Resolution # 10
2008-2009
College Senate

New Resolution:  □
Supersedes Resolutions:

TO:  Dr. John R. Halstead, College President
FROM:  The College Senate:  December 8, 2008
RE:  I.  Formal Resolution (Act of Determination)
     II.  Recommendation (Urging the Fitness of)
     III.  Other, For Your Information (Notice, Request, Report, etc.)

SUBJ:  Modification to Master of Social Work Curriculum  (routing #14 08-09 GC)
Signed:  [Signature]  Date:  12/12/08
(Thambrahadi M. Rao, 2008-09 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO:  T.M. Rao, The College Senate President
FROM:  John R. Halstead, College President
RE:  I.  Decision and Action Taken on Formal Resolution (circle choice)
    a.  Accepted - Implementation Effective Date:  May 2009
    b.  Deferred for discussion with the Faculty Senate on ___/___/___
    c.  Unacceptable for the reasons contained in the attached explanation
II, III.  Response to Recommendation or Other/FYI
    a.  Received and acknowledged ___/___/___
    b.  Comment:  

Signed:  [Signature]  Date:  12/19/08
(Dr. John R. Halstead, President, SUNY College at Brockport)

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DEAN(S) COPY:  Department Chair(s), Other:  
COLLEGE SENATE COPIES:  Originator, College Senate Website, Other:  

**Routing Number**  #14 08-09 GC

Replaces Resolution  \\

**Routing # assigned by Senate Office**

**DEADLINE FOR SUBMISSIONS:**  **FEBRUARY 28**

Incomplete proposals or proposals received after the deadline may not be reviewed until next semester.

**INSTRUCTIONS** – please, no multiple attachments – each proposal must be submitted as one document:

- Submit only complete proposals. Include support letters from department chair and dean.
- Proposals must be prepared individually in Word format using committee guidelines (guidelines online).
- Fill out this cover page for each proposal and insert it electronically as the front page of your document. (available online at [www.brockport.edu/collegesenate](http://www.brockport.edu/collegesenate))
- Email whole proposal with cover page as one attachment to senate@brockport.edu and facprez@brockport.edu.
- All updates must be resubmitted to the Senate office with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. Graduate Probation/Dismissal Proposal rather than Graduate Proposal.

   Modification to Master of Social Work curriculum

2. **BRIEF DESCRIPTION OF PROPOSAL:**

   Replace two existing courses with new courses and modify advance standing summer requirements

3. **HOW WILL THIS EFFECT TRANSFER STUDENTS:**

   It will not

4. **ANTICIPATED EFFECTIVE DATE:**

   May 2009

4. **SUBMISSION & REVISION DATES:** PLEASE PUT A DATE ON ALL UPDATED DOCUMENTS TO AVOID CONFUSION.

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5. **SUBMITTED BY:** (contact person)

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<tr>
<td>Debra Fromm Faria</td>
<td>SWO/GRC MSW</td>
<td>395-8455</td>
<td><a href="mailto:dffaria@brockport.edu">dffaria@brockport.edu</a></td>
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6. **COMMITTEES TO COPY:** (Senate office use only)

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<td><em>Undergraduate Curriculum &amp; Policies</em></td>
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* follow special Gen Ed procedures for submission of General Education proposals at “How to Submit Proposals” on our Website.

**Use routing number and title in all reference to this proposal.**
To: College Senate

From: Debra Fromm Faria and Jed Metzger

Co-chairs GRC MSW Curriculum Committee

Subject: Proposal to Modify the Greater Rochester Collaborative MSW Curriculum

Date: October 16, 2008

Enclosed please find a complete proposal for curriculum revision of the Greater Rochester Collaborative MSW Program of the College at Brockport and Nazareth College (GRC MSW). The proposed revisions have been reviewed and approved by Nazareth College and await approval from of the College Senate for implementation.

We respectfully request prompt review by the College Senate with a request a determination by, no later than, February 15, 2008 to allow implementation with our next advanced standing class entering in May 2009.

As co-chairs of the GRC MSW Curriculum Committee we would welcome the opportunity to discuss this proposal with the Senate Graduate Curriculum Committee and attend any committee or Senate meetings to address any questions. Our contact information is provided below:

Professor Debra Fromm Faria– Phone: 395-8455 Email: dffaria@brockport.edu
Dr. Jed Metzger – Phone: 395-8454 Email: jmetzge9@zimbra.naz.edu
Proposal to modify the GRC MSW Program Curriculum

Proposal Introduction and Rationale:
The GRC MSW Program Faculty proposes a curriculum change in the program’s 60 credit MSW Curriculum and the 39 Credit Advanced Standing Curriculum. The following is a summary of the curriculum changes proposed.

- Approval of a new required course: SWK 508 The Diagnostic Process: A strengths-based social work perspective as a required course for all student cohorts.
  - The approval of SWK 508 will ensure that all MSW students (60 credit and 39 credit cohorts) have a social work ecological person and environment perspective on the use of the DSM-IV-TR in the diagnostic process. This content is currently being introduced in a cursory manner in existing courses, however due to the demands of delivering other required content in those courses our assessment data reflects that students do not have sufficient knowledge of the diagnostic process (required for the SWK 600 level courses). Another benefit of this proposed curriculum change is that it enhances the Human Behavior in the Social Environment content area of the curriculum from 6 credits to 9 credits which provides a needed balance of the percentage of HBSE in the overall MSW curriculum. Additional information on the assessment data will be presented in section B of this proposal. Appendix A provides data from the GRC MSW Program’s alumni surveys and data collected from agency-based field instructors.
  - Currently, remedial coverage on content on the diagnostic process is taking place in both concentrations in the SWK 600 level practice courses as the manner that this content has been integrated in other foundation courses is insufficient. This takes from the content required for advanced level practice in the 600 level practice courses as these courses build on application of HBSE theory learned in the foundation curriculum.
  - Both GRC MSW Program Concentrations are approved by the NYS Education Department for clinical content towards the LCSW license. The SWK 508 Diagnostic Process course will strengthen the clinical content of the GRC MSW Program for LCSW licensing exams.

- Revision of SWK 530 Research I and the elimination of SWK 531(Research II) in the foundation curriculum
  - The proposed revision of SWK 530 will rename the course Research Methods. This course includes all the course objectives from SWK 530 and the three additional course objectives from SWK 531 in one research course. This revision is in line with the foundation content required in the research content area in preparation for students completing the evaluation component of their concentration level Masters Project Courses (SWK 630 and SWK 631). This revision also eliminates the redundancy found in SWK 530 and SWK 531 by combining the course elements into one solid social work research course. The other benefit of this curriculum change is that it balances the emphasis of research in the curriculum from twelve credits to nine credits.
  - Elimination of Two Advanced Standing Required Courses
    - SWK 525 Culturally Competent Social Work Practice for Advanced Standing
    - SWK 532 Social Work Research for Advanced Standing
  - Rationale: Students accepted into the advanced standing cohort have earned a BSW degree from an Council on Social Work Education accredited BSW program which is required to teach the content covered in SWK 525 and SWK 532. The Council on Social Work Education’s Accreditation and Policy Statement precludes curriculum redundancy. This question was raised during our 2007 accreditation site visit and while the site team accepted our rationale for the structure of our existing curriculum, this change will make compliance with this standard clearer.
  - This content is also covered in the GRC MSW Programs 60 credit curriculum (SWK 530/531 and SWK 524. Requiring all advanced standing students to take SWK 525 and SWK 532 has resulted in redundancy of content learned in the BSW program.

- The proposed addition of SWK 508 Diagnostic Process course as a required course for all student cohorts would include advanced standing 39 credit students
  - SWK 508 content is not typically taught in BSW programs and we have assessed from our program outcome data that this content is critical to advanced standing students beginning concentration level practice courses and field practicum courses (see section B of proposal)

- The Proposed addition of an additional 3 credit elective (requiring program advisement of approved options based on BSW transcript review) allows the program to make decisions of the elective course offerings students will be offered based on assessment of students’ mastery of generalist level social work courses.
This provides the program with flexibility in the event that the advanced standing student would benefit in preparing for the concentration year curriculum by having an elective in a specified social work content area in which mastery at the generalist level has not been demonstrated at the level necessary for entry into the advanced concentration level curriculum.

1. **Comparison of the new program to the old program**

**GRC MSW CURRICULUM (OLD PROGRAM)**

**Foundation Year Courses**

*SWK 501 Social Work Practice I (3 credits)*
This is the first of two courses that prepares the student for generalist social work practice with individuals, families, groups, communities, and organizations. This course introduces students to the history of social work practice, the place and purpose of generalist practice, and the beginning phases of practice relationships. Assessment and developing relationships are considered from a cross-cultural, strengths-based, community collaborative perspective across the five client systems. Emphasis is placed on developing a practice perspective that stresses the empowerment of client systems to address issues of economic and social justice.

*SWK 502 Social Work Practice II (3 credits)*
This is the second of two courses that prepares the student for generalist social work practice with individuals, families, groups, communities, and organizations. Emphasis in this course is on practice with communities and organizations. This course introduces students to the work and termination phases of practice. Interventions are considered from a cross-cultural, strengths-based, community collaborative perspective across the five client systems. Emphasis is placed on interventions that address the empowerment of client systems to address issues of economic and social justice. Various social work roles, including conferee, enabler, broker, advocate, mediator, and guardian, are considered.

*SWK 504 Field Practicum and Seminar I (3 credits)*
Provides the foundation year, first semester agency-based field and seminar internship experience. Completing two days of field instruction per week over 14 weeks each semester provides the required 224 hours of field practice in the first year. Educational learning objectives are developed by the student, field instructor, and faculty liaison to provide student learning opportunities in interactions with individuals, groups, organizations, and larger community systems. The seminar is utilized to integrate course work and field instruction experiences in the foundation year. Assignments and student-generated discussions serve to enhance knowledge and skill development based on practice situations. Seminar faculty serves as the first and second semester field liaison for students in the practicum.

*SWK 505 Field Practicum and Seminar II (3 credits)*
Provides the foundation year second semester agency based field and seminar internship experience. Completing two days of field instruction per week over 14 weeks each semester provides the required 224 hours of field practice in the first year. Educational learning objectives are developed by the student, field instructor, and faculty liaison to provide student learning opportunities in interactions with individuals, groups, organizations, and larger community systems. The seminar is utilized to integrate course work and field instruction experiences in the foundation year. Assignments and student-generated discussions serve to enhance knowledge and skill development based on practice situations. Building on the previous semester's field practicum, each student is expected to acquire progressively more advanced skills.

*SWK 506 Human Behavior and Social Environment I (3 credits)*
This is the first of two courses that examines major social science theories that inform the social work profession's understanding of human behavior in social systems primarily focused on groups, families, and individuals. An ecological/systems framework together with a developmental approach and a diversity perspective is used to provide an interactive understanding human behavior. The relationships among biological, social, psychological, and cultural systems are emphasized throughout the course.

*SWK 507 Human Behavior and Social Environment II (3 credits)*
This is the second of two courses which examines the major social science theories that inform the social work profession's understanding of human behavior in social systems primarily focused on communities and organizations. An ecological/systems framework, together with a developmental approach and a diversity perspective, is used to provide an
interactive understanding of human behavior. The course includes an exploration of the principles of community
development and organizational analysis. The course examines the linkage between the five social systems within
the principle of community collaboration.

**SWK 520 Social Welfare Policy and Services (3 credits)**
Social Welfare Policy and Services is the foundation course in the required two-course social policy curriculum content area.
This course has as its primary purpose the study of the historical aspects and current nature of the major programs of social
welfare, helping students develop skill in analyzing social welfare policies and programs, and exploring strategies for
influencing policy at various levels. This course introduces students to the philosophical and historical perspectives of social
welfare services and social work practice, and attempts to foster the development of not only descriptive, but also analytical
and critical understanding of social welfare programs, policies, and services.

**SWK 524 Social Work Practice and Cultural Diversity (3 credits)**
This course is offered as a requirement in the foundation year of the curriculum and provides preparation for the student to
engage in sensitive, culturally competent, cross-cultural and cross-ethnic social work practice. The course focuses on the
processes of oppression in society, and the experiences, needs, and responses of people who have been subjected to
institutionalized forms of oppression because of their particular collective characteristics. Social work theory, knowledge,
and practice skills are emphasized in order to guide culturally competent interventions aimed at addressing the needs of
diverse groups. Both cognitive and affective processes are stressed throughout the course.

**SWK 530 Social Work Research I (3 credits)**
This is the first in a sequence of two courses that present the basic concepts of the social work research process as well as
the methods that are employed. This class will introduce you to the basic aspects of research design. The course will provide
you with the basic skills required to formulate a researchable problem, design a research project, and develop a clear
research proposal.

**SWK 531 Social Work Research II: Data Analysis Designs (3 credits)**
This is the second in a two-course sequence that introduces the basic aspects of data gathering, analysis and presenting of
findings. In addition, the course explores single subject research design, critical analysis of existing research, and the
examination of fundamental concepts of program and practice evaluation.

