# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| A.1. [Course or program](#Proposal) | **SWRK 457: Homelessness – clinical and policy interventions** |  |
| [Replacing](#Ifapplicable)  | **N/A** |
| A.2. [Proposal type](#type) | **Course creation** |
| A.3. [Originator](#Originator) | **Dr. Deborah Siegel** | [Home department](#home_dept) | **Social Work** |
| A.4. [Context and Rationale](#Rationale)  | **Homelessness is a national public health crisis requiring attention from health care providers and large systems change agents.** **Students need to gain knowledge about and skills for addressing this crisis.  This is the fall semester of an atypical year-long course (a two-semester sequence).  The fall semester integrates every area of the social work curriculum and includes Brown University undergraduate, medical students and Masters of Public Health students, University of RI students in pharmacy and nursing, and Roger Williams’ students in law, as well as Rhode Island College MSW students.   In addition to social work class sessions, students from the different disciplines and schools meet conjointly in class at the Medical School and in teams on the streets of South Providence, doing outreach and providing services to people experiencing homelessness.  The students also engage in social justice advocacy work in the community to address homelessness.  Students need the interdisciplinary teamwork education this course provides, in order to become better prepared for the teamwork foci they encounter upon graduating to work in their respective fields.  Students from other universities register for this course through their departments.**   |
| A.5. [Student impact](#student_impact) | **Will have an opportunity to learn knowledge and skills that integrate clinical skills with large systems change, and learn skills to work as part of a team.** **BSW seniors have space in their course schedules to take this elective.** |
| A.6. [Impact on other programs](#impact)  | **MSW students will also be permitted to take this elective** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **None** |
| [*Library*:](#library) | **None** |
| [*Technology*](#technology) | **None** |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
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| B.1. [Course prefix and number](#cours_title)  |  | **SWRK 457** |
| B.2. Cross listing number if any |  | **SWRK 557** |
| B.3. [Course title](#title)  |  | **Homelessness: Clinical and Policy Interventions I** |
| B.4. [Course description](#description)  |  | **Students learn in teams with students from other health related disciplines while providing clinical and policy interventions with and on behalf of people experiencing homelessness.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **BSW senior status and consent of department chair** |
| B.6. [Offered](#Offered) | **Fall | Spring | Summer |****Even years | Odd years | Annually**[**Alternate Years**](file:///C%3A/Users/jfuentes_4972/Downloads/Alternate%20Years)  **|** [**As needed**](#As_needed) | **Fall** |
| B.7. [Contact hours](#contacthours)  |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  | **Letter grade | Pass/Fail | CR/NCR** | **Letter Grade** |
| B.11. [Instructional methods](#instr_methods) | **Fieldwork | Internship | Laboratory | Lecture | Practicum | Seminar | Small group | Individual | Studio | Distance Learning** | **Fieldwork  |Skills labs | Lecture  | | Seminar  | Small group | Individual |**  |
| B.12.[Categories](#required) | **Required for major/minor |Restricted elective for major/minor | Free elective | Required for Certification**  | **Free elective** |
| B.13. Is this an Honors course? | **YES | NO** | **No** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. | **YES | NO |****category:** | **No** |
| B.15. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Exams | Presentations | Papers |** **Class Work | Interviews | Quizzes |****Performance Protocols | Projects |** **| Reports of outside supervisor**  | **Attendance | Class participation | Two Powerpoint Presentations | Final Paper | Monthly written reflections |Weekly Take Away” notes** **Class Work | Role Plays | Field supervisor’s observations of student’s field work|** **|**  |
| B.16. [Redundancy statement](#competing) |  | **None** |
| B. 17. Other changes, if any | None |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row**1. Describe how an empowerment, collaborative, egalitarian, resilience perspective shapes direct practice when working with and on behalf of people who are experiencing homelessness.
2. Demonstrate how to use a strengths based, collaborative problem solving, stages of change, and motivational interviewing approach with a person who is experiencing homelessness
3. Articulate the unique issues and challenges that people who have the following histories, experiences, and identities encounter while homeless: veterans, LGBT-QQ-I, refugees and immigrants, domestic violence, substance use issues, mental health challenges, trauma, incarceration, sex offender registration statuses, older adults, foster care youth, and other issues based on student interest.
