Required Courses

**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 1006 - Policy Analysis**  
3 cr.  
Engages students in analyses of the nature and impact of economic/political/social ideologies and forces which shaped the development of American social welfare policies and services from 1935 to present, including policies/services related to personal and social services, health and mental health, income redistribution and income maintenance, employment, and criminal justice and including discussions of the processes of policymaking itself. This is a service learning course and requires 45 hours of volunteer service as part of the course.

**SOCWRK 1008 - Ethnicity and Social Welfare**  
3 cr.  
Engages students in historical research of federal policies or immigration, naturalization, and citizenship; tribal sovereignty; and civil rights within the context of analyses of the socio-political histories, traditional cultures, and traditional patterns of social welfare of European Americans, Native Americans, African Americans, Asian Americans, and Americans of Spanish Origin.

**SOCWRK 1012 - Social Work with Communities and Organizations**  
3 cr.  
Guides students in value-based, culturally-sensitive, conceptually framed professional skill development in establishing and maintaining effective working relationships with organizations of community residents/systems as client systems; working with these organizations to prepare knowledgeable assessments of the needs of communities, to develop and implement community plans and strategies of intervention, and to assess the effectiveness of these interventions.

**SOCWRK 1026 - Practicum Lab and Seminar 2**  
3 cr.  
Continues the engagement of 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 continuing application in the field of theories, methods, and techniques learned in prior and concurrent academic and field work. Engages students in the exploration of topics such as social service delivery network analysis, case recording, practice ethics, practice research, and post-baccalaureate professional growth and development.

**SOCWRK 1027 - Practicum 2**  
6 cr.  
Engages students in the second term senior year continuation of structured, educationally- and agency-supervised field placement assignments involving more autonomous entry-level generalist practice activities with clients in a human service agency for three 8-hour days per week, 15 weeks. Engages students in development and implementation of field learning objectives, activities, and evaluative processes which enhance and extend value-based, culturally-sensitive, conceptually framed development of professional knowledge, values, and skills.
Electives

**SOCWRK 1030 - Directed Study**
1-6 cr.
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 1035 - Global Perspectives in Social Work**
3 cr.
This course will be offered in a seminar format. It is designed to introduce students to the international dimensions of the human condition; the global context of responses to human need; and social development as an approach to global social work practice. Special consideration will be given to conditions faced by the poor and women and children; to the forces of interethnic conflict and cooperation; and to the roles of international organizations.

**SOCWRK 1040 - Poverty & Income Inequality: Social Responses**
3 cr.
The course focuses on the nature and extent of poverty and income inequality in the United States including its causes and consequences as well as the resulting political and public policy debates and governmental efforts to combat it. The course provides a broad social science approach to understanding the intersection of gender, race, and class with poverty and income inequality. Competing theories of poverty are discussed and their relationship to different polices are assessed. The course continues with the analysis of a range of social policy debates and reform options that might further reduce poverty and income inequality. The course concludes with a discussion about the nature of social and economic justice and the role social workers and professional social work currently play and could play in taking a social action role to addressing poverty and income inequality.

**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 - SPRING TERM 2017-2018

MASTER'S PROGRAM

FOUNDATION COURSES

SWRES 2021 - Generalist Social Work Research - 3 cr.
This course is designed to (1) prepare students to be effective users of research in a social work setting; (2) provide an introduction to the range of research goals, methods, and skills; and (3) prepare students for any of the more specialized research practice/utilization courses that they may elect to complete the research core. The major emphasis will be on the basic steps and procedures used to investigate various problems and interventions that are central to contemporary social work practice. Some major areas to be covered are; conceptualization of variables, the role of theory in research, issues in formulating researchable questions, a range of research designs, sampling, measurement, data collection, data analysis, and critically evaluating inferences drawn from data. Course content will include the uses and abuses of social research and discussion of specific ethical issues that may arise in the conduct of human services and behavioral research.

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.

CONCENTRATION SKILLS

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 models in terms of its application to direct practice with individuals (children, youths and adults), family 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 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.

SECOND LEVEL BEHAVIOR COURSES

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. The effects on parent and child development of poverty, unemployment, inadequate housing, inadequate health care, inferior educational opportunities and the relationship between these macro factors and the internal issues in the family (drug and alcohol abuse, family violence, and child maltreatment) will be examined.

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.

SWBEH 2066 - Human Behavior: Health/ Mental Health - 3 cr.
The overall purpose of this course is to expand student knowledge of physical health and mental health interactions which impact individuals and target populations during the life cycle process. This knowledge is used to design theory driven health promotion interventions. This course will investigate selected physical and public challenges that impact the overall health and well-being of individuals from early childhood to late adulthood. Definitions of health and well-being from both a social work and public health perspective will be defined and discussed to more fully understand the state of physical and mental issues in the Western society. Understanding the integration of health education, health behavior, health promotion, is required to facilitate the development of theory driven interventions. Special attention is focused on how values, historical experience, cultural norms and environmental factors such as race, gender, socioeconomic status, and access to resources impact the public’s health and their access to service delivery. Students will develop the ability to apply their knowledge and understanding of the interactions between physical health and mental health status across the lifespan to their own work with clients, organizations and policy initiatives.