**Advanced Standing Curriculum**
Advanced Standing students take three courses in the summer prior to joining the concentration year. The purpose of these
three courses (e.g. Social Work Research for Advanced Standing, Integrative Social Work Seminar for Advanced Standing and
Culturally Competent Social Work Practice for Advanced Standing) is to enable students coming from a wide variety of BSW
programs to begin the concentration year with a preparation consistent with students who have completed the GRC MSW
program’s foundation year, including embracing the program mission and themes. Successful completion of these courses also
confirms students’ preparedness to enter the concentration year. Foundational content is enhanced with the unique MSW
conceptual schema of the integrated practice approach. The four organizing themes (community collaboration, empowerment,
interdisciplinary teamwork, and strengths-based approach) are integrated into all three of the courses.

**Advanced Standing Courses**

**SWK 503 Integrative Social Work Seminar for Advanced standing (3 credits)**
This course is designed to provide advanced standing students with an opportunity to integrate MSW core components into
the generalist perspective gained in their previous BSW education. The integrated practice perspective, including
community-based collaboration, empowerment-based perspective, interdisciplinary teamwork and a strengths-based
approach are considered in the preparation of the concentration year. Students consider social problems from a multi-level,
multi-system perspective including policy, practice, research and human behavior and social environment theory.

**SWK 525 Culturally Competent Social Work Practice for Advanced standing (3 credits)**
This course is offered in the summer semester of advanced standing study and builds upon foundation year content related to knowledge and skill
building for sensitive, culturally competent, cross-cultural and cross-ethnic social work practice. Emphasis is placed on helping advanced standing
students deepen and broaden knowledge and skills in order to guide culturally competent interventions aimed at addressing the needs of diverse
groups. Both cognitive and affective processes are stressed throughout the course.
Courses Required for Both Concentrations

SWK 610 Field Practicum & Seminar III (4 credits)
Provides concentration-year first-semester agency-based field instruction experience and classroom seminar for advanced learning and practice opportunities relevant to the specific concentration of the student. Completing three days of field instruction per week over 14 weeks each semester is required for a total of 560 hours. Each semester of field practice builds on the previous semester(s) and is progressive in knowledge and skill development. The seminar is utilized to integrate course work and field instruction experiences. Assignments and student-generated discussions serve to enhance knowledge and advanced skill development based on practice situations. Seminar faculty members serve as the first and second semester field liaisons for students in the practicum.

SWK 611 Field Practicum & Seminar IV (5 credits)
Provides the concentration-year, second-semester, agency-based field instruction experience and classroom seminar for advanced learning and practice opportunities relevant to the specific concentration of the student. The seminar is utilized to integrate course work and field instruction experiences. Assignments and student-generated discussions serve to enhance knowledge and advanced skill development based on practice situations. Field seminars in the concentration year are taken each semester concurrent with field practicum. Seminar faculty members serve as the first and second semester field liaisons for students in the practicum.

SWK 630 Master's Project Development (3 credits)
A requirement of the program is that each student will develop, implement, and evaluate a Master's Project. This is the first course in the Master's Project capstone. This project may be developed independently or within a small group context. This course will help students formulate a proposal for their Master’s Project. The course will be based on a seminar format with specific tasks and topics to be covered coming from the interests of the class. Students will read and critique each other's proposals before they are submitted to the faculty.

SWK 631 Master’s Project Implementation (3 credits)
This is the second course in the Master's Project capstone. This course will support students in the implementation and evaluation of their Master’s Project. This course will be modeled on a seminar format with specific tasks and topics to be covered coming from the interests of the class. Students will read and critique each other’s work before they are submitted to faculty. Students will also develop a research symposium to present their work to each other and the larger social work and academic community.

Family & Community Concentration Courses

SWK 601 Social Work Practice III: Family and Community Practice (3 credits)
This course is the first of two for the Family and Community Concentration. This course focuses on developing knowledge and advanced skills in techniques that effectively enhance, preserve, and restore individual and family functioning within a community context. This course provides a knowledge base for practice with individuals, families and the communities within which they live who face the challenges of poverty, mental illness, minority status, family violence, sexual abuse, drug abuse, alcoholism, and major losses. The course builds on generalist knowledge and skills introduced in the foundation year within the specialized focus of service to families and communities. Application of advanced HBSE theory is integrated as a basis for advanced knowledge and skill development. Particular emphasis is given to developing advanced clinical skills in assessment, intervention and evaluation. The influence of ethnicity, gender, sexual orientation, developmental stage, organizations, the community, and the wider societal context are integrated throughout the course. The various clinical and theoretical models are considered with regard to the strength or evidence-based understanding supporting each model. Emphasis is placed on a sophisticated exploration of interdisciplinary teams and their application to work in family and community context.

SWK 603 Social Work Practice IV: Family & Community Empowerment, Advocacy and Development (3 credits)
This is the second of two practice courses of the Family and Community Concentration. This course focuses on developing knowledge and advanced skills in approaches that effectively enhance, preserve, and restore communities and their capacity to support individuals and families. This course provides a knowledge base for work with the communities within which families live and skills to address the challenges of poverty, mental illness, minority status, family violence, sexual abuse, and substance abuses. The course builds on generalist skills introduced in the foundation year within the specialized focus of service to families and communities. Application of advanced HBSE theory is integrated as a basis for advanced knowledge and skill development. Particular emphasis is given to developing advanced skills in assessment, intervention and evaluation. The influence of ethnicity, gender, sexual orientation, developmental stage, organizations, the community and the wider societal context is integrated throughout the course. Emphasis is placed on empowerment and advocacy skills to help create just and compassionate communities. Students examine and develop advanced practice skills in a collaborative context or agency based practice setting.

**SWK 620 Advanced Social Welfare Policy: Families and Communities (3 credits)**

This social policy course builds upon, and has as a prerequisite, the basic foundation year social policy course and focuses on problems, policies, and planning from the perspective of their impact on families and communities. This course builds upon the foundation of understanding the American social welfare system, human behavior and social systems, and advanced generalist social work practice. Recognizing the fundamental duty of the social work profession to promote social and economic justice, this course focuses on policy practice geared towards helping oppressed and stigmatized families within a community context.

**Interdisciplinary Health Care Concentration Courses**

**SWK 602 Social Work Practice III: Social Work Interdisciplinary Health Care Practice I (3 credits)**

This course is the first course of the two practice Health Care Concentration courses. Content of the course emphasizes the delivery of health care services in a community context from a public health perspective. This course focuses on developing knowledge and advanced skills and techniques that effectively enhance, preserve, and restore health within individuals, families, and groups. This course provides a knowledge base for practice with families and the communities within which they live who face the challenges of poverty, mental illness, minority status, family violence, sexual abuse, drug abuse, alcoholism, and major losses. Application of advanced HBSE theory is integrated as a basis for advanced knowledge and skill development and a sophisticated exploration of interdisciplinary teams and their application to work in the health arena. Students examine the roles of social workers in current models of health care delivery with an emphasis on contemporary tensions and focus on the collaborative nature of the new directions for health care organizations and services.

**SWK 604 Social Work Practice IV: Social Work Interdisciplinary Health Care II (3 credits)**

This course is second of two courses in the Interdisciplinary Health Care Concentration. This course focuses on developing knowledge and advanced skills in techniques that effectively enhance, preserve, and restore health within individuals, families and groups. Particular emphasis is given to enhancing practice knowledge and skills necessary to function within the Managed Care and Integrated Health Care delivery systems. Application of advanced HBSE theory is integrated as a basis for advanced knowledge and skill development. Concepts and theoretical approaches are examined to guide the development of advanced practice skills in the collaborative context of community-based interdisciplinary service delivery systems.

**SWK 621 Advanced Social Welfare Policy: Interdisciplinary Health Care (3 credits)**

This is the second policy course specific to the Health Care Concentration. Federal, state and private organization of health services delivery and financing is studied. Health care trends and current policy shifts and challenges are the focal point for the study of policy implications for current and emerging health care organizations. Specific policy options for current community oriented delivery systems in collaborative models are examined.
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**Concentration level subtotal:** 24

**Electives:** 6

**TOTAL CREDITS:** 60
GRC MSW Curriculum: (New Program)

Foundation Year Courses

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Provides the foundation year, first semester agency-based field and seminar internship experience. Completing two days of field instruction per week over 14 weeks each semester provides the required 224 hours of field practice in the first year. Educational learning objectives are developed by the student, field instructor, and faculty liaison to provide student learning opportunities in interactions with individuals, groups, organizations, and larger community systems. The seminar is utilized to integrate course work and field instruction experiences in the foundation year. Assignments and student-generated discussions serve to enhance knowledge and skill development based on practice situations. Seminar faculty serves as the first and second semester field liaison for students in the practicum.

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This is the second of three courses which examines the major social science theories that inform the social work profession's understanding of human behavior in social systems primarily focused on communities and organizations. An ecological/systems framework, together with a developmental approach and a diversity perspective, is used to provide an interactive understanding of human behavior. The course includes an exploration of the principles of community development and organizational analysis. The course examines the linkage between the five social systems within the principle of community collaboration.

SWK 508 The Diagnostic Process: A Strengths-based Social Work Perspective (3 credits)
This is the third course in the HBSE content area. This course examines mental health challenges from an integrative and
ecological perspective. The course is designed to give foundation level graduate social work students an understanding of the etiology, clinical presentation and diagnostic understanding of the major mental health challenges for children, adolescents, adults and older adults. The course includes content on both the use of the Diagnostic and Statistical Manual IV-TR (DSM IV-TR) and strengths-based understanding and assessment of mental health challenges. The interactions of biological, social, cultural, spiritual, political and environmental factors are stressed in order to accurately understand the presenting challenges. Evidenced-based understandings are presented both for assessment and related intervention strategies.

**SWK 520 Social Welfare Policy and Services (3 credits)**
Social Welfare Policy and Services is the foundation course in the required two-course social policy curriculum content area. This course has as its primary purpose the study of the historical aspects and current nature of the major programs of social welfare, helping students develop skill in analyzing social welfare policies and programs, and exploring strategies for influencing policy at various levels. This course introduces students to the philosophical and historical perspectives of social welfare services and social work practice, and attempts to foster the development of not only descriptive, but also analytical and critical understanding of social welfare programs, policies, and services.

**SWK 524 Social Work Practice and Cultural Diversity (3 credits)**
This course is offered as a requirement in the foundation year of the curriculum and provides preparation for the student to engage in sensitive, culturally competent, cross-cultural and cross-ethnic social work practice. The course focuses on the processes of oppression in society, and the experiences, needs, and responses of people who have been subjected to institutionalized forms of oppression because of their particular collective characteristics. Social work theory, knowledge, and practice skills are emphasized in order to guide culturally competent interventions aimed at addressing the needs of diverse groups. Both cognitive and affective processes are stressed throughout the course.

**Advanced Standing Curriculum (New Program)**
Advanced Standing students take three courses in the summer prior to joining the concentration year. The purpose of these courses (Integrative Social Work Seminar for Advanced Standing, The Diagnostic Process: A Strengths-based Social Work Perspective) is to enable students coming from a wide variety of BSW programs to begin the concentration year with a preparation consistent with students who have completed the GRC MSW program’s foundation year, including embracing the program mission and themes. Successful completion of these courses also confirms students’ preparedness to enter the concentration year. Foundational content is enhanced with the unique MSW conceptual schema of the integrated practice approach. The four organizing themes (community collaboration, empowerment, interdisciplinary teamwork, and strengths-based approach) are integrated into both courses. Students also will take a 3 credit graduate elective based on program advisement for a third advanced standing course.

**Advanced Standing Course Requirements**

**SWK 503 Integrative Social Work Seminar for Advanced standing (3 credits)**
This course is designed to provide advanced standing students with an opportunity to integrate MSW core components into the generalist perspective gained in their previous BSW education. The integrated practice perspective, including community-based collaboration, empowerment-based perspective, interdisciplinary teamwork and a strengths-based approach are considered in the preparation of the concentration year. Students consider social problems from a multi-level, multi-system perspective including policy, practice, research and human behavior and social environment theory.

**SWK 508 The Diagnostic Process: A Strengths-based Social Work Perspective (3 credits)**
This course examines mental health challenges from an integrative and ecological perspective. The course is designed to give foundation level graduate social work students an understanding of the etiology, clinical presentation and diagnostic understanding of the major mental health challenges for children, adolescents, adults and older adults. The course includes content on both the use of the Diagnostic and Statistical Manual IV-TR (DSM IV-TR) and strengths-based understanding and assessment of mental health challenges. The interactions of biological, social, cultural, spiritual, political and environmental factors are stressed in order to accurately understand the presenting challenges. Evidenced-based
understandings are presented both for assessment and related intervention strategies.

Elective: (3 credits)
The program will advice the student on the advanced standing 3 credit elective choice based upon a review of their BSW transcript completed by the GRC MSW Admissions Committee.