4. Define homelessness and discuss the strengths and limitations of those definitions.
5. Identify micro, mezzo and macro issues that over the course of history and today have created and sustained homelessness, including the criminalization of homelessness and poverty.
6. Explain the causes of economic inequality and the 2008 collapse of the housing market and how income inequality and the affordable housing crisis have exacerbated homelessness.
7. Identify the reasons for and features of effective interdisciplinary teamwork.
8. Describe different practice and policy models for addressing homelessness (e.g., ACCESS, Housing First) and the extent and quality of the research evidence to support these models.
9. Present a comprehensive, evidence informed biopsychosocial assessment, case plan, and plan for tracking progress towards goal attainment, developed with a person who is experiencing homelessness.
10. Identify and address ethical issues that emerge in clinical, policy, and community  practice focused on homelessness.
11. Identify and demonstrate skills social workers need to use to influence policy and practice to address homelessness
 | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?**MEASURED EACH SEMESTER BY A TERM PAPER, WEEKLY IN CLASS WRITTEN ASSIGNMENT, MONTHLY WRITTEN REFLECTIONS, TWO POWERPOINT PRESENTATIONS, IN CLASS ROLE PLAYS AND SKILLS LABS, CLASS PARTICIPATION, STREET OUTREACH, AND FIELD SUPERVISOR’S OBSERVATIONS OF THE STUDENT’S PARTICIPATION IN INTERDISCIPLINARY TEAMWORK AND CLIENT ADVOCACY  |
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| B.19. [**Topical outline**](#outline)**:**  |
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|  FALL SEMESTER TOPICAL OUTLINE for PROPOSED SOCWK 457:  HOMELESSNESS – CLINICAL AND POLICY INTERVENTIONS, PART 1: 1. Issues involved in defining homelessness – it’s more complicated than you think
2. Brief overview of causes of homelessness
3. Conceptual framework for the course:  An empowerment and strengths perspective
4. Interprofessional teamwork skills and dynamics
5. Introduction to the Rhode Island Medical Navigator Partnership
6. How to do street outreach
7. Roles and expectations of team members
8. Why we call the people who are experiencing homelessness “partnered participants” instead of patients or clients
9. Resilience and crisis intervention with people experiencing homelessness
10. Unique features of homelessness among different populations (youths, elderly, immigrants who are undocumented, refugees, veterans, people who have illness (physical, mental, substance use)
11. Resources in the community that the teams can seek; how to obtain vital documentation need to access resources
12. Cross cutting features of different models of crisis intervention

4.  Structural causes of homelessness        a)   The affordable housing crisis – why is so little available, and why is the supply diminishing        b)   History of the federal government’s withdrawal from expanding the supply of affordable housing        c)    Policies that limit access to available affordable housing        d)   Who decides who gets housed (VI-SPDAT tool – benefits and limitations of it)        e)   What is Housing First?  Data on its impacts 5.  Healthcare and homelessness       a) How health issues cause homelessness and homelessness causes health issues       b) Why do people experiencing homelessness often avoid contact with health care providers?        c) Why do so few people account for such a disproportionate number of ER visits?       b) Why is 47 the average age of death of someone who is experiencing homelessness?       c)  What leads to emergency department use, and what are the consequences of this? 6.  Criminalization of homelessness – What is it?  Why is it?      a) RI laws that make it impossible for someone experiencing homelessness to urinate, eat, sleep, sit, etc.      b) Data on criminalization across the U.S.      c) Reasons for the homelessness/incarceration cycle 7.  Assessment and documentation in working with homelessness      a)  How to write a case note that meets ethical standards      b)  Challenges in effectively administering the SPDAT; limitations as an assessment tool to measure        vulnerability 8.  Analyzing ethical challenges      a)  Boundary crossings and boundary violations      b)  An ethical decision making protocol      c)  Identifying and thinking through ethical dilemmas during street outreach 9.  Trauma informed work with people experiencing homelessness      a)  What is trauma?      b)  How does homelessness traumatize      c)  What are the core components of trauma informed care     d)   How does the outreach worker who is trauma informed behave    |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Wendy Becker, Ph.D. | Chair of BSW Program |  |  |
| Jayashree Nimmagadda. Ph.D. | Interim Dean, School of Social Work |  | Tab to add rows |
| Monica Darcy, Ph.D. | Chair, Graduate Committee |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION