

HWC

Social Work

HWC 596A: Community Learning and Professional Preparation Year I Part A

This first part of a required two-part course will provide foundational knowledge, values and skills to prepare the student as a social work professional. Topics covered in this course include professional pathways, areas of practice, advocacy and communication skills, and other topics specific to the students' social work education. Attendance is required at two full-day events at the Stony Brook campus per academic year. Dates will be posted at the beginning of the Fall term. Students graded S/U. (0.5 credit, G1 status. Co requisite HWC 509)

S/U grading

HWC 596B: Community Learning and Professional Preparation Year I Part B

This second part of a required two-part course will provide foundational knowledge, values and skills to prepare the student as a social work professional. Topics covered in this course include professional pathways, areas of practice, advocacy and communication skills, and other topics specific to the students' social work education. Attendance is required at two full-day events at the Stony Brook campus per academic year. Dates will be posted at the beginning of the Fall term. Students graded S/U. (0.5 credit, G1 status. Co requisite HWC 509)

S/U grading

HWC 597A: Community Learning and Professional Preparation Year II Part A

This first part of a required two-part course will provide advanced knowledge, values and skills to prepare the student as a Social Worker for entry into the profession. Topics covered in this course include professional pathways, licensure, advanced advocacy and professional communication skills, and other topics specific to the students' social work specialization. Attendance is required at two full-day events at the Stony Brook campus per academic year. Dates will be posted at the beginning of the Fall term. Students graded S/U. (0.5 credit, G2 status. Co requisite depending on specialization- HWC 534 (for FYT) or HWC 564 (for IH) or HWC 570 (for CPSA)

S/U grading

HWC 597B: Community Learning and Professional Preparation Year II Part B

This second part of a required two-part course will provide advanced knowledge, values and

skills to prepare the student as a Social Worker for entry into the profession. Topics covered in this course include professional pathways, licensure, advanced advocacy and professional communication skills, and other topics specific to the students' social work specialization. Attendance is required at two full-day events at the Stony Brook campus per academic year. Dates will be posted at the beginning of the Fall term. Students graded S/U. (0.5 credit, G2 status. Co requisite depending on specialization- HWC 534 (for FYT) or HWC 564 (for IH) or HWC 570 (for CPSA)

S/U grading

HWC 500: Field Education I

Placement in practice settings under supervision of a licensed M.S.W. Students will be graded S/F. Corequisite: HWC 513.

4-6 credits, S/F graded

HWC 501: Field Education II

A continuation of HWC 500. Students will be graded S/F. Corequisite: HWC 514. Prerequisites: HWC 500 and 513.

4-6 credits, S/F graded

HWC 502: Field Education III

Placement in advanced social work practice settings. Supervision provided by a licensed M.S.W. Students will be graded S/F. Corequisite depending on specialization- HWC 531 (for FYT) or HWC 564 (for IH) or HWC 570 (for CPPSA). Prerequisites: HWC 500, 501, 513 and 514

4-6 credits, S/F graded

HWC 503: Field Education IV

A continuation of HWC 502. Students will be graded S/F. Corequisite depending on specialization- HWC 571 (CPPSA), HWC 532 (FYT), HWC 565 (IH). Prerequisites: HWC 502

4-6 credits, S/F graded

HWC 504: Human Behavior and the Social Environment: Critical Applications of Social Work Theory

This course applies a multi-theoretical and critical approach to social inquiry in the examination of complex theories, metaperspectives, and knowledge about individuals, families, groups, organizations, institutions and urban, suburban, and rural communities. The course encourages students to maintain a view of people and their environments as heterogeneous and sociohistorically embedded, as well as adaptable and resilient. Throughout the course, special consideration is given to social and cultural diversity. Students will develop a

multi-dimensional (e.g., social, psychological and cultural) understanding of human behavior as applied to contemporary issues in social work practice. Class meets two hours in-class and one hour of instructor directed assignments.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 505: Integrating Seminar

This course extends the work covered in HBSE, by applying human behavior theory to social work practice situations. Students will integrate knowledge and skills acquired in social work practice, social justice, policy, field education and research courses to social and clinical issues across diverse topics. Class activities include experiential assignments and project based learning. This course prepares students to practice in interdisciplinary environments. Class meets two hours in-class and one hour of instructor directed assignments. Prerequisite: HWC 504

3 credits, Letter graded (A, A-, B+, etc.)

HWC 506: Human Rights & SW; Tools for Clinical Prac & Advcy

The goals of social work are intertwined with the premise that the realization of universal human rights are essential to a just and ordered society. This class stresses the need for social workers to use a human rights framework for practice, especially in our interconnected global economy. Human rights can help link micro practice to macro practice and connect the varying roles of the social worker. This class will highlight timely issues such as human trafficking and environmental justice. This class will provide students with advanced clinical practice skills rooted in human rights as well as advocacy strategies needed to create policy based on human rights.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 509: Foundations of Social Justice: Challenging Oppression

This course explores the meaning of social justice within the context of political economy, human nature, and health policy. Examination will include the relation of historical implications within contemporary discourse. This course will analyze the foundations of power, privilege, and prejudice in the United States through the lens of social work ethos that values human rights, equality, respect, and health for all. Emphasis will be placed on the identification of social injustice, challenging institutional oppression, and the creation of effective methods to empower marginalized and oppressed populations. Class meets two hours in-class and one hour of instructor directed assignments. Corequisite: HWC 596A.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 510: Social Policy and Social Determinants

This course builds upon the Foundations of Social Justice: Challenging Oppression course through the discussion and exploration of social policies, social determinants of health, and contemporary & historical social movements that have arisen to challenge oppression. This course utilizes frameworks for social policy analysis while addressing continuing dilemmas in policy development. Experiential learning and beyond-the-classroom experiences introduce students to the processes and dynamics of social movements, social change, and their effects on social policy. Class meets two hours in-class and one hour of instructor directed assignments. Prerequisite: HWC 509

3 credits, Letter graded (A, A-, B+, etc.)

