**RSSW# 731 -- Homelessness: Prevention and Intervention**

Spring 2022

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with Stephanie Duncan, LCSW, doctoral student (she/her)

This course is fully online “blended synchronous/asynchronous” Location of Class: Blackboard

Zoom dates 2/7, 3/7, 4/25 8:40 – 11:30am E-mail: [hlarkin@albany.edu](mailto:hlarkin@albany.edu) Advanced Clinical Practice / Advanced MACRO and [stephaniemarie.ncehs@gmail.com](mailto:stephaniemarie.ncehs@gmail.com) Course Prerequisites: RSSW 621, 631, 651 Office Hours: email for appointment

This course fulfills 1 of 3 required Advanced Clinical Practice for Clinical Concentration students OR Advanced MACRO

**COURSE DESCRIPTION:**

Homelessness is a tragic and persistent social problem. This course explores the root causes of homelessness. It focuses on individual and macro evidence-based approaches to preventing homelessness and intervening on behalf of and with individuals/families and their communities. The course uses a person-in-environment conceptual framework, integrating micro and macro perspectives and an intergenerational approach to guide comprehensive homeless prevention and intervention.  The course covers the development and implementation of policies relevant to homelessness and homeless services. It considers a range of policy issues at the program, agency, local, state, and federal levels. This course is relevant to social workers serving persons with serious mental illness, substance abuse problems, co-occurring disorders, adverse childhood experiences, trauma, or aging.

**COURSE OBJECTIVES:**

At the conclusion of this course, students will:

1. Demonstrate understanding of individuals and families who experience homelessness.

2. Demonstrate critical thinking about the problems that contribute to homelessness and poverty and the clinical, program, and policy attempts at solutions.

3. Formulate and apply strategies to prevent or address homelessness in a comprehensive fashion, integrating available evidence-based practices and engaging critical thinking to address gaps.

4. Appreciate the contributing role of trauma and co-occurring disorders.

5. Be able to assess adverse childhood experiences (ACEs) and post-traumatic stress disorder (PTSD), demonstrating the ability to apply clinical knowledge and skill to intervene effectively.

6. Demonstrate ability to assess and intervene with co-occurring disorders clinically.

7. Enhance crisis intervention skills.

8. Identify stages of change, using appropriate motivational strategies to intervene with each stage.

9. Demonstrate ability to apply group work knowledge and skill in the therapeutic community context.

10. Recognize how various forms of prejudice and oppression contribute to homelessness and gain competence working with the racially and ethnically diverse homeless population.

11. Understand and apply evidence-supported interventions such as critical time intervention (CTI), assertive community treatment (ACT) teams, therapeutic community, and/or Housing First programs.

12. Acquire knowledge of the complex network of service needs required to comprehensively address homelessness and develop leadership and team-building skills to influence policy development, shape the delivery of services, and mobilize resources.

13. Appraise how societal values are reflected in social welfare policies and service delivery arrangements, which impact clinical care.

14. Examine and critique federal and local government policies, services, and strategies for addressing and preventing homelessness.

15. Respond to the ethical imperative to prevent burnout while building capacity to handle complexity, incorporating self-care and leadership development in your work.

**COURSE REQUIREMENTS:**

The objectives for this course suggest that learning takes place both cognitively and experientially. Internet access is required to complete work for this course. Class sessions in this blended course will consist of zoom and online discussion, case presentations, experiential exercises, and presentations by the instructor, student teams, and guest speakers. Given the importance of student participation in this fully online format, class attendance and the ability to participate in online discussions of assigned readings will be essential for student contributions to a successful course. Portions of this course may involve team-based activity. In addition to sharing and discussing case material online (synchronously and asynchronously), students will be expected to demonstrate the integration of practice theory, skills, and field experience in written assignments. Participation and discussion guidelines will be developed with the class, and an online discussion post grading rubric will be shared on Blackboard.

**Required Materials**

Larkin, H.; Aykanian, A.; Streeter, C. (Eds). (2019). Homelessness Intervention and Prevention

in Social Work: Policies, Programs, and Practices. Springer International Publishing:

Cham, Switzerland.

