

**COURSE DESCRIPTIONS - FALL TERM, 2017-2018  
B.A.S.W. PROGRAM**

**Required**

**SOCWRK 1000 - Introduction to Social Work - 3 cr.**

Explores social work in terms of what the profession seeks (its goals); what it does to achieve those goals (its direct practice methods); which principles are to be reflected in all professional social work activity (its values and ethics); how the profession evolved (its history); which social issues are of particular concern to social workers (its special mission re: poverty, racism, sexism, among others); what types of agencies/services involve professional social workers (its fields of practice); and how effective is professional social work (its evaluative systems). This is a service learning course and requires 45 hours of volunteer service as part of the course.

**SOCWRK 1005 – Foundations of the Welfare State - 3 cr.**

Engages students in analyses of the nature and impact of economic/political/social ideologies and forces which shaped the evolution (up to 1935) of western and other civilizations' responses to the poor, unemployed, sick and disabled, displaced, children- and families-at-risk, widows and orphans, racial/ethnic groups, among others, in its midst.

**SOCWRK 1011 – Introduction to Generalist Methods: Social Work with Individuals/Families – 3 cr.**

This course is designed to introduce students to the generalist social work practice knowledge, values, and skills from a strengths-based, empowerment model. It seeks to prepare students to practice with individuals and families from differing backgrounds. There is emphasis on the importance of gender, race, ethnicity, socioeconomic variables, cultural lifestyle, and value differences during assessments and during the selection and utilization of interventions. The course emphasizes professional relationships that are characterized by mutuality, collaboration, and respect for the client system as well as skills to enhance the well-being of people and to help ameliorate the environmental conditions that adversely affect people in their ability to seek economic and social justice. Students are also afforded the opportunity to identify with the social work profession as they continue their professional development.

Four theoretical/conceptual frameworks are taught: (1) *psychosocial life model*; (2) *problem-solving approaches* (e.g. structural family model, strategic and systemic models, and solution-focused model); (3) *crises intervention*, and the (4) *cognitive behavioral model*. No preference is intended for any of the four models or any other model in particular. The student is expected to develop an eclectic repertoire of practice approaches for entry-level generalist practice with individuals and families.

**SOCWRK 1013 – Social Work with Groups - 3 cr.**

Guides students in value-based, culturally-sensitive, conceptually framed professional skill development in preparing knowledgeable assessments of the needs of treatment-oriented and task-oriented groups as client/client systems; establishing facilitative worker relationships with such groups; guiding group activities and processes so as to maximize group goal(s) attainment; and applying techniques to evaluate the effectiveness of practice activity with groups.

**SOCWRK 1015 - Human Behavior and the Social Environment - 3 cr.**

Engages students in analyses of bio-psychological and socio-cultural factors which facilitate and/or inhibit effective human interactions with such systems in the social environment as family, group, neighborhood and community, employment, housing, health care, and education with special emphases upon evaluating the impact of social class, gender, sexual orientation, and racial/ethnic group membership.

**SOCWRK 1020 - Introduction to Social Work Research - 3 cr.**

Engages students in exploration and analyses of such research concepts as research methods, measurements, sampling and surveying, single-case designs and guides value-based, culturally-sensitive professional skill development in scientific inquiry, problem-formulation, planning and implementation of research designs, analysis of data, and assessment of research.

**SOCWRK 1024 - Practicum Seminar and Lab 1 - 3 cr.**

Engages students in analyses and evaluation of their own value-based, culturally-sensitive professional growth and development re: knowledge, values, and skills of generalist practice as evidenced by their application in the field of theories, methods, and techniques learned in prior and concurrent academic and field work. Engages students in the exploration of such topics as field instruction, supervision, and evaluation; understanding social agencies and the social service delivery systems of which they are a part; and the applicability of specific generalist practice methods and techniques to the client systems with which the students interact in field placement.

