# 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 458: Homelessness – Clinical and Policy interventions II** | | | |  |
| [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 spring semester of an atypical year-long course (a two-semester sequence).  The spring semester integrates every area of the social work curriculum and includes Brown University undergraduates, 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) | **Students will have opportunities to acquire knowledge and skills for clinical interventions, along with knowledge and skills for changing larger systems and working as members of interdisciplinary teams. BSW seniors have space in their course schedules to take this elective.** | | | | |
| A.6. [Impact on other programs](#impact) | **MSW students will also be able to take this course.** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **N**one | | | |
| [*Library*:](#library) | **N**one | | | |
| [*Technology*](#technology) | **N**one | | | |
| [*Facilities*](#facilities): | **N**one | | | |
| 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) | New Examples are provided for guidance, delete the ones that do not apply |
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| B.1. [Course prefix and number](#cours_title) |  | **SWRK 458** |
| B.2. Cross listing number if any |  | **SWRK 558** |
| B.3. [Course title](#title) |  | **Homelessness: Clinical and Policy Interventions II** |
| B.4. [Course description](#description) |  | |  | | --- | | **Students continue to 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) |  | **Senior BSW status and SWRK 457 or permission of BSW Department Chair** |
| B.6. [Offered](#Offered) | **Fall | Spring | Summer |**  **Even years | Odd years | Annually**  [**Alternate Years**](file:///C:/Users/jfuentes_4972/Downloads/Alternate%20Years)  **|** [**As needed**](#As_needed) | **Spring** |
| 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 | Lectures  | | Seminars  | Small group work | 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:** |  |
| 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 | PowerPoint Presentations | Papers |**  **In class skills labs | Weekly written in-class assignments | Monthly written reflections |Observations of student’s field work performance** |
| B.16. [Redundancy statement](#competing) |  | **No redundancy** |
| B. 17. Other changes, if any |  | |

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| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row**   |  | | --- | | At the end of the course students will be able to:   1. Explain some of the challenges in getting an accurate census of the number of people who are experiencing homelessness,  critique the “Point in Time” count method, and present alternatives to it | | 1. Present data on racial disparities among people experiencing homelessness,  reasons for and consequences of those disparities 2. Identify issues that different populations experiencing homelessness must deal with, including LGBT-QI, survivors of  intimate partner violence, sex trafficking, people who have been convicted of criminal offenses, people who have been convicted of sex offenses, older adults, youths aging out of the foster care system, documented and undocumented immigrants, refugees, sex workers 3. Explain how homelessness contributes to substance use, the causes of the opioid crisis, data on the effectiveness of medication assisted treatment for substance use disorders, methods for administering naloxone as a lifesaving crisis intervention and political arguments against that, alternative non-opioid methods for pain management, and critique policy responses to the opioid crisis 4. Describe what countertransference is, give examples of it in working with homelessness, present ethical standards for addressing one’s own or own’s colleagues’ impairment 5. Discuss what a personality disorder is and identify useful ways to respond to behaviors that show features of borderline personality disorder 6. Identify specific mezzo and macro level intervention skills, such as how to run a meeting, organize a coalition, give legislative testimony, speak with a legislator or agency head, write a letter to the editor or op ed piece 7. Summarize Robert Reich’s main points about the causes and consequences of income inequality  in the U.S., including its effects on homelessness 8. Summarize main points from the film, The Big Short, about how the U.S. housing market collapsed in 2008; discuss the links with homelessness 9. Describe difficulties in making comparisons across countries regarding homelessness 10. Explain what the medicalization of homelessness is and how that frames clinical and policy interventions | | [**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 |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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TOPICAL OUTLINE FOR**SOCWK 458**:  HOMELESSNESS – CLINICAL AND POLICY INTERVENTIONS II

1. How do we obtain a census of people experiencing homelessness?

        a.  What is the Point-in-Time (PIT) Count?  How is it done?

 b.  What are the methodological limits of the PIT Count and why do those matter?

 c. Guidelines for participating in the PIT count

d. Debriefing on the PIT count experience - How did participating affect you?

1. Racism, homophobia, transphobia, xenophobia and homelessness
2. Causes of racial and other disparities in homelessness
3. Data on the extent of disparities

c.  Consequences of these disparities

1. Homelessness among other specific populations
2. LGBT-QY youth
3. Youths aging out of foster care
4. Older adults
5. Substance use and homelessness
6. How substance use creates and is created by homelessness
7. Medication assisted treatment – research and guidelines; how to administer Narcan

c. Causes of the opioid crisis

d. Policy responses to the opioid crisis

e. Medical and policy issues in treating severe chronic pain, in general and during homelessness

1. Countertransference:  Identifying and managing our feelings when working with homelessness
2. Ethical guidelines for addressing worker impairment
3. Signs of vicarious victimization, secondary trauma, compassion fatigue, empathy overload
4. Agency policies and cultures that foster or hinder worker self care
5. Skills for working with people experiencing homelessness due to interpersonal violence (IV)
6. Signs of domestic violence, human trafficking, sex work among people experiencing homelessness
7. Unique clinical and policy issues affecting people who are victims of IV and are experiencing homelessness
8. Homelessness among people who have been convicted of sex offenses
9. How a minor sex offense can become a felony
10. Consequences of sex offender registries on homelessness
11. Causes and consequences of homelessness among people who have been convicted of a sex offense
12. Skills for working with people whose behavior seems to have features of a personality disorder
13. What is a personality disorder?
14. What does borderline mean?  How to help someone with those features
15. Skills for influencing mezzo and macro level policies
16. How to organize and mobilize a community
17. How to form a coalition
18. How to write a letter to the editor, op ed piece, legislative testimony
19. How to speak with an agency head or legislator
20. How to run a meeting
21. Causes and consequences of economic inequality
22. Watch:  Robert Reich, “Inequality for All”
23. Causes of the 2008 housing market collapse
24. Watch:  The Big Short
25. Homelessness across the globe:  International comparisons
26. Causes of homelessness abroad
27. Solutions in other countries
28. Methodological challenges in making international comparisons
29. What is meant by the “medicalization” of homelessness
30. How medicalization limits policy and clinical responses and stigmatizes people experiencing homelessness

## 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](mailto: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 |
| --- | --- | --- | --- |
|  | Program Director of |  |  |
| Wendy Becker, Ph.D. | Chair of BSW |  |  |
| Jayashree Nimmagadda, Ph.D | Dean of SWRK |  |  |
| Monica Darcy, Ph.D | Chair, Graduate Committee |  | Tab to add rows |

##### 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

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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