Academic journal articles will also be assigned as readings and provided through ERes. Any assigned textbook or articles are to be read prior to completingonline modules or zoom participation on the topic. The textbook is also available on reserve at the library.

In addition to the textbook, you may need to purchase selected online units with instructions provided within online modules. These will be linked within online modules. Your total cost of any online units will be kept below $35.

**Library Use**

Our social work liaison librarian is Elaine Lasda Bergman, [elasdabergman@albany.edu](mailto:elasdabergman@albany.edu). If you have not already signed up for library orientation, please do so.

**Grading and Course Assignments:**

Class participation (on-line) 35%

Assignment 1 10%

Assignment 2 15%

Assignment 3 15%

Assignment 4 25%

**Class Participation** – For each online module, you are expected to show that you understand and can apply new information in your response to questions in the discussion thread at the end of each asynchronous online module. In addition, you are asked to meaningfully respond to the two other students' posts each module. For each of the 3 synchronous zoom sessions, be prepared to ask questions and participate in breakout groups or large class discussions. *A discussion rubric used for grading will be provided on Blackboard.*

**Assignments** – Please find brief assignment descriptions with due dates below, and *be sure to review and follow detailed assignment instructions provided on Blackboard.*

**Assignment 1 Annotated Bibliography** – Prepare state of the art Annotated Bibliography relevant to your topic of interest/area of focus tied to prevention or intervention with homelessness (with cites you can use in your future assignments). Please see the assignment guidelines provided on Blackboard. Due by February 11.

**Assignment 2 Journal Assignment** –Students will be asked to keep a reflective journal and turn in 5 brief (one page each) reflective writing assignments. Reflective writing assignments are due February 18, February 25, March 25, April 15, and April 29. Please see the assignment guidelines provided on Blackboard.

**Assignment 3 PowerPoint presentation and discussion on public engagement options (program, policy, adapted)** – Students will choose between visiting a facility that provides services to people experiencing homelessness or attending a public hearing, or a public meeting of a legislative body, meeting with an elected representative, town hall/public forum held by an elected representative, or the L.E.A.D. event. (Covid adaptations available). Students will prepare a very brief PowerPoint presentation for online posting and discussion. Please see the detailed assignment guidelines provided on Blackboard. Due by April 18.

**Assignment 4, Final paper and brochure** – Program and interventions**:**

This assignment consists of a 10–12-page paper with a brochure, in which you present your program design and interventions offered to a particular population experiencing homelessness or at risk for homelessness. Key elements include state of the art literature review (building from assignment one), integrative conceptual framework, evidence for your identified micro and macro interventions and relevant policies/policy advocacy, clinical/leadership and critical thinking skills, and implications for diversity and inclusion. Please see the detailed assignment guidelines provided on Blackboard. Due by midnight on May 5.

**APA style**

Good academic English is expected, including grammar, sentence structure, and spelling. All assignments must be typed, double-spaced, and carefully checked for typographical and spelling errors. Reference lists in assignments may be single-spaced. Please use this example of Times Roman 12 point font. Use APA (American Psychological Association) style to cite references in the paper and compile the reference list. The Dewey Graduate Library has reference sheets and books on APA style. A good internet reference for APA formatting is [www.apastyle.org](http://www.apastyle.org).

**Academic Integrity:**

As a community of scholars, the University at Albany has a special responsibility to integrity and truth. Every member of the community, including both faculty and students, shares an interest in maintaining the highest standards of academic integrity. Our duty to be honest, methodical, and careful in attributing data and ideas to their sources establishes the foundations of our work. Misrepresenting or falsifying scholarship undermines the essential trust on which our community depends.

Plagiarism, cheating on exams, and multiple submission (submitting substantial portions of the same work for credit more than once without receiving the prior explicit consent of the instructor to whom the material is being submitted the second or subsequent time) are examples of academic dishonesty. The Undergraduate and Graduate Bulletin provide additional examples of academic dishonesty. All types of academic dishonesty are unacceptable and may result in a failing grade or another penalty set forth in the Undergraduate and/or Graduate Bulletin.

