



**SCHOOL OF SOCIAL WORK**

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UNIVERSITY *of* WASHINGTON

**Master of Social Work**

**Course Catalog**

**2009-2010**

**University of Washington  
School of Social Work**

**Master of Social Work**

**Course Catalog**

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**RETAIN THIS CATALOG  
FOR FUTURE REFERENCE**

# Introduction

This Course Catalog includes course numbers, titles, instructors, and descriptions for classes scheduled to be taught during the 2009-2010 academic year. The catalog is organized by quarter in part one and numerically ordered in part two. Additional Summer class offerings will be listed in the Summer Quarter registration memo.

The numbers for Foundation courses are Soc W 500-524; Advanced Courses and most Electives are generally numbered Soc W 525 through 700.

The “EDP” designations to the left of an instructor indicates the course is fee-based and sponsored by the Extended Degree Program. Extended Degree students should refer to their program manual and the quarterly Registration Packets to determine their foundation and concentration courses for registration. Extended Degree classes include evening classes and weekend courses.

Most *Evening* classes begin at 6:00 pm but a few classes begin at 4:30.

*Weekend* courses are web-based and meet 3 or 4 times a quarter on Fridays and/or Saturdays.

Courses offered through the Extended Degree Program are fee-based. Students register for the courses through UW Extension. Additional information is in the registration packet.

Elective courses are available to all MSW students. Some electives may be set up as fee-based courses (identified as EDP). Elective

courses that are NOT identified as EDP may be scheduled during day-time hours, evening hours, or all-day on 1-4 Saturdays during the quarter. Priorities for entry codes and additional registration information are listed in the quarterly registration packets.

New and continuing Day and Advanced Standing students need to pay close attention to their program manuals and to the quarterly Registration Packets. Please check the “Notes” and “Will Admit” parts of each course in Registration Packets for detailed information concerning who may be admitted to the course and for whom the course is required.

***We advise you to keep your course descriptions and syllabi of all courses taken for your reference in future years. State Certification and other employment opportunities often require course titles and complete descriptions.***

The School of Social Work reserves the right to de-register students from courses for which they have mis-enrolled or have not received permission to enroll.

“TBA” (To be arranged) noted next to some courses means the faculty assignment will be indicated in the quarterly Registration

Packets. Independent Study and Thesis courses (Soc W 599, 600, and 700) are arranged on an individual basis with instructors. (CR/NC) next to course titles means the course is offered on a credit/no credit basis.

Please keep this catalog to refer to during registration. At registration time, you may receive additional course descriptions and listings to include with the catalog or be notified of changes made to the enclosed materials. The Social Work Course Catalog is subject to change due to faculty availability or a course being dropped due to low enrollment.

## 2009-2010 - List of Classes

### Autumn Quarter

- Soc W 500**    *Intellectual and Historical Foundations of Professional Social Work Practice*  
Susan Kemp, Carrie Lanza, Tatiana Masters  
*EDP*            Morna McEachern, Sue Sohng, William Vesneski
- Soc W 501**    *Poverty and Inequality*  
Chandra Childers, Jennifer Romich, Aiko Schaefer
- Soc W 504**    *Social Work for Social Justice*  
Ramona Beltran, James DeLong, Sarah Mountz, Karina Walters  
*EDP*            Nancy Palmanteer-Holder, Steve Wilson [2 Sections]
- Soc W 505**    *Foundations of Social Welfare Research*  
*EDP*            Karen Bancroft, Emiko Tajima, TBA
- Soc W 510**    *Micro/Meso Practice I: Individuals, Families, Groups*  
Gino Aisenberg, Jon Conte, William Etnyre, Antonio Garcia
- Soc W 514**    *Addressing Issues of Gender, Gender Identity & Sexual Orientation: HBSE  
Empowrmnt Pract*  
*EDP*            Scott Winn
- Soc W 514**    *Caring for Persons with Life Limiting Illnesses: A HBSE Lifespan Approach*  
*EDP*            Bonnie Letinich
- Soc W 514**    *Family Healing: A HBSE Cross-Generational Approach*  
*EDP*            Wendy Lustbader
- Soc W 521**    *Children and Families: Policy and Services*  
Peter Pecora
- Soc W 527**    *Globalization: Policy and Services*  
Sue Sohng
- Soc W 528**    *Health Care: Policy and Services*  
Gunnar Almgren
- Soc W 529**    *Mental Health: Policy and Services*  
Jonathan Beard
- Soc W 530**    *Advanced Practice with Diverse Children and Families*  
Maureen Marcenko
- Soc W 534**    *Praxis of Intergroup Dialogue*  
Biren (Ratnesh) Nagda [2 Sections]

- Soc W 540**     *Social Work Practice in Prevention, Primary Care, and Emergency Department Settings*  
Taryn Lindhorst
- Soc W 544**     *Clinical Social Work with Individuals I: Theory and Practice*  
Jon Conte
- Soc W 549**     *Advanced Generalist Practice II*  
*EDP*             Edwynna Ho, Perry Wien
- Soc W 550**     *Strategic Program Management and Change Leadership in Human Services*  
Jean Kruzich
- Soc W 560**     *Policy Processes, Institutions, and Influences*  
Amelia Gavin
- Soc W 571**     *Assessment of Mental Disorders*  
William Etnyre, Kendra Roberson
- Soc W 586**     *Policy Advocacy*  
Sarah Cherin
- Soc W 598**     *Multigenerational Advanced Practice: Integrative Seminar*  
Charles Hoy-Ellis

## Winter Quarter

- Soc W 501**     *Poverty and Inequality*  
*EDP*             Karen Bancroft, Sharmistha Ghosh, Diana Pearce
- Soc W 505**     *Foundations of Social Welfare Research*  
Richard Catalano, Rona Levy [2 Sections], Patricia Russell
- Soc W 506**     *Social Welfare Research and Evaluation*  
*EDP*             Karen Fredriksen-Goldsen, TBA [2 Sections]
- Soc W 511**     *Micro/Meso Practice II: Individuals, Families, Groups*  
James DeLong, William Etnyre, Bonnie Letinich, Wendy Lustbader
- Soc W 512**     *Macro Practice I: Organizations, Community, Policy Practice*  
*EDP*             Gino Aisenberg, Roberto Gonzales, Aiko Schaefer, Scott Winn  
Roberto Gonzales, TBA, Dorothy Van Soest
- Soc W 520**     *Policy/Services for EDP: Integrative Health-Mental Health*  
*EDP*             Karina Walters
- Soc W 520**     *Policy/Services for EDP: Multigenerational Practice with Children, Families, & Elders*  
*EDP*             Karen Fredriksen-Goldsen

- Soc W 520**     ***Policy/Services for EDP: Social and Economic Inequality***  
*EDP*             Diana Pearce
- Soc W 531**     ***Advanced Practice with Diverse Children and Families: Focus on Child Mental Health***  
Maureen Marcenko
- Soc W 532**     ***Advanced Practice with Diverse Children and Families: Focus on Child Welfare***  
Dee Wilson
- Soc W 538**     ***Critical Empowerment Practice with Multicultural and Diverse Communities***  
TBA
- Soc W 541**     ***Social Work Practice: Inpatient, Hospice, and Long-Term Care***  
Brian Giddens
- Soc W 542**     ***Social Work Practice in Community Mental Health***  
Perry Wien
- Soc W 545**     ***Clinical Social Work with Individuals II: Theory and Practice***  
Jon Conte
- Soc W 551**     ***Human Resource Management in the Human Services***  
Jess Jamieson
- Soc W 561**     ***Concepts and Methods of Policy Analysis***  
William Vesneski
- Soc W 571**     ***Assessment of Mental Disorders***  
Shirley Bonney
- Soc W 572**     ***Chemical Dependency - Drug Effects, Assessment and Treatment Referral Issues***  
Ron Jackson
- Soc W 574**     ***Collaborative Community-Based Program Evaluation***  
Jean Kruzich
- Soc W 580**     ***Grant Writing and Fund Development***  
Karl Leggett
- Soc W 581**     ***Historical Trauma and Healing***  
Ramona Beltran  
*EDP*             Antony Stately
- Soc W 582**     ***Interpersonal Violence and Trauma***  
Gino Aisenberg
- Soc W 586**     ***Policy Advocacy***  
Sarah Cherin

- Soc W 588 School Social Work*  
Ann Pulkkinen
- Soc W 598 Multigenerational Advanced Practice: Integrative Seminar*  
Charles Hoy-Ellis
- Soc W 598 Skill Lab: Advanced Skills for Self Care*  
Laura van Dernoot Libsky
- Soc W 598 Skill Lab: Leadership for Minority Communities*  
Jaime Garcia
- Soc W 598 Skill Lab: Mindfulness Based Cognitive Therapy*  
Anil Coumar
- Soc W 598 Skills Lab: Social Worker Goes to Court: Preparing/Presenting Effective Testimony in Court*  
Paul Stern

## Spring Quarter

- Soc W 506 Social Welfare Research and Evaluation*  
Tracy Harachi, Rona Levy [2 Sections], Sue Sohng
- Soc W 510 Micro/Meso Practice I: Individuals, Families, Groups*  
*EDP*  
Jon Conte, Blake Kaiser, Susan Kemp
- Soc W 513 Macro Practice II: Organizations, Community, Policy Practice*  
*EDP*  
Leslie Ann Hay, Edwyna Ho, Jean Kruzich, Aiko Schaefer  
Jean Kruzich, Nancy Palmanteer-Holder, Dorothy Van Soest
- Soc W 514 Addressing Issues of Gender, Gender Identity & Sexual Orientation: HBSE Empowrmnt Pract*  
Shawn Mincer
- Soc W 514 Child Development: A HBSE Lifespan Approach*  
Tessa Evans-Campbell
- Soc W 514 Family Healing: A HBSE Cross-Generational Approach*  
Wendy Lustbader
- Soc W 514 Global Perspectives in Social Work: A HBSE Approach*  
Peris Kibera
- Soc W 514 People, Place, and Equity: Spatial Perspectives in a HBSE Approach*  
Susan Kemp

- Soc W 535**     ***Special Topics in Clinical & Contextual Practice: Child Mental Health***  
Lucy Berliner, Laura Merchant
- Soc W 535**     ***Special Topics in Clinical & Contextual Practice: Social Work in Child Protection***  
Dee Wilson
- Soc W 535**     ***Special Topics in Interpersonal/Direct Practice: Critical Issues in Clinical Social Work***  
Jon Conte
- Soc W 538**     ***Critical Empowerment Practice With Youth***  
Roberto Gonzales
- Soc W 548**     ***EDP Advanced Practice I: Advanced Generalist***  
*EDP*             Nancy Nystrom
- Soc W 548**     ***EDP Advanced Practice I: Integrative Health-Mental Health***  
*EDP*             William Etnyre
- Soc W 548**     ***EDP Advanced Practice I: Multigenerational Practice with Children, Families, & Elders***  
*EDP*             Tessa Evans-Campbell
- Soc W 552**     ***Financial Management of Human Service Programs***  
Elise Ernst
- Soc W 570**     ***Anti-racist Organizing for Social and Economic Change***  
Scott Winn
- Soc W 586**     ***Policy Advocacy***  
Sarah Cherin
- Soc W 587**     ***Spirituality in Health Care***  
Lynn Carrigan
- Soc W 589**     ***Social Work Practice with Families***  
*EDP*             Elaine Loughlin
- Soc W 592**     ***Social Work Practice with African American Families***  
Steve Wilson
- Soc W 593**     ***Social Work Practice with Chemically Dependent Adults: Cognitive-Behavioral Approaches***  
Roger Roffman
- Soc W 594**     ***Gender and Inequalities in the Global Context: Ideologies and Realities***  
Diana Pearce
- Soc W 598**     ***Critical Praxis: Bridging Theory and Social Work Practice***  
Gita Mehrotra, Jennifer Self

- Soc W 598    Multigenerational Advanced Practice: Integrative Seminar*  
Charles Hoy-Ellis
- Soc W 598    Skill Lab - Clinical Interview: Establishing Collaboration Between Client and  
Therapist*  
Shirley Bonney
- Soc W 598    Skill Lab: Utilizing Pattern Recognition in Child Welfare*  
Dee Wilson
- Soc W 598    Skills Lab: Suicide Assessment and Prevention*  
Treg Isaacson

## Summer Quarter

- Soc W 511    Micro/Meso Practice II: Individuals, Families, Groups*  
*EDP*            TBA [3 Sections]
- Soc W 571    Assessment of Mental Disorders*  
*EDP*            William Etnyre, Patricia Terry
- Soc W 573    Child Welfare and Permanency Planning*  
Zynovia Hetherington

## Practicum Courses

***Soc W 523 Introduction to Practicum***

Michelle Bagshaw, Lorraine Brave, Lynn Carrigan, Reina Dastur, Donna Kellam, Leon Preston, J'May Rivara

***Soc W 524 Foundation Practicum***

Michelle Bagshaw, Lorraine Brave, Lynn Carrigan, Reina Dastur, Donna Kellam, Leon Preston, J'May Rivara

***Soc W 525 Advanced Practicum***

Michelle Bagshaw, Lorraine Brave, Lynn Carrigan, Reina Dastur, Donna Kellam, Leon Preston, J'May Rivara

## Independent Study Courses

***Soc W 599 Readings in Social Work (CR/NC)***

TBA

***Soc W 600 Independent Study/Research/Thesis Alternative***

TBA

***Soc W 700 Master's Thesis***

TBA

## Social Work Course Descriptions

### **Soc W 500 Intellectual and Historical Foundations of Professional Social Work Practice**

Susan Kemp, Carrie Lanza, Tatiana Masters, Morna McEachern, Sue Sohng, William Vesneski  
This course introduces students to the intellectual, historical, sociopolitical, and ethical foundations of the US social work profession. Through examination of the profession's framing values, history, contextual influences, and current directions in a global society, students will begin to develop an orientation to practice, research, and policy-making informed by professional ethics and obligations and anchored in a commitment to plurality and social justice.

### **Soc W 501 Poverty and Inequality**

Karen Bancroft, Chandra Childers, Sharmistha Ghosh, Diana Pearce, Jennifer Romich, Aiko Schaefer

Analysis of poverty and inequality in the U.S. Analytic and descriptive focus on measurement, processes of production and perpetuation, and public policy responses. Examines competing perspectives on the causes of poverty, the role of policy, and socioeconomic dimensions of stratification, including race, ethnicity, class, gender, immigration status, disability, age, sexual orientation and family structure.

### **Soc W 504 Social Work for Social Justice**

Ramona Beltran, James DeLong, Sarah Mountz, Nancy Palmanteer-Holder, Karina Walters, Steve Wilson

This practice course focuses on personal and professional development in the service of social work practice for social justice. It employs critically self-reflective, experiential, and dialogic learning processes to engage students in exploring personal meaning systems and narratives in the context of the professional values of social justice, multiculturalism, empowerment, and globalization.

### **Soc W 505 Foundations of Social Welfare Research**

Karen Bancroft, Richard Catalano, Rona Levy, Patricia Russell, Emiko Tajima, TBA

This is the first of a two-quarter research sequence. Students are introduced to a range of methods for informing evidence-based social work practice. Emphasis is placed on critical appraisal of the literature, development of research questions, and strategies and techniques for conducting practice-relevant research. Students are expected to engage in a critical analysis of the underlying beliefs, approaches, and assumptions of various research methods, particularly as it relates to promoting social justice. Students also are expected to consider issues of social justice and diversity in the application of research methods. Students will be responsible for developing a proposal in Soc W 505 that can be refined, implemented, and made ready for presentation in Soc W 506.

In the MSW Day Program, students self-select into either the "regular" or "accelerated" sections of 505.

Prerequisite: Introductory statistics course

### **Soc W 506 Social Welfare Research and Evaluation**

Karen Fredriksen-Goldsen, Tracy Harachi, Rona Levy, Sue Sohng, TBA

This is the second of a two-quarter research sequence. Students are introduced to a range of methods for informing evidence-based social work practice. Emphasis is placed on critical appraisal of the literature, development of research questions, and strategies and techniques for conducting practice relevant research. Students are expected to engage in a critical analysis of the underlying beliefs, approaches, and assumptions of various research methods, particularly as it relates to promoting social justice. Students also are expected to consider issues of social justice and diversity in the application of research methods.

Students will be responsible for developing a proposal in Soc W 505 that can be refined, implemented, and made ready for presentation in Soc W 506.

**Soc W 510 Micro/Meso Practice I: Individuals, Families, Groups**

Gino Aisenberg, Jon Conte, William Etnyre, Antonio Garcia, Blake Kaiser, Susan Kemp

This is the first of a two-quarter course sequence that integrates generalist practice knowledge and skills with knowledge pertaining to human behavior and the social environment, cultural diversity, and social justice. The course sequence prepares students for entry level generalist practice with individuals, families, and small groups to promote well-being and quality of life. Course content is taught through lectures, assignments, and exercises focusing on empirically-based practice skills, theories of human development and behavior, oppression and discrimination, multiculturalism, and competence in working with diverse and marginalized populations. All content is taught with a focus on the profession's social justice mission. Soc W 510 is primarily focused on practice with individuals.

**Soc W 511 Micro/Meso Practice II: Individuals, Families, Groups**

James DeLong, William Etnyre, Bonnie Letinich, Wendy Lustbader, TBA

This is the second of a two-quarter course sequence that integrates generalist practice knowledge and skills with knowledge pertaining to human behavior and the social environment, cultural diversity, and social justice. The course sequence prepares students for entry level generalist practice with individuals, families, and small groups to promote well-being and quality of life. Course content is taught through lectures, assignments, and exercises focusing on empirically-based practice skills, theories of human development and behavior, oppression and discrimination, multiculturalism, and competence in working with diverse and marginalized populations. All content is taught with a focus on the profession's social justice mission. Soc W 511 is primarily devoted to practice with families and groups.

**Soc W 512 Macro Practice I: Organizations, Community, Policy Practice**

Gino Aisenberg, Roberto Gonzales, Aiko Schaefer, TBA, Dorothy Van Soest, Scott Winn

This is the first of a two-quarter course sequence that prepares students for entry-level macro practice. Students will develop foundational skills in assessment, intervention, and evaluation of communities and organizations and a basic framework for policy construction and analysis. These arenas are viewed as both tools and targets for change efforts. This process is driven by the principles of economic and social justice, multiculturalism, and human behavior knowledge about organizational and community behavior. These principles and theoretical perspectives support social workers' development as critical thinkers and reflective practitioners engaged in an action-oriented model of practice that upholds social work values and ethics.

**Soc W 513 Macro Practice II: Organizations, Community, Policy Practice**

Leslie Ann Hay, Edwyna Ho, Jean Kruzich, Nancy Palmanteer-Holder, Aiko Schaefer, Dorothy Van Soest

This is the second of a two-quarter course sequence that prepares students for entry-level generalist practice with groups, organizations, communities and policy structures. Using a social systems perspective, these structures are viewed as both tools and targets for change efforts. The sequence emphasizes multiculturalism, diversity, and social justice in relation to social systems. Through the integration of theoretical and practice content on cultural diversity and human behavior in the social environment, students develop foundational skills in assessment, intervention and evaluation at the macro level.

**Soc W 514 Addressing Issues of Gender, Gender Identity & Sexual Orientation: HBSE  
Empowrmnt Pract**

Shawn Mincer, Scott Winn

Through an anti-oppression lens, this course focuses on social work practice with lesbian, gay, bisexual, transgender, two-spirit, queer, and intersexed communities. Emphasis in the course is placed on the cultural, social, and political context within which such practice occurs as well as an examination of the diversity and heterogeneity within these communities. Students will acquire micro and macro practice skills regarding identity development, coming out, and working with GLBT youth, elders and nontraditional families, queer social movements and policy organizing. The course will examine the role of multiple social identities as well as multicultural and multigenerational life span development. The course will provide the knowledge and skills necessary for affirming, empowering, and effective practice.

**Soc W 514 Caring for Persons with Life Limiting Illnesses: A HBSE Lifespan Approach**

Bonnie Letinich

This course focuses on multi-systemic social work practice with people who are experiencing life-limiting conditions. The strengths-based, multigenerational, and multicultural framework examines how families care for a loved one who is critically ill, and the differences that may occur across the lifespan when a person with a life limiting condition is a child, adolescent, a mid-aged adult, or an elder. The course explores how the culture of the family in terms of its ethnic and spiritual heritage, values, and beliefs might effect clinical decision making and communication about end of life care.

Topics in this course will develop skills in three areas: theoretical knowledge; development of self-awareness in issues related to illness, dying and grief; and application of this knowledge to social work practice with families and healthcare providers. Foundational theories related to grief, loss and attachment are used to interpret case examples from a variety of settings. Students will become familiar with tools for bio-psycho-social-spiritual assessment, self-care techniques and facilitated decision-making/ care conferencing. Hospice and palliative care models appropriate for social work practice at the end of life will be presented and critiqued.

**Soc W 514 Child Development: A HBSE Lifespan Approach**

Tessa Evans-Campbell

This course will prepare students to understand the physical, social, cultural, emotional, and intellectual growth and development of children within the context of family, culture, and community. Assessing, evaluating, and utilizing child development theories in culturally responsive ways will be a central component of the course. Topics include: practice that promotes resiliency in children; assessing development in children living with disabilities; developmentally appropriate intervention strategies; the developmental consequences of oppression and discrimination; and the impact of child abuse and neglect on child development.

**Soc W 514 Family Healing: A HBSE Cross-Generational Approach**

Wendy Lustbader

Multi-generational families present particular challenges and opportunities for social workers in all practice settings. Understanding how both difficulties and strengths are passed from one generation to another is critical for knowing how to intervene effectively, whether the issue is adolescent rebellion, a couple about to fracture, or an older parent suddenly in need of care. While current service systems tend to focus narrowly on one or two members of a family, this course will explore how to respond to the dynamic within the entire extended family. Cultural differences will be emphasized, as well as issues pertaining to the impact of chemical dependency, mental illness, and disability across the generations.

**Soc W 514 Global Perspectives in Social Work: A HBSE Approach**

Peris Kibera

Global Perspectives in Social Work provides an introduction to development perspectives, selected global social issues, and practice approaches, primarily in developing countries. The impact of global interdependence and development frameworks on local problems and solutions is examined. The major part of the course focuses on global social issues with particular attention to practitioner roles in social work and social development. Students are encouraged to investigate ways in which individual problems relate to structural issues, how to utilize participatory approaches in community assessment and change, and how problem-solving skills used in an empowerment framework can address situations in which people experience discrimination and marginalization. Power dynamics in the context of helping, and the importance of critical consciousness within one's role as practitioner and facilitator are examined.

**Soc W 514 People, Place, and Equity: Spatial Perspectives in a HBSE Approach**

Susan Kemp

The relationships among people, their everyday environments, and larger social institutions differentially and powerfully affect social opportunities and outcomes ranging from health and wellness to education, employment, and housing. The burdens of place-based disparities fall most heavily on racial and ethnic minorities and the poor, and are exacerbated by: contemporary social and economic challenges such as climate change, urban sprawl, and increasing global inequities. The ability to disrupt problematic person/place relationships and promote environments that enhance the well-being of all citizens is thus essential to effective social work practice from a social justice perspective. To support this core practice domain, this HBSE course provides an interdisciplinary introduction to the increasingly rich body of empirical, theoretical, and applied knowledge on place, the immediate environments in which people live, work, and play. Through active place-based learning and scholarly engagement with a range of perspectives on people/place relationships, from personal to structural, students will develop the intellectual and practical foundations for incorporating spatial analyses and collaborative place-making interventions into social work practice at all levels.

**Soc W 520 Policy/Services for EDP: Integrative Health-Mental Health**

Karina Walters

This course prepares future social work professionals to understand the organization of the U.S. health and mental health care system by evaluating policies and their effects in light of historical social inequalities. The course provides a social-historical overview on the development of health-mental health policies and services in the US as well as reform efforts, movements and policy advocacy; an overview of health inequities, inequalities and disparities in the US and identification of systems that sustain health disparities; an overview of health and mental health alternative/complementary systems of care; examination of the current structure of health services and public programs at the national, state and local and tribal levels; and the ABCs of healthcare financing and the underlying rationale for various programs. Students will review the major public programs affecting health and mental health systems, including Medicare and Medicaid, as well as current proposals for overall reform of the health and mental health care systems.

**Soc W 520 Policy/Services for EDP: Multigenerational Practice with Children, Families, & Elders**

Karen Fredriksen-Goldsen

Given the wide range of practice and organizational settings involving multigenerational families, social workers need the competencies to analyze, critique and advocate for policies and programs that support culturally diverse multigenerational families at all phases of the life course. This course applies a social justice framework to understanding and analyzing the organization of services and major policy issues relevant to social work practice with individuals, families, groups and communities across the life course.

**Soc W 520 Policy/Services for EDP: Social and Economic Inequality**

Diana Pearce

Investigates how social and economic inequality in America is established, manifested, and maintained. Also examines interventions that attempt to address various dimensions of inequality. Provides analytic tools to help with critical thinking about competing views of inequality and the interventions that address it.

**Soc W 521 Children and Families: Policy and Services**

Peter Pecora

Advanced study of policy and services relevant to practice with children, adolescents, and families. Applies social justice framework to understanding policy context and organization of services responses to child and family inequalities, especially for historically oppressed and marginalized populations. Examines social construction of policies in historical, political, and comparative context.

**Soc W 523 Introduction to Practicum (CR/NC)**

Michelle Bagshaw, Lorraine Brave, Lynn Carrigan, Reina Dastur, Donna Kellam, Leon Preston, J'May Rivara

This is the first course in the practicum sequence for masters-level students in the Day and Extended Degree Programs. The purpose of this one credit course is to orient students to the Foundation Practicum and to prepare students for the development and implementation of their practicum educational contract and other required practicum activities. Day Program students spend approximately 24 hours over several days in the practicum site as part of the requirement for Soc W 523.

**Soc W 524 Foundation Practicum (CR/NC)**

Michelle Bagshaw, Lorraine Brave, Lynn Carrigan, Reina Dastur, Donna Kellam, Leon Preston, J'May Rivara

The Foundation Practicum incorporates and builds upon content and skills acquired in all areas of the Foundation curriculum. In a selected community agency the student is provided the opportunity to develop social work knowledge and skills under the supervision of an experienced social worker. Emphasis is placed on development of knowledge, values and skills needed for practice with individuals, families, groups, organizations and communities. Day and Extended Degree students are required to do eight credits.

**Soc W 525 Advanced Practicum (CR/NC)**

Michelle Bagshaw, Lorraine Brave, Lynn Carrigan, Reina Dastur, Donna Kellam, Leon Preston, J'May Rivara

The Advanced Practicum provides students with intensive preparation in a selected community agency in one or more specified areas of advanced social work practice related to the student's area of concentration under the supervision of an experienced social worker. Day, Advanced Standing and Extended Degree Program students are required to do eighteen credits.

**Soc W 527 Globalization: Policy and Services**

Sue Sohng

This course provides a critical examination of different aspects and patterns of globalization, key institutions and instruments of international governance and regulation, and their implications for the historic and contemporary development, formulation, and adoption of policies and practices related to international and national social welfare provision.

More specifically, the course focuses on: (a) comparative understanding of issues in policy development and service provision with emphasis on selected welfare regimes; (b) global population movement

including refugees, labor and other forms of migration; (c) emerging social movements and community developments, policy options for multicultural governance in a global context and (d) development of conceptual frameworks that further understanding of the complex interplay of international and national issues and social welfare and other related policies. Policies addressed are wide ranging, including international agreements such as NAFTA and CAFTA, the institutions that emerged from the Bretton Woods conference, UN resolutions and conventions, and immigration and refugee laws.

**Soc W 528 Health Care: Policy and Services**

Gunnar Almgren

Examines the organization, policies, and services of U.S. health care system from a social justice framework. Topics include the U.S. health care system's historical development, differential access to health and health care, health care system reform, and the analysis of health care policy from contrasting ideological perspectives.

**Soc W 529 Mental Health: Policy and Services**

Jonathan Beard

Mental health policy trends and organization of services at national, state, and local levels reflected in legislative, regulatory, and institutional policies. Provides historical perspective on the development of U.S. mental health policies and services. Discusses specific areas of intersystem linkages in terms of equitable access and empowerment.

**Soc W 530 Advanced Practice with Diverse Children and Families**

Maureen Marcenko

Builds on foundation frameworks and competencies to develop specialized knowledge and skills for working with diverse children and families. An ecological framework informs family- and community-centered assessment and intervention that is empowering, culturally responsive, and clinically relevant. Foci include resilience, violence, attachment, loss, substance abuse, and disability.

**Soc W 531 Advanced Practice with Diverse Children and Families: Focus on Child Mental Health**

Maureen Marcenko

The course builds on the core frameworks and competencies acquired in the foundation classes to help students develop specialized knowledge and skills for practice with diverse children who have a range of mental health concerns and their families. The emphasis of this course is on child mental health assessment and intervention within the context of the multigenerational family and community. Recognizing that no single definition of child mental health adequately addresses the diverse families we work with, this course seeks to provide practice frameworks that are culturally sensitive, collaborative, strength-promoting, and empowering. The field of child mental health is rapidly evolving, requiring that social workers be knowledgeable about advances in biological, psychological, and social aspects of assessment and intervention. In addition, students need to be informed about policy mandates such as systems of care and recovery that shape the service system. In this course, students will be exposed to the most current developments in the assessment and evidence based treatment of children with mental health issues and their families. The following conditions will be reviewed in terms of presentation, etiology, prevalence, incidence, developmentally appropriate assessment and evidence based intervention: 1) ADD and ADHD, 2) depression and bipolar disorder, 3) anxiety disorders, and 4) autistic spectrum disorders. Preference is given to students who have completed SW530.

**Soc W 532 Advanced Practice with Diverse Children and Families: Focus on Child Welfare**

Dee Wilson

Develops advanced knowledge and skills for culturally relevant child welfare practice across a range of settings including child protection, foster care, and adoption. Topics include family dynamics around child maltreatment; trauma and its impact on children; separation, loss, and identity development; and self-care in child welfare practice.

**Soc W 534 Praxis of Intergroup Dialogue**

Biren (Ratnesh) Nagda

This course is a core practice methods course for advanced year MSW students to foster multicultural competencies--knowledge, awareness, values and skills--for working with diverse teams and small groups in multicultural settings with a focus on intergroup dialogue (IGD). IGD is an emerging social work practice method that focuses on dialogic engagement with client systems at multiple levels. IGD involves fostering egalitarian communication processes to build alliances for engendering and promoting greater social justice. IGD draws from principles in emancipatory education and empowerment practice, dialogic communication, intergroup relations and small group work. We envision such practice as fundamental to the principles of social justice, multiculturalism, empowerment and social change.

**Soc W 535 Special Topics in Clinical & Contextual Practice: Child Mental Health**

Lucy Berliner, Laura Merchant

This course is designed to provide students with a solid foundation for mental health practice with children, adolescents and their families. The emphasis will be on teaching the basic descriptive and epidemiological characteristics of mental health conditions in children, cultural considerations relevant to mental health practice, evidence based practice, the context of the mental health service delivery system and the key components and skills for mental health interventions for common conditions. By the end of the quarter it is our goal that students have a general understanding of the mental health conditions and practice and competency demonstrating key skills.

**Soc W 535 Special Topics in Clinical & Contextual Practice: Social Work in Child Protection**

Dee Wilson

This course will examine in depth the child protective service (CPS) system which has been developed in the United States since 1965 - 70. This course will also incorporate information regarding the incidence and prevalence of child abuse and neglect and an analysis of the correlates and causes of the various forms of child maltreatment. Subjects addressed in this course will include: the history of the development of the modern child protective service system, how governmental responses to child protection in the U.S. differ from approaches to child protection in other English speaking countries and Western Europe, mandatory reporting laws, intake screening practices, safety and risk assessment, family support services and treatment programs, out of home placement, dependency actions in the juvenile courts and placement outcomes.

This course will develop students' practice skills in safety assessment and safety planning, risk assessment service planning and decision making around out of home placement issues.

**Soc W 535 Special Topics in Interpersonal/Direct Practice: Critical Issues in Clinical Social Work**

Jon Conte

This is an advanced course on critical issues in social work practice. Students who have had practice experience in providing direct service to clients and previous content on the theory and practice of direct social work practice; especially clinical practice are most likely to benefit from the course. Topics are in part identified by the instructor and in part by student interest. Topics include: conducting developmental assessments, managing the process of helping, handling difficult clients, termination, evaluating client

progress, and others as negotiated with course participants.

**Soc W 538 Critical Empowerment Practice with Multicultural and Diverse Communities**

TBA

This is an advanced year lecture-seminar course focusing on critical approaches to empowering practice in multicultural and diverse communities. It builds on and extends HUB, HBSE, diversity, social policy, research, and micro and macro practice content in the Foundation Curriculum.

The course critically examines the knowledges and practices associated with multicultural social work. The course is based on a commitment to social justice, social change, empowering social work practice, respect for cultures and peoples and their strengths, and promoting habits of reflexive living and practice. Course content includes a review of principles of empowering practice, critical examination of prevailing approaches to multiculturalism and diversity, and those paradigms of knowledge and practice proven problematic in general application in our increasingly diverse society.

**Soc W 538 Critical Empowerment Practice With Youth**

Roberto Gonzales

This course will explore multiple cultural and political understandings of youth—including those that distort and enhance adolescent life—and the ways in which those understandings are shaped by the intersection of institutions, policies and communities. To that end, we will examine the forms of marginalization, exploitation and alienation by institutions of the dominant culture, and highlight the ways in which youth are active agents in families, within communities, and within the realm of policy. This course will explore questions starting from the premise that youth engagement is not just important, but imperative in a democracy. We will examine current research and theory about youth civic engagement, and we will test the assumptions, conclusions, and implications of these pieces by relating them to a variety of local, national, and international youth programs. Fundamentally, this course relies on the premise that every one has something to give. Accordingly, as we incorporate that into our understanding of youth, we will also practice that as a classroom of learners and teachers.

**Soc W 540 Social Work Practice in Prevention, Primary Care, and Emergency Department Settings**

Taryn Lindhorst

Teaches theory and strengths-based practice within multi-disciplinary medical clinics and emergency settings from bio-psychosocial, family systems, multi-cultural, contextual, and lifespan perspectives. Advances skills in conducting assessments and crisis interventions, and longer term interventions to support individuals and families experiencing pain and loss associated with trauma and acute or chronic illness.