HWC 511: Research I

Research I, is the first part of a two-semester course sequence designed to prepare social work students to engage in research informed social work practice and practice informed social work research and evaluation. The first semester (HWC511) provides an overview of the research process from both quantitative and qualitative perspectives and examines how a critical approach to research may form the basis of evidence-based social work practice and client empowerment. The course goes on to examine those elements of the research process that are common to all methodologies: the ethical conduct of research; literature searches and reviews; development of research questions and hypotheses; measurement; and sampling procedures. Quantitative data analysis is introduced in the form of univariate/descriptive statistics. Class meets two hours in-class and one hour of instructor directed assignments.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 512: Research II

Research II is the second part of a two-semester course sequence designed to prepare social work students to engage in research informed social work practice and practice informed social work research and evaluation. The second semester (HWC512) follows-up on the first by examining specific data collection methods (experiments; surveys; interviews; focus groups; ethnographies; etc.), with attention given to understanding how these methods are used appropriately in social work research and evaluation processes. Quantitative data analysis procedures at the bivariate and multivariate levels (t-tests; ANOVA; correlation; regression; chi-square test, etc.),

hypothesis testing, inferential statistics, and computer assisted data analysis using SPSS will be presented in the context of appropriate data collection methods. Emphasis placed on research proposal development and critical evaluation of research reports. Class meets two hours in-class and one hour of instructor directed assignments. Prerequisite: HWC 511

3 credits, Letter graded (A, A-, B+, etc.)

HWC 513: Social Work Practice I

Provides a foundation for generalist practice, including the knowledge base, values and skill development necessary for ethical and effective practice with individuals, families, groups and communities. Students are introduced to the helping process across client systems and across the life span through a strengths perspective and empowerment approach to practice. Evidence-based short-term therapies are used to guide direct practice to address resilience and human development. Class meets two hours in-class and one hour of instructor directed assignments. Corequisite: HWC 500.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 514: Social Work Practice II

A continuation of HWC 513. Revisits the helping process in greater depth with specific reference to special consideration for work with families, groups, communities and organizations. The broad range of social work roles across client systems is considered. Deepens knowledge of generalist practice, ethical practice and skill development. Corequisite: HWC 501. Class meets two hours in-class and one hour of instructor directed assignments. Prerequisites: HWC 500 and 513

3 credits, Letter graded (A, A-, B+, etc.)

HWC 518: Forensic Soc Work: Psychosocial and Legal Issues - Civil Law

This course provides the foundational knowledge and skills for forensic social work, with a focus on the proceedings that encompass the civil law. Using a trauma-informed perspective, students will be introduced to the civil court structure and the many different proceedings that are addressed by the civil courts including: mental capacity, family court, divorce, Adult Protective Services (APS), guardianship, medical legal issues, education issues, and restorative justice. Students will learn about the various social work roles and practices in each of these types of proceedings with an emphasis on understanding racial and ethnic disparities.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 519: Clinical Assessment, Diagnosis, and Psychopharmacology

This course expands upon the knowledge base of human behavior and the social environment. It examines symptomatology and the complexity of mental health diagnostic categories. Students will examine the mental health concerns of diverse social, racial, and ethnic groups, particularly those which are historically devalued, marginalized, and oppressed. The aim is to develop diagnostic and treatment skills by increasing understanding of biological, neurological, social, and cultural contexts--and their interactions-- and how these interactions produce symptoms that are characterized within a constellation of diagnostic categories. The roles and responsibilities of the social worker as a diagnostician and a valued, integral member of the interprofessional team, is emphasized. Focus is placed on the social worker's role in leading team members to become sensitized to all factors impacting the individual and the functioning of the client such as the social determinants of health. Additionally, factors influencing support systems will be examined. The use and misuse of the classification system of the current DSM 5 TR is examined. This examination includes the distinction between major mental disorders and other forms of behavior, recognition of symptoms, assessment of psychosocial functioning within a multi-cultural framework, and the relationship between diagnostic assessment and differential diagnosis. Students are introduced to the uses of pharmacological treatment of specific mental disorders and the side effects of these drugs. Advocacy, social justice, and fostering social change regarding mental illness in larger systems is reinforced. Prerequisites: HWC 500, 501, 504, and 513.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 520: Advanced Social Work Practice with the Aged

This course examines concepts and strategies for working with the elderly at the primary, secondary and tertiary levels of intervention. It presents and critically analyzes a variety of approaches in working with the elderly and their families. Interventions with the well elderly living in the community, the elderly who suffer some disabilities but who are still living in the community and the elderly who are institutionalized are examined. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 521: Aging in Place

This course will cover the key domains that enable older adults to age in place -- the ability to stay in one's home and community safely, independently and comfortably, regardless of age and income. Participants will acquire the skills and knowledge needed to navigate systems and support older adults, their families and caregivers through transitions and choices. Utilizing an integrated care coordination approach, this course will include behavioral/health issues, family, social and community engagement, along with policy and practice considerations.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 522: Men & Masculinities in the 21st Century

Societal conceptualizations of masculinities directly impacts how men live their lives. This understanding also impacts how men interact with other men as well as with people of all genders. In this class, students will be expected to engage in the active study of how masculinities have influenced their lives and those with whom they interact. how masculinities intersect with issues such as race, class, ethnicity, gender identity and presentation, and sexuality. We will seek to understand these issues as they were historically and as they are today; including a sense of contexts such as those provided by popular media, politics, education, and others.

3 credits, Letter graded (A, A-, B+, etc.)