**SOCWRK 1025 - Practicum 1 - 6 cr.**

Engages students in first term senior year structured, educationally- and agency-supervised field placement assignments involving entry-level generalist practice activities with clients in a human service agency for three 8-hour days per week, 13 weeks. Engages students in development and implementation of field learning objectives, activities, and evaluative processes which continue value-based, culturally-sensitive, conceptually framed development of professional knowledge, values, and skills.

**Electives**

**SOCWRK 1030 - Directed Study – 1-6 crs.**

Provides the opportunity for student-initiated, faculty-guided student learning experiences which significantly supplement the social work curriculum and conform to academic course content expectations.

**SOCWRK 1058 - Economics and Social Work - 3 cr.**

To understand the lives of contemporary people and their communities, today's social worker must have at least a basic understanding of the worlds of business, finance, and economics. This course seeks to do that. Subject matter is made clear and understandable by relating it to everyday actions that we all experience. Lectures and discussions are serious and substantive but not mathematical and technical. Theory is applied to social work issues and the kind of worldly forces that impinge on social work clients. There are quizzes and exams but no papers. There is an excellent, very clear and up-to-date text. The objective is to have each student become fully acquainted with a simple model of the U.S. economy which will allow her/him to read the business section of the daily paper with understanding, and to have fuller insights into the problems of unemployment, budgeting, poverty and welfare changes faced by clients.

**SOCWRK 1059 - Child and Family Advocacy - 3 cr.**

This course will have a dual emphasis on a) the wide variety of legal issues (including effective courtroom appearances) that affect the child and family, and b) identifying and mobilizing the needed agency and community resources that will support and enhance children's services. In either area, there will be a focus on the social worker's role as an active advocate for children and families, and on the skills needed to carry out this role.

**SOCWRK 1063 – African-American Health Issues - 3 cr.**

Course will focus on African-American health issues from analytical, theoretical and practical perspectives. These perspectives will be introduced through cross-examination of health topics which are critical to the African-American population, the development of health policies and conceptual models for health promotion and disease prevention.

**SOCWRK 1079 - Child Welfare Services - 3 cr.**

Engages students in the study of child welfare, its historical roots, the services provided to families and children, the problems and policy issues in the current child welfare system and culturally competent practice. The study will focus on the etiology, rationale for service, and the current and future provision of services, with emphasis given to legislative mandates for service.

## **COURSE DESCRIPTIONS - FALL TERM, 2017-2018**

### **M.S.W. PROGRAM**

#### **CORE COURSES**

##### **SWGEM 2034 - Foundations of Social Work Practice with Diverse Populations - 3 cr.**

This foundation practice course focuses on issues of diversity and oppression by utilizing empowerment as an over-arching framework for social work practice. Students will be prepared to respond to the needs of diverse populations including racial and ethnic groups as well as responding to issues regarding gender, disability and sexual orientation.

##### **SWBEH 2063 - Human Behavior and Social Environment - 3 cr.**

Utilizing systems paradigms as an organizing framework, this course explores the bio-psycho-social development of individuals in the context of family and community. The goal of this course is that each student develop an understanding of the complexity of human behavior within social work environmental context and in relation to stages of human development.

##### **SWWEL 2081 - Social Welfare - 3 cr.**

This course focuses on the history and development of the social welfare system in the USA. Attention will be paid to: the concepts used to discuss and explain social welfare institutions' policies and programs; the mechanisms and structures used to deliver social services and the factors that have tended to constrain or facilitate the attainment of social justice in the USA. Particular attention will be paid to specific populations that have been negatively affected by social change resulting from political, industrial and economic progress, e.g. women, children, the elderly, the poor and racial/ethnic minorities.