**Disability Resource Center:**

It is the policy of the University at Albany to make reasonable accommodations for qualified students with disabilities. All students with special requests or needs for accommodations should make this request in person as soon as possible. Please include a copy of your letter from the Disability Resource Center stating that you have registered with them and the suggested academic accommodations when making this request.

**IV. COURSE OUTLINE**

***Please note: Required text and journal article readings are included on the syllabus. Please be sure to complete the readings listed prior to completing the online module for those dates – the required readings inform class participation within the modules. Please also note that modules will often contain additional readings in the form of web links to reports, articles, blog posts, policy information, etc., relevant to the topics for that session.***

*January 24-January 31* **Introductions & Course Overview**

Complete module one review of syllabus and assignments, with introductions to classmates. Familiarize yourself with Blackboard for this class. Please follow instructions for class participation (including orientation to materials and links that will be used later in the course) within the module. Please email any remaining questions about the course to [HLarkin@albany.edu](mailto:HLarkin@albany.edu) and [stephaniemarie.ncehs@gmail.com](mailto:stephaniemarie.ncehs@gmail.com) .

*January 31 – February 7*  **Introduction to the topic, history, and causes of homelessness; implications for skills and services**

Complete module introducing the topic of homelessness and beginning identification of risk factors for homelessness with implications for practice. Module topics relate to needs, risk, adversity, oppression, discrimination, stigma, public perceptions, covid-19.

***Required Readings (complete prior to online module participation):***

**Textbook**

Chapter 1 *–* Homelessness in America: An Overview.

Chapter 8 *–* Homelessness in Los Angeles and New York City: A Tale of Two Cities.

**Journal article**

Larkin, H., Henwood, B., Fogel, S., Aykanian, A., Briar-Lawson, K., et al. (2016). The Grand

Challenge to End Homelessness and the National Homelessness Social Work Initiative.

*Families in Society, 97*(3), 153-159*.*

*February 7* **Zoom (synchronous meeting) 8:40-11:30 am Risk Factors, Integrative Conceptual Framework, Implications for policy, programs, and practice**

Class session seeks to strengthen student engagement in the course, answering questions and engaging students in discussion of the range of risk factors for homelessness and how to situate this within a person-in-environment and strengths perspective. This discussion will inform our consideration of engagement, assessment, and intervention with individuals, families, groups, and communities, leading us into the upcoming online modules.

***Required Readings (complete prior to zoom class session):***

**Textbook**

Chapter 4 *–* Meeting the diverse service needs of people experiencing homelessness.

**Journal articles**

Jones, M. M. (2016). Does race matter in addressing homelessness? A review of the literature.

*World Medical and Health Policy, 8*(2), 139-156.

Larkin, H. and Park, J. (2012). Adverse Childhood Experiences (ACE), service use, and service

helpfulness among people experiencing homelessness. *Families in Society*, 93(2), 85-93.

ASSIGNMENT ONE IS DUE BY FEBRUARY 11

1ST REFLECTIVE WRITING ASSIGNMENT DUE FEBRUARY 18 (ASSIGNMENT TWO)

*February 8 – February 25* **Comprehensive Response to Risk Factors and Trauma; Fostering community resilience/community responses**

This module supports students in developing an integrative view of adversity, trauma, strengths, and resilience and implications for comprehensive programmatic and community response. Students identify connections between risks for homelessness and other “categories” of concern to social workers, noting existing evidence-based interventions relevant to prevention and intervention with homelessness that play a role within a comprehensive approach. The role of the pandemic in addressing homelessness and how homeless service agencies respond to covid-19 will be discussed.

***Required Readings (complete prior to online module participation):***

**Textbook**

Chapter 2 *–* Trauma and adversity in the lives of people experiencing homelessness.

Chapter 7  *–* Community-based strategies to end homelessness.

**Journal article**

LaBrenz, C.; O’Gara, J.; Panisch, L.; Baiden, P.; and Larkin, H. (2020). Adverse

childhood experiences and mental and physical health disparities: The moderating effect

of race and implications for social work. *Social Work in Healthcare, 59*(8), 588-614.

