

**University of Washington**

**School of Social Work**



**Master of Social Work**

**Course Catalog**

**2008-2009**

**University of Washington  
School of Social Work**

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**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 2008-2009 academic year. The catalog is organized by day, evening, and outreach classes; Practicum and Independent Study courses; and numerically ordered course descriptions. 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 or are on Saturday.

*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.

## 2008-2009 - List of Classes

### Autumn Quarter

- Soc W 500**    *Intellectual and Historical Foundations of Professional Social Work Practice*  
Katie Johnston-GoodStar, Susan Kemp, Theresa Ronquillo
- EDP*            Tatiana Masters, Sue Sohng, William Vesneski
- Soc W 501**    *Poverty and Inequality*  
Chandra Childers, Eric Lock, Jennifer Romich
- Soc W 504**    *Social Work for Social Justice*  
Ramona Beltran, Lorraine Brave, Mae Henderson, Roy Old Person, Karina Walters
- EDP*            James DeLong, Steve Wilson [2 Sections]
- Soc W 505**    *Foundations of Social Welfare Research*
- EDP*            Anne Nicoll, Nancy Shore
- Soc W 510**    *Micro/Meso Practice I: Individuals, Families, Groups*  
Gino Aisenberg, Jon Conte [2 Sections], William Etnyre
- Soc W 514**    *Family Healing: A HBSE Cross-Generational Approach*
- EDP*            Wendy Lustbader
- Soc W 514**    *Global Perspectives in Social Work: A HBSE Approach*
- EDP*            Apurva Bahukhandi
- Soc W 514**    *Social Work for Diverse Families: A HBSE Empowerment Approach*
- EDP*            Teresa Jones
- Soc W 521**    *Children and Families: Policy and Services*  
Mark Courtney, Peter Pecora
- Soc W 526**    *Multigenerational Practice/A Feminist, Multicultural Perspective: Policy and Services*  
Nancy Hooyman
- 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*  
Jennifer Stuber

- Soc W 530**    *Advanced Practice with Diverse Children and Families*  
Maureen Marcenko, Kendra Roberson
- Soc W 533**    *Multigenerational Advanced Practice: Addressing Family Trauma, Loss, and Recovery*  
Wendy Lustbader
- Soc W 534**    *Praxis of Intergroup Dialogue*  
Biren (Ratnesh) Nagda
- 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*            Beverly Davis, Nancy Nystrom
- 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
- Soc W 586**    *Policy Advocacy*  
Sarah Cherin
- Soc W 598**    *Multidisciplinary Seminar on Health Disparities*  
Jennifer Stuber
- Soc W 598**    *Multigenerational Advanced Practice: Integrative Seminar*  
Nancy Hooyman
- Soc W 598**    *Skill Lab: Utilizing Pattern Recognition in Child Welfare*  
Dee Wilson
- Soc W 598**    *Skills Lab: Social Worker Goes to Court: Preparing/Presenting Effective Testimony in Court*  
Paul Stern
- Soc W 598**    *Skills Lab: Suicide Assessment and Prevention*  
Treg Isaacson

## Winter Quarter

- Soc W 501 Poverty and Inequality***  
*EDP* Gunnar Almgren, Chandra Childers, Nancy Nystrom
- Soc W 505 Foundations of Social Welfare Research***  
 Richard Catalano, Rona Levy [2 Sections], A. Tyler Perry
- Soc W 506 Social Welfare Research and Evaluation***  
*EDP* Anne Nicoll, Nancy Shore
- Soc W 511 Micro/Meso Practice II: Individuals, Families, Groups***  
 Gino Aisenberg, William Etnyre, Karen Fieland, TBA
- Soc W 512 Macro Practice I: Organizations, Community, Policy Practice***  
*EDP* Apurva Bahukhandi, Eric Lock, A. Tyler Perry, Theresa Ronquillo  
 Teresa Jones, Dorothy Van Soest, Scott Winn
- 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 533 Multigenerational Advanced Practice: Advanced Mental Health Skills***  
 Martha (Marty) Richards
- Soc W 535 Special Topics in Clinical & Contextual Practice: Child Mental Health***  
 Beverly Davis
- Soc W 535 Special Topics in Clinical/Contextual Pract: Intro to Child Welfare Law for Social Workers***  
 Tim Jaasko-Fisher
- Soc W 538 Critical Empowerment Practice with Multiethnic Communities: Immigrants and Refugees***  
 Alma Trinidad
- Soc W 541 Social Work Practice: Inpatient, Hospice, and Long-Term Care***  
 Brian Giddens
- Soc W 542 Social Work Practice in Community Mental Health I***  
 Margaret Cristofalo
- Soc W 545 Clinical Social Work with Individuals II: Theory and Practice***  
 Jon Conte