##### **SWGEM 2098 - Generalist Foundations of Social Work Practice + Field Seminar - 3 cr.**

This course is designed to provide students with the knowledge, values, and skills needed to engage in the generalist practice of social work. There is a common base to all social work practice and specializations. Thus, this course will emphasize professional activity related to various social problems (poverty, racism, and sexism among others), system size (individual, family, group, organization, community, society), and locations of practice (host setting, the urban environment, for example). Students will be introduced to an eclectic base of knowledge, to the mastery of processes of change, and will be encouraged to develop and enhance a set of essential helping skills. The field seminar is designed to prepare the student to enter their field experience, and to present a concrete opportunity for students to integrate, synthesize and apply classroom and field learning. It includes both the seminar and 180 hours of foundation field work.

#### **SECOND-LEVEL RESEARCH**

##### **SWRES 2023 - Directed Study in Research - 3 cr.**

A supervised experience in designing, implementing, and reporting an individually defined empirical research project. This option is offered for more advanced students who wish in-depth experience in independent research, as an alternative to research courses specified as fulfilling the second core research requirement. Research Coordinator's approval is required.

##### **SWRES 2033 - Evaluation Research in the Social Services - 3 cr.**

Students must be in their concentration field placement during the term in which they are registered for this course. This course provides content on research methods that can be used to evaluate social work programs. The course emphasizes the importance on identifying the causal links between practice and outcomes and describing/measuring program outputs, quality and outcomes. Several different forms of evaluation are discussed as they relate to program planning, program monitoring and program outcomes.

**SWRES 2045 - Qualitative Research - 3 cr.**

Students must be in their concentration field placement during the term in which they are registered for this course. This course will introduce students to selected methods of qualitative research. These methods are applicable to investigating questions which arise in social work practice situations and can be used to evaluate interpersonal practice. Qualitative designs, data acquisition strategies, and analytic techniques, including the use of computers, will be examined through both formal descriptions and studies that exemplify their use.

**SWRES 2047 – Community-Based Participatory Research - 3 cr.**

Students must be in their concentration field placement during the term in which they are registered for this course. This second level research course will enable MSW students to better understand theories, principles and methods of applied, action research with communities and community partners, as well as how community-based participatory research (CBPR) is used in community planning and organizing to address local issues and social needs. This course is generally taught in the community and is of particular interest to students looking to work in community organizing and development, as well as in other community-based social work efforts.

**SWRES 2051 - Single Subject Research - 3 cr.**

Students must be in their concentration field placement during the term in which they are registered for this course. This course teaches students to use the single-subject research method to evaluate social work interventions. Students will learn to use this research method as a part of direct practice for assessing clients, monitoring the delivery and implementation of intervention plans, and for evaluating client change during the course of intervention and following termination of client services. Topics include principles of evaluation, measurement and research design. The course will be divided into theoretical and practical knowledge. First, there will be lectures and discussion of topics assigned; second, there will be an hour laboratory to go over specific topics discussed previously, exercises and learning how to develop their own measurements. Each student is expected to carry out a project during the course.

**SECOND-LEVEL BEHAVIOR**

**SWBEH 2008 - Human Behavior: Urban Environment - 3 cr.**

This course is the second level, required human behavior course for COSA students. This course deals with collective behavior and societal values relative to key urban issues, particularly race, gender, and poverty. Guest experts will lecture, with the course drawn together, coordinated, and enriched by a single instructor or wide experience, both in teaching and in running a large, innovative agency.

**SWBEH 2062 - Human Behavior: Children and Families at Risk - 3 cr.**

This course is designed to examine the strengths and needs of children and families at risk. Building upon the knowledge and skill acquired in foundation HBSE, this second-level course will examine the concepts of risk and resilience in relation to individual functioning, family functioning, and the broader social, political, and economic context. The effects on parent and child development of poverty, unemployment, inadequate housing, inadequate health care, inferior educational opportunities, community violence and the relationship between these macro factors and the internal issues in the family (drug and alcohol abuse, mental health concerns, family violence, and child maltreatment) will be examined. Emphasis is placed upon issues of ethnicity, class, culture, religion, sexual orientation, and gender in developing effective assessment and intervention strategies. Prerequisite: 2063 HBSE or special permission of the instructor.

