# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| A.1. [Course or program](#Proposal) | **SWRK 557: homelessness – Clinical and Policy interventions I** |  |
| [Replacing](#Ifapplicable)  | **N/A** |  |
| A.2. [Proposal type](#type) | **Course creation** |  |
| A.3. [Originator](#Originator) | **Deborah Siegel, Ph.D.** | School of Social Work | **dsiegel@ric.edu** |
| A.4. [Rationale](#Rationale)/Context | **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 MSW curriculum and includes medical students and Master’s of Public Health students (from Brown University), students in pharmacy and nursing (from University of Rhode Island), and students in law, (from Roger Williams University). 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.**  |
| A.6. Impact on other programs | **Students from other graduate programs (nursing, counseling) can take this course as an elective, with prior permission** |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*:  | **None** |
|  | [*Library*:](#library) | **None** |
|  | [*Technology*](#technology) | **None** |
|  | [*Facilities*](#facilities): |  |
|  | Promotion/ Marketing needs  | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. Rationale if sooner than next fall | **N/A** |

B. [NEW OR REVISED COURSES](#delete_if):

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | **SWRK 557** |
| B.2. Cross listing number if any |  |  |
| 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) |  | **Graduate status, or consent of department chair**  |
| B.6. [Offered](#Offered) |  | **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** |
| B.11. [Instructional methods](#instr_methods) | **|**  | **Fieldwork |Skills labs | Lecture | | Seminar | Small group | Individual |**  |
| B.12.[Categories](#required) |  | **Free elective** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | | | Fieldwork | PowerPoint Presentations | Papers |** **Class Work,** |
| B.14. [Redundancy with, existing courses](#competing) |  | **None** |
| B. 15. Other changes, if any | None |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant**  | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| 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
 | COUNCIL ON SOCIAL WORK EDUCATION, EDUCATIONAL POLICY STANDARDS:  | 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 |
|  |  |  |
|  |  | Click Tab from here to add rows |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
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| FALL SEMESTER TOPICAL OUTLINE for PROPOSED SOCWK 557: HOMELESSNESS – CLINICAL AND POLICY INTERVENTIONS, PART 1:1. Issues involved in defining homelessness – it’s more complicated than you think
	1. Brief overview of causes of homelessness
	2. Conceptual framework for the course: An empowerment and strengths perspective
	3. Interprofessional teamwork skills and dynamics
2. Introduction to the Rhode Island Medical Navigator Partnership
	1. How to do street outreach
	2. Roles and expectations of team members
	3. Why we call the people who are experiencing homelessness “partnered participants” instead of patients or clients
3. Resilience and crisis intervention with people experiencing homelessness
	1. Unique features of homelessness among different populations (youths, elderly, immigrants who are undocumented, refugees, veterans, people who have illness (physical, mental, substance use)
	2. Resources in the community that the teams can seek; how to obtain vital documentation need to access resources
	3. 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 impacts5. 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 cycle7. 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 vulnerability8. Analyzing ethical challenges a) Boundary crossings and boundary violations b) An ethical decision making protocol c) Identifying and thinking through ethical dilemmas during street outreach9. 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  |
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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits.  |

## D. Signatures

* 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).
* 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 graduatecommittee@ric.edu and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee 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 prOposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
|  | Program Director of  |  |  |
| Jenn Meade | Chair of MSW Program |  |  |
| Jayashree Nimmagadda | Dean of School of Social Work |  | 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. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

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