Concentration level courses required by both Interdisciplinary Health and Family and Community Concentrations
(No changes Proposed)

**SWK 610 Field Practicum & Seminar III (4 credits)**
Provides concentration-year first-semester agency-based field instruction experience and classroom seminar for advanced learning and practice opportunities relevant to the specific concentration of the student. Completing three days of field instruction per week over 14 weeks each semester is required for a total of 560 hours. Each semester of field practicum builds on the previous semester(s) and is progressive in knowledge and skill development. The seminar is utilized to integrate course work and field instruction experiences. Assignments and student-generated discussions serve to enhance knowledge and advanced skill development based on practice situations. Seminar faculty members serve as the first and second semester field liaisons for students in the practicum.

**SWK 611 Field Practicum & Seminar IV (5 credits)**
Provides the concentration-year, second-semester, agency-based field instruction experience and classroom seminar for advanced learning and practice opportunities relevant to the specific concentration of the student. The seminar is utilized to integrate course work and field instruction experiences. Assignments and student-generated discussions serve to enhance knowledge and advanced skill development based on practice situations. Field seminars in the concentration year are taken each semester concurrent with field practicum. Seminar faculty members serve as the first and second semester field liaisons for students in the practicum.

**SWK 630 Master's Project Development (3 credit)**
A requirement of the program is that each student will develop, implement, and evaluate a Master’s Project. This is the first course in the Master’s Project capstone. This project may be developed independently or within a small group context. This course will help students formulate a proposal for their Master’s Project. The course will be based on a seminar format with specific tasks and topics to be covered coming from the interests of the class. Students will read and critique each other’s proposals before they are submitted to the faculty.

**SWK 631 Master's Project Implementation (3 credits)**
This is the second course in the Master's Project capstone. This course will support students in the implementation and evaluation of their Master’s Project. This course will be modeled on a seminar format with specific tasks and topics to be covered coming from the interests of the class. Students will read and critique each other’s work before they are submitted to faculty. Students will also develop a research symposium to present their work to each other and the larger social work and academic community.

**Family & Community Concentration Courses**

**SWK 601 Social Work Practice III: Family and Community Practice (3 credits)**
This course is the first of two for the Family and Community Concentration. This course focuses on developing knowledge and advanced skills in techniques that effectively enhance, preserve, and restore individual and family functioning within a community context. This course provides a knowledge base for practice with individuals, families and the communities within which they live who face the challenges of poverty, mental illness, minority status, family violence, sexual abuse, drug abuse, alcoholism, and major losses. The course builds on generalist knowledge and skills introduced in the foundation year within the specialized focus of service to families and communities. Application of advanced HBSE theory is integrated as a basis for advanced knowledge and skill development. Particular emphasis is given to developing advanced clinical skills in assessment, intervention and evaluation. The influence of ethnicity, gender, sexual orientation, developmental stage, organizations, the community, and the wider societal context are integrated throughout the course. The various clinical and theoretical models are considered with regard to the strength or evidence-based understanding supporting each model. Emphasis is placed on a sophisticated exploration of interdisciplinary teams and their application to work in family and community context.
SWK 603 Social Work Practice IV: Family & Community Empowerment, Advocacy and Development (3 credits)
This is the second of two practice courses of the Family and Community Concentration. This course focuses on developing knowledge and advanced skills in approaches that effectively enhance, preserve, and restore communities and their capacity to support individuals and families. This course provides a knowledge base for work with the communities within which families live and skills to address the challenges of poverty, mental illness, minority status, family violence, sexual abuse, and substance abuses. The course builds on generalist skills introduced in the foundation year within the specialized focus of service to families and communities. Application of advanced HBSE: theory is integrated as a basis for advanced knowledge and skill development. Particular emphasis is given to developing advanced skills in assessment, intervention and evaluation. The influence of ethnicity, gender, sexual orientation, developmental stage, organizations, the community and the wider societal context is integrated throughout the course. Emphasis is placed on empowerment and advocacy skills to help create just and compassionate communities. Students examine and develop advanced practice skills in a collaborative context or agency based practice setting.

SWK 620 Advanced Social Welfare Policy: Families and Communities (3 credits)
This social policy course builds upon, and has as a prerequisite, the basic foundation year social policy course and focuses on problems, policies, and planning from the perspective of their impact on families and communities. This course builds upon the foundation of understanding the American social welfare system, human behavior and social systems, and advanced generalist social work practice. Recognizing the fundamental duty of the social work profession to promote social and economic justice, this course focuses on policy practice geared towards helping oppressed and stigmatized families within a community context.

Interdisciplinary Health Care Concentration Courses
SWK 602 Social Work Practice III: Social Work Interdisciplinary Health Care Practice I (3 credits)
This course is the first course of the two practice Health Care Concentration courses. Content of the course emphasizes the delivery of health care services in a community context from a public health perspective. This course focuses on developing knowledge and advanced skills and techniques that effectively enhance, preserve, and restore health within individuals, families, and groups. This course provides a knowledge base for practice with families and the communities within which they live who face the challenges of poverty, mental illness, minority status, family violence, sexual abuse, drug abuse, alcoholism, and major losses. Application of advanced HBSE: theory is integrated as a basis for advanced knowledge and skill development and a sophisticated exploration of interdisciplinary teams and their application to work in the health arena. Students examine the roles of social workers in current models of health care delivery with an emphasis on contemporary tensions and focus on the collaborative nature of the new directions for health care organizations and services.

SWK 604 Social Work Practice IV: Social Work Interdisciplinary Health Care II (3 credits)
This course is second of two courses in the Interdisciplinary Health Care Concentration. This course focuses on developing knowledge and advanced skills in techniques that effectively enhance, preserve, and restore health within individuals, families and groups. Particular emphasis is given to enhancing practice knowledge and skills necessary to function within the Managed Care and Integrated Health Care delivery systems. Application of advanced HBSE: theory is integrated as a basis for advanced knowledge and skill development. Concepts and theoretical approaches are examined to guide the development of advanced practice skills in the collaborative context of community-based interdisciplinary service delivery systems.

SWK 621 Advanced Social Welfare Policy: Interdisciplinary Health Care (3 credits)
This is the second policy course specific to the Health Care Concentration. Federal, state and private organization of health services delivery and financing is studied. Health care trends and current policy shifts and challenges are the focal point for the study of policy implications for current and emerging health care organizations. Specific policy options for current community oriented delivery systems in collaborative models are examined.
## Curriculum Plan (New Program)

### 60-Credit Full Time Plan of Study (New Program)
( Four semesters, including fall and spring enrollment)

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<tr>
<th>Year One</th>
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<td>SWK 530 Social Work Research Methods</td>
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<td>SWK 631 Master's Project Implementation</td>
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### 60-credit Part-Time Four-Year Program Curriculum (New Program)
(Nine semesters including fall, spring, and summer enrollment)

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| **Total credits** | 6 | **Total credits** | 9 |

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| **Total credits** | 7 | **Total credits** | 8 |

### 39 Credit Advanced Standing Full-time Program Curriculum (New Program)

(Three semesters including summer, fall and spring)

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<td>SWK 603 or 604 Social Work Practice IV (concentration specific)</td>
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<td>SWK 508 The Diagnostic Process: A Strengths-based Social Work Perspective</td>
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<td>SWK 610 Field Practicum &amp; Seminar III*</td>
<td>4</td>
<td>SWK 611 Field Practicum &amp; Seminar IV*</td>
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<td>SWK 630 Master’s Project Development</td>
<td>3</td>
<td>SWK 631 Master’s Project Implementation</td>
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<td>Elective Two (advisor approval required)</td>
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<td>Elective Three (advisor approval required)</td>
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| **Total credits** | 9 | **Total credits** | 16 | **Total credits** | 14 |

### 39 Credit Advanced Standing Part-time Program Curriculum (New Program)

(Six semesters including summer, fall and spring)

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<td>SWK 601 or 602 Social Work Practice III (concentration specific)</td>
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<tr>
<td>SWK 508 The Diagnostic Process: A Strengths-based Social Work Perspective</td>
<td>3</td>
<td>SWK 620 or 621 Advanced Social Welfare Policy (concentration specific)</td>
<td>3</td>
<td>Elective (First elective options will be based on review of BSW transcripts)</td>
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| **Total credits** | 6 | **Total credits** | 6 | **Total credits** | 6 |

<table>
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<td>Elective</td>
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<td>SWK 610 Field Practicum &amp; Seminar III*</td>
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2. Mission, Market and Quality

The proposed revision to the program of the Greater Rochester Masters of Social Work curriculum is submitted to be in line with the mission of the College, the current market demands of the professional social work workplace while advancing the quality of the educational experience. Each aspect will be addressed per the College Senate guidelines.

a) How does the proposal reflect the campus mission focus?

The proposal specifically has been developed to be consistent with the core of the College mission statement that reads “Has the success of its students as its highest priority, emphasizing student learning, and …employment, and civic engagement in a culturally diverse society and in globally interdependent communities.” Each of the three components of the program revision- mandating a mental health course for all graduates, restructuring the research course sequence and avoiding repetition of BSW core curriculum by the advanced standing students- is driven by the desire to improve student learning which will translate into better prepared and engaged social work professionals. This proposal integrates an assessment of market issues in determining that our current curriculum would be enhanced by adding a required course centered on understanding the diagnostic process. This knowledge is fundamental for the profession and a core component of post master’s degree licensure. It is an issue that links all people on the globe and increasingly is a focus in international social work practice. By integrating diversity education into the mental health curriculum (Diagnostic Process course) as the proposal outlines, students are better prepared to understand and work with the full expression of mental health challenges from a diversity informed perspective. In a similar way, the current curriculum is overloaded in research coursework and under loaded in coursework related to human behavior and the social environment. By revising the research coursework structure and mandating the new diagnostic process course (which is located in the human behavior tract), greater balance is achieved thereby facilitating student learning. Finally by creating greater flexibility for the advanced standing students eliminating the potential for content and course repetition, student learning is enhanced. While there is a tie to market and to quality, ultimately the voice of the student/consumer needs to be heard with respect to repetition of foundation content as not being reflective of a vigorous academic schedule for the advanced standing students.

b) What are the market demand factors that this proposal responds to?

The proposal is driven by current market demands. The market forces are both in the professional work world and in relation to competition from other professional schools of social work. Increasingly the program has received feedback at meetings with community providers related to the need of the social work students being able to handle and work with mental health challenges. As the professional world moves to more evidenced-based practice models, the professional social worker needs the fund of knowledge around which this course is designed. In a related way, as few professional social workers are asked to do a lot of research, the reduction of research course load (without sacrificing quality in the research sequence) adjusts to the need to the workplace. Survey’s done with the current cohort of students over the summer of 2008, consistently reflected the overwhelming desire of the students to increase their preparation with regard to clinical/mental health content. With regard to the marketplace, there are two other masters of social work programs operating locally as well as a host of on-line programs. Competition for quality students is a critical quality and fiscally driven concern. The adjustment of all three of the program proposal changes is seen as making the curriculum more attractive and offering a direct competition to the other programs. Assessment data collected from agency-based field instructors and agency directors support the addition of a mental health course focusing on the diagnostic process. The following summarizes data themes:

- A Mental Health Course focusing on the DSM-IV-TR should be required by the MSW Program
- MSW students need to understand the context of differential diagnosis and multi-axial assessment.
- Students placed in a clinical setting need to know how to interpret and use the DSM-IV-TR to be effective in assessment.
- Students need to connect a strengths-based social work context to understanding the benefit and limitations of the DSM-IV –TR
c) How is program quality addressed in this proposal?

This proposal is submitted as the result of a lengthy quality improvement process (QIP) instituted during the academic 2007-2008 year. The QIP was instituted by the curriculum committee of the masters of social work program. The workgroup looked at data from a cohort of current students, a survey of the alumni from the past five years and feedback from a community advisory group of professional field instructors. All three of these sources of data pointed to the issues addressed in this program revision, for instance a content analysis from the alumni survey yielded six major themes, all of which related to unmet needs related to preparation for clinical work. The revision of the foundation research content from two courses to one course provides students with a solid understanding of research methodologies and reduces curriculum redundancy. Redundancy is also reduced by eliminating the stand alone advanced standing research course. Advanced Standing students requiring additional research preparation for successful completion of Masters Projects will be assessed by transcript review and directed to register for SWK 530 during the advanced standing summer semester. With regard to the reduction of the advanced standing diversity course, this assessment process also indicates that this course is repetitive to content students receive in their BSW program. The ability of the program to advice and direct 39 credit advanced standing students in elective selection, and the incorporation of diversity content in the Advanced Standing Seminar and Diagnostic Process course builds on the foundation diversity content while addressing the current curriculum repetition. The curriculum revision proposal is driven by the desire to improve quality by decreasing student frustration in mandating repetitive content. The research faculty met with the curriculum committee to express their own concern, supported by program assessment data, that the overload on research content was not producing positive educational results. The research faculty suggested moving some of the research content into the master’s project development course (SWK 630). The advantage here is that the students are actually doing research so that the concepts could be applied rather than theoretical. Finally this proposal utilizes the Council on Social Work Education site visit recommendation that the program adopts and implements a redundancy policy. The policy now allows students to opt out of a course if they can demonstrate mastery of course content by means determined by the faculty as outlined in the redundancy policy (testing out, review of transcripts, review of syllabi and assignments etc.). Finally, the development of the diagnostic process course to teach DSMIV TR content from a strengths-based social work perspective provides the opportunity for practice course content in the concentrations to build on this foundation knowledge to further strengthen the program’s clinical content. This strengthening of clinical content is important as graduates of the program are eligible to take the Licensed Clinical Social Work exam post graduation without additional clinical course work. In summary, the changes improve quality by tightening up the program and addressing the most pressing educational need as identified by students and professionals.