**SWBEH 2065 - Human Behavior: Mental Health - 3 cr.**

This course addresses the etiology, nature, course and treatment of mental disorders across the life cycle. Some mental illnesses begin early in life, and may continue throughout life, being modified by growth and development; others begin later in life or are specific to a particular stage in the life cycle; while others occur in response to environmental circumstances and stressors. Furthermore, gender, race, culture, ethnicity, socioeconomic status and other aspects of diversity shape how symptoms of mental illness are experienced, interpreted and expressed. A selection of the major categories of mental disorder and abnormal behavior will be addressed although it will not be possible to examine all of them in class. Understanding and applying the DSM-IV-TR manual as a clinical assessment tool, an introduction to psychopharmacology, and the nature and role of risk and protective factors associated with suicidal and violent behavior will also be addressed.

## **SECOND-LEVEL SOCIAL WELFARE**

### **SWWEL 2056 - Health Systems and Public Policy - 3 cr.**

Building on a background knowledge in social welfare, this course focuses on issues and problems in the U.S. Health Care System including the historical development of healthcare, the structure and function of the health care system, current and proposed financing mechanisms and the social, political and ethical issues which shape health care policy.

### **SWWEL 2057 - Mental Health and Public Policy - 3 cr.**

Priority to students completing the Mental Health certificate. Historical development of mental health policies and the structure of the mental health delivery system and the policies and legal base that guide it. Special emphasis is given to how policies affect the care of persons with chronic mental illness.

### **SWWEL 2059 - Child and Family Policy - 3 cr.**

The responsibility of a society for the well-being of all its children is the basis for a vast body of public policy, enormous public expenditures, and much public debate. This course will examine the interaction between public child welfare policies and other child and family oriented policies in our society; the history of services for children and their families; federal and state legislation, court decisions, and regulations regarding child protection and child welfare; public and private programs and services in existence or needed to provide for the welfare of children; the roles of social workers and other professionals in the child welfare system; changing family patterns and the policy implications of these changes; the major needs of families to which family policies are or should be addressed; and the vehicles for formulating and implementing child and family policies.

### **SWWEL 2087 - Organizations and Public Policy - 3 cr.**

This course is the second level, required policy course for COSA students. This seminar emphasizes and examines the relationships between public policy and organizational behavior. Particularly attentive to the influence of political and economic variables on human service institutions, the course examines selected historical phenomena in order to better understand future prospects. Students will read a variety of scholarly and applied literature which critiques the utility of the prevailing social welfare paradigm.

## **REQUIRED SKILL COURSES**

### **SWINT 2031 - Advanced Direct Practice: Cognitive/Behavioral - 3 cr.**

This course builds on the student's knowledge of cognitive-behavioral theory gained in the prerequisite course of "Models of Intervention". The course will focus on the cognitive-behavioral model in terms of its application to direct practice with individuals (children, youths and adults), families and groups. Emphasis will be placed on the assessment procedures and interventive strategies unique to diverse cognitive/behavioral models. Particular attention will be paid to empirical methods of monitoring and evaluating client(s)' progress. Issues critical to culture, race, ethnicity, gender, sexual orientation, and disabled individuals will be examined for their relevancy to a cognitive-behavioral practice.

### **SWINT 2032 - Advanced Direct Practice: Social Systems - 3 cr.**

This course focuses on the new and developing applications of systems to practice. Innovations and techniques of this approach include advanced networking, case management, extensive use of family systems, group dynamics, and natural support systems.

### **SWINT 2033 - Advanced Direct Practice: Psychodynamics - 3 cr.**

Building on the student's knowledge of psychosocial theory gained in the prerequisite courses in "Generalist Practice" and "Models of Intervention", this course will focus on the psychodynamic theoretical frame of reference and its applications.

