Welfare students provided **203,280** hours of
uncompensated field education clinical service in the 2009 – 2010 Academic Year in over
300 community practice settings throughout the Metropolitan New York area.

**Job Growth Areas
for Social Workers:**

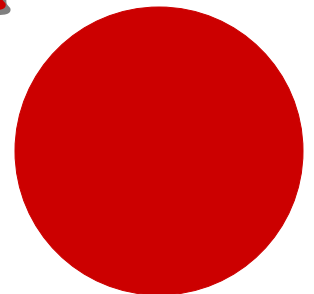
School-based social work
Not-for-profit agencies
Corporate (EAPs)
Establish organizations to meet
the needs of the
Aging & returning Veterans

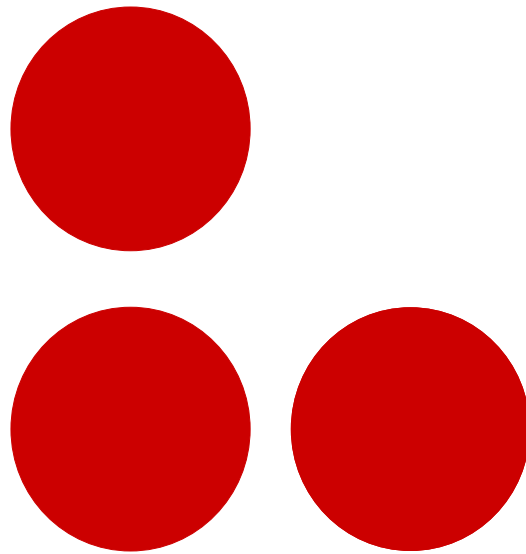
\$50.5 million

were earned in service, training, evaluation
contracts, research , and private
philanthropy grants from 2000-2010.

1st

- Alcohol and Substance Abuse Specialization
- Social Work in Higher Education Specialization
- Geriatric Care Ministries Training Initiative
- Extraordinary Caregiver Recognition Program





Stony Brook University
School of Social Welfare
Frances L. Brisbane, Ph.D., Dean

School of Social Welfare 2010 Strategic Plan

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