3. Description of new courses

SWK 508 The Diagnostic Process: A Strengths-based Social Work Perspective (3 credits)

This course examines mental health challenges from an integrative and ecological perspective. The course is designed to give foundation level graduate social work students an understanding of the etiology, clinical presentation and diagnostic understanding of the major mental health challenges for children, adolescents, adults and older adults. The course includes content on both the use of the Diagnostic and Statistical Manual IV-TR (DSM IV-TR) and strengths-based understanding and assessment of mental health challenges. The interactions of biological, social, cultural, spiritual, political and environmental factors are stressed in order to accurately understand the presenting challenges. Evidenced-based understandings are presented both for assessment and related intervention strategies. Please see Appendix G for the SWK 508 Syllabus

No other new courses are being proposed. SWK 530 is being revised to include SWK 531 content. SWK 532 (Advanced Standing Research- which was the combination of SWK 530 and SWK 531 is being eliminated. Advanced Standing students identified as needing research will be required to register for SWK 530 as an elective during the advanced standing summer semester. Incoming Advanced Standing students with the necessary research content will take an alternate approved 3 credit elective. Please see Appendix H for the revised SWK 530 syllabus

SWK 525 (Social Work Practice and Cultural Diversity for Advanced Standing) is being eliminated secondary to redundancy issues already described

4. Staffing

Sufficiency of existing staff: The curriculum proposal will be delivered with existing staff, and additional staffing is not required. The reduction of stand alone advanced standing courses for research (SWK 532) and diversity (SWK 525) will reduce staffing demands to cover these courses. The revised SWK 530 course will be offered two times per year (spring semester for full-time 60 credit students and summer semester for part-time 60 credit students and designated advanced standing students needing research content. The discontinuance of SWK 531 and addition of a new course SWK 508
result in no change in staffing needs.

5. Academic administration commentary
   A. Letter of review/comment from the Graduate Dean – Appendix B
   B. Letter of review/comment from Dean of the School – Appendix C
   C. Letter of review/comment from Department Chair – Appendix D

6. Resources, facilities and non-teaching staff
   A. Review/comments from Drake Library – Appendix E
   B. Review/comments from Academic Computer Services: Letter of support from Dr. Karen Schuhle- Williams – Appendix F
Appendix A – GRC MSW Program Assessment Data

Greater Rochester collaborative Master of Social Work Program 2002-2006 Alumni Survey – comments as they relate to the Mental Health Course

Most Valuable:
“Taking psychopathology course as an elective, thought is should be required for students with Interdisciplinary Health Care…”

Recommendations:
“Need more clinical based instruction”
“More clinical education. In the real world, DSM is used frequently and we are called upon to make diagnoses and assess ‘mental illness.’ This piece is pretty much non-existent-which sends grads out lacking necessary skills.”
“Addition of ‘electives’ or additional training for licensure preparation.”
“Critical focus – although SW practice has moved away from a clinical approach, the NYS licensing exam is still clinical and required knowledge of the DSM which was NEVER taught in my experience in the GRC. This exam is now required to practice in NYS and should be a critical part of one’s Masters Work, regardless of the focus of the program”
“I had to self-educate myself in the DSM use. While I used the DSM in the educational process, I didn’t have a firm foundation to make a diagnosis. Psychotropic info would have been helpful.”
“More clinical experience/foundation knowledge would have been helpful”
“….Teach the DSM as valuable, even though imperfect tool…”
“….more mental health…”
“Although the program focuses on a strengths based collaborative approach to SW, it would have been helpful to be exposed to the clinical side of SW as well”
“More mental health class”
“More of an emphasis on theoretical frameworks as related to counseling/therapy, more work with the DSM-IV”
“…..I have to say that trying to find a social work position post graduation in a clinical setting was very difficult. I received feedback that I did not have enough clinical experience. I didn’t realize how course work that was clinically focused could have been as asset to me until after graduation”
“Inclusion of diagnosis class and cognitive behavioral therapy”
“The program did not do enough clinical preparation. That is the reality of many of the jobs and I find this a real weakness of the program”
“Some discussion on psychopathology”

Overall the theme of these comments as they relate to the mental health course:
- Program lacking in offering course content on the DSM –IV-TR
- Mental health/psychopathology course should be required due to NY licensure and work requirements
- Need more clinical skills
- Need diagnostic skills
- Need more class experience with DSM-IV-TR
- Difficulty finding job post graduation due to lack of clinical skills
October 20, 2008

TO: College Senate

FR: Christine E. Murray, Dean

RE: GRC MSW curriculum revision

I am in full support of the curricular revisions proposed by the GRC MSW faculty for the MSW program. These revisions have already received full approval from our colleagues at Nazareth College and are in accordance with the Council for Social Work Education curricular guidelines.

cc: Diane Dwyer, Chairperson Department of Social Work
Appendix C

MSW curriculum revision endorsement

Diane Dwyer

Date: Mon, 20 Oct 2008 00:12:12 -0400
From: "Susan Stites-Doe" <sstites@brockport.edu>
Subject: MSW curriculum revision endorsement
To: <ddwyer@brockport.edu>
Cc: "Chris Murray" <cmurray@brockport.edu>

Good morning Diane:

I am pleased to write this letter in support of the proposed changes to the MSW curriculum, which focus on the elimination of one of the four research courses and the substitution of another Human Behavior and the Social Environment (HBSE) requirement. I find that these changes are driven by accreditation standards and that the proposed changes represent a relatively minor change in terms of credit hours (6 are effected), with no change in the overall credit hours for the degree. The new curriculum puts students in a better position to achieve licensure. Thus, I support the changes you have outlined.

Best wishes,
Susan Stites-Doe, PhD

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Susan Stites-Doe, PhD
Dean of Graduate Studies
Professor, Dept. Business Administration and Economics
The College at Brockport
Brockport, NY 14420
585-395-2525
585-2515 FAX
sstites@brockport.edu

https://mail.brockport.edu/wm/eml/read.html?sessionid=083938228f4fbd99ab23d0ae411... 10/20/2008
Appendix D

Department of Social Work

October 17, 2009

TO: College Senate

FROM: Diane Dwyer, Chair

RE: GRC MSW curriculum revision

I am pleased to offer my full support of the curricular revisions proposed by the MSW faculty for the collaborative program we have with Nazareth College. I have worked closely with the curriculum committee in addressing the changing trends in our profession and feel confident that these revisions focus on critical and necessary modifications. These changes are also consistent with assessment data reviewed during our recent self-study and feedback from our accrediting body CSWE.

The proposed modifications are curricular in nature and do not alter the credit structure of the program.

Should you have any questions, please feel free to contact me.
To:        The Graduate Curriculum Committee  
From:      Linda W. Hacker, MSLS, MEd  
           Assoc. Librarian  
Re:        In Support of the proposal to modify the GRC MSW Program Curriculum  

At the beginning of the 2007/2008 academic year, the MetroCenter opened a branch of the Drake Memorial Library, with a full-time librarian, a small library with study area, and a small computer lab for all GRC MSW research needs. Before that, the GRC MSW library services and resources were housed at the Student Resource Center, located in the Downtown Public Library.  

The MetroCenter library branch holds the GRC MSW reserve and reference materials, with Drake housing the remaining collection. Drake Library has taken on the expense of having daily delivery to the MetroCenter to get any Drake-owned items to the students rapidly.  

As the librarian, and a member of the Drake faculty, I am the library liaison and am in regular contact with the GRC MSW library coordinator, Dr. Elizabeth Russell. I order journals, books and media for the department on a regular basis to keep the department up to date on current research.  

With these proposed curriculum changes, as with any of the department’s curricular needs, I will work with all stakeholders, including faculty members, the program director and the department’s library coordinator to ensure that the needed research and reading materials are readily available. I am confident that the library will continue to provide its usual high level of service, assuring a successful curriculum change.
To: Greater Rochester Collaborative MSW Program

From: Karen Schuhle-Williams, Ph.D., Executive Director

Date: October 7, 2008

RE: Curriculum Revision Proposal

Please accept my support of the Greater Rochester Collaborative Masters of Social Work curriculum proposal on behalf of the College at Brockport MetroCenter Academic Affairs operation. The revised curriculum proposes changing a research course previously taught in the computer lab to a classroom based course, which will free up the lab for alternate use. We expect that the revised curriculum will continue to incorporate instructional technologies into the learning environment and we will continue to provide IT/AV support as the program necessitates, during day and evening course timeframes.

Please feel free to contact me if you need any additional documentation or information. Thank you.

cc: Mr. Omeri Nwachi, Facility Coordinator
    Mr. Daniel Sargent, Technology Manager
    Dr. Susan Stites-Doe, Dean of Graduate Studies
    Dr. Frank Wojcik, Dean of Information Resources and
    CIO, Information Technology

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SUNY Brockport MetroCenter • 55 St. Paul Street • Rochester, New York 14604
(585) 395-8000 • FAX (585) 395-8636 • www.brockport.edu/metrocenter
Appendix G

GREATER ROCHESTER COLLABORATIVE MSW PROGRAM
SWK 508  Diagnostic Process: A Strengths-Based Social Work Perspective

<table>
<thead>
<tr>
<th>Professor:</th>
<th>Term:</th>
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<tbody>
<tr>
<td>Office: SUNY Brockport MetroCenter</td>
<td>Meeting Day:</td>
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<td>Office Hours:</td>
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I. Course Description:
This course examines mental health challenges from an integrative and ecological perspective. The course is designed to give foundation level graduate social work students an understanding of the etiology, clinical presentation and diagnostic understanding of the major mental health challenges for children, adolescents, adults and older adults. The course includes content on both the use of the Diagnostic and Statistical Manual IV-TR (DSM IV-TR) and strengths-based understanding and assessment of mental health challenges. The interactions of biological, social, cultural, spiritual, political and environmental factors are stressed in order to accurately understand the presenting challenges. Evidenced-based understandings are presented both for assessment and related intervention strategies.

II. Course Rationale:
This course prepares students for practice in the mental health and health field with emphasis on the use of the DSM IV-TR and on current issues such as strength-based and person-centered treatment approaches and measurable outcomes. The DSM IV-TR will be discussed with the focus on how it is operationalized in agency settings.

III. Course Objectives:
Upon completion of the course students are expected to be able to:

1. Demonstrate an understanding of what good mental health is, how it develops, and how it is maintained.
2. Demonstrate knowledge of the etiology of mental disorders, assessing and classifying mental disorders according to the DSM IV-TR.
3. Evaluate the DSM IV-TR classification system.
4. Gain knowledge of the intersectionality of culture, biosocial-spiritual factors in the determination of health and mental health.
5. View consumers as having strengths, coping skills, creativity, and resources in understanding and coping with their mental health and health challenges.
6. Demonstrate understanding of the ethical issues involved in diagnosing and treating mental disorders in contemporary American society

IV. Liberal Arts Perspective
Students are expected to access knowledge acquired throughout their educational experience to guide their involvement in this course. Students will draw on scholarly works across academic disciplines including sociology, philosophy, psychology, history, political science, and economics, when completing assignments.

V. Professional Purpose & Values
Developing professional social work values and a professional knowledge base are key goals for this class. These skills include, but are not limited to, application of theory to assessment and intervention, professional presentation of written and verbal material, increased cultural competence.

VI. Social and Economic Justice
This course pays special attention to how intentional and unintentional forms of social and economic injustice impact and influence mental health consumers and their families as well as the consumers functioning within communities. Attention is given to those individuals and families who are dealing with multiple needs related to poverty, oppression, and social isolation.
VII. Human Diversity and Vulnerable Populations
Readings, lectures, class discussions and assignments include content on vulnerable populations. Vulnerable persons are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses which are not valued by the dominant society. Vulnerable persons are at-risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. This course will include content on variations in individuals, families, and groups arising from diversity.

VIII. Linkages to Other Courses in the Social Work Curriculum
This course is part of the Human Behavior and Social Environment Curriculum Area. It builds on the theoretical knowledge learned in HBSE I by examining the biological, social, cultural, spiritual, political and environmental mental health challenges faced across the lifespan. This course content is also linked to the Practice and Practicum content areas as students demonstrate integration of strengths-based and ecological perspectives of the diagnostic process.