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. Class meets two hours in-class and one hour of instructor directed assignments.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 524: Models of Change - Trailblazers, 'Good' Troublemakers, & Change Agents

This class will explore human rights advocates and dig deep into the social movements that have driven societal change. This class stresses the need for social workers to use a human rights framework for practice, especially in our interconnected global economy. This course will examine human rights, social work as a human rights profession, and in particular, vulnerable populations. This class will highlight timely issues such as human trafficking and environmental justice and will highlight advocates who like John Lewis "Get

in good trouble, necessary trouble, and help redeem the soul of America".

3 credits, Letter graded (A, A-, B+, etc.)

HWC 525: Anger Management

This course presents an overview of concepts of anger management within a holistic context. Students learn how to recognize external manifestations of anger in themselves, clients, organizations and communities. Anger management strategies that can be taught to clients as part of an intervention plan will be introduced. Environmental and societal factors as "igniting events" of anger in individuals, families, groups and communities are examined. Class meets two hours in-class and one hour of instructor directed assignments.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 526: Crisis Intervention: Opportunities for Change

This course provides theoretical and substantive content that will enable students to gain knowledge, understanding, and skill in relation to crisis intervention in social work practice. This course defines crisis, provides examples of the types of crises workers will face in various fields of practice, explores the role of the social worker, and the range of interventions needed in response to crisis situations. Class meets two hours in-class and one hour of instructor directed assignments.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 527: Social Work in the Political Process: Campaign School

Social Workers, and the people they work with, are fundamentally dependent on the decisions made by the people who are elected to the executive and legislative branches of government. In order to advance the values of the Social Work profession, and advocate on behalf of clients, Social Workers must participate and engage in the political process. This course is an exploration of the world of partisan electoral politics as an area of social work practice. Social workers can, and do, play many roles in the political arena. These roles can include, staff to elected officials, volunteer and staff positions on political campaigns, political appointments, lobbying roles and as elected officeholders. This course makes it clear why it is important for social workers to be in the political arena. The specific techniques and requirements for running for office, or serving in a leadership role on a political campaign, will be covered throughout this course. This is a hybrid course that combines ten class sessions, hybrid learning hours, and required attendance at a two day conference, titled "Campaign School."

3 credits, Letter graded (A, A-, B+, etc.)

HWC 528: Palliative and End of Life Care

This course examines the roles of social workers in palliative and end-of-life care in the context of varied palliative care teams and settings. Particular attention will be given to models of palliative care, interdisciplinary practice, and family-oriented care. Additional attention will be given to the relationship of research and practice in palliative care social work.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 529: Complementary and Alternative Medicine

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

3 credits, Letter graded (A, A-, B+, etc.)

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. Class meets two hours in-class and one hour of instructor directed assignments.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 531: Advanced Practice Skills I: Developmental Processes

This course emphasizes the understanding of developmental theories and application to culturally responsive practice with families, youth, and young adults. Focus is placed on recognizing developmental issues and their implications for assessment, engagement, and early intervention strategies. Familial, cultural, and environmental factors that influence development are discussed. Corequisite: HWC 502 and 534. 3 credits, Fall semester.

3 credits, Letter graded (A, A-, B+, etc.)

May be repeated 1 times FOR credit.

HWC 532: Family, Youth, and Transition to Adulthood Advanced Practice Skills II: Intervention Skills

Building on the knowledge and skills in Advanced Practice Skills I, this course focuses on enhancing clinical effectiveness in interactions with children, adolescents, and young adults by strengthening assessment and diagnostic skills and understanding related advanced theory. Topics include child welfare related interviewing skills, parenting and communication, advanced solution-focused therapy, motivational interviewing, cognitive behavioral therapy, behavioral health assessment and interventions, rapid assessment tools, and forensic therapeutic interventions. All of these topics are addressed within a trauma- and culturally-responsive framework. Professional and ethical considerations, evaluation of intervention effectiveness, and service delivery in an agency context are woven throughout the course. Corequisite: HWC 503 and 535. 3 credits, Spring semester.

*3 credits, Letter graded (A, A-, B+, etc.)
May be repeated 1 times FOR credit.*

HWC 533: Family Intervention in Health and Mental Health

This course focuses on family and marital problems. Environmental, social, economic, psychological and institutional pressures that affect family functioning are examined. Emphasis is placed on intervention skills. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 534: Advanced Policy Practice

This course surveys historical and current policies relevant to social work practice with families, youth, and young adults. Students will engage in policy analysis including a critical analysis of oppression and inequality in the context of child and family federal policies. In addition, the course will explore culturally sensitive skill development and competencies related to policy practice including social action and activism. Corequisite: HWC 502 and 531. 3 credits, Fall semester.

*3 credits, Letter graded (A, A-, B+, etc.)
May be repeated 1 times FOR credit.*

HWC 535: Org Ldrship Across FYT Systems of Care

This course provides an evidence-based and empirically supported practice framework for developing advanced organizational leadership skills across various systems of care that impact the lives of youth, families, and young adults. Focus is placed on strategic planning,

effective communication, anti-oppressive organizational development and evaluation, and organizational analysis including inter- and intra-organizational contexts. 3 credits, Spring Semester

*3 credits, Letter graded (A, A-, B+, etc.)
May be repeated 1 times FOR credit.*

HWC 536: Fathers and Families

This advanced practice elective focuses on engagement, assessment, and interventions with fathers in social work practice. The course provides an historical overview of fatherhood, the socio-cultural context of fatherhood and masculinity, considerations for work with diverse fathers, engagement of men in various settings to enhance fathering, and child support policy in the context of work with men and fathers. This course is offered online with scheduled guest speakers from various father-serving organizations including NYC Office of Child Support Services.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 538: Death and Dying; Loss and Separation

