

New York City Social Work Education Consortium

“Partnerships for the professionalization of child welfare services”

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Commissioner

New York City

Administration for Children’s Services

October, 2009

Adelphi University
School of Social Work

Columbia University
School of Social Work

Fordham University
Graduate School of Social Service

Hunter College
School of Social Work
of the City University
of New York

Lehman College
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Long Island University

New York University
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The New York State Social Work Education Consortium was formed in 2001 through a collaborative effort of the New York State Association of Social Work Deans and the New York State Office of Children and Families. The goal of the Consortium is to design programs and build partnerships that facilitate the professionalization and stabilization of the public sector child welfare workforce. This project is an outgrowth of the Consortium’s efforts to expand social work students’ knowledge of child welfare issues and practices.

The Curriculum Project, which has produced this collection of teaching guides, is one of more than a dozen projects and initiatives of the New York City Consortium (one of seven regional workgroups). The Curriculum Project Committee, comprised of social work faculty, staff persons from the Administration for Children’s Services, and the New York City and New York State Social Work Education Consortium, recruited faculty from seven schools of social work to complete the thirteen individual course teaching guides included in this collection.

The three case studies, drawn from ACS’s ChildStat Initiative, can be utilized as teaching tools across the social work curriculum. The teaching guides that are included in this collection provide specific objectives and suggested instructional strategies that can be incorporated into each element of the existing social work curriculum. This collection will be a valuable resource for the schools and enhance all students’ familiarity with and understanding of the issues and difficulties in delivering quality services in a large public organization that is continually confronting demands for accountability and quality practice. Faculty members are encouraged to examine both the cases and the relevant teaching guides for integration in their existing courses.



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