

1970-71 SUPPLEMENT TO
CATALOG 1969-71

WURZWEILER SCHOOL
OF SOCIAL WORK
YESHIVA UNIVERSITY

GRADUATE CENTER • 55 FIFTH AVENUE • NEW YORK, N.Y. 10003

Additional copies of this Supplement are available from the Office of the Dean, Wurzweiler School of Social Work, or the University's Office of Admissions.

Regulations in this Supplement, in the Catalog, and in other official statements of the University are binding on all students. The University reserves the right to change tuition, fees, regulations, and graduation requirements at any time without prior notice. Changes become binding on all students when posted on University bulletin boards.

FACULTY

Additions

Aaron Beckerman, Assistant Professor of Social Work. B.A., New York University; M.S.W., University of Pennsylvania.

Hadassah T. Brooks, Clinical Instructor in Psychiatry, Albert Einstein College of Medicine, Yeshiva University. B.A., Barnard College; M.D., Yeshiva University.

Leah Glass, Instructor in Sociology, Yeshiva College. B.A., Berea College; M.A., New York University.

Promotions

Esther Appelberg to Professor of Social Work.

William A. Rosenthal to Associate Professor of Social Work.

Newly Earned Degrees

William A. Rosenthal, D.S.W., University of Pennsylvania.

Joel G. Sacks, D.S.W., Columbia University.

Celia B. Weisman, D.S.W., Columbia University.

Deletions

Lucy S. Dawidowicz
Mervyn Schacht
Marshall Sklare
Irving Starin

MASTER OF SOCIAL WORK

Degree Requirements

1. *Classwork*: 21 courses for students concentrating in social casework; 22 for those concentrating in social group work.
2. *Field Instruction*: 1260 hours (at least 630 each year).

For transfer and other relevant purposes, each course may be considered as carrying 2 credits, representing at least 100 minutes of instruction a week for a semester of 15 weeks (including examinations) or the equivalent time. Field instruction may be considered as the equivalent of 6 credits a semester.

The normal program in a semester consists of five or six courses plus field instruction (21 hours a week).

All requirements must be completed within five years after admission.

Research

The School emphasizes research as part of professional education and social work practice. Appropriate courses in research methodology are included in the curriculum for all students and an opportunity is provided for participation in a group research-project.

The Professional Project: A Process of Independent Inquiry and Action

The professional project affords individual students or groups of students the opportunity to pursue systematically a goal, issue, or plan which does not necessarily fit within the defined framework of existing courses and field instruction. Students may select a project concerned with any social work-related problem, puzzle, or mission amenable to scholarly investigation and professional treatment.

The project's educational objective is the development of skill and competence in the implementation of practice responsibility or general professional responsibility premised upon professional principles and knowledge. Its primary aim is informed and purposeful action on an individual, agency, or social concern of the student's own choice. The student may be moved by uncertainty, conviction, or zeal to effect change in some current professional approach or institutional mode of operation. Implicit in any choice should be the opportunity to collect and analyze data and engage in creative exploration and development in the area of inquiry. The student should aspire particularly to increase his understanding of the subject and to advance the general state of professional understanding and action in relation to it. Systematic doubt, critical inquiry, and effective communication should be especially valued in the process.

The chosen project should be undertaken and completed in a form consistent with the nature of the subject, and employ a method of implementation designed to achieve the purpose and objective of the project. A student may elect to do a thesis, study, demonstration project, motion picture, taped program, dramatization, etc. What is essential is the utilization of methods, patterns, and media that enable the student to further the concern of interest to him. To risk the fullness of oneself is essential to inquiry and often new ways, new forms, new media are necessary to support such efforts.

Each student may request a member of the faculty as an adviser to assist him with the project. The adviser should be a faculty member who shares in some way the interest of the student.

The project should be completed by the end of the second year. While it is intended as a second-year project, the student may begin preliminary discussions with a faculty member before the completion of the second semester of the first year.

DOCTOR OF SOCIAL WELFARE

Through independent and creative scholarship, candidates for the Doctor of Social Welfare degree have the opportunity to examine, clarify, and evaluate the appropriateness of social work practice as an institutionally based professional activity within the structure of American society and Jewish communal life.

The content and direction of elective and required seminars are developed by Doctoral candidates and faculty in relation to the educational interests and requirements of the individual students.

A full-time residence year is required, during which candidates are expected to integrate practice experience with concepts drawn from the knowledge base of social work and related disciplines. Field study, required in the residence year, offers students the opportunity to test the relevance of social work methods and the responsiveness of social work programs in selected social agencies through systematic and disciplined experimentation. A field consultant and faculty preceptor will participate with candidates in fulfilling this requirement.

Degree Requirements

Requirements for the degree of Doctor of Social Welfare include:

1. Prescribed and elective seminars.
2. One residence year, during which two days each week are devoted to academic study and a minimum of two days each week are spent in field study.
3. Oral and written comprehensive examinations, focussing on plan of study.
4. Dissertation .