This course explores student values, attitudes, fears and conceptions relating to death and dying. Issues of loss and separation in relation to various age groups, cultural orientations and societal expectations are examined. The focus is on the acquisition of bereavement counseling skills. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 539: Ancestral Health Practices

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. Class meets two hours in-class and one hour of instructor directed assignments.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 540: Therapeutic Approaches for People with Disabilities

This course will provide a framework for practice with individuals with disabilities based on cognitive-behavioral and solution-focused therapies. Emphasis will be placed on understanding the acute issues facing individuals with disabilities primarily from a social model lens which focuses on socio-environmental constraints and barriers. These include limited human rights, access to care

and treatment choices, and socio-cultural forces. Psychosocial factors will also be explored. The empirical knowledge base that informs and guides the assessment and theory based interventions of individuals with disabilities will be examined and critiqued.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 541: Leadership in Education in Neurodevelopmental Disorders from a Multidisciplinary Lens

This course addresses the interdisciplinary role of care for children and adults with autism spectrum disorder (ASD) and other related neurodevelopmental disorders (ND) across the core LEND designated disciplines (nursing, public health, physical therapy, social work, psychology, adult medicine, child medicine, adult/pediatric dentistry, disability studies, family leadership and self-advocacy). The Stony Brook LEND course aims to reduce health disparities by training graduate students and providers from diverse disciplines who may provide care to individuals with ASD/ND across the lifespan. LEND interdisciplinary work will be framed to support policies and practices that bring care closer to the patient/client with ASD/ND and their families and challenge traditional professional boundaries.

S/U grading

HWC 542: School Social Work: Practice Policy and Research

Examines the practice of school social work in an in depth manner. It gives an overview of the central issues that occur in schools. It discusses strategies to build a positive and safe school climate for diverse and disenfranchised populations. The course will cover evidenced-based practices including DBT and CBT for schools. It examines the social/political context of working in the school. Topics will also include working with students struggling with psychiatric, psychological, substance use, and familial issues as well as assisting students in special education. Crisis intervention techniques and trauma-informed educational practices will be discussed.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 543: Advanced Clinical Skills for SW in Education

This class will instruct students about clinical interventions and policy issues in school social work and in social work in colleges and universities. Clinical intervention include-mindfulness and acceptance-based approaches such as acceptance and commitment therapy (ACT), dialectical behavioral therapy skills (DBT), mindfulness-based cognitive therapy (MBCT), and mindfulness-based stress reduction (MBSR).

3 credits, Letter graded (A, A-, B+, etc.)

HWC 544: Overview of Substance Abuse

This course is an examination of the history and development of alcohol and substance abuse problems in the United States. It focuses on the etiology, psychopharmacology and ethical and legal ramifications of the use of licit and illicit substances in our culture. The course provides information on a variety of services available to drug abusers, addicted individuals and their families in the fields of prevention, education and treatment. Class meets two hours in-class and one hour of instructor directed assignments.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 545: Assess & Trtmt of Alch & Sub Misuse

Students will learn to recognize the bio-psycho-social aspects of addiction and recovery; implement an SBIRT assessment utilizing evidence-based practice models (e.g. Motivational Interviewing; Stages of Change); and develop a foundation of clinical skills to treat addiction.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 546: Interv in Treating Alcohol and Sub Misuse

Students will develop a comprehensive assessment and apply it to an intervention plan based on client need and best practices in the addiction field. The importance of culture, gender, age, and class, as key considerations in the intervention process will be highlighted throughout the course.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 547: Managing Conflict: Groups, Organizations, and Communities (FYT) (CPPSA)

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

3 credits, Letter graded (A, A-, B+, etc.)

HWC 548: Adolescent Development and Health Promotion

The effect on adolescent development of physiological changes, relationships with peers and family, and societal expectations are examined. Emphasis is on the development of assessment and engagement skills for working with adolescents and their families to help counteract adolescent self-destructive behavior and promote well-being. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 549: Overview of Social Work with Special Populations

This course examines the issues that social workers must consider when working with traditionally disenfranchised populations. Emphasis will include micro and macro issues when intervening with gay and lesbian individuals, members of diverse racial and ethnic groups, and women, as well as others. The historic as well as contemporary experiences of these individuals' interactions with the health and human service delivery system will be explored. Class meets two hours in-class and one hour of instructor directed assignments.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 550: Culture-Centered Approach to Social Work Practice

This course provides students with an opportunity for self growth while preparing to work with individuals and their families from a culture-centered value base. Culture-centered foundation practice provides students with a frame of reference for better understanding and appreciation of the difference of their own culture from the cultures of others. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 551: Law and Social Change

This course introduces students to the interrelationship of the legal process in the United States and the profession of social work. Focuses on the legal process in general, social welfare law, in particular, and the implications for effective social work practice. Students will be required to explore and integrate the ways in which legal frameworks determine the nature of practice processes and structures within their chosen field of Specialization. Permission required for

students not enrolled in the School of Social Welfare. 3 credits, semester varies

3 credits, Letter graded (A, A-, B+, etc.)