IX. Expectations
Students and Instructor are expected to work together to create an environment conducive for optimal learning. This includes but is not limited to respecting the rights, beliefs, and opinions of each member of the community. One need not agree with each other, spirited academic debate is encouraged, but it must be conducted in a respectful fashion. Students are expected to come prepared to class having done the reading and considered the material to be explored in class. The teacher is expected to come to class with prepared lecture, exercises, and related teaching materials to involve the students in the course material. Students are expected to take responsibility for their own learning within the context of the syllabus. The teacher is expected to assemble the syllabus and to use this as a framework for the course.

X. Academic Integrity
Education cannot take place in the absence of trust. Students are expected to abide and conduct themselves by the codes of academic integrity for SUNY Brockport and Nazareth College. The student or students responsible for a paper or presentation must be the sole authors of the assignment. No paper or assignment may be submitted to fulfill the requirements of more than one course (though ideas from one course may inform assignments for multiple classes). In all assignments students must pay particular attention to proper citation according the APA guidelines. Students unfamiliar with these guidelines are responsible for obtaining them. Papers that contain or are suspected of containing plagiarized material will be penalized and may result in disciplinary action.

XI. Teaching Methods:
Lecture, discussion, experiential exercises, videos, role-play, guest speakers, and group projects.

XII. Students Needing Accommodations
If you have a disability that requires an accommodation or an academic adjustment, please notify the instructor as soon as possible. You may also wish to consult with the Nazareth College Office for Students with Disabilities at http://www.naz.edu/dept/students_disabilities. Documentation of a disability must be on file with that office before an accommodation can be made.

XIII. Required Texts:
It is expected that students will purchase these texts and will complete these readings prior to the class session they are assigned. In addition to the required texts there may be readings online through the Electronic Reserve System (ERS in syllabus). These can be accessed at: http://eres.drake.brockport.edu; password:


• Important Note: Please be sure to plan your reading for the required book A Brilliant Madness early in the semester. As your paper is due and discussion of the book is planned for October, 200
XIV. Recommended Texts:


XV. Course Content

Content of sessions may be altered based on student presentations.
**NO CLASS TUESDAY OF THANKSGIVING WEEK**

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics</th>
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| 1       |      | • Introduction to course  
|         |      | • Defining mental health and defining health  
|         |      | • Begin identifying conflicts & stresses of everyday life that can effect mental health.  
|         |      | • History of psychiatric diagnosis and care  
|         |      |   • Ethical dilemmas in health care  
|         |      |   • Discussion on recovery  
|         |      | **Required Reading:**  
|         |      |   • DSM-IV-TR Introduction pp. xxiii-xxxv  
|         |      | **Suggested Reading:**  
|         |      |   • [http://www.mentalhealth.org.uk/page.cfm?pagecode=PMWM](http://www.mentalhealth.org.uk/page.cfm?pagecode=PMWM) What is Mental Health Fact Sheet  
|         |      | **Session objectives:**  
|         |      | 1) Students will understand how bio/psycho/social/spiritual factors potentially compound to intersect and support the development of mental health challenges.  
|         |      | 2) Students will develop working definitions/knowledge about how mental health is defined from various perspectives including a traditional (medical) model and a social constructionist model.  
| 2       |      | • Adaptive functioning & defense mechanisms  
|         |      | • Building on strengths  
|         |      | • Diagnostic strengths manual  
|         |      | • Psychiatric assessment & mental status exam  
|         |      | • Multiaxail diagnosis introduction  
|         |      | **Required Reading:**  
|         |      |   • DSM-IV-TR: Multiaxial Assessment pp. 27-37  
|         |      |   • Pomeroy & Wambach Chapter I (Introduction)  
|         |      | **Suggested Reading:**  
|         |      |   • Morrison, Introduction and Chapter 18  
|         |      | **Session objectives:**  
|         |      | 1) Students will begin to gain knowledge of DSM language and its applicability to mental health issues in multiple disciplines.  
|         |      | 2) Students will be able to list the components of the multiaxial system.  
|         |      | 3) Students will learn how to conduct a mental status exam.  
|         |      | 4) Students will recognize that a client must be assessed in context of their environment using a strengths perspective.  
|         |      | 5) Students will understand the role of GAF in mental health diagnosis, and that it is to capture not only deficits of functioning, but also competent functioning as well.  
| 3       |      | Disorders usually diagnosed in infancy & childhood  
|         |      | • Attention Deficit /Hyperactivity Disorder  
|         |      | • Conduct Disorder  
|         |      | • Oppositional Defiant Disorder |
• Learning Difficulties
• Post traumatic Stress Disorder

Required Reading:
• DSM-IV-TR Diagnosis Usually First Diagnosed in Infancy, Childhood or Adolescence pp. 39-102
• Pomeroy & Wambach Chapter 2

Suggested Reading:
• http://www.nimh.nih.gov/healthinformation/autismmenu.cfm National Institute on Mental Health site on autism spectrum disorders
• http://www.nimh.nih.gov/healthinformation/adhdmenu.cfm National Institute of Mental Health site on ADHD
• http://www.aacap.org/publications/factsfam/grief.htm Facts sheets re child grief, depression, sleep problems; click on FACTS FOR FAMILIES from the American Academy for of Child and Adolescent Psychiatry
• http://aacap.org/page.ww?section=Facts+for+Families&name=Facts+for+Families+-+Keyword+%28Alphabetical%29 American Academy for Child and Adolescent Psychiatry Facts or Families: alphabetical list of links by key word (e.g. alcohol, anxiety ,asperger's, ADHD, etc )

Session objectives:
1) Students will demonstrate a person-in-environment understanding of childhood disorders that include developmental level, age, intelligence level and gender of the individual.
2) Students will assess and discuss the essential features of ADHD, as well as the differences among subtypes.
3) Students will list the diagnostic features of Conduct Disorder and Oppositional Defiant Disorder, and the differences between these two diagnoses.
4) Students will discuss the characteristics of Learning Disorders and their coexistence with other cognitive, emotional, and mental health related disorders that can affect proper diagnosis.
5) Students will demonstrate beginning knowledge of the features Post Traumatic Stress Disorder.

Disorders usually diagnosed in childhood, & adolescence.
• Feeding and Eating disorders of Infancy and Childhood
• Tourette’s Disorder
• Pervasive developmental Disorder and Autism

Required Reading:
DSM-IV-TR pp. 103- 117

Suggested Reading:
http://www.ninds.nih.gov/disorders/tourette/detail_tourette.htm National Institutes of Health web site information on Tourette’s Disorder

Session objectives:
1) Students will demonstrate understanding of the essential and associated features of Pica, Rumination Disorder and Feeding Disorders of Infancy and Early Childhood
2) Students will be able to list each of the four Tic disorders and will be able to discuss the diagnostic features of Tourette’s Disorder
3) Students will discuss how Pervasive Developmental Disorders are characterized in relationship to cognitive and emotional development, social interaction skills and communication skills.
4) Students will demonstrate understanding of how age and gender features should be considered related to the developmental level of the individual.

| 5 | Disorders usually diagnosed in young adults & adults.  
|   | - Schizophrenia, and other psychotic disorders  
**Required Reading:**  
- DSM-IV-TR pp. 297-344  
- Pomeroy & Wambach Chapter 5  
**Suggested Reading:**  
**Session objectives:**  
1) Students will discuss the essential features and characteristic signs and symptoms of Schizophrenia.  
2) Students will demonstrate beginning knowledge of the features of Schizoaffective disorder, Delusional disorder and the psychotic disorders.  
3) Students will demonstrate awareness of the need to socioeconomic and cultural differences take into account when assessing symptoms. |

| 6 | Delirium, Dementia and other Cognitive Disorders usually diagnosed in older adults  
**Required Reading:**  
- DSM-IV-TR pp.136-180  
- Pomeroy & Wambach Chapter 3  
**Suggested Reading:**  
- [http://www.mentalhealth.org.uk/page.cfm?pageurl=delirium.cfm](http://www.mentalhealth.org.uk/page.cfm?pageurl=delirium.cfm) Fact Sheet on Delirium from the UK Mental Health Association  
- [http://www.alz.org/AboutAD/WhatIsAD.asp](http://www.alz.org/AboutAD/WhatIsAD.asp) Fact Sheet explaining Alzheimer’s Disease from the National Alzheimer’s Association  
- [http://www.alz.org/overview.asp](http://www.alz.org/overview.asp) Alzheimer’s Association’s home page includes links to research, family support, types of dementia etc.  
**Session objectives:**  
1) Students will demonstrate understanding of the major descriptive features of Delirium Due to a Medical Condition & Substance -Induced Delirium.  
2) Students will identify and discuss differences in how the onset and course of delirium are distinguished from dementia.  
3) Students will demonstrate beginning knowledge of the various types of dementia and will be able to describe one major difference in diagnostic features between Alzheimer’s Type Dementia and Vascular Dementia. |

| 7 | Affective Disorders, Major Depression & Bi-polar disorders  
**Post-Partum depression and Late Life depression**  
Assignment One: Paper on the assigned book *A Brilliant Madness* is due.  
**Class activity:** Book discussion  
**Required Reading:**  
- DSM-IV-TR Mood Disorders pp: 345-428 |
### Suggested Reading:
- [http://www.nimh.nih.gov/healthinformation/depressionmenu.cfm](http://www.nimh.nih.gov/healthinformation/depressionmenu.cfm) National Institute of Mental Health: Depression

### Session objectives:
1. Students will have a basic knowledge of the incidence and prevalence of various mood disorders as a factor of gender, age, socioeconomic and cultural factors
2. Students will be able to demonstrate understanding of characteristics associated with both unipolar and bipolar mood disorders
3. Students will demonstrate an understanding of biological, genetic, and psychosocial factors influence the etiology of mood disorders
4. Students will understand the signs and symptoms and risk criteria for post-partum depression

### Anxiety Disorders, Panic Disorders, Phobias, Obsessive-Compulsive Disorder

#### Required Reading:
- DSM-IV-TR pp. 429-462
- Pomeroy & Wambach Chapter 7

#### Suggested Reading:

#### Session objectives:
1. Students will be able to distinguish the various Anxiety disorders as outlined in the DSM-IV-TR and be able to discuss the diagnostic criteria and clinical features of each disorder
2. Students will have knowledge of common co-morbidities of Anxiety disorders

### Post Traumatic Stress Disorders (PTSD) Children & Adult caused by natural disasters and human behavior; war & domestic violence

#### Required Reading:
- DSM-IV-TR Mood Disorders pp: 463-472
- Pomeroy & Wambach Chapter 6

#### Suggested Reading:
- [http://www.ncptsd.org/](http://www.ncptsd.org/) US Veteran’s Administration’s National Center for PTSD (links to research articles, assessment tools)
- [http://www.nimh.nih.gov/healthinformation/ptsdmenu.cfm](http://www.nimh.nih.gov/healthinformation/ptsdmenu.cfm) Post-Traumatic Stress Disorder (This NIMH site also includes links to research articles related to PTSD

#### Session objectives:
1. Students will demonstrate knowledge of the signs and symptoms of PTSD
2. Students will understand the variability in the PTSD prevalence rates as a factor of age,
gender, social factors and their intersection with various trauma exposure (i.e. rape, war, community violence)
3) Students will be able to distinguish how stressors such as war, torture, natural disasters, rape etc. influence acute stress disorders and PTSD
4) Students will be able to understand common co-morbid conditions associated with PTSD such as mood disorders, substance abuse/use disorders and anxiety disorders

### Axis II: Personality Disorders and Mental Retardation

**Required Reading:**
- DSM-IV-TR Personality Disorders pp. 685-729 & Mental Retardation pp. 44-49
- Pomeroy & Wambach Chapter 14

**Suggested Reading**
- Center for Disease Control: Intellectual Disabilities
  [http://www.cdc.gov/ncbddd/dd/ddmr.htm](http://www.cdc.gov/ncbddd/dd/ddmr.htm)
- The American Association of Intellectual and Developmental Disabilities: Frequently asked questions on Intellectual Disabilities

**Session objectives:**
1) Students will understand that personality disorders are collections of traits that have become rigid and work to individuals’ disadvantage, to the point that they impair functioning and or cause distress.
2) Students will recognize that the ten specific personality disorders are arranged in clusters of A,B,C, that some carry a poor prognosis and are hard to treat and that no personality disorder should be the sole diagnosis when an Axis I disorder can explain the signs / symptoms that make up the clinical picture.
3) Students will recognize the hallmarks of the personality disorder: early onset (usually by late teens) and pervasive nature (affects nearly all aspects of work and social life).
4) Students will understand that personality disorders and mental retardation are listed on a separate axis (Axis II) so they are not overlooked when most attention is directed to the Axis I disorders.
5) Students will understand mental retardation is a disorder characterized by significantly below-average intellectual functioning (any IQ of less than 70) with onset before age 18 years and concurrent impairments in adaptive functioning.

### Substance Abuse Disorders & Treatment Approaches

**Assignment Two is due**

**Required Reading:**
- DSM-IV-TR pp 191-212
- Pomeroy & Wambach Chapter 4

**Suggested Reading:**
- DSM-IV-TR pp 212-295 (please review this section so that you are familiar with the categories)

**Session objectives:**
1) Students will understand mind-altering substances all yield four basic types of disorder: substance dependence, abuse, intoxication and withdrawal.
2) Students will recognize that the substances, all of which affect the central nervous system, include medications, toxic chemicals, and illegal drugs.
3) Students will understand that the substances lead to problems with behavior, cognition, and physiological symptoms.