2ND REFLECTIVE WRITING ASSIGNMENT DUE FEBRUARY 25 (ASSIGNMENT TWO)

*February 25 – March 7* **Policy Responses and the Homeless Services System**

Topics include Housing policy, Housing First, The HEARTH Act and the Continuum of Care program, The Runaway and Homeless Youth Act, and The McKinney Vento Act. Students engage in critical thinking about thowpolicies shape the homeless services system and consider how societal values are reflected in the policies and service delivery arrangements that impact clinical care. Students will explore policies responding to the pandemic and its effects on homelessness. Students are engaged in considering implications for leadership in the field of homelessness.

***Required Readings (complete prior to online module participation):***

**Textbook**

Chapter 5 *–* Affordable housing and housing policy responses to homelessness. Chapter 6 *–* Street Talk: Homeless discourses and the politics of service provision. **Journal articles**

Padgett, D. K., Gulcure, L., & Tsemberis. (2006). Housing First services for people who are

homeless with co-occurring serious mental illness and substance abuse. *Research on*

*Social Work Practice*, 16(1), 74–83.

*March 7* **Zoom (synchronous meeting) 8:40-11:30am**

**The** **Homeless Service Agency -- Connecting service delivery to clinical care; Trauma-informed homeless service programming**

In presenting and discussing approaches of homeless services delivery, an emphasis is placed upon understanding the complex challenges faced by people who are homeless and the importance of comprehensive and cost-effective responses to the often-co-occurring issues experienced by homeless people. Organizational leadership and team-building skills, organizational culture, and policies and procedures support service linkages and integration that facilitate more comprehensive and effective clinical care considered. Students will learn about a trauma-informed program for families experiencing homelessness and will learn about adaptations made to address covid-19. Students will discuss why and how trauma-informed programs seek to advance social justice.

***Required Readings (complete prior to online module participation):***

**Textbook**

Chapter 13 *–* Trauma-informed care in homeless service settings: Challenges and opportunities.

Chapter 12 *–* Multisectoral collaborations to address homelessness.

**Journal articles**

Larkin, H., Beckos, B., & Shields, J. (2012). Mobilizing resilience and recovery in response

to Adverse Childhood Experiences (ACE): A Restorative Integral Support (RIS) case

study. *Journal of Prevention & Intervention in the Community, 40*(4), 335-346.

3RD REFLECTIVE WRITING ASSIGNMENT DUE MARCH 25 (ASSIGNMENT TWO)

*March 8 – April 1* **Direct Practice Interventions**

Topics include principles and strategies for working with people experiencing homelessness, outreach, the importance of relationships, Motivational Interviewing, Housing First and Supported Housing as Interventions, Critical Time Intervention, and challenges and issues in direct practice. Students will connect interventions to ACE/trauma response that involves mobilizing action for resilient programs and communities. Students will consider their self-care practices and leadership development as interventions to strengthen their practice.

***Required Readings (complete prior to online module participation):***

**Textbook**

Chapter 11 *–* Critical time intervention.

Chapter 18 *–* Practice dilemmas, successes, and challenges in the deliveringhomeless services: Voices from the frontline.

Chapter 10 *–* Pay for success financing: Innovation in funding supportive housing initiatives.

**Journal articles**

Herman, D. (2013). Transitional support for adults with severe mental illness: Critical Time

Intervention and its roots in Assertive Community Treatment. *Research on Social Work*

*Practice,* 1049731513510976.

Donaldson, L.P.; Streeter, C.; Briar-Lawson, K.; Larkin, H.; Meyer-Adams, N.; et al. (2020).

The SOAR Model as an Effective Mechanism to Build University-Community

Partnerships to Address Homelessness and Strengthen Social Work Education on

Homelessness. *Journal of Social Work Education, 56*(sup1), S99-S110.

Lee, W., & Donaldson, L. P. (2018). Street outreach workers’ understanding and experience of

working with chronically homeless populations. *Journal of Poverty, 22*(5), 421-436.