HWC 552: LGBT Social Work Practice: Micro Intv and Pol Chg

The purpose of this course is to enhance students' professional competence with lesbian, gay, bisexual, and transgender (LGBTQ) people. Content explores social work practice at the micro, mezzo, and macro levels and across social, political, and economic realms. Students will be introduced to LGBTQ civil rights movement and the underlying theories of sexual orientation and sexual identity development. As sexual orientation in contemporary culture is politically charged and socially regulated, students will be taught macro-level advocacy skills to fulfill their call as social workers by promoting social justice and equality. On the micro level, students will learn appropriate clinical assessment tools and social work intervention skills for use with LGBTQ people. A life cycle perspective will be presented to highlight the unique issues of LGBTQ people at various stages of human development, from the very young to the very old. Special concerns within the population, such as the coming out process, adolescent suicide, aging, and coping methods, will be considered.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 553: Chemical Dependency in Special Populations

This course covers alcoholism and substance abuse with populations that have been traditionally devalued and oppressed. It focuses on development of skills and sensitivity to ethical issues and the needs of ethnic groups, women, the elderly, the mentally ill and LBGTQ people who are chemically dependent. Policy and practice issues related to these populations are considered. Class meets two hours in-class and one hour of instructor directed assignments.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 554: Legislative Advocacy for Social Workers

The course will introduce students to the role that social workers play in shaping and influencing the legislative process - from advocacy and lobbying, to elections, to research, writing and passing legislation. This course will focus on the New York State legislature or the Nassau and Suffolk legislature's, depending on the year. Students will be introduced to the role that social workers can play in shaping policy and how to go about influencing policy. Students will develop the skills necessary to succeed in

legislative advocacy on behalf of their clients and the profession.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 555: Supervision in Health and Human Service Organizations

This course 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: 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. Advanced Practice Elective.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 556: Proposal Writing in the Health and Human Service Fields

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

3 credits, Letter graded (A, A-, B+, etc.)

HWC 558: Human Services Administration

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

3 credits, Letter graded (A, A-, B+, etc.)

HWC 559: Mental Health Evidence-Based Practice

This course develops the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented evidence-based practices. This course is designed for M.S.W. students and M.S.W. mental health practitioners. The

course familiarizes students with evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. Students should have a basic knowledge of serious mental illness as pre- or co-requisite, however a review will be provided. Research literature is examined to determine the various levels of support for specific interventions and essential principles for translating research into practice. Appropriate treatment outcomes that reflect effective quality mental health practice are identified. Focus is on providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness. 3 credits

3 credits, Letter graded (A, A-, B+, etc.)

HWC 560: Social Work with Immigrants and Refugees

This course examines pre-migration, migration, and post-migration influences and experiences of immigrants and refugees. The course will also explore the coupolitical, social, economic, and environmental context of life in the United States, including the health and mental health, community, and legal systems. Students will learn and apply concepts relevant to social work that define specific strengths, needs, and challenges facing migrant well being from practice and policy levels. Mastery of course content will provide students with an understanding of and appreciation for diversity in self and others from a human rights perspective.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 561: Anti-Racist SW: Undrstnd White Frag & Black Rge

The course will assist social work students in understanding the complex nature of the dynamics of social oppression, racism, and anti-racist practice. Students will explore their own personal values, beliefs, and behaviors that may limit their ability to practice effective social work with people of diverse backgrounds, in particular, disadvantaged and oppressed persons. Students will acquire the knowledge needed for practice using an anti-oppressive and anti-racist lens framed by an understanding of systemic racism.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 563: Homelessness, Politics and Public Health

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

problem. Class meets two hours in-class and one hour of instructor directed assignments.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 564: Advanced Practice I: Assessment and Skills in Integrated Health

This course will build advanced competencies as applied in health and mental health settings. Students will learn how to conduct assessments that engage the family and the community, and develop skills for relationship building, care coordination, and strategies for defining and addressing the social determinants of health, utilizing interprofessional practice skills. Topics include primary prevention; acute and long term care; rehabilitation in inpatient and outpatient clinics; forensic social work; substance abuse; medically managed systems; chronic disease; HIV/AIDS; trauma and co-morbid psychiatric issues; cancer. Corequisite: HWC 502 and 574. 3 credits Fall semester

3 credits, Letter graded (A, A-, B+, etc.)

May be repeated 1 times FOR credit.

HWC 565: Advanced Practice II: Strategies and Interventions in Integrated Health

Building on the knowledge and skills in Advanced Practice I, students will learn current practice strategies, technological advancements, and interventions to address the major health concerns that impact society. Students will investigate population based treatments across systems that are trauma responsive, build on client's strengths, and that are culturally congruent. Corequisite: HWC 503 and 576. Prerequisite: HWC 564. 3 credits, Spring Semester

3 credits, Letter graded (A, A-, B+, etc.)

May be repeated 1 times FOR credit.

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, and integration of social work and student affairs literature. Class meets two hours in-class and one hour of instructor directed assignments.

3 credits, Letter graded (A, A-, B+, etc.)

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

Addresses the organization, development and functions of the brain and how this influences

how we think, feel and behave. Causes of organic changes in the brain such as substance abuse, disease and injury are addressed. Advances in neuroscience that have aided in diagnosis and social work practice are covered. Innovative treatment modalities such as EMDR, biofeedback and vagal nerve implants are presented. Strongly emphasizes the combination of science and practice issues. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 569: Child and Adult Sexual Violence: Acute and Long-term Sequelae

This course focuses on the health and mental health issues presented by individuals who have experienced sexual violence. The different types of sexual violence that occur across the lifespan will be reviewed as well as treatment modalities designed to address these issues. Treatment dynamics such as client safety; stabilization; emphasis on strengths-based treatments that assist clients in regaining a sense of control; and a strong therapeutic alliance are presented. The importance of phase-oriented treatment and post-traumatic growth (PTG) will be reviewed. Countertransference dynamics and clinician self-care will also be presented.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 570: Advanced Tools for Change: Practice I

Building on foundation knowledge, values and skills, this course will deepen student capacity to work for social change. Students will build their expertise using interpersonal communication, relationship building, organizing skills in select areas such as visioning, problem analysis, community engagement, assessment, action research and mobilizing communities to work for change. This course expands upon the students' learning in their first year policy courses to utilize advanced critical theories to analyze social problems and develop tools for social change with a special emphasis on community and empowerment. Corequisite: HWC 502 and 572. 3 credits, Fall Semester