- Soc W 552**    *Human Resource Management in the Human Services*  
Anna Haley-Lock
- Soc W 561**    *Concepts and Methods of Policy Analysis*  
Jennifer Romich
- Soc W 571**    *Assessment of Mental Disorders*  
William Etnyre
- 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*  
Karina Walters  
EDP            Anthony 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**    *Multidisciplinary Seminar on Health Disparities*  
Jennifer Stuber
- Soc W 598**    *Multigenerational Advanced Practice: Integrative Seminar*  
Nancy Hooyman

## Spring Quarter

- Soc W 506**    *Social Welfare Research and Evaluation*  
Rona Levy [2 Sections], A. Tyler Perry [2 Sections]
- Soc W 510**    *Micro/Meso Practice I: Individuals, Families, Groups*  
EDP            Beverly Davis, James DeLong, Perry Wien
- Soc W 513**    *Macro Practice II: Organizations, Community, Policy Practice*  
Apurva Bahukhandi, Anna Haley-Lock, Jean Kruzich, Eric Lock  
EDP            Teresa Jones, Jean Kruzich, Dorothy Van Soest

- Soc W 514**    *Addressing Issues of Gender, Gender Identity & Sexual Orientation: HBSE Empowrmt Pract*  
Scott Winn
- Soc W 514**    *Caring for Persons with Life Limiting Illnesses: A HBSE Lifespan Approach*  
Bonnie Letinich
- 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 520**    *Social and Economic Inequality: Policy and Services*  
*EDP*            Gunnar Almgren, Diana Pearce
- Soc W 535**    *Special Topics in Clinical & Contextual Practice: Social Work in Child Protection*  
Dee Wilson
- Soc W 543**    *Social Work Practice in Community Mental Health II*  
Perry Wien
- Soc W 551**    *Financial Management of Human Service Programs*  
Elise Ernst
- Soc W 555**    *The Contemporary U.S. Workplace: Social Welfare and Efficiency in Firm-Employee Relations*  
Anna Haley-Lock
- Soc W 570**    *Anti-racist Organizing for Social and Economic Change*  
Scott Winn
- Soc W 571**    *Assessment of Mental Disorders*  
*EDP*            Patricia Terry
- Soc W 576**    *Empowerment Practice with Persons with Disabilities*  
Jerry Kessinger
- Soc W 584**    *Multicultural Mental Health Practice*  
Gino Aisenberg
- 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 598 Multigenerational Advanced Practice: Integrative Seminar*  
Nancy Hooyman

## Summer Quarter

*Soc W 511 Micro/Meso Practice II: Individuals, Families, Groups*  
EDP TBA [2 Sections]

*Soc W 548 Advanced Generalist Practice I*  
EDP TBA [2 Sections]

*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**

Katie Johnston-GoodStar, Susan Kemp, Tatiana Masters, Theresa Ronquillo, 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**

Gunnar Almgren, Chandra Childers, Eric Lock, Nancy Nystrom, Jennifer Romich  
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, Lorraine Brave, James DeLong, Mae Henderson, Roy Old Person, 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**

Richard Catalano, Rona Levy, Anne Nicoll, A. Tyler Perry, Nancy Shore

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**

Rona Levy, Anne Nicoll, A. Tyler Perry, Nancy Shore

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, Beverly Davis, James DeLong, William Etnyre, Perry Wien

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**

Gino Aisenberg, William Etnyre, Karen Fieland, 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**

Apurva Bahukhandi, Teresa Jones, Eric Lock, A. Tyler Perry, Theresa Ronquillo, 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**