### **SWINT 2082 - Models of Intervention - 3 cr.**

This course examines selected basic treatment approaches to provide a foundation for second-year advanced clinical practice. It includes models based on psychosocial, cognitive/behavioral and social systems theories and their influence on practice decisions with various client populations. Students will apply and practice assessment, intervention, and evaluations skills using these approaches, while comparing and contrasting their application.

**SWCOSA 2084 – Social Administration - 3 cr.**

This course seeks to train professionals to develop, manage and lead community service organizations that address human service needs and revitalize communities. This course will address the social work leadership and management competencies as defined by the national association for social work managers, which include: 1) contemporary social and public policies; 2) advocacy; 3) public/community relations and marketing; 4) governance, 5) planning; 6) program development and management; 7) financial development; 8) evaluation; 9) human resource management; 10) staff development.

**SWCOSA 2088 – Community Organizing - 3 cr.**

This course will provide a framework of systems, power, and inter-organizational network theories, and will define communities in terms of issues, identity and place. Social work values of social and economic justice, participation, democratic practices, social inclusion, empowerment and capacity building will serve as a foundation for this course. This course will explore models of community organizing, including: locality development, social planning and social action, as well as transformative, participatory, feminist, community building and power-based models. Students will examine consensus, campaign, and contests strategies and tactics relative to these models and the techniques for recruiting and mobilizing citizens and constituencies to address social issues and build on local assets.

**SKILL ELECTIVES**

**SWINT 2004 - Grief and Loss: Interventions, Implications And Understanding - 3 cr.**

This course explores the various models used by social workers who are interested in meeting the complicated needs of grieving clients and their families. Knowledge based practice patterns rooted in the framework of the tasks of mourning, the mediators of mourning and a review of the dual processing model are provided across a wide range of populations and practice settings.

**SWINT 2007 - Introduction to Psychopharmacology and Social Work Practice - 3 cr.**

Prerequisite: Prior completion of, or concurrent enrollment in, 2nd-level Human Behavior course (or permission of the instructor). This course is designed to familiarize students with the basic terminology and models of pharmacokinetics, and the role of social workers in medication management. The development of psychopharmacology from a historical and sociological perspective as well as an overview of neurochemistry and biological-psychological functioning will be addressed. Emphasis will be placed on the development of a range of techniques and strategies in collaboration with clients, families, and other providers in order for social workers to be responsive to the comprehensive needs of their clients.

**SWINT 2009 – Family Conferencing & Teaming - 3 cr.**

This course will familiarize students with family group decision making (fgdm), a cross system practice that builds on the strengths of families by supporting prevention strategies and planning for and ensuring the safety, permanency and well-being of children. Family group decision making recognizes the importance of involving family groups in decision making about children who need protection or care, and emphasizes family empowerment by acknowledging that families should be given the opportunity and responsibility to make their own decisions regarding their children and family members.

**SWINT 2018 - Clinical Skills in Psychopathology - 3 cr.**

Prerequisite: SWBEH 2065 - HB: Mental Health. This course is an introduction to the concepts and techniques employed in clinical work with individuals with severe and persistent mental illness, including those who have substance use problems. Categories of disturbance will include: schizophrenia, mood disorders, other psychoses, severe personality disorders and dually diagnosed clients. The overall purpose is to equip the beginning practitioner with the knowledge and skills requisite for working with the types of clients most commonly seen at public mental health services.

**SWINT 2025 - Social Work Practice in Integrated Health - 3 cr.**

In this advanced direct practice course, students will examine the substantive knowledge, technical skills, and value dilemmas of social work practice in a variety of health care settings: acute, primary, long term and rehabilitative care, public health, and managed care settings. The impact of technological advances as well as the refinancing of health care will be explored in relation to day-to-day social work practice in these settings. Students must have a fundamental knowledge of foundations of generalist practice, health care policy, and have or concurrently be completing a field placement in a health care setting.