4TH REFLECTIVE WRITING ASSIGNMENT DUE APRIL 15 (ASSIGNMENT TWO)

ASSIGNMENT 3 IS DUE APRIL 18

*April 2 – April 22* **Special Populations; Skill-building in comprehensive assessment and intervention**

This section builds assessment and intervention skills by understanding special populations and issues and learning best practices. Student PowerPoint presentations will be posted into a separate module by the instructor – please see instructions on Blackboard. Students will share thoughts on a sub-population or area of interest to them, and connections will be made to planning the final assignment.

***Required Readings (complete prior to online module participation):***

**Textbook**

Chapter 16 *–* Incorporating youth voice into services for young people experiencing homelessness.

Chapter 17 *–* “If I don’t fight for it, I have nothing”: Supporting students who experience homelessness while enrolled in higher education.

**Journal articles**

Bender, K., Brown, S., Thompson, S.J., Ferguson, K.M., & Langenderfer, L. (2015). Multiple

victimizations before and after leaving home associated with PTSD, depression and

substance use disorder among homeless youth. *Child Maltreatment, 20,* 115-124*.*Byrne, Treglia, T., Culhane, D., Kuhn, J., & Kane, V. (2016). Predictors of homelessness among

families and single adults after exit from homelessness prevention and rapid re-housing

programs: Evidence from the department of veterans affairs supportive services for

veteran families program. *Housing Policy Debate*, 26(1), 252–275.

Montgomery, A. E., Cutuli, J. J., Evans-Chase, M., Treglia, D., & Culhane, D. P. (2013).

Relationship among adverse childhood experiences, history of active military service, and

adult outcomes: Homelessness, mental health, and physical health. *American Journal of*

*Public Health*, 103(S2), S262–S268.

*April 25* **Zoom (synchronous meeting) 8:40-11:30 am Homeless Services Program Development; Working with the Collective – Mobilizing Resilience and Supporting Recovery through Leadership, Policy advocacy, Social Networks, and Community.**

Students will follow up on assignment 3 experiences (PowerPoints will have been posted online by the instructor as of April 20). With the final assignment in mind, students will explore challenges and opportunities for implementing evidence-based practices to prevent homelessness, intervene within homeless programs, and engage people into services and the community through outreach. We will discuss key elements involved in students’ program ideas for particular sub-populations experiencing homelessness. We will consider what a trauma-informed care approach looks like and the role of activism and seeking social justice as part of trauma-informed care. Students consider the role of their leadership development in implementing their program, what this involves, and the anticipated effect on service delivery.

***Required Readings (complete prior to zoom class session):***

**Textbook**

Chapter 14 *–* Homeless street outreach: Spark for the journey to a dignified life.

**Journal articles**

Review your own annotated bibliography and consider how you might need to add to it in preparation for your final paper (think about the cites you will need – the evidence to inform your program/intervention/policy advocacy plans).

5TH REFLECTIVE WRITING ASSIGNMENT DUE APRIL 29 (ASSIGNMENT TWO)

*April 26 – May 4*

**Housing as Healthcare and Other Cross-sector Innovations; Addressing Criminalization of Homelessness; Conclusions**

Topics include housing as healthcare, multi-sector collaboration, criminalization of homelessness, preparation for the final paper, wrapping up the course

***Required Readings (complete prior to online module participation):***

**Textbook**

Chapter 3 – Homelessness and health disparities: A health equity lens.

Chapter 9  *–* The criminalization of homelessness.

**Journal articles**

Aykanian, A., & Lee, W. (2016). Social work’s role in ending the criminalization of

homelessness: Opportunities for action. *Social Work, 61*(2), 183-185.

Doran, K., Cha, S., Cho, R., DiPietro, B., Gelberg, L., & Kushel, M. (2020). Housing as health

care during and after the COVID-19 crisis. *Annals of Family Medicine COVID-19*

*Collection.*

<https://deepblue.lib.umich.edu/bitstream/handle/2027.42/154767/Doran%20main%20article.pdf>Henwood, B. F., Cabassa, L. J., Craig, C. M., & Padgett, D. K. (2013). Permanent supportive

housing: Addressing homelessness and health disparities?. *American Journal Of Public*

*Health*, 103(S2), S188-S192.

**ASSIGNMENT 4 DUE BY MIDNIGHT ON MAY 5**