**Soc W 541 Social Work Practice: Inpatient, Hospice, and Long-Term Care**

Brian Giddens

Health care theory and practice skills relevant to adults and children in acute, secondary and tertiary care settings, using multicultural, interdisciplinary, family systems, contextual, and lifespan perspectives. Skills include biopsychosocial and adherence assessment, ethical decision making, discharge planning, crisis intervention, cross-cultural practice, and counseling regarding chronic and life-threatening illness.

**Soc W 542 Social Work Practice in Community Mental Health**

Perry Wien

This course will expose students to state-of-the-art, evidence-based practices and approaches needed to inspire adults to experience recovery from severe and persistent mental illnesses in the context of a resource-scarce environment. The instructor has had 33 years of practice and leadership experience in community mental health settings. The course will use a case based approach to illustrate recovery oriented practice skills, emphasizing practical skills that social workers in mental health settings, along with other social work settings that serve people who have severe mental illnesses, can use. In addition to evidence based and recovery oriented practice skills, the course will also cover the role of case management in a client driven system of care; culturally competent mental health practices; integrated treatment of co-occurring substance use disorders and severe mental illness; working with involuntary treatment and the criminal justice system; peer support, and consumer-driven services.

**Soc W 544 Clinical Social Work with Individuals I: Theory and Practice**

Jon Conte

First quarter of a two-quarter sequence on the theory and practice of clinical social work. Focuses on key concepts underlying direct practice. Topics include the therapeutic relationship, therapeutic listening, the ground rules, transference, counter transference, psychological defenses, resistance, phases of treatment, transference, countertransference, and vicarious trauma. This is a linked sequence and students are expected to take both quarters. The first quarter will also focus on cognitive behavior modification.

**Soc W 545 Clinical Social Work with Individuals II: Theory and Practice**

Jon Conte

Second of a two-quarter sequence on the theory and practice of clinical social work. Focuses on the use of interpretation, obstacles to treatment, intervention techniques, case formulations that link assessment and intervention, monitoring client progress, and on selected theories of therapy. This is a linked sequence and students are expected to take both quarters.

**Soc W 548 EDP Advanced Practice I: Advanced Generalist**

Nancy Nystrom

First quarter of a two-quarter sequence. Emphasizes preparation of practitioners with capacity to move flexibly among a variety of professional roles, including the provision of direct services, program planning, supervision, and community practice. Emphasizes contextual assessment from micro to macro levels.

**Soc W 548 EDP Advanced Practice I: Integrative Health-Mental Health**

William Etnyre

Using a case-based problem solving approach and grounded in principles of social justice and cross-cultural practice this course will address integration and critical analysis of theory, knowledge and skills used by health-mental health care social workers across diverse populations primarily in mental health related settings. SocW549 will focus on health settings.

Through lecture/discussion and practice skills labs the course will address a spectrum of theories, practice modalities and bio-psychos-social-spiritual contextual factors pertinent to the engagement, assessment, intervention and evaluation elements of direct social work practice with individuals, families, and groups. Some of the issues that will be considered include the role of social epidemiological factors, responses to trauma, stress, loss, and crisis, and resiliency and recovery frameworks. A limited number of specific treatment modalities that are theoretically grounded and empirically supported will be explored in some depth such as: brief treatment models (psychodynamic, solution focused, and cognitive behavioral), both relational and cognitive-behavioral approaches for treatment of personality disorders and trauma, and

Recovery/Assertive Community Treatment for persons suffering chronic mental illness.

**Soc W 548 EDP Advanced Practice I: Multigenerational Practice with Children, Families, & Elders**

Tessa Evans-Campbell

Advanced Practice With Multi-Generational Families I is the first in a two-course sequence designed to help students develop specialized knowledge and skills for social work practice with diverse multigenerational families. Emphasizing strengths and challenges common across generations of a family at different points in the lifespan, the courses rely on experiential, case-based learning and incorporate a family-centered, ecological, culturally-responsive framework across subject areas. Particular foci in the first quarter are: separation and loss in families; age-related milestones across the lifespan and interventions where family members have emotional and developmental disabilities. In addition, special emphasis in the first quarter is given to the needs of families affected by trauma, historical trauma, and family violence. A number of practice frameworks and models will be discussed in class including: brief and crisis interventions, solution-focused social work practice, motivational interviewing, non-verbal practice modalities, and family support interventions.

**Soc W 549 Advanced Generalist Practice II**

Edwynna Ho, Perry Wien

Second quarter of a two-quarter sequence. Highlights program planning, supervision, and intervention across all levels of practice.

**Soc W 550 Strategic Program Management and Change Leadership in Human Services**

Jean Kruzich

One of two administrative concentration core methods requirements, this course focuses on analytical tools critical for effectively designing, implementing, changing, and evaluating human services programs within diverse organizational and community contexts as well as the interpersonal leadership skills required to for effectively working with task groups and teams, including boards and community stakeholders.

Students will develop advanced skills in strategic planning processes, including methods for conducting multi-stakeholder needs assessments (e.g., “strengths, challenges, opportunities and threats” analyses); logic models; social return on investment analyses approaches to new program and program change implementation, and program evaluation options. An overriding course theme will be organizational learning: how administrators and staff acquire and transfer knowledge to make their organizations more thoughtful, purposeful, responsive, and, ultimately, effective.

**Soc W 551 Human Resource Management in the Human Services**

Jess Jamieson

One of two administrative concentration core methods requirements, this course focuses on theories and techniques critical for designing human services workplaces and jobs that optimally support employees’ performance and well-being; and creating and managing diverse, satisfied, and high-performing human service staffs, including paid employees, volunteers and boards. Students will develop advanced skills in conducting and applying the results of job quality analyses, including assessments of job task characteristics, as well as the compensation benefits jobs provide to their holders; procedures for effectively drafting job descriptions (informed by the first two elements); employee interviewing, supervision and performance evaluation; models of negotiation and conflict resolution; and strategies for effectively working with volunteers.

**Soc W 552 Financial Management of Human Service Programs**

Elise Ernst

Covers key financial management components of human service programs, including development and use of business plans, budgets, and financial statements. Students demonstrate understanding of financial management through budget preparation, financial statement analysis, new project cost projections, audits, and presentations using computer-based spreadsheets and presentation software. Students do not need advanced math skills to acquire the skills needed.

**Soc W 560 Policy Processes, Institutions, and Influences**

Amelia Gavin

Focuses on the process and institutions through which social policies are developed, adopted, and implemented, with special attention to the implications of these processes for social justice. Develops practice skills in analyzing and influencing the policy process, including social problem definition, policy design, policy adaptation, and policy implementation.

**Soc W 561 Concepts and Methods of Policy Analysis**

William Vesneski

Engages students in the concepts and applied practice of policy analysis and evaluation. Prepares students to address two generic policy questions: Given an identified problem, what policy or program should be selected? Given a particular policy or program, how do we evaluate effectiveness? Particular attention paid to social justice implications.

**Soc W 570 Anti-racist Organizing for Social and Economic Change**

Scott Winn

Applies an institutional analysis of racism and white privilege to the strategies of community organizing by communities of color and indigenous peoples. Examines anti-racist organizational transformation, intersectionality of oppressions and privileges, white allies in anti-racist struggles, and the role of social workers in maintaining and combating institutional racism.