Apurva Bahukhandi, Anna Haley-Lock, Teresa Jones, Jean Kruzich, Eric Lock,  
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 Empowrment Pract**

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 seriously ill people who have a life-limiting condition. The strengths-based, multigenerational, and multicultural framework examines how families care for a member who is critically ill, and the differences that occur across the lifespan when the seriously ill person is a child or adolescent, a mid-aged adult, or an elder at the end of life. The course explores how the culture of the family in terms of its ethnic and spiritual heritage, values, and beliefs drive decision making 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 death, dying and grief; and application of this knowledge to social work practice with families. 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 and decision-making. Hospice and palliative care models appropriate for social work practice at the end of life will be presented and critiqued.

**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**

Apurva Bahukhandi, 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 Social Work for Diverse Families: A HBSE Empowerment Approach**

Teresa Jones

This course offers a critical analysis of the traditional family and examines a number of alternative family arrangements. It considers the social-cultural and legal context as well as key characteristics of several non-traditional families: e.g., single-parent, lesbian/gay, adoptive/foster families, etc. The course examines the meaning of family, the influence of the traditional family model, and the concept of "otherness" as it applies to family diversity. Employing a feminist perspective, the course considers the construction and deconstruction of marriage, blood-ties, parenthood, the division of labor within families, the cult of domesticity, and care-giving. It also examines the influence of sexism, racism, ageism, and heterosexism on the construction of non-traditional families. Based on the analysis of families and the critique of existing social, political, and economic circumstance, alternative practice approaches will be examined. These include feminist and radical social work models as they apply to a variety of family configurations.

**Soc W 520 Social and Economic Inequality: Policy and Services**

Gunnar Almgren, 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**

Mark Courtney, 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 526 Multigenerational Practice/A Feminist, Multicultural Perspective: Policy and Services**

Nancy Hooyman

Builds social workers' competencies to analyze, critique, and advocate for policies and programs that will support the growing number of multigenerational families. Presents a feminist, multicultural and multigenerational perspective to analyze how historical and current service structures, policies, and programs support or deter families' well-being across the life course.

**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**

Jennifer Stuber

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, Kendra Roberson

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 will offer specialized knowledge and skills for working with children who are at risk and their families. The course will examine the special needs of children who have mental health and learning challenges. Systems and psychodynamic theories will be the basis for framing assessment and practice models. Promoting child and family strengths within sociocultural and class contexts will provide the overview for the course.

Prerequisite: SW 530 (Advanced practice with diverse children and families)

**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 533 Multigenerational Advanced Practice: Addressing Family Trauma, Loss, and Recovery**

Wendy Lustbader

This course uses a multigenerational perspective to examine clinical interventions for several kinds of trauma: childhood sexual abuse, battering at any age, having been raised by chemically dependent parents, elders at the mercy of abusive adult children, and a range of losses throughout the lifespan. State-of-the-art techniques for healing trauma will be explored, along with more traditional therapeutic modalities. Ethical issues will be discussed at length in regard to clients who continue with self-harming behaviors and those who resist treatment. Ways to establish a therapeutic alliance, despite resistance, will be explored. The recovery process will be explicated in terms of family strengths across the generations.

**Soc W 533 Multigenerational Advanced Practice: Advanced Mental Health Skills**

Martha (Marty) Richards

Emphasizes a multigenerational, culturally competent empowerment approach and in-depth knowledge on "best practices" related to assessment, diagnosis, and clinical interventions with older adults and their families. Builds on other multigenerational classes.

**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**

Beverly Davis

The course builds upon generalist social work values, knowledge and skills. The class is designed for students who want to enhance their understanding of children and families. Emphasis is placed on the chronological development of children within their family, ecological and sociocultural relationships. Practice applications are also included.

**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 SpecTopics in Clin/Contextual Prac: Introduction to Child Welfare Law for Social Workers**, Tim Jaasko-Fisher

This course begins with the overarching idea that “good law supports good practice”. To truly effectuate its purpose, child welfare law must be practiced, developed, and translated by those who can effectively communicate cross-systems. Students will be introduced to core American legal concepts and systems with a focus on state and federal child welfare law. In addition to exploring specific laws that impact child welfare practice, this course will help students to understand the interrelatedness of the various “players” in the child welfare legal system. Fundamentally, the goal of this course is to help students become effective cross-systems translators of legal and psycho-social concepts relevant to children and families involved in the child welfare legal system.