SWBEH 2077 - Human Behavior: Adult Development and Aging - 3 cr.
This is an in-depth human behavior and social environment course focusing on development during the adult years (early and middle age) and on old age. This course offers a framework for understanding adult life stages from a life-span developmental perspective. This includes an examination of developmental tasks, dilemmas, and challenges influenced by a complex environment of cultural, economic, and political forces.
SECOND LEVEL SOCIAL WELFARE COURSES

SWWEL 2039 - Social Policy and Gerontology - 3 cr.
This course begins by examining the dynamics and procedural steps in social policy-making for the general population and for the aged. Trends and changes in welfare and health services are considered in detail as major federal, state, and community programs are described. Emphasis is placed on the existing service delivery system for the elderly and the extent to which that system is meeting needs. The impact of trends and changes are discussed with reference to social work professionals and their various roles. The implications for policy-making at the agency level are also explored.

SWWEL 2057 - Mental Health and Public Policy - 3 cr.
Priority to students in the Mental Health subspecialization. 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 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.

SECOND LEVEL RESEARCH COURSES

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 to gain 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 field placement during the term in which they are registered for this course. This course exposes students to the basic concepts needed to put an evaluation into place in a social service agency. Topics covered include evaluation design options, measurement strategies, data analysis basics, and writing up the evaluation report. Students will complete a small evaluation in their field placement as part of the course. Prerequisites are: Completion of SW2021 (Foundations of SW Research) or equivalent, second year or advanced placement status, concentration in Direct Practice, and current (or very recent) human service agency field experience with access to agency information needed to complete an evaluation.

SWRES 2045 - Qualitative Research - 3 cr.
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 2051 - Single Subject Research - 3 cr.
Students must be in 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.

CONCENTRATION SKILL ELECTIVES

SWINT 2004 - Grief and Loss - 3 cr.
Methods of intervention with the suicidal and terminally ill patient and his family, covering ethical problems related to right to life and right to death issues, explication of Kubler-Ross' five stages of dying, religious orientations to death and dying, and pathological and normal grief reactions.

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 2011 - Social Work Practice with Families - 3 cr.
This course explores various basic models used by social workers for examining, understanding, and intervening in family processes. Video, role play, and case material are used in developing skills for advanced practice in working with families.

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.

SWCOSA 2040 - Grant Proposal Writing - 3 cr.
The objectives of this course are to acquaint students having limited or no experience in proposal writing and budgeting with some insight into the operation of several of the primary sources of funds for social welfare programs, some technical skills in approaching potential sources of funds and some experience in preparing and presenting a proposal of their own. No accounting background is necessary. In addition to proposal writing, other forms of fund raising are also covered.

SWINT 2042 - Social Work in 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 2050 - Couples Therapy - Theory and Techniques - 3 cr.
This course covers three main theoretical approaches (e.g. systems, behavioral, and cognitive-behavioral) to understanding the dynamics of the couple relationship and to facilitating growth and constructive interactions within that relationship. Evidenced-based methods of assessment and treatment of couple problems is emphasized. The focus is on couples with conflicting needs and expectations and ineffective or dysfunctional communication and conflict-negotiation skills. Special clinical issues in couples therapy such as same-sex couples, gender and cultural factors, and partner abuse are also presented.

SWINT 2053 - Group Intervention with High-Risk Populations - 3 cr.
Theory and concepts related to advanced social work practice with groups, including knowledge of group types, processes, selection, and composition, as well as group leader roles and functions are all considered.

SWINT 2058 - Social Work in Educational Settings - 3 cr.
Priority for enrollment in this course is given to students in the Home and School Visitor Certificate program. This course is designed to provide a specific knowledge base for the practice of social work in school or school-related settings. Focus of study will be upon the application of knowledge, values and skills of social work practice toward resolution of diverse problems encountered by pupils, schools, and communities in the effort to achieve educational goals. Specific topics to be addressed include the school as an ecological unit, community/school relationships, interdisciplinary teaming, targeting children at risk, and evaluating school social work services. The course will involve both didactic instruction and experiential learning.

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.

This course is designed to develop general knowledge of medical terminology, medication management, and the social worker’s role in medication management. Students learn the importance of knowing a client’s medication history, what medications have been tried, what medications have worked and/or not worked. They will learn how to educate and support patients in adhering to recommended medication treatment and be knowledgeable about possible side effects. Social Workers have an extremely important role to play in the patient’s decision to take medication. They can support patient compliance with medication by providing information and education that allows the patient to have realistic expectations for what may be achieved with medication. They can help patients achieve their goals for improvement with medication by developing clear target symptoms that allow the effect of medication to be assessed. Listening to the clients experience with medication and helping the person connect taking medication to some regular activity is a strategy to develop structure to support medication compliance.