**Soc W 571 Assessment of Mental Disorders**

Shirley Bonney, William Etnyre, Kendra Roberson, Patricia Terry

Provides basic knowledge and skills in use of DSM-IV-TR (Diagnostic and Statistical Manual of Mental Disorders) in diagnosing mental disorders as well as a critical analysis of the DSM. Enhances skills and critical thinking in regards to the overall assessment and diagnosis process as a foundation for treatment planning, emphasizing the importance of addressing diverse contextual factors. Examines methodological challenges of mental health assessment and diagnosis across race, gender, ethnicity, etc.

**Soc W 572 Chemical Dependency - Drug Effects, Assessment and Treatment Referral Issues**

Ron Jackson

Provides students with the knowledge and basic skills to recognize and understand the dynamics of chemical dependency in the lives of individuals, how to assess the presence of this disorder, and what the issues are in referring individuals to treatment for this disorder.

**Soc W 573 Child Welfare and Permanency Planning**

Zynovia Hetherington

Focuses on social work interventions within the public child welfare system for children who have been abused and neglected. Includes practice models to ensure safety and permanency for children, federal and state mandates for permanency, cultural determinants, juvenile court dependency system, and research findings pertaining to permanency planning outcomes.

**Soc W 574 Collaborative Community-Based Program Evaluation**

Jean Kruzich

Focuses on conducting a program evaluation in collaboration with a community agency's program staff and clients. In addition to learning about program theory, logic models, measurement construction, study design, and qualitative and quantitative data analysis, students develop consultation, negotiation and presentation skills needed in utilization-focused evaluation.

**Soc W 580 Grant Writing and Fund Development**

Karl Leggett

Prepares students to participate and provide leadership in grant writing and fundraising for community-based human services. Opportunity to learn and apply the concepts and skills necessary for writing and submitting a complete grant proposal, planning and conducting a successful fundraising program. Students are assisted in writing a complete grant proposal as their final project.

**Soc W 581 Historical Trauma and Healing**

Ramona Beltran, Antony Stately

Provides specialized knowledge and skills for practice with communities experiencing historical trauma. Covers emerging theories of historical trauma, impact of historical trauma on families and communities, and culturally relevant interventions to promote healing. Builds upon the concepts of empowerment practice and indigenous models of social work.

**Soc W 582 Interpersonal Violence and Trauma**

Gino Aisenberg

This course explores the context of interpersonal violence at micro and macro levels and engages social justice and cultural perspectives congruent with the mission of social work. This course critically examines the causes and risk factors of interpersonal violence informed by behavioral and social science theories of violence. It addresses associated psychological trauma and behavioral effects of exposure to interpersonal violence, including post-traumatic stress disorder, in the lives of children and adults. Also, it identifies protective factors and their interplay with neighborhood and family contexts. This course applies theoretical perspectives such as cognitive behavioral theory to inform effective intervention and practice skills related to various forms of interpersonal violence, including community violence, child abuse, domestic violence, and sexual assault.

**Soc W 586 Policy Advocacy (CR/NC)**

Sarah Cherin

Focuses on involvement in the policy-making process. Students design projects to influence public policy: at the local level in the fall, state level in the winter, and federal level in the spring. Readings based on policy materials (proposed and final laws, regulations, budgets, advocacy documents).

**Soc W 587 Spirituality in Health Care (CR/NC)**

Lynn Carrigan

This multidisciplinary course, designed for students from health sciences, is focused on the role of spirituality and religion in health care, with particular emphasis placed on life-threatening illness. Faculty from the fields of medicine, ethics, chaplaincy, nursing, and social work, examine with students how spirituality influences responses to illness, injury and the possibility of dying. Students learn various ways to inquire into the spiritual resources of the patient and family through review and application of current conceptual frameworks about spirituality assessment, healing, and meaning-making on patient-centered care. The course includes speakers on major world religions and cross-cultural work, practice in multidisciplinary consultations, and exploration of the intersections between students' own spiritual perspectives, ethics, and their clinical practice. Offered: jointly with FAMED 547/MHE 518

**Soc W 588 School Social Work**

Ann Pulkkinen

Meets school social worker certification requirements and provides necessary foundational understanding in order to effectively advocate for the civil right to a free and appropriate public education for all children. Explores theoretical frameworks and current issues in education such as educational reform, effective education of foster children, addressing the needs of refugee and immigrant students, working effectively with DCFS regarding mandated reporting of child abuse and neglect, measuring Response to Intervention per federal law. Also covers individual, small group, classroom and family intervention; organizational context and systems change, legal issues, racism and educational outcomes, special education, culturally sensitive practice, advocacy, family involvement, collaboration, and ethics.

**Soc W 589 Social Work Practice with Families**

Elaine Loughlin

Theoretical and practice issues relevant to family-centered social work. Presents family systems theory and a generalized model of engagement, assessment, and intervention. Also examines the contributions of some of the major schools of family therapy. Clinical applications with particular client populations and their presenting problems, such as families with children in foster care, traumatized children and families, families with children with behavioral and emotional problems.

**Soc W 592 Social Work Practice with African American Families**

Steve Wilson

Introduces the study of African-American families from a historical, socio-cultural, and political perspective. Presents various theories for understanding African-American families and addresses an Afrocentric framework for intervention.

**Soc W 593 Social Work Practice with Chemically Dependent Adults: Cognitive-Behavioral Approaches**

Roger Roffman

Teaches skills in four contexts: (1) incorporating questions concerning alcohol/drug use in an assessment of new clients, (2) conducting a comprehensive alcohol/drug assessment when a problem has been identified, (3) offering a brief motivational enhancement intervention to ambivalent clients, and (4) delivering cognitive-behavioral counseling focusing on overcoming dependence.

**Soc W 594 Gender and Inequalities in the Global Context: Ideologies and Realities**

Diana Pearce

This course will examine how gender structures society and our understanding of socioeconomic dynamics, focusing on the issue of poverty. How is women's poverty different from that experienced by men, and how does this affect how we practice social work, do policy advocacy, "reform" welfare, and implement programs? What is the "feminization of poverty," how did we get it, and how do we eliminate it? How is gender inequality institutionalized in our economic, social, educational, and work systems, creating a society based on "no-fault sexism" that structures unequal outcomes? How is even our definition/concept of "poverty" gender-biased?

**Soc W 598 Critical Praxis: Bridging Theory and Social Work Practice**

Gita Mehrotra, Jennifer Self

"That's all very nice in practice, but how does it work in theory?" Kurt Jacobsen, 2005

Social justice is at the core of our discipline/profession's mission and it is these very issues that have the potential to be uniquely addressed by critical theorizing. The goal of this course is to explore critical

theoretical perspectives ( such as critical race, women of color feminisms, post-coloniality, queer, etc.) and social work practice with the intention of strengthening the connection between knowledge and practice skills and to illuminate the connection between critical thinking and justice-centered practice. The proposed course, Bridging Critical Theory and Social Justice Practice, a second year MSW elective, will aim to: 1) make visible the historical and current connect between theory and social work practice; 2) introduce MSW students to diverse, critical theoretical content; and 3) explore the relationship between postmodernism and contemporary social justice-centered practice and scholarship. The course will be developed and taught utilizing emancipatory pedagogy so that our class process reflects an intentional relationship between practice and theory.