**SWINT 2030 - Direct Practice with the Elderly - 3 cr.**

The range of interpersonal practice with, and on behalf of, the elderly is defined in terms of primary, secondary and tertiary levels of preventive intervention. The social work roles and interventive skills used in case management are taught. Psychosocial/systems, cognitive/behavioral and other treatment approaches central to social work are examined and evaluated for their application to an eclectic-based intervention with older clients.

**SWINT 2035 – Intimate Partner Violence - 3 cr.**

This course examines the dynamics and treatment implications of working with family members who have experienced various forms of physical and/or sexual maltreatment from other family members. Physical and sexual child abuse, spouse abuse and marital rape are topics of concern.

**SWCOSA 2038 – Human Resource Management & Supervision - 3 cr.**

This course focuses upon the techniques, processes, methods and resources employed by supervisors, managers and other administrators to assure the highest quality social services are delivered in the most effective manner. Historical roots and trends; organizational and administrative theories; and research findings and conclusions provide the foundation for examining current supervisory and personnel management practices. Practical applications are included. Direct practice students are welcome.

**SWINT 2042 - Social Work with Drug and Alcohol Abuse - 3 cr.**

This course will provide a basic orientation to alcohol and drug abuse as problems requiring social work interventions. Emphasis will be placed on examining a variety of treatment approaches in providing services to alcoholics, drug abusers, and their families. Special efforts will be made to focus the content on the needs of working populations experiencing problems with alcohol and drugs, as well as their families.

**SWINT 2046 - Planned Short-Term Treatment - 3 cr.**

Planned short-term treatment will be presented as an alternative to (not a substitute for) open-ended approaches. A pluralistic theoretical framework, highlighting contributions from the interpersonal and social learning orientations, will be examined and the major research studies supporting short-term intervention reviewed. Particular attention will be paid to the goals and process of the initial interview and a series of major change strategies-- behavioral rehearsal, task assignment, skill training, and cognitive restructuring--will be illustrated and discussed.

**SWINT 2049 – Direct Practice with Children - 3 cr.**

This course focuses upon clinical assessment, models of intervention, and practice skills relating to direct practice with children and their families. Ecological and family systems perspectives will be utilized to examine competencies, strengths, and risk factors associated with the health and development of children. Attention is directed toward the impact of family life events and transitions, solution-focused practice, and systemic intervention with families, schools, service systems, and the community. Special areas of focus include psychiatric disturbance, bereavement and suicide, chronic illness, parental illness and addiction, and child maltreatment.

**SWCOSA 2054 – Leadership – 3 cr.**

This course examines theories about leadership and provides students with feedback on their own leadership styles. Leadership skills are defined and applied. Teams, as one context for demonstrating leadership, are explored in depth and methods for recognizing and managing group dynamics are introduced. The course combines theory with practical application.

**SWINT 2063 – Issues in Child Maltreatment - 3 cr.**

This course examines child maltreatment issues at the micro, meso, and macro levels, including sexual, physical, and psychological abuse, and physical and emotional neglect. The course will address etiological theories, the potential impact of maltreatment upon individuals, families, groups, and the community (including those coming into contact with child maltreatment in the course of their work), assessment, child welfare system response, treatment, and resilience. Emphasis will be on the student's development of assessment skills, the therapeutic process of recovery, and the role and function of organizations. Social work interventions and treatment modalities, including outcome data, will be presented. Students will be offered information about maltreatment among diverse populations. All topics will be related to and examined in the light of the core values, ethical principles, and standards of the National Association of Social Workers Code of Ethics.

**SWINT 2072 – Social Work Practice and Traumatic Stress - 3 cr.**

This course addresses theories of primary and secondary (vicarious) traumatic stress; the nature of traumatic events and environments; and the potential impacts on individuals, families, groups, and communities. Students will be offered information about traumatic exposure and stress among diverse populations. Interventions and treatment modalities for working with those affected by traumatic stress using the person-in-environment perspective will be presented. All topics will be related to and examined in the light of the core values, ethical principles, and standards of the National Association of Social Workers Code of Ethics. Emphasis will be on the student's development of practice competencies such as critical thinking, supporting the therapeutic process by the use of research-informed and strengths-based practice, identifying opportunities for advocacy, effective self-care, and understanding the role and function of organizations in creating trauma-informed human services environments.