*3 credits, Letter graded (A, A-, B+, etc.)
May be repeated 1 times FOR credit.*

HWC 571: Advanced Tools for Change: Practice II

Building on the knowledge and skills in the first semester of Advanced Tools for Social Change, Part II focuses on developing students' skills in analyzing issues, developing powerful arguments and communicating persuasively

with multiple audiences using multiple media platforms. Using a lens of critical theories, students will learn to engage with and mobilize constituents, form coalitions, lobby policymakers and leverage political power to challenge systemic structures of power and privilege and effect positive social change in the areas of students' passion. Corequisite: HWC 503 and 573. 3 credits, Spring Semester
*3 credits, Letter graded (A, A-, B+, etc.)
May be repeated 1 times FOR credit.*

HWC 572: Leadership for Social Change

Leadership is widely understood as a critical success factor for advancing social change. In this class, students are educated to develop advanced leadership skills to create and sustain social-change organizations that address societal inequities. The course covers the many facets of social change leadership, including effective communication, strategic planning, and program development. The course will consider what it means to be a leader, the kinds of skills leaders need to succeed in diverse community settings, and what are the necessary preconditions for social change. Additional focus will be on anti-oppressive organizational and program development, management, resource development and financial management. Specific focus will be devoted to providing students with opportunities to develop their presentation and analysis skills and to receive peer feedback. Corequisite: HWC 502 and 570. 3 Credits, Fall Semester

*3 credits, Letter graded (A, A-, B+, etc.)
May be repeated 1 times FOR credit.*

HWC 573: Social and Political Change (Hybrid)

By its nature, social and political change is action oriented. This course will provide students with the opportunity and value, knowledge and skill based guidance to undertake an actual advocacy/community change oriented capstone project. Students will work with community based social change organizations on a social change project for approximately 35 hours during the semester in lieu of classroom meetings. During the 5 in-class meetings and online discussions, students will act as consultants to one another, reflecting on learning from project work, readings and other courses in the specialization. Corequisite: HWC 503 and 571. 3 credits, Spring Semester

*3 credits, Letter graded (A, A-, B+, etc.)
May be repeated 1 times FOR credit.*

HWC 574: Clinical Skills: Motivational Interviewing & Cognitive Behavioral Therapy in Integrated Health

This course introduces students to advanced evidence-based clinical modalities, that include group treatment, and short term interventions with an emphasis on Motivational Interviewing (MI) and Cognitive Behavioral Therapy (CBT) as applied in health and mental health care settings. Corequisite: HWC 502 and 564. 3 credits, Spring semester

*3 credits, Letter graded (A, A-, B+, etc.)
May be repeated 1 times FOR credit.*

HWC 575: Child Welfare: An Overview

This course covers the impact of historical and contemporary developments within the field of child welfare. It examines the evaluation of child welfare services and the role of child care workers. It also examines out-of-home care, foster care, group home care and institutional care within the context of traditional public/voluntary structure of services and the social/political context. Services in relation to the changing roles of the family and emergence of child care are covered. Class meets two hours in-class and one hour of instructor directed assignments.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 576: Integrated Health: Advanced Health Policy Systems

The course will address local, federal, state, and organizational policies and funding mechanisms impacting health and mental health. Topics include recent developments in health care reform and current issues and trends in primary and behavioral health care integration. The course will emphasize diversity, health disparities, and social and economic justice. Corequisite: HWC 503 and 565. 3 credits, Fall semester

*3 credits, Letter graded (A, A-, B+, etc.)
May be repeated 1 times FOR credit.*

HWC 577: Program Evaluation

This course provides an in-depth analysis of the technical requirements of program evaluation and the organizational and political constraints that influence the evaluation process. Techniques in the design and implementation of evaluation research in the health and human services fields are covered. Prerequisites: HWC 511 and 512. 3 credits

3 credits, Letter graded (A, A-, B+, etc.)

HWC 578: Advanced Social Work with Groups

This course explores the principles and practice of group work in assisting clients to maximize psychosocial functioning. Class

members will participate in an experience that encourages them to realize the power of group work process and usefulness of this modality. Group work techniques, context, dynamics, skills and the role of the group facilitator are discussed. In presenting group work with special populations students learn about the impact of issues including development, discrimination, illness, addiction and separation on the commonality of the human experience as it presents in group practice. 3 credits

3 credits, Letter graded (A, A-, B+, etc.)

HWC 579: Special Topics in Social Work

These courses examine significant timely issues confronting the profession. Topics include violence as a public health problem, issues of aging, racism, gender, AIDS, the media, and others. Topics vary each term as faculty develop specific modules that address one or more of these issues. Class meets two hours in-class and one hour of instructor directed assignments.

3 credits, Letter graded (A, A-, B+, etc.)

May be repeated 4 times FOR credit.

HWC 581: Public Health and Community Health Intervention

This course examines many of the critical public health issues of today. Students gain an understanding of the concepts underlying social epidemiology and develop an appreciation of the ways in which the health status of different populations in this country is differentially impacted. Community health planning strategies (e.g. health promotion and health education) are examined. 3 credits

3 credits, Letter graded (A, A-, B+, etc.)