Program of Study

First Year

| | |
|-----------------|--|
| SW 300.1, 300.2 | Patterns of Social Work Practice |
| SW 350.1, 350.2 | Strategies of Inquiry |
| SW 365.1, 365.2 | Colloquium I |
| SW 369.1, 369.2 | Preceptorship—Tutorial |
| SW 378.1, 378.2 | Theoretical Foundations of Social Work |
| SW 384.1, 384.2 | Ideology |
| SW 500.1, 500.2 | Field Study |

Second Year

| | |
|-----------------|-----------------------------------|
| SW 351.1, 351.2 | Dissertation Seminar |
| SW 366.1, 366.2 | Colloquium II |
| SW 368 | Jewish Identity (Second Semester) |
| SW 370.1, 370.2 | Tutorial Advising |
| SW 385 | Urban Crisis (First Semester) |
| ----- | Elective |
| ----- | Elective |

Third Year

SW 367.1, 367.2

SW 390.1, 390.2

Colloquium III

Dissertation

Description of Courses

SW 300.1, 300.2 Patterns of Social Work Practice. First Year. Designed to further students' concept of social work practice through identifying and distinguishing characteristic patterns; practice issues generated from the dynamic matrix of individual, social, and institutional relationships. Content and character of the seminar are largely determined by the students' particular interests and objectives. Student presentations reflecting current field study assignments provide an immediacy to identifiable practice issues, which are examined by members of the seminar in relation to historical perspectives and current developments.

SW 350.1, 350.2 Strategies of Inquiry. First Year. Intended to acquaint students with the basic strategies of inquiry, emphasizing methods of qualitative research; basic research operations in library scholarship: defining the problem, locating relevant sources of data, assessing the accuracy of data, drawing valid inferences from data; these processes as utilized in participant observation, content analysis of documents, interviews, and survey; strategies suitable for the discovery of relationships and those necessary for the testing of theory and hypothesis.

SW 365.1, 365.2 Colloquium I. First Year. A forum for Doctoral candidates, faculty, and visitors providing opportunity for integration and deeper exploration of material stimulated in SW 300, SW 350, SW 378, and SW 384, but not limited to issues originating from those seminars; matters pertinent to social work generally which lend themselves to scholarly and intellectual concern; preliminary research interests and current social issues. Students are primarily responsible for determining the content and emphasis of the colloquium.

SW 369.1, 369.2 Preceptorship-Tutorial. First Year. Each student is assigned a faculty member with whom he meets regularly to explore, analyze, and extend the conceptual and theoretical implications of his field study; emphasis on students' opening of new and innovative aspects of practice out of which questions related to practice can develop; usefulness and limitations of current social work practice and understanding; intended to provide for the development of new approaches to responding to human needs, and to foster critical attitudes toward appraisal of practice.

SW 378.1, 378.2 Theoretical Foundations for Social Work Practice. First Year. Behavioral, social science, and other theoretical conceptualizations of nature, man, society, and their interrelationship; the nature of theory and the process of theory building; interrelationship of social work theory, knowledge, and practice; emphasis on the responsibility of the advanced practitioner for choosing from among the various theories, for developing criteria for such selection, for integrating the material available into a theoretical system underlying practice, and for testing and modifying theory through practice.

SW 384.1, 384.2 Ideology. First Year. Designed to increase students' sensitivity to ideological issues in social work and social welfare; analysis of historical events, social legislation, social policies, and social work practice at all levels, from the viewpoint of ideological considerations, either as reflected in actions past and present, or as guides for proposed action and policies; ideology as those constellations of ideas, beliefs, values, ethics, or social orientations which have influenced or may influence individual or collective planning, action, and evaluation in either the public or voluntary sector at any level of social organization; ideological issues affecting social welfare concerns and operations of society, government, community, agency, social work profession, or social workers, e.g., ideology in history/history of ideology, policy formulation and planning, professional ethics and values .

SW 500.1, 500.2 Field Study. First Year. As part of the residence year requirement, Doctoral students are assigned to practice in health and welfare agencies or institutions of higher learning. Since a high level of practice competence is expected of every student admitted to the program, the emphasis in field study is not on the acquisition or deepening of skill in social work methods. Rather it is on the development of new ideas, action approaches, implications for research, and the broadening and sharpening of the conceptual base underlying practice.

SPECIAL PROGRAMS

In 1964 the School began the Child Welfare Training Project, intended to provide special educational opportunities for social casework students interested in the field of child welfare. Conducted in cooperation with the Jewish Child Care Association of New York and financed by the United States Children's Bureau, the project offers stipends to selected students for the two-year period of social work education.

REGULATIONS

Grades

The work of each student is graded on the following basis:

- P Passed
- F Failed
- Inc Incomplete
- V Visitor (registered for course; no qualitative grade assigned)
- W Withdrew without penalty
- Y Year course; June grade applies to both semesters

Withdrawal from courses requires the permission of the Dean. Unless this permission is obtained, the student will receive an F in those courses from which he has withdrawn. Except under unusual circumstances, withdrawal from a course is not permitted after the first month of sessions.

Students graded **Inc** must complete the required work within two weeks of the close of the semester, unless permission for an extension is granted by the instructor and approved by the Dean.

Dissertation courses are graded as follows:

- S Satisfactory progress; credit granted when dissertation is accepted
- P Passed; dissertation accepted
- R Repeat; student must retake course

STUDENT FINANCES

Tuition and Fees

September 1, 1970

Tuition Per Semester

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|--|-----------|
| Full-time Master's degree candidates | \$ 875.00 |
| Full-time Doctoral degree candidates | 1,000.00 |
| Per course | 110.00 |
| Field Instruction | 330.00 |

September 1, 1971

Tuition Per Semester

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|--|------------|
| Full-time Master's degree candidates | \$1,000.00 |
| Full-time Doctoral degree candidates | 1,200.00 |
| Per course | 130.00 |
| Field Instruction | 390.00 |

Tuition for extended-program students is computed on a per-course basis with field instruction considered as equivalent to three semester-courses.

The application for admission fee is not refundable and is not credited on any subsequent bill.

Financial Aid

The family of the late Naomi Anolic, a 1969 graduate of the School, has established a tuition scholarship of \$500 in her memory.

NOTES