### Eating disorders, Sexual Disorders and Gender Identity Disorders
### Required Reading:
- DSM-IV-TR pp 535-582, 483-596
- Pomeroy & Wambach Chapters 10 & 11

### Suggested Reading:
- Leiblum, S. Principles and Practices of Sex Therapy, 4th edition: Chapter 12: Sexual Dysfunction and Childhood Sexual Abuse: Gender Differences and Treatment Implications Chapter 14: Sexuality and Culture

### Session objectives:
1. Students will be able to list the essential criteria for Anorexia Nervosa, Bulimia, and Eating Disorders not otherwise specified.
2. Students will demonstrate knowledge that Eating disorder the diagnoses are based on a combination of behavior, reported beliefs and experiences, and physical characteristics of the client.
3. Students will demonstrate understanding of the major descriptive features Gender Identity disorder and the environmental factors that impact individuals with this diagnosis.
4. Students will demonstrate beginning knowledge of the various types of sexual disorders, including symptomology, duration, and effects on interpersonal functioning.

### Intersectionality in Mental health challenges

#### Required Reading:
- DSM-IV-TR 731-742

#### Suggested Reading:
National Center on Cultural Competence: Toward a Biopsychosocial-Spiritual Model of Health
http://www11.georgetown.edu/research/gucchd/nccc/body_mind_spirit/index.html

#### Session objectives:
1. Students will be able at a level of some depth to understand and communicate how bio/psycho/social/spiritual factors potentially compound to intersect and support the development of mental health challenges.
2. Students will specifically be able to discuss the intersection and subsequent impact of poverty, gender, ethnicity, religion and stress on mental health symptomology.

### Assignment Three / Final Project: Open Book using DSM-TR for case reviews

### XVI. Methods of Evaluation

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tr>
<td>Assignment One: (paper on <em>A Brilliant Madness</em>)</td>
<td>15%</td>
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<tr>
<td>Assignment Two:</td>
<td>30%</td>
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<tr>
<td>Mini Quizzes (3 quizzes each worth 5%)</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment Three/ Final Project: (Open Book Exam)</td>
<td>30%</td>
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<tr>
<td>Professional Accountability:</td>
<td>10%</td>
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**Assignment One : 15%  Assignment due Date:**
Paper on the assigned book *A Brilliant Madness*. (5-6 pages) This autobiography by Academy Award Winning Actress Patty Duke presents many issues related to her struggle with bi-polar disorder.

- Provide a brief summary of her experience with this illness.
- Discuss the following: family issues that are revealed;
  - how the illness effects Ms. Duke’s work & her relationship with others;
  - your understanding of bi-polar disorder before & after the reading;
  - barriers to care and proper diagnosis;
  - your response to her eventual intervention;
  - Reflect on how this book affects you as a social worker.

**Important Note:** This paper is due before the class discussion in order to capture original thoughts.

Assignment Two: 30% of final grade. Choice of two options  
This paper/presentation can be on any area of practice that is of interest to you and relevant to this course. This project can be about a psychiatric disorder or relevant mental health issue.

Option A: **Paper on topic of your choice related to course content**  
(12 -15 pages)

For papers on a psychiatric disorder:
- Discuss the effects of the psychiatric disorder on an individual and family.
- Identify potential strengths and how outcomes might be measured.
- Identify possible barriers to care
- Discuss evidence-based rehabilitative strategies shown to be helpful in promoting the highest level of functioning,
- Discuss interventions from a systems perspective (individual, family, group, community, society or institutional practice)
- Include the history of the illness and how it may have been treated earlier.

**Important Note:** You should show clear linkages to the course material (assigned readings, class discussion and exercises), draw upon relevant literature related to the topic (five academic sources should be considered a minimum), make clear linkages between theory and practice (draw upon examples from your practice, or give examples of how the theory might be used in practice). As in all assignments you are to demonstrate appropriate use of citation, conceptualization, and demonstrate graduate level presentation of your ideas.

Option B: **Paper on topic of your choice related to course content**  
(12 -15 pages)

For papers focusing on a mental health issue:
- Identify the need and scope of the problem or challenge.
- Provide a definition of the problem or challenge (and specify who is defining the problem/challenge).
- Discuss systems perspectives related to the mental health issue you are exploring (individual, family, group, community, society or institutional practice).
- Discuss evidence-based rehabilitative strategies shown to be helpful in promoting the highest level of functioning.

**Important Note:** You should show clear linkages to the course material (assigned readings, class discussion and exercises), draw upon relevant literature related to the topic (five academic sources should be considered a minimum), make clear linkages between theory and practice (draw upon examples from your practice, or give examples of how the theory might be used in practice). As in all assignments you are to demonstrate appropriate use of citation, conceptualization, and demonstrate graduate level presentation of your ideas.

Quizzes
There will be three quizzes given in class on the following dates: Each quiz will be worth 5% of the final grade. Quizzes will be multiple choice and short answer. Material for each quiz will be cumulative so that material covered in the course up to the point of that quiz will be considered.

Assignment Three: 30% of final grade
Final Project: This will be a take home open book test on case reviews using the multi-axial diagnosis from the DSM IV-TR.

XVII. Criteria for Evaluation

The following criteria can be used by the student as a guideline for self-evaluation as work is being planned and written for either an oral or a written presentation. The instructor in evaluating work, which is submitted for evaluation and feedback, uses these same criteria.

A. PRESENTATION AND ORGANIZATION
Work follows a systematic progression of thought and it follows appropriate rules of presentation such as one inch margins, double-spacing, a title page, proper citations, numbering of pages, complete sentences, proper use of headings and subheadings, and minimum spelling and typographical errors. The degree to which the presentation is imaginative, captivating, and engaging will also be considered.

B. CONCEPTUAL CLARITY
When using theoretical concepts, clear definitions of each concept are given and they are used within a context appropriate for their meaning and purpose. Your grade will be determined on the basis of your ability to move across a continuum of abstraction to concreteness, dealing systematically with material and dealing with the parts as well as with the whole.

C. THEORY/PRACTICE INTEGRATION
Theoretical discussion and practice illustrations from one’s own practice can be found informing each other throughout the paper or presentation. They are woven together rather than presented in separate sections of the paper/presentation. Use your own practice or experience. Refer to other practice examples only when necessary. Make the presentation real for both yourself and the reader.

D. USE OF LITERATURE
All major points and discussions are supported by specific and relevant literature. It is evident that assigned reading for the course has been covered and integrated into the various views of the topic at hand. Evidence of search for literature relevant for the topic has been engaged in. A List of References using APA format is included at the end of the assignment. Five outside academic sources is considered a minimum (these are primarily journal articles – course texts and texts from other courses are not considered in this minimum – the more that is known about a topic, the more sources that should be referenced). Web sites should only be used as supplemental material and should not form the basis of your analysis (web sites are not peer reviewed and may represent interests of the organization hosting the site).

E. CRITICAL THINKING/DEPTH OF ANALYSIS/CREATIVITY
Information from literature or class is not simply regurgitated but is used for reflection and is explored in terms of how the ideas influence one’s work and one’s life. Some discovery of new ideas, challenge to ideas as they are presented by other authors and/or new insights are offered. There is evidence of analytic depth, which captures underlying social work values, beliefs and/or related issues. Grade will be determined by the way you interact with ideas, bring to bear your thinking in evaluating ideas, comparing or contrasting ideas, or utilizing conceptual models as a means of evaluating and critiquing ideas.

F. GRADING
Letter grades are assigned according to the following scale:
A, A- Superior and exceptional work which meets a level of professional competence and expertise worthy of publication and/or public presentation. All criteria have been met at a high standard.

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<th>Score</th>
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<tr>
<td>94-100</td>
<td>A</td>
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<tr>
<td>94-90</td>
<td>A-</td>
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B+, B, B- Average to above average work demonstrating occasional examples of excellence. At least three of the five criteria have been met at a high level of competence.

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<tr>
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<td>B+</td>
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<tr>
<td>86-84</td>
<td>B</td>
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<tr>
<td>83-80</td>
<td>B-</td>
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C+, C  Barely adequate work which minimally meets professional standards of competence. Some criteria have not been met; others are included at an average or minimal level of competence.

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<th>Score</th>
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<tr>
<td>79-77</td>
<td>C+</td>
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<tr>
<td>76-74</td>
<td>C</td>
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<tr>
<td>Below 74</td>
<td>F</td>
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**Professional accountability will be based on the following criteria.**

**Engagement:** The appropriate, respectful, and relevant participation in one’s own learning as well as contributions to the learning of others.

**Integration:** The demonstration of efforts to make connections, both conceptual and practical, between the course curriculum and your experience.

**Attendance:** Attendance is required. It is the policy of the program that attendance is required at all class sessions. Credit will be lost for more than one absence per semester. Participation in class discussions is contingent upon attendance and can be used to effect your grade.

**Timeliness:** Completion of assignments on date due, including coming to class prepared to discuss and apply assigned readings.

**Academic Standards:** The GRC MSW Program evaluates performance in four general areas: 1) basic abilities to acquire professional skills; 2) mental and emotional abilities; 3) professional performance skills and 4) scholastic performance. Both professional behavior and scholastic performance comprise academic standards. The Standards for Evaluating Academic Performance are specified in the Student Handbook. These standards are utilized in assessing student’ academic performance in meeting course expectations.
I. Course Description:
This course provides a thorough review of all basic research concepts with an emphasis on concepts related to program and practice evaluation. This course also seeks to ensure that students have the basic comfort and knowledge of all necessary and required computer skills, including library search, and qualitative and quantitative data analysis.

II. Course Rationale:
Social workers must be able to understand, appreciate and use appropriate research methods in order to conduct ethical, efficacious, and accountable practice. Toward that end, it is essential that social workers have the knowledge and skills necessary to retrieve and critically evaluate existing research and develop essential skills in program and practice evaluation and the tools to design and carry out research. Therefore, this course integrates the foundations of research methodology with the use of computers and appropriate statistical procedures in order to prepare students to meet the increasing demands for accountability, and to provide students with the foundation as an advanced generalist researcher.

III. Course Objectives:
Upon completion of the course, students are expected to be able to:
1. Understand and appreciate the place and importance of research in the social work profession. (FPO 4,8/EP 4.6)
2. Identify and describe the various steps in the research process. (FPO 8/ EP 4.6)
3. Conduct an appropriate literature review relevant to social work research and practice; and be able to critically analyze the relevance, appropriateness, and quality of this literature from a social work perspective. (FPO 8/ EP 4.6)
4. Demonstrate familiarity with ethical issues that warrant attention in conducting research and know appropriate ways to avoid or resolve potential dilemmas. (FPO 2/EP 4.0)
5. Identify information needed to address questions and problems encountered in social work practice situations. (FPO 2,8/EP 4.5)
6. Demonstrate a knowledge and understanding of a range of research designs and their appropriate utilization by social workers. (FPO 8, ASO3/ EP 4.6)
7. Demonstrate the ability to apply appropriate research skills including: conceptualizing a problem, formulating hypotheses and objectives, designing research strategy, collecting, analyzing, and selecting both quantitative and qualitative data analysis, including commonly encountered statistical procedures. (FPO 8/ EP 4.6)
8. Demonstrate an ability to identify the value assumptions and the ethical and political dilemmas encountered by social workers and social scientists in their efforts to gather, verify, and utilize knowledge with special emphasis given to the impact that these have on oppressed groups. (FPO 2,3/EP 4.0, 4.2)
9. Demonstrate the ability to utilize appropriate methods of data analysis including interpreting both quantitative and qualitative data, including commonly encountered statistical procedures. (FPO 8, ASO3/ EP 4.6)
10. Demonstrate an ability to present the critical components of research in a logical and systematic fashion. (FPO 8/ EP 4.6)
11. Demonstrate an understanding of the place and purpose of practice and program evaluation in social work research. (FPO 4,8/EP 4.5, 4.6)
12. Demonstrate a knowledge and understanding of the practical application of research in generalist social work practice. (EP 4.5)

IV. Liberal Arts Perspective
The research course assumes a rich background in liberal arts education. Skills such as critical thinking, presenting and evaluating an argument are built upon in this course. These skills have often been fostered in philosophy, humanities, and other
social science courses. The research sequence will embellish this repertoire of critical thinking skills by adding techniques related to using information to present, refine, assess, and evaluate an argument utilizing the systematic process indicative of research.

V. Professional Purpose & Values
This research class is framed in a broader context of developing MSW level social workers whose goal it is to work in community collaborative with the goal of empowering individuals, families, and their communities. The ethics and values imbedded in sound social work practice must also be honored in the context of using research to assess client strengths and needs and evaluating the services they receive. Attention will be given to the interaction between the requirements for valid and reliable research and the need to respect and honor those being studied.