**Soc W 538 Critical Empowerment Practice with Multiethnic Communities: Immigrants and Refugees**, Alma Trinidad

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 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 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 I**, Margaret Cristofalo

Emphasizes evidence-based and recovery-oriented practices with adults with severe and persistent mental illness and persons with co-occurring mental illness and substance use disorders. Prepares for generalist social work practice in any community mental health or health care setting serving people who have mental illnesses: community mental health centers, hospitals, residential programs, jails, homeless shelters, outreach, etc.

**Soc W 543 Social Work Practice in Community Mental Health II**, Perry Wien

Focuses on best and evidence based social work practices that promote recovery for persons with severe mental illness. This second quarter of the practice sequence includes content on supported housing; supported employment; integrated treatment of co-occurring disorders; practice with diverse populations: multicultural, developmentally disabled, geriatric, and gay/lesbian; partnering with family members; and, working with Social Security. Complements Soc W 542, but may be taken free-standing. Students who enter during the second quarter of the sequence will have their assignments tailored to compensate for the content that was missed during the first quarter.

**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.

**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 Advanced Generalist Practice I**, TBA

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 549 Advanced Generalist Practice II**, Beverly Davis, Nancy Nystrom

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 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 552 Human Resource Management in the Human Services**, Anna Haley-Lock

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 555 The Contemporary U.S. Workplace: Social Welfare and Efficiency in Firm-Employee Relations**, Anna Haley-Lock

This course explores the firm-employee relationship from the standpoint of its impacts on economic efficiency and performance, a primary concern of business; and individual and family well-being, a key social welfare concern. It draws on perspectives from the fields of ethics, psychology, sociology, economics, as well as social work and public policy. Students will develop tools for understanding and addressing employee welfare and firm performance concerns in contemporary workplaces as shaped by human resource management strategies. The course uses lecture, large and small group discussion, and regular guest speakers from the domains of business, academia, and social policy. Attendance on the first day of class is mandatory to confirm enrollment in the course. Contact Anna Haley-Lock (annahl@u.washington.edu) for additional information.

**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**, Jennifer Romich

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, William Etnyre, 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 576 Empowerment Practice with Persons with Disabilities, Jerry Kessinger**

This course is designed to provide students with a background in theories and models of support involving people with developmental disabilities and their families, across the lifespan and across practice settings. Emphasis is given to understanding disability as a characteristic that is experienced on a spectrum as a natural part of the human condition and as a socially constructed category through which people experience discrimination and oppression. Emphasis is also given to promoting personal empowerment in service planning and upon exploring how the disability civil rights movement has influenced current social work best practice.

**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**, Anthony Stately, Karina Walters

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 584 Multicultural Mental Health Practice**, Gino Aisenberg

Advanced-practice course that builds upon foundation content in HUB, micro- and macro-practice/HBSE sequences, policy, diversity, and research. Grapples with complex mental health service design and delivery issues often informed by ethnocentric paradigms of knowledge and practice that have proven problematic in their general application in our increasingly diverse society.

**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

Required for School Social Worker certification. Explores theoretical frameworks, 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 598 Multidisciplinary Seminar on Health Disparities (CR/NC)**

Jennifer Stuber

In this seminar national and local experts on health disparities will speak from multiple disciplinary perspectives on the pressing issue of disproportionate tobacco use among marginalized populations both in the US and globally. Possible seminar topics include: differential explanations for tobacco use and possible interventions in groups defined by their low socioeconomic status, race/ ethnicity and sexual orientations, the link between mental illness and smoking, social stress theory and tobacco use, acculturation processes and tobacco use, the genetics of tobacco use, and social deviance and tobacco use. Course meets the first or second Wednesday of each month, 3:30-5:00 pm, during the Fall, Winter and Spring Quarters.

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

Nancy Hooyman

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: Utilizing Pattern Recognition in Child Welfare (CR/NC)**

Dee Wilson

This skill lab will apply