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

This course examines some of the traditional, as well as newer, models through which healthcare services are delivered. Particular emphasis is given to the issue of access to health services as well as the location of the professional social worker within these systems. Students gain the ability to conceptualize many of the critical ethical and legal issues impacting the field today. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 584: Community Analysis and Health Promotion

Explores diverse concepts of community, analyzes a range of community structures, processes and power relationships. Investigates contemporary models, strategies and tactics of community organizing and health promotion in the United States and in selected other countries and emphasizes efforts made by poor people, ethnic minorities of color and women to organize and mobilize community groups and movements. Highlights group and community analysis and organization skills. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 587: Social Work Practice with the Military and Military Families

This course focuses on the specific challenges of those who serve in the military and the response of social work practitioners to those challenges. The course will explore the nature of war, its impact on those who are wounded - physically and mentally -- and the impact of the military experience on them and their loved ones/caregivers. Particular emphasis will detail the impact of recent wars in Iraq and Afghanistan on returning veterans, many suffering with PTSD, Traumatic Brain Injury and substance abuse problems. Additional areas of exploration include the challenges faced by women in the military, the wounded, those who contemplate suicide. Intervention strategies and case material will enhance student understanding. 3 credits, Fall Semester

3 credits, Letter graded (A, A-, B+, etc.)

May be repeated 1 times FOR credit.

HWC 588: The Dynamics of Trauma

This course will examine the complexity and range of traumatic events. For example, the way temperament, genetic pre-disposition and environment impact traumatic reactions; as well as the physiological and psychological reactions that individuals experience. Throughout this course we will examine therapeutic interventions with different populations (children, adults, groups, elders) as they recover from trauma experiences. This course will cover the range of psychological models that comprise trauma theory and examine the protective factors that mediate post-traumatic growth. Throughout this course we will examine cultural, legal, judicial and policy issues that impact trauma treatments.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 589: Therapeutic Interventions for Trauma

This course will examine therapeutic interventions with different populations (children, adults, groups, elders) as they

recover from trauma experiences. This course will appraise the range of psychological models that comprise trauma theory and examine the promotive factors that mediate Post-traumatic Growth. Throughout this course we will examine cultural, legal, judicial and policy issues that impact trauma treatment.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 590: Overview of Family Violence

This advanced elective provides an overview of family violence in the United States including child abuse, intimate partner violence (IPV), and elder abuse. The course covers the etiology of each form of family violence, current evidence-based treatment modalities, and mental health and judicial approaches to these issues. Current research for each type of family violence and social policies will also be covered.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 591: SW in Higher Ed: Prac in College & Univ

Through an interdisciplinary approach, which draws from social work strengths and empowerment perspectives, student affairs perspectives, and college student development theories, this course emphasizes how community on the college campus is influenced and shaped. Historical developments in higher education and student development as well as the impact of societal issues are introduced. This course will follow a student-community development lens and discuss a variety of important topics in higher education including: overview of major policies and programming, campus safety, campus climate and inclusion, social determinants, financial aid, relationships, and mental health.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 592: Social Work in Education: Therapeutic Interventions

This course reviews a wide-range of clinical practice methods using a trauma-informed lens that are relevant to high school and higher education settings including crisis intervention, rapid assessment tools, biopsychosocial, and review of wellness and prevention services. Students are encouraged to critically examine components of contemporary education and to devise appropriate intervention strategies to accomplish the development of student-centered services, implement tele-mental health services, and a sense of community within education settings.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 593: Social Work in Higher Education: Wrap-around Care Services

This course reviews the care coordination involved in the many college student support services offered across various departments including offices of disability support services, counseling and health centers, athletics, student affairs, and campus and residential life. An understanding of the transition from high school to college service systems, transition to adult health care services, as well as how different higher education involved systems function on- and off-campus will also be discussed. Leadership development and social work practice roles to promote student success in higher education settings are emphasized.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 594: Continuation of Field Work Experience

Continuation of placement in practice settings under supervision of a licensed M.S.W.

S/F graded

HWC 595: Independent Study

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

*1-3 credits, Letter graded (A, A-, B+, etc.)
May be repeated 3 times FOR credit.*

HWC 598: LMSW Licensing Preparation

This is a free non credit course designed to help students pass the LMSW exam. The course will cover test-taking strategies, critical thinking skills for analyzing the test questions, and include review of sample practice questions. Classes will meet twice during the spring semester and in between the two sessions, students will have an opportunity to take the online practice exam and identify the areas requiring further review.

S/U grading

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, S/F graded
May be repeated 6 times FOR credit.*

HWC 600: Statistics I

Provides instruction in the computation, interpretation, and application of data analytic procedures used in social research. Discusses procedures such as descriptive statistics, chi-square, and t-tests, while examining their relevancy for analyzing issues in social work practice. Fall Term.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 601: Statistics II

Introduces students to multivariate techniques used in the analysis of various kinds of data. Analysis of Variance, Multiple Regression Analysis, Logistic Regression Analysis, and Log-Linear Regression Analysis, as well as more advanced techniques, such as path analysis and survival analysis, are discussed.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 602: Research Methods I

Presents an overview of the variety of research methodologies utilized in social science and social work, with the goal of providing students with the knowledge and competencies needed to develop and conduct their own research. The course will lead to a sophisticated understanding of the research process including the formulation of research questions, hypothesis development and testing, and choice of research method, involving both quantitative and qualitative methods. Material on quantitative designs will include experimental and quasi-experimental designs, data collection methodologies, scaling, instrument development, and sampling procedures. Material on qualitative designs will address focus groups interviews, key informant interviews, participant observation, unobtrusive observation, text and content analysis, and the use of archival and historical data. Special attention is given to ethical and political issues in the conduct of research.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 603: Research Methods II

A continuation of HWC 602 Research Methods I.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 604: Naturalistic and Qualitative Research

Considered is the application of alternative research methods for different questions. The distinction between quantitative and qualitative approaches and methods in the analysis of qualitative data is explored.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 606: Research Practicum I

Students undertake significant and methodologically rigorous research involving design, implementation, analysis, and dissemination of a research project. The substantive areas will include health, mental health, or substance abuse. School of Social Welfare faculty, affiliated faculty members from the Health Sciences Center and University social science departments, and

principal investigators in community research projects will serve as preceptors. Students will spend ten hours each week for two semesters in a practicum setting. Students have a supervised hands-on, practical experience with an ongoing research project. Typical activities include data analysis, interpretation of results, research report writing, subject recruitment and screening, instrument development, or data collection. The primary objective is to strengthen students' ability to synthesize various phases and components of social research. A focus is on articulating linkages among the research questions, the data gathered to address these questions, the techniques selected for manipulating and analyzing the data, and the interpretation of findings. Students are encouraged to pursue publication stemming from the practicum. While the research practicum may not necessarily expose students to the specific population or problem of greatest interest to them, the skills or competencies mastered can prepare students methodologically to carry out their dissertation research plans.