**SWINT 2076 – Human Sexuality – 3 cr.**

This course presents current research about human sexuality, discusses the range of sexual life-styles, and develops a treatment typology for therapists working with couples and individuals with sexual dysfunctions.

**SWCOSA 2087 – Special Topics: Social Entrepreneurship – 3 cr.**

Social workers are uniquely positioned to address the world's social problems. This course is designed to immerse students in the fundamental aspects of an entrepreneurial mindset. It will use case studies, guest lectures, course readings and "out of the classroom" assignments to introduce social workers to a hybrid of social work macro practice principles and business innovation activities that will enable them to entrepreneurially address social problems locally, nationally and internationally.

**SWCOSA 2090 – Working with Group & Intergroup Relations: Facilitation, Bargaining, Mediation – 3 cr.**

Organizers and administrators must be able to work with a range of group processes and interpersonal relationships in community and organizational practice. This course focuses on enhancing student knowledge and skills of group dynamics and processes, as well as the individual relationship management that can be challenging for macro practice. It will also provide a social work values and ethical context for practicing these skills. Three over-arching skill areas will comprise the knowledge and practice base of this modular course: 1) facilitation of task group processes of all types and sizes; 2) negotiating and bargaining; 3) mediation, including conflict mediation and resolution.

**GENERAL ELECTIVES**

**SWGEM 2007 – Social Work and the Law – 3 cr.**

This course will provide students with a basic understanding of the law, legal processes, and legal systems as they relate to social work practice and an introduction to the field of forensic social work. The course will challenge students to think about the variety of ways that social work practice, social policy, and law intersect. In particular, it will focus on specific aspects of the intersection between law, policy, and practice, including: the significance of courts and case law to issues of social justice, the intersection of social work and law on issues of significance to social workers, models of legal reasoning/decision making, the role of social workers in legal proceedings, the role of social workers in using the law for social reform or protection of civil rights, the use of social science by courts, legal regulations and case law that influence social work practice, and tensions between the law and social work values and ethics.

**SWWEL 2020 - Child and Family Advocacy - 3 cr.**

This course will have a dual emphasis on a) the wide variety of legal issues (including effective courtroom appearances) that affect the child and family, and b) identifying and mobilizing the needed agency and community resources that will support and enhance children's services. In either area, there will be a focus on the social worker's role as an active advocate for children and families, and on the skills needed to carry out this role.

**SWWEL 2051 - Economics and Social Work - 3 cr.**

To understand the lives of contemporary people and their communities, today's social worker must have at least a basic understanding of the worlds of business, finance, and economics. This course seeks to do that. Subject matter is made clear and understandable by relating it to everyday actions that we all experience. Lectures and discussions are serious and substantive but not mathematical or technical. Theory is applied to social work issues and the kind of worldly forces that impinge on social work clients. There are quizzes and exams but no papers. There is an excellent, very clear and up-to-date text. The objective is to have each student become fully acquainted with a simple model of the U.S. economy which will allow her/him to read the business section of the daily paper with understanding, and to have fuller insights into the problems of unemployment, budgeting, poverty and welfare changes faced by clients.

**SWGEN 2058 – Feminist Social Work - 3 cr.**

This course focuses on gender and social work, beginning with a critical examination of the concept of feminist practice, with attention to oppression, power, and privilege in helping relationships and in women's lives more broadly. It explores meanings of gender as it intersects with race/ethnicity, class, sexuality, age, and ability in the lives of women in general and specifically as social workers and clients. Taught in a seminar format, this course examines topics such as work, welfare, family, violence, justice system involvement, health, mental health, and women as agents of change and is appropriate for students concentrating in micro or macro levels of practice.

