# 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 558: homelessness – Clinical and Policy interventions II** |  |
| [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 spring semester of an atypical year-long course (a two-semester sequence). The spring 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, the students from the different disciplines and schools meet conjointly in class at the Medical School monthly 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) | **Spring 2020** | 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 558** |
| B.2. Cross listing number if any |  |  |
| 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) |  | **Graduate status, SWRK 557, or consent of department chair and instructor** |
| B.6. [Offered](#Offered) |  | **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** |
| 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) |
| --- | --- | --- |
| 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
 | 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 |
| 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
 |  |  |
|  |  | 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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|            SPRING SEMESTER TOPICAL OUTLINE FOR**SOCWK 558**:  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
4. Consequences of these disparities
5. Homelessness among other specific populations
6. LGBT-QY youth
7. Youths aging out of foster care
8. Older adults
9. Substance use and homelessness
10. How substance use creates and is created by homelessness
11. Medication assisted treatment – research and guidelines; how to administer Narcan
12. Causes of the opioid crisis
13. Policy responses to the opioid crisis
14. Medical and policy issues in treating severe chronic pain, in general and during homelessness
15. Countertransference:  Identifying and managing our feelings when working with homelessness
16. Ethical guidelines for addressing worker impairment
17. Signs of vicarious victimization, secondary trauma, compassion fatigue, empathy overload
18. Agency policies and cultures that foster or hinder worker self care
19. Skills for working with people experiencing homelessness due to interpersonal violence (IV)
20. Signs of domestic violence, human trafficking, sex work among people experiencing homelessness
21. Unique clinical and policy issues affecting people who are victims of IV and are experiencing homelessness
22. Homelessness among people who have been convicted of sex offenses
23. How a minor sex offense can become a felony
24. Consequences of sex offender registries on homelessness
25. Causes and consequences of homelessness among people who have been convicted of a sex offense
26. Skills for working with people whose behavior seems to have features of a personality disorder
27. What is a personality disorder?
28. What does borderline mean?  How to help someone with those features
29. Skills for influencing mezzo and macro level policies
30. How to organize and mobilize a community
31. How to form a coalition
32. How to write a letter to the editor, op ed piece, legislative testimony
33. How to speak with an agency head or legislator
34. How to run a meeting
35. Causes and consequences of economic inequality
36. Watch:  Robert Reich, “Inequality for All”
37. Causes of the 2008 housing market collapse
38. Watch:  The Big Short
39. Homelessness across the globe:  International comparisons
40. Causes of homelessness abroad
41. Solutions in other countries
42. Methodological challenges in making international comparisons
43. What is meant by the “medicalization” of homelessness
44. How medicalization limits policy and clinical responses and stigmatizes people experiencing homelessness

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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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