SWINT 2074 – Spirituality & Social Work - 3 cr.
This course explores the role, nature, and impact of spirituality in and upon social work practice and the populations that social workers serve. It builds upon an understanding of spirituality and religious practice as aspects of human diversity which occurs in the context of ecosystems theory, theories of human development, and models of helping. Students will gain spiritual assessment and intervention skills within the scope of social work practice including micro, mezzo and macro levels of practice. Course will highlight themes of cultural competence, variety of spiritual and/or religious practices and traditions, potential harms and benefits, professional development, and ethical considerations for practice.

SWCOSA 2086 - Human Resource/Supervision and Financial Management - 3 cr.
This skill elective 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 conclusion provide the foundation for examining current supervisory and personnel management practices and financial management. Practical applications are included to enhance competency-based for mid-level human service management learning in this course.
SWCOSA 2096 - Community Planning and Development - 3 cr.
Provides knowledge and understanding of community-based economic development. Examines methods for blending participative community organization and local programs in housing, enterprise creation, industrial expansion, and work force improvement. Assessment is made of the community development corporation as a model for economic revitalization of neighborhoods and small communities. Looks at the small community as both a local economy and a complex social-political entity. Development areas to be examined include capital formation, commercial renewal, and manufacturing.

SWINT 2096 - Clinical Social Work with African-American Families - 3 cr.
The overall objective of this course is to provide a knowledge base on African-American families within community context that is the basis for developing methods and skills relevant for clinical intervention with African-American families. It will provide the student with the opportunity to expand upon concepts, skills and assumptions about clinical transactions learned in basic clinical method courses. Conceptual models for assessment/intervention will assist students to clarify and become comfortable with theoretical and practice approaches with Black Families.

GENERAL ELECTIVES
SWGEN 2005 - Poverty & Income Inequality: Social Responses - 3 cr.
The course focuses on the nature and extent of poverty and income inequality in the United States including its causes and consequences as well as the resulting political and public policy debates and governmental efforts to combat it. The course provides a broad social science approach to understanding the intersection of gender, race, and class with poverty and income inequality. Competing theories of poverty are discussed and their relationship to different policies are assessed. The course continues with the analysis of a range of social policy debates and reform options that might further reduce poverty and income inequality. The course concludes with a discussion about the nature of social and economic justice and the role social workers and professional social work currently play and could play in taking a social action role to addressing poverty and income inequality.

SWWEL 2035 - Global Perspectives in Social Work - 3 cr.
This course will be offered in a seminar format. It is designed to introduce students to the international dimensions of the human condition; the global context of responses to human need; and social development as an approach to global social work practice. Special consideration will be given to conditions faced by the poor and women and children; to the forces of interethnic conflict and cooperation; and to the roles of international organizations.

SWGEN 2088 - Special Topics: Social Work with Service Members, Veterans, and their Families - 3 cr.
This generalist practice course is for social work students and other helping professional students interested in working with service members, veterans, and their families. It will provide an overview of the policies and programs, resources, culture, treatment issues, and special needs of these populations, especially at this time and in the wake of our military conflicts. This course will address the following areas identified in the NASW Standards for Social Work Practice with Service Members, Veterans, and their Families: social work policies and programs; social work values, ethics, and cultural competencies, treatment and practice issues; families and children issues; community, organizational, and policy advocacy.
SWRES 3021 - Multivariate Analysis  
This course introduces students to methods of data analysis that allow researchers to explore the relationships among larger sets of variables. Among the techniques discussed are multiple regression and path analysis, analysis of variance, and factor analysis. Emphasis will be on the use of computerized statistics packages for obtaining and interpretation of data, and assignments are designed to allow students to practice these skills.

SWRES 3023 - Research Methods: Capstone Seminar 2  
This final research course will focus on data analysis strategies. Research projects that each student began in SWRES 3022 will provide the empirical base for examining the psychometrics of scales and for testing of hypotheses and models. Additional topics include meta-analysis, analysis of large data sets, and use of computer software for qualitative data analysis.

SWRES 3024 - Directed Study - Research Practicum  
Provides students an opportunity to work with faculty on research projects carrying out specific research skills leading to publication of findings.

SWWEL 3037 – Social Policy Analysis  
This course will attempt to provide students with theoretical and conceptual frameworks for understanding social welfare policy. These frameworks will be applied to issues of current social welfare policy such as income maintenance, health, and the like.

SWGEN 3039 - Comprehensive Examination  
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.

SWGEN 3053 - Theory 2  
Prerequisite: SWGEN 3044 - Theory 1. Continuation of critical examination of theories; special attention to theories related to individuals and families in the social environment; development of theory base for student's research.

SWGEN 3088 – Special Topics: Data Science Application in Human Services  
This course provides the foundational knowledge and data analytical skills of Big Data and Data Science with a focus on applications in human services. Students will be exposed to the history of data science, the rise of Big Data, the difference between Big Data and classical sampling statistics, visual analytics, and case studies of data driven decision support in health and human services. Students will be evaluated based on (1) Class attendance, (2) quality of class discussion and contribution, and (3) a student data analytic design project. Student may bring his/her own data sets or using data sets provided. A statistics 101 or equivalent education is required.