3 credits, S/U grading

HWC 607: Research Practicum II

A continuation of HWC 606 Research Practicum I.

3 credits, S/U grading

HWC 608: Social Welfare Policy Analysis I

An analytical approach to public policy formulation in the areas of health, mental health, and substance abuse involving the impact of environmental forces on policy content. Considered are the effects of various institutional arrangements and political processes as well as inquiry into the consequences of various contemporary public policies. Tools and frameworks of policy analysis are examined. Policy alternatives and policy development and implementation are also considered.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 609: Social Welfare Policy Analysis II

A continuation of HWC 608 Social Welfare Policy Analysis I. Prerequisite: HWC 608. Spring

3 credits, Letter graded (A, A-, B+, etc.)

HWC 610: Organizational Theory and Social Welfare Administration

The focus is on theories and methods available to planners and administrators who function in complex organizational settings. Decision making, political and economic factors,

information systems, value conflicts, and adaptations of rational models to emerging realities will be studied. Health and mental health programs will be utilized as exemplars.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 611: Knowledge Building in Social Work: The Philosophy of Applied Social Research

An examination of the major currents of thought that shape the meta-theoretical, theoretical, and methodological issues related to knowledge building in social work. The impact of pragmatic philosophy on the current "science versus non-science" debate within social work is reviewed. Special attention is given to epistemological approaches and their relation to qualitative and quantitative research strategies. Fall

3 credits, Letter graded (A, A-, B+, etc.)

HWC 612: Social Science Theory for Social Welfare

In this course, we explore the nature of social theory and the normative project of social welfare by examining theories of social justice, human rights and oppression. We consider the nature and structure of power, the role of ideology and their impact in a society defined by inequality. Social Construction and critical theory are particularly relevant as their assumptions align well with those of social welfare. Lastly, we explore the tensions and possibilities of democratic theories and ideals, given the current context, as a means to further social welfare's normative project. Throughout the course, students are challenged to explore existing theory and, importantly, to learn and engage in the process of theorizing, themselves.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 613: Seminar in Social Work Education

Focus is on the place of social work education in the university with attention to issues of current concern such as the integration of professional education with the scholarly research focus of other academic disciplines. Consideration will be given to educational program structure, content, curriculum development, evaluation, and teaching methodologies. Students will be required to teach a course in the B.S.W. or M.S.W. curriculum under mentorship of a senior faculty member.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 614: Teaching Practicum

The teaching practicum is a supervised experience in teaching at the master's

or undergraduate level in the School of Social Welfare, or in some aspect of academic administration, such as curriculum development, project planning, and/or proposal development. The educational practicum is typically available to doctoral students in the third year. An individualized plan will be developed for implementing the teaching practicum. Practica may include teaching a section of a required graduate/undergraduate course, working as a teaching assistant with a faculty member, and/or co-teaching and working with the curriculum committees and area sequences in curriculum development. Spring

3 credits, S/U grading

HWC 615: Dissertation Seminar I

Students are expected to survey the current state of the art in their area of interest and to develop a written prospectus on a question suitable for dissertation research. In the second semester, students will refine dissertation proposals through presentation and critique in the seminar. Specific techniques and alternatives in studying a variety of dissertation questions are compared.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 616: Dissertation Seminar II

A continuation of HWC 615 Dissertation Seminar I.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 679: Special Topics in Policy Research

Discusses timely policy research issues such as violence as a public health problem, aging, racism, gender, AIDS, poverty and international social work. Topics vary each term as faculty develop specific modules that address one or more of these topics. Offered Spring, 3 credits, Letter graded (A, A-, B+, etc.)

May be repeated for credit.

HWC 695: Independent Study

HWC 699: Dissertation Research on Campus

Dissertation research under direction of advisor.

Prerequisite: Advancement to candidacy (G5). Major portion of research must take place on SBU campus, at Cold Spring Harbor, or at the Brookhaven National Lab. Fall, 1-9 credits, S/U grading May be repeated for credit.

HWC 700: Dissertation Research Off Campus - Domestic

Prerequisite: Must be advanced to candidacy (G5). Major portion of research will take place off-campus, but in the United States and/or U.S. provinces. Please note, Brookhaven National Labs and the Cold Spring Harbor Lab are considered on-campus. All international students must enroll in one of the graduate student insurance plans and should be advised by an International Advisor.

Fall, Spring, 1-9 credits, S/U grading May be repeated for credit.

HWC 701: Dissertation Research Off Campus - International

Prerequisite: Must be advanced to candidacy (G5). Major portion of research will take place outside of the United States and/or U.S. provinces. Domestic students have the option of the health plan and may also enroll in MEDEX. International students who are in their home country are not covered by mandatory health plan and must contact the Insurance Office for the insurance charge to be removed. International students who are not in their home country are charged for the mandatory health insurance. If they are to be covered by another insurance plan they must file a waiver by second week of classes. The charge will only be removed if other plan is deemed comparable.

All international students must receive clearance from an International Advisor.

Fall, Spring, 1-9 credits, S/U grading May be repeated for credit.

HWC 800: Full Time SUMMER RESEARCH

F T SUMMER RESEARCH

S/U grading

May be repeated for credit.