**Soc W 598 Multigenerational Advanced Practice: Integrative Seminar (CR/NC)**

Charles Hoy-Ellis

Required on-line Seminar for students funded by the Gerontology Practicum Partnership. Open to other students in placements serving older adults and multigenerational families.

**Soc W 598 Skill Lab - Clinical Interview: Establishing Collaboration Between Client and Therapist (CR/NC)**

Shirley Bonney

This lab will explore the client as an active self healer and the collaborative process between social work and client as a stimulant to such healing. The clinical interview is the primary implement in a social worker's "tool kit." This lab will use role playing with participants playing the role of client, social worker, and participant observer to experience the interview process from both the client and the clinician's position. Videotape will be used to give each participant the opportunity to view him/herself in the role of social worker. Issues of cultural expectation and resources the clients bring to the situation and facilitation of interpersonal interactivity will be addressed. Within the lab students will learn self assessment skills to aid them in this difficult task.

**Soc W 598 Skill Lab: Advanced Skills for Self Care (CR/NC)**

Laura van Dernoot Libsky

As human beings, we are affected by our surroundings. When exposed to hardship, crises, stressful circumstances, and/or trauma we attempt to make sense of what we see, hear and experience the best we can. In this workshop we explore how we are impacted by our society, work and/or careers. Through a larger backdrop of systematic oppression and liberation theory we come to understand the shifts that occur in us personally and professionally and why we adapt the way we do. The discussion focuses on how to reconcile what we experience in our work and the world around us in a way that is both compassionate and honest as well as accountable and sustainable. Whether one may be experiencing fatigue, cynicism, guilt, a sense of not doing enough or any other number of consequences of demanding work, we come to understand how we can make choices that will allow us to interact with our work and our lives in such a way as to remain true to ourselves and those we serve. While respecting the seriousness of the issues at hand, this path incorporates much humor and a profound sense of hopefulness by drawing on a broad base of clinical approaches, social justice theory and spiritual traditions. This workshop has been conducted locally, nationally and internationally for a dizzyingly broad array of workers including public health agencies, environmentalists, domestic violence workers, the humane society, the United States air force, firefighters, educators, human rights advocates, public health workers, conservationists, immigrant and refugee attorneys, doctors and nurses and many others with a commitment to their field and their communities.

**Soc W 598 Skill Lab: Leadership for Minority Communities (CR/NC)**

Jaime Garcia

This lab will give students an opportunity to explore and discuss ethnicity and the pressures new employees of color have to assimilate and acculturate in private non-profits, government, and private for-profit organizations. Students will discuss cultural competency and will understand the unique pressures supervisors of color face working in various professional settings and gain insight into leadership styles within the minority communities. Students will be able to identify leadership traits within communities of color. Instructor encourages all students to take this lab.

**Soc W 598 Skill Lab: Mindfulness Based Cognitive Therapy (CR/NC)**

Anil Coumar

This course is based on the research of Drs. Zindel Segal, Mark Williams, and John Teasdale and on the program detailed in their book *Mindfulness Based Cognitive Therapy for Depression*. This training program integrates tools of cognitive therapy with the practice and clinical application of mindfulness meditation. The heart of MBCT lies in helping patients learn to view thoughts as thoughts – events that arise in awareness and are not necessarily a reflection of reality. Through an interactive model, we will explore the actual application of mindfulness practices in working with clients. The curriculum integrates didactic, experiential and small group learning and includes daily meditations, yoga/mindful movement, and periods of silence. The content and curriculum of each MBCT class session is explored in detail, and descriptions of session themes, curricula, and samples of client handouts are provided.

**Soc W 598 Skill Lab: Utilizing Pattern Recognition in Child Welfare (CR/NC)**

Dee Wilson

Working in public child welfare can be an emotionally challenging disempowering experience. Line staff can begin to feel powerless, ignored and isolated. This workshop will teach attitudes, skills and habits which will sustain morale in child welfare agencies which manage work through top-down policy directives, a highly structured chain of command, specialized work units and documentation requirements which often leave limited time for personal contact with children and parents. This workshop will emphasize the importance of “owning “ one’s practice, taking initiative, creating a cohesive work unit and forming alliances with key community stakeholders and child advocates. The workshop will also discuss the importance of an ethic of professionalism and of continuing professional development for MSW graduates employed in public child welfare.

**Soc W 598 Skills Lab: Social Worker Goes to Court: Preparing/Presenting Effective Testimony in Court (CR/NC)**

Paul Stern

This lab is designed to prepare social workers for working within the court system. Students will learn some of the various ways they might find themselves or their work called into a legal proceeding. Issues to be explored will include how lawyers might access social work notes and work, and their conclusions and impressions on this information. Specific emphasis will be on preparing for court and presenting effective testimony. Students will gain an understanding of relevant legal principles and obtain specific skills for managing forensic obligations.

**Soc W 598 Skills Lab: Suicide Assessment and Prevention (CR/NC)**

Treg Isaacson

Students in this lab will learn about the factors within the person and in the environment that contribute to suicidality. Direct and indirect cues for imminent risk, as well as cues associated with imminent suicide will be discussed. General guidelines and procedures for treating suicidal individuals will be discussed. Students will observe and practice assessment and intervention strategies for suicide prevention, using role play in triads.

**Soc W 599 Readings in Social Work (CR/NC)**

TBA

Soc W 599's are independent reading courses arranged on an individual basis with an instructor. The courses are offered credit/no credit only.

**Soc W 600 Independent Study/Research/Thesis Alternative**

TBA

Soc W 600 is used for two different purposes: a) the thesis alternative, and b) an independent study conducted in the Practicum setting.

## 1. Thesis Alternative (1-3 cr/qtr for 3 qtrs):

- a. A thesis alternative (Soc W 600), in contrast to a thesis (Soc W 700), need not include all four tasks of a complete investigation (e.g., problem formulation, design, data collection, analysis and interpretation). Students conducting research under the Soc W 600 auspices might be actively involved in two or three of these steps.
- b. Several students may collaborate in the thesis alternative.
- c. The title of the research project does not appear on the student's transcript.

## 2. Independent Study or Research in a Practicum Setting (1-3 cr/qtr):

Students intending to conduct a piece of research within the Practicum setting may opt for this course designation. Unlike the thesis alternative, the independent study is supervised by only one instructor. Also, the final product does not need to be prepared for eventual external review.

(Please consult with Associate Dean for Research concerning requirements. Written guidelines are available in Student Services)

**Soc W 700 Master's Thesis**

TBA

Students with the motivation and the capacity for individual independent work can complete a thesis on a subject of their choice during the MSW program. The thesis requires supervision by a 3-person advisory committee, usually takes a minimum of 3 quarters' work (9 credits required), and normally is expected to reflect empirical investigation in a specialized area. Planning should begin no later than Winter Quarter of the first year (second year for evening students).

(Please consult with Student Services concerning requirements. Written guidelines are available in Student Services.)