VI. Social and Economic Justice
This course pays special attention to how intentional and unintentional forms of social and economic injustice impact and are influenced by research. Attention is given to how research can be a force for justice and injustice.

VII. Human Diversity and Vulnerable Populations
The diversity of different client populations offers a special challenge to the research process. Not only must valid and reliable research practices be followed, but efforts must also be made to ensure that the voices of unique clients groups are heard and influential in the design of the study and the application of the findings from the research process. Special attention is given to the historical lack of attention to diversity in social work research.

VIII. Linkages to Other Courses in the Social Work Curriculum
This course is related to all the other sequences. It provides the conceptual and practical skills required for consuming and conducting research related to human behavior, practice, and policy required of an MSW level social worker.

IX. Expectations
Students and Instructor are expected to work together to create an environment conducive for optimal learning. This includes but is not limited to respecting the rights, beliefs, and opinions of each member of the community. One need not agree with each other, spirited academic debate is encouraged, but it must be conducted in a respectful fashion. Students are expected to come prepared to class having done the reading and considered the material to be explored in class. The teacher is expected to come to class with prepared lecture, exercises, and related teaching materials to involve the students in the course material. Students are expected to take responsibility for their own learning within the context of the syllabus. The teacher is expected to assemble the syllabus and to use this as a framework for the course.

X. Academic Integrity
Education cannot take place in the absence of trust. Students are expected to abide and conduct themselves by the codes of academic integrity for SUNY Brockport College and Nazareth College. The student or students responsible for a paper or presentation must be the sole authors of this assignment. No paper or assignment may be submitted to fulfill the requirements of more than one course (though ideas from one course may inform assignments for multiple classes). In all assignments, students must pay particular attention to proper citation according the APA guidelines. Students unfamiliar with these guidelines are responsible for obtaining them. Papers that contain or are suspected of containing plagiarized material will be penalized and may result in disciplinary action.

XI. Teaching Methods:
Lecture, discussion, experiential exercises, and individual and group projects

XII. Students Needing Accommodations
If you have a disability that requires an accommodation or an academic adjustment, please notify the instructor as soon as possible. You may also wish to consult with the Nazareth College Office for Students with Disabilities at http://www.naz.edu/dept/students_disabilities. Documentation of a disability must be on file with that office before an accommodation can be made.

XIII. Required Texts:
It is expected that students will purchase these texts and will complete these readings prior to the class session they are assigned for.


**XIII. Recommended Texts:**
These texts are not required and a student does not need to purchase them. However, students will find these as useful supplemental reading on specific topics.


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<tr>
<th>Session</th>
<th>Topics</th>
<th>Objectives</th>
<th>Assignments</th>
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| 1       | Course Introduction: Research in Social Work & Students’ perspective on research | 1. Provide an overview of the course and describe expectations of instructor for students.  
2. Describe research pertaining to social work students’ perspectives about conducting research.  
3. Discuss need for social workers to acquire research and evaluation skills and apply them in practice settings. | Class activities:  
Assignment 1.1, p. 13 (Royse) “Who are the students in this research class?”  
Discuss areas of interest related to research/ Masters Project.  
Journal club (instructor) |
| 2       | Philosophical issues in science, Integrating research with clinical practice and program evaluation, | 1. Identify several goals of social work research.  
2. Describe the relationship between theory and research.  
3. Discuss the steps associated with the research process.  
4. Discuss statistical concept #1 (Mean, Median, Mode) | Royse:  
Ch. 1: Introduction  
Additional:  
| 3       | The Process of Research | 1. Identify the concept of “independent” and “dependent” variables.  
2. Discuss ways to operationalize variables for both quantitative and qualitative studies.  
3. Review statistical concept #2: Chi-square | Royse:  
Ch. 2: The Way Research Proceeds  
Class activities:  
Journal club (2 students)  
Due: Royse: Assignment 2.1, p. 41 (ANGEL Dropbox & bring copy to class for discussion) |
| 3       | Ethical Issues and Research | 1. Discuss ethical issues in conducting social work research.  
2. Review of HIPAA  
3. Describe the role of Institutional Review Boards (IRBs). | Royse:  
Ch. 3: Ethical Thinking and Research  
Royse, Thyer, Padgett, & Logan  
Chapter 2: Ethical issues in Program Evaluation  
Class Activities: Certificate indicating completion of the Human Participant Protections for Research Teams [http://www.citiprogram.org]  
Download instructions for human subjects protection course/ IRB certification (On ANGEL) (Class time used to conduct this activity)  
Due: Royse: Assignment 3.1, p. 66 (ANGEL Dropbox) |
2. Investigate literature specific to research topic of interest. | Royse:  
Ch. 13: Professional Writing: p. 310-320  
Class activities: Library resources via internet  
Due: Copy of human subjects training certificate/refresher course—bring to class |
|---|---|---|---|
| 5 | Problem Formulation Conceptualization and Goal Setting | 1. Describe aspects of conducting a formative evaluation and a process evaluation.  
2. Review statistical concept: t-test and ANOVA | Royse, Thyer, Padgett, & Logan  
Chapters 5: Formative and Process Evaluation |
| 6 | Program Evaluation Formative and Process Evaluation | 1. Describe the need and importance for program evaluation.  
2. Describe approaches to conducting a needs assessment.  
3. Identify methods of program monitoring. | Royse, Thyer, Padgett, & Logan  
Chapter 1: Introduction  
Chapter 3: Needs Assessment  
Class activities:  
Discussion regarding introduction/problem statements and lit review  
Due: Royse: Assignment 2.3, p. 44. (ANGEL Dropbox) |
| 7 | Research Design | 1. Describe criteria for inferring causality.  
2. Discuss various forms of experimental and quasi-experimental designs.  
3. Review the concepts of internal and external validity. | Royse  
Ch. 5: Research Designs for Group Comparisons  
Class activities:  
Class will divide into groups to review part 1 of the proposal  
Due: Part 1 of research proposal (bring 4 copies) |
| 8 | Measurement & Research Instruments | 1. Identify various levels of measurement.  
2. Describe types of error.  
3. Discuss types of reliability and validity.  
4. Review statistical concept: Pearson’s r, correlation, reliability | Royse  
Chapter 6: Understanding and Using Research Instruments  
Chapter 7: Developing Data Collection Instruments  
Royse, Thyer, Padgett, & Logan  
Chapter 11: Measurement Tools and Strategies  
Chapter 12: Illustrations of Instruments  
Class activities:  
Review/discuss survey instruments  
Journal Club (2 students)  
| 9 | Survey Research Sampling | 1. Describe various forms of wording questions.  
2. Discuss methods of questionnaire construction.  
3. Describe the construction of qualitative measures.  
4. Review various forms of sampling and methodologies. | Chapter 8: Survey Research  
Class activities:  
Internet surveys—sampling issues  
Assignment 8.2, p. 208-209.  
Journal club (2 students)  
Due: Part 2: Research proposal |
| 10 | Qualitative research | 1. Discuss types of qualitative research  
2. Review advantages/disadvantages of qualitative methods  
3. Describe methods of qualitative analysis | Royse:  
Chapter 9: Unobtrusive Approaches to Data Collection  
Chapter 10: Qualitative Research  
Class activities:  
Qualitative data analysis exercise  
Journal Club (2 students—Qualitative article selection)  
Due: Royse, p. 252, #2 |
|---|---|---|
| 11 | Single – System design | 1. Understand the connection between practice and research  
2. Understand various research designs using this methodology  
3. Describe the advantages/disadvantages of single system designs  
4. Discuss various validity and reliability considerations with use of this methodology | Royse:  
Ch. 4: Single System Design  
Royse, Thyer, Padgett, & Logan  
Chapters 6 |
| 12 | Processing Quantitative Data  
Univariate and Bivariate Data Analysis | 1. Describe coding of quantitative data.  
2. Review coding and data entry procedures for SPSS.  
3. Discuss methods of manipulating and analyzing descriptive statistics.  
4. Describe the use and presentation of frequency data.  
5. Input and prepare quantitative data for analysis. | Royse  
Chapter 12: Data Analysis p. 275-286  
Class activities:  
(Lab 1): Setting up SPSS, creating a code book, coding/cleaning data, and preliminary analyses (Location TBA)  
Due: Part 3: Research Proposal |
| 13 | Inferential Data Analysis Part 1  
Inferential Data Analysis Part 2 | 1. Describe concepts associated with levels of statistical significance.  
2. Discuss type I and type II errors.  
3. Review procedures associated with crosstabs, chi square, means, and bivariate correlations.  
4. Discuss differences between parametric and nonparametric variables and appropriate statistical measures.  
5. Review t-test and one-way ANOVA procedures. | Royse  
Chapter 12: Data Analysis p. 286-299  
Class activities (Lab 2): Using crosstabs, chi square, means, and bivariate correlations (Location TBA)  
Due: Article Critique |
| 14 | Wrap-up, Evaluation, Setting the Stage for | 1. Describe procedures associated with the Masters Project.  
2. Discuss attributes of the research methods course (positive/negative). | Class activities:  
Brief student presentations on proposed research  
Due: Part 4 Research Proposal |
<table>
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XVI. Methods of Evaluation

Criteria 1: Skill Building Assignments 20%
  Take-home assignments (15%); Journal club (5%)
Criteria 2: Article Critique 15%
Criteria 3: Research Proposal 55%
  Part 1: Introduction/Problem Statement (20%)
  Part 2: Methods (15%)
  Part 3: Data Analysis/limitations (15%)
  Part 4: IRB application (5%)
Professional Accountability 10%

XVII. Criteria for Evaluation

The following criteria can be used by the student as a guideline for self-evaluation as work is being planned and written for either an oral or a written presentation. The instructor in evaluating work, which is submitted for evaluation and feedback, uses these same criteria.

A. PRESENTATION AND ORGANIZATION
Work follows a systematic progression of thought and it follows appropriate rules of presentation such as one inch margins, double-spacing, a title page, proper citations, numbering of pages, complete sentences, proper use of headings and subheadings, and minimum spelling and typographical errors. The degree to which the presentation is imaginative, captivating, and engaging will also be considered.

B. CONCEPTUAL CLARITY
When using theoretical concepts, clear definitions of each concept are given and they are used within a context appropriate for their meaning and purpose. Your grade will be determined on the basis of your ability to move across a continuum of abstraction to concreteness, dealing systematically with material and dealing with the parts as well as with the whole.

C. THEORY/PRACTICE INTEGRATION
Theoretical discussion and practice illustrations from one’s own practice can be found informing each other throughout the paper or presentation. They are woven together rather than presented in separate sections of the paper/presentation. Use your own practice or experience. Refer to other practice examples only when necessary. Make the presentation real for both yourself and the reader.

D. USE OF LITERATURE
All major points and discussions are supported by specific and relevant literature. It is evident that assigned reading for the course has been covered and integrated into the various views of the topic at hand. Evidence of search for literature relevant for the topic has been engaged in. A List of References using APA format is included at the end of the assignment. Five outside academic sources is considered a minimum (these are primarily journal articles – course texts and texts from other courses are not considered in this minimum – the more that is known about a topic, the more sources that should be referenced). Web sites should only be used as supplemental material and should not form the basis of your analysis (web sites are not peer reviewed and may represent interests of the organization hosting the site).

E. CRITICAL THINKING/ DEPTH OF ANALYSIS/ CREATIVITY
Information from literature or class is not simply regurgitated but is used for reflection and is explored in terms of how the ideas influence one's work and one's life. Some discovery of new ideas, challenge to ideas as they are presented by other authors and/or new insights are offered. There is evidence of analytic depth, which captures underlying social work values, beliefs and/or related issues. Grade will be determined by the way you interact with ideas, bring to bear your thinking in evaluating ideas, comparing or contrasting ideas, or utilizing conceptual models as a means of evaluating and critiquing ideas.

F. GRADING

Letter grades are assigned according to the following scale:

A, A- Superior and exceptional work which meets a level of professional competence and expertise worthy of publication
and/or public presentation. All criteria have been met at a high standard.

94-100  A
94-90   A-

B+, B, B- Average to above average work demonstrating occasional examples of excellence. At least three of the five criteria have been met at a high level of competence.

89-87    B+
86-84    B
83-80    B-

C+, C Barely adequate work which minimally meets professional standards of competence. Some criteria have not been met; others are included at an average or minimal level of competence.

79-77    C+
76-74    C
Below 74  F

**Professional accountability will be based on the following criteria.**

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Note on written assignments: These assignments will assist in the development of skills needed to prepare for writing the final proposal.

**ARTICLE CRITIQUE**
Assignment Worth: 15 Points

*Due: Session 11*

- The objective of this assignment is to aid you in commenting on empirical research articles and thereby making you a better consumer of social work research.
- Based on your research topic, find one EMPIRICAL RESEARCH STUDY THAT includes an EXISTING MEASURE. Empirical Research is based on knowledge derived from observation, experience, or an experiment related to the research topic. This is not an article that just discusses a topic; rather it involves some research on the topic.
- Research studies can usually be identified because they are written utilizing the following format: Abstract, Introduction, Methodology, Results and/or Findings, Conclusions and/or Discussion. In addition, articles about a study are not
acceptable (e.g. a report on a study in “TIME” or “NEWSWEEK”). If you have questions about the appropriateness of an article, you are STRONGLY encouraged to run it by your instructor.