**SWGEN 2062 – Advocacy & Lobbying – 3 cr.**

This course will provide an overview of how a nonprofit organization can engage in effective public policy advocacy and lobbying on behalf of its mission and the people it serves. Advocacy includes a broad range of activities, which attempt to influence a specific policy, legislative, regulatory or implementation outcome. Social workers play critical roles in the advocacy process, policy analysis, issue development, public education, constituency organizing, lobbying, voter engagement, and creating an entire advocacy campaign. This course will focus on the best practices to deepen your understanding of advocacy tools, processes, and models.

**SWGEN 2080 – Race & Social Problems – 3 cr.**

This course covers the history of race in the politics, economics, media, and social fabric of the United States. We go into detail about historical eras and major mechanisms of racial oppression, including large scale social and economic developments in the 20<sup>th</sup> century that have shaped the racial realities of the US today. We also discuss the degree to which current social phenomena perpetuate racial inequities in contemporary American society, such as mass incarceration and widely held race blindness beliefs. This course strives to help students understand why we see the current racial inequalities that we do in the contemporary US, particularly given the rich civic and cultural histories of West African and Native American societies. It also challenges students to develop ways to address racial injustices in the US where they exist.

**COURSE DESCRIPTIONS - FALL TERM, 2017-2018  
PH.D. PROGRAM**

**SWRES 3020 – Research Methods 1 - 3 cr.**

This course explores the basic concepts and principles of empirical research as a method of seeking answers to issues relevant to social work practice. We focus first on the goals and methods of research, and the decisions that researchers make in shaping their research design. We will examine empirical articles exemplifying these research strategies, and students will have a chance to apply these concepts to a series of written assignments throughout the semester. Survey research methodology will be emphasized.

**SWRES 3022 – Capstone Seminar 1 - 1 cr.**

This second-level research seminar builds on the first-year research foundations courses of SWRES 3020, 3029, and 3021. Each student will generate a theoretically-driven, testable research model of at least three variables. During this term, students will develop their model and review relevant theoretical and empirical literature, develop and pretest the survey instrument, and begin data collection. In addition to learning and applying survey research methodology, this seminar will examine the special contributions and challenges of qualitative research methods and use of secondary data.

**SWRES 3024 - Directed Study-Research Practicum - 3 cr.**

Provides students an opportunity to work with faculty on research projects carrying out specific research skills leading to publication of findings.

**SWRES 3029 – Inferential Statistics - 3 cr.**

SWRES 3029 has a prerequisite of a descriptive statistics course. This course places inferential statistical principles in the framework of social science and social work research. The statistical principles and procedures are demonstrated and carried out, using computer programs, primarily the SPSS package.

**SWWEL 3030 – Evaluation of American Social Welfare - 3 cr.**

This course focuses on the history and development of the social welfare system in the USA. Attention will be paid to: the concepts used to discuss and explain social welfare institutions' policies and programs; the mechanisms and structures used to deliver social services and the factors that have tended to constrain or facilitate the attainment of social justice. We will trace the development of social welfare policy within the context of the social and political economy of the period.

**SWGEM 3039 – Comprehensive Study – 1-9 cr.**

This course will be limited to doctoral students who have completed all courses but have not yet passed the exam, or who have two or fewer courses to take and need to be registered for full-time. Students may register for up to nine credits and may register for the course at most twice. The only grade option will be Satisfactory/Unsatisfactory. The advisor will serve as the faculty of record.

**SWGEM 3044 – Theory 1 - 3 cr.**

Introduction to social science theories relevant to social work research; critical analysis of theories; implications of epistemology for methodology; special Attention to theories related to the social environment.

**SWGEM 3066 – Seminar in Social Work Education – 3 cr.**

History of social work education, accreditation, and design of foundation curriculum. Selecting educational objectives, teaching methods, evaluation of student performance, and careers in social work education.