- Write a critique based on the criteria presented on the following pages and in the material covered in your text and other handouts. You should write this as a coherent and unified paper, do not just answer the outline presented (review criteria for evaluation). However, make sure you comment on the major topics in the outline (the questions that follow generally help you to think about the topic). When you hand in this paper, you **MUST also hand in one copy the article.**

  NOTE: If you use an article from an electronic source make sure it is complete (e.g. that it has all the tables and figures and that the tables and figures are complete). Many electronic sources exclude elements or the elements are not useable. You may not use an incomplete article
**Framework for Article Critique**

*Here is an example if you have questions look at the APA Style Manual (5th Ed)*

Example:


Electronic:

When citing online articles, follow the guidelines for printed articles, giving whatever information is available in the online source. If the article also appears in a printed journal, a URL is not required; instead, include “Electronic version” in brackets after the title of the article.


If there is no print version, include the date you accessed the source and the article’s URL.


1. Provide APA-style reference of the article (see above for examples)

**I. RESEARCH PROBLEM:** What is the research problem/purpose of the study? Was it clearly stated? Why did the researcher decide to study this problem? Do they justify and/or state the significance of the problem.

**II. LITERATURE REVIEW:** Was it presented? Is the literature presented relevant? Does the literature review provide a justification for studying the problem and the research study? Does the review seem thorough and current (e.g. what year are the studies from)?

**III. THEORETICAL FRAMEWORK:** Was the underlying theoretical framework of the study discussed? Is it appropriate for this particular study?

**IV. RESEARCH QUESTION(S):** What is (are) the main research question(s)? Is it stated as a hypothesis? Are the questions or hypothesis reasonable? Are they supported by the literature and/or flow from the literature review? What are the hypotheses of this study?

**VI. VARIABLES STUDIED:** Briefly list the major variables of interest. Are the independent and dependent variables clearly stated? If so, what were they? How were some of these variables operationalized (measured)?

**VII. RESEARCH METHOD:**

A. **RESEARCH DESIGN:** Was it: exploratory/descriptive (purpose of describing), experimental or quasi-experimental (purpose of evaluating), single subject design, etc. Is this a quantitative or qualitative study? How do you know?

B. **INSTRUMENT USED** (i.e. questionnaire used for gathering data): What is the name and/or type of instrument used? What was the reliability and validity of the instrument?

C. **SAMPLE:** How were the subjects selected? Type of sampling methodology (random or nonrandom)? Who were they? What was the sample size? Was the sample selected with out an overt bias? Was the sample size large enough?

D. **DATA GATHERING:** When, where and how was the data gathered? Are the procedures that were used clear? Could you replicate the research study?

**VIII. DATA ANALYSIS:** What statistical method did the researcher use to analyze the data? How was the data presented (tables, charts, narrative form, etc.)? Was the data presented clearly? Were the statistical tests used appropriate (you might go back to your statistics book to answer this)?
IX. FINDINGS/CONCLUSIONS: What are the main conclusions of this article? Did the authors refer back to their hypothesis? Were the hypotheses supported or rejected? Did they relate their findings to previous research findings? Are the conclusions reasonable and relevant? Do they link their finds back to practice? Do the conclusions follow from the data?

X. CONFOUNDS TO THE STUDY: Do the authors note the limitation(s) to the study? And b) recommendations for further research. Do they note any ethical concerns?

XI. CRITIQUE: Do the authors provide a balanced presentation of their study? Do the conclusions add to the knowledge base? What are the strengths and limitations of this study? Your critique should take a clear position on the value of this research to the field and to providing clarity to the topic area.

It is expected that critiques will be between 3-5 pages, it should not exceed 5 pages. Be sure to write a narrative that meets the criteria stated. REMEMBER TO TURN IN A COPY OF THE ARTICLE ON WHICH YOUR CRITIQUE IS BASED, YOUR INSTRUCTOR WILL NEED THIS TO EVALUATE YOUR WORK.
Framework for The Proposal

Part 1: Due Session 6

I. INTRODUCTION AND PROBLEM STATEMENT (20 points total)

A. Statement of the Problem: (4 points)
   Purpose of research project (focus on your hypothesis).
   What previous research, personal experiences, etc. motivated you to study this topic? What were you trying to explore or describe, explain, predict or evaluate in this project? Justification of the research problem: Why was this an important issue to study? Try to justify this problem with facts/previous data information. It should lead directly in and from the Literature review.

B. Literature Review: (10 points)
   Literature Review (focus on those articles that are relevant to your variables of interest and/or research problem).
   Briefly state the purpose, concepts (variables), findings and limitations that are pertinent to your project. Keep in mind that you are to compare your final findings (support or refute) to the findings you have presented in your literature review. Present in short essay style. You are using the literature to support your study, the reason for it and the methods you use including the variables that you have chosen to use.

C. Hypothesis of the Study: (3 points)
   State your hypothesis and the unit of analysis. It is possible for you to have several hypotheses or to have specific predictions about sub-populations, you should provide these as well. Be clear about why you are making these hypothesis, what is your support and rationale. In addition, what are your independent and dependent variables?

REFERENCES: (3 points)
   Follow the APA style. Note all references that were used in your research (even the text). References should be on a page of their own.

Part 2: Due Session 8

II. METHODS (15 points total)

A. Sampling Methodology: (4 points)
   Briefly state the content, units, extent and time of your population. Describe the sampling method used for gathering your data. Briefly discuss why you chose the method you did and the advantages and the disadvantages of the sampling methodology used.

B. Operationalized Variables: (4 points)
   What will you actually measure and how will you define the variables? You will need to discuss the instrument used (how was it created? how reliable and valid do you expect it to be?). Generally, your dependent variable is your survey so you need to support its use.

C. Data Collection: (4 points)
   How will the data be gathered? (Personal interview, telephone, mailing, etc.)
   Place of data gathering. (Also note if there were any problems obtaining consent form?)
   How will you approach your respondents? Include any special considerations you might observe during your interviewing process that is worthy of attention (i.e. were people responsive, uncooperative, were they upset due to the pressures of the end of semester/ Thanksgiving break, storms, etc.)
   How will anonymity and confidentiality be protected? Are there any other ethical issue(s), and how will you deal with them?

REFERENCES: (3 points)
   Follow the APA style. Note all references that were used in your research (even the text). References should be on a page of their own.

Part 3: Due Session 10

III. DATA ANALYSIS (5 points)
This is where you indicate the type of analysis you will be conducting. You are to begin to discuss the type of analysis you are considering. For instance, if using survey methods, describe the types of statistics you will be using and justify your reasons.

IV. LIMITATIONS (8 points)

A. What are the weaknesses or limitations of the study?
B. What might you do differently in terms of sampling methodology?
C. Are there any ethical issues raised in this study you did not think about?
D. How would you strengthen the validity and the reliability of this study or of your instrument? Provide critique of validity and reliability of your concepts measured, instrument used, the sampling methodology, and the research process as a whole. Remember to explain why these limitations exist.

IV. REFERENCES: (2 points)
Follow the APA style. Note all references that were used in your research (even the text). References should be on a page of their own.

V. APPENDIX
Include a copy any research instruments you will use (surveys, interview guides, etc.) and other relevant materials.

Part 4: Due Session 12

Draft IRB Proposal (5 points total)

All masters project proposals will need to be submitted to and approved by the Brockport IRB prior to starting your actual research in the Spring semester. Applications are scrutinized for attention paid to maintaining a standard of research ethics and for appropriate research methodologies. Thus, it is important for you to be aware of how an application is to be prepared. In order to do this assignment you will need to download forms at: http://www.brockport.edu/irb. This document will describe the procedures and samples of consent forms. Depending on which category of research you will be conducting (Category 1—least intrusive to Category 3—most intrusive) there are different requirements. However, having completed your research proposal, the IRB application is a matter of answering questions you’ve already responded to in your proposal. The application cover sheet is available at http://www.brockport.edu/irb.

This information must be typed, and should be carefully checked for spelling and grammar. Please number paragraphs according to the number of the item appropriate for your project. If an item is not applicable please put NA (for not applicable).

Items 1-8 (Required to be completed for all projects, Categories 1-3):

1. Provide a brief project description. Describe: a) The objectives, methods and procedures of the project. b) The purpose of the research - include why it is significant and how it contributes to general knowledge. c) The emphasis should be on the human subject involvement in the project. Discussion of theoretical or statistical aspects of the project should be avoided. d) If a questionnaire, and/or testing instrument is to be used describe how it will be administered, by whom, and its source. If the survey is copyrighted, note when permission to use was given and indicate this at the bottom of page one of the survey form. e) If interviews are to be conducted, describe the nature of the interview and how responses will be recorded by audio or videotape (see appendix).

2. Number of and the relevant characteristics of subjects.

3. Describe how subjects will be selected for participation in this project and any fees, extra credit, or other items they will receive for participation if appropriate.

4. Status and qualifications of research assistants, if any. They must also complete appropriate IRB online training. (See page 5).
5. Source of funding for project, if any.

6. Expected starting and completion dates for project. (Note that project cannot begin until approval has been received from IRB. Projects are given approval for a maximum of one year; if they continue past that point they must again receive IRB approval).

7. Attach copies of all questionnaires, testing instruments, or interview protocols, and any cover letters or instructions to participants.

8. Attach a copy of your transcript of completion for the online training course. If you don't have it indicate that you completed it and records will be verified by the IRB Administrator.

**Items 9 -12 are required for Categories 2 & 3**

9. Specify steps to be taken to guard the confidentiality of participant's responses. Indicate what personal identifying indicators will be kept on subjects (if any). Specify procedures for storage and ultimate disposal of personal information. This would normally mean keeping information in a locked file cabinet and shredding information at the end of the research project.

10. Attach an informed consent document that includes the following basic elements of informed consent. If this is a Category 3 proposal, signatures are required at the bottom for participants; **if a Category 2 you do not need to obtain signatures unless minors are involved.** Whether Category 2 or 3 if minors are involved you must provide two separate consent forms. One for parent/guardians and one for minors (17 years of age and younger). The minors form should be in a language understandable to their age level. Proposals are approved more quickly if researchers use the attached sample informed consent forms and modify them to fit your project. The following elements must be included:

   - A. Statement that the study involves research and why it is being conducted.
   - B. Explanation of the purpose of the research and the expected duration of the participant's involvement (e.g. how long will it take to complete the survey and number of questions).
   - C. Description of the procedures to be followed, and identification of any procedures that are experimental.
   - D. Description of any benefits to the participant's or to others which may reasonably be expected from the research.
   - E. Description of any reasonably foreseeable risks and discomforts to the participant.
   - F. Statement describing the extent, if any, to which confidentiality of records identifying the participant will be maintained, stored for how long, how destroyed.
   - G. For research involving more than minimal risk, an explanation as to whether any medical treatment is available if injury occurs; or counseling available for questions that might be sensitive, and if so, what they consist of, or where further information may be obtained.
   - H. Name and phone number of whom to contact for answers to pertinent question about the participant's rights, and whom to contact in the event of a research-related injury to the participant.
   - I. Statement that participation is voluntary, and refusal to participate will involve no penalty or loss of benefits to which the participant is otherwise entitled.
• J. Statement that participant may discontinue participation at any time without penalty or loss of benefits to which the participant is otherwise entitled.

• K. Name of institution should be fully spelled out (ex. Greater Rochester Collaborative Masters in Social Work Program through SUNY Brockport and Nazareth College).

Whether presented orally or in writing, to the participants' the IRB must be provided a written description of these elements of informed consent to be presented to them. If the research cannot practically be completed without this requirement being waived or altered, please say so here, and include a debriefing procedure.

If minors are involved - in addition to parental consent adequate provisions must be made for soliciting the assent of the children capable of providing their agreement. According to federal regulations, assent means .."a child's affirmative agreement to participate in research. Mere failure to object, absent affirmative agreement, should not be construed as assent." Procedures for obtaining assent of children must be appropriate to their age level, maturity, and psychological state. The essential information given to the child must include a description of the procedures and clear indication that their participation is voluntary. If the research is being conducted in schools, it must be clearly stated that this research is not part of the child's regular school program, not being conducted by the school, and that participation will not affect the child's grade.

In cases where there is inconsistency between the consent of the parent and the agreement of the child, the following rule will be followed: A "no" from the child overrides a "yes" from the parent, but a "yes" from the child does not override a "no" from the parent.

Non-participation in a research project being conducted as part of a class or group (whether or not minors are involved), must detail alternatives for those in the class not participating in the research. For example, if extra credit is being offered for participation then the researcher must detail how those not participating have an alternative method of obtaining extra credit. This is to minimize coercion to participate. Another example would be if an investigator is conducting research in a classroom where they will be observing, interviewing and taping the class. Please explain what procedures will be followed for those children in the class whose parents have not given permission, or where the child does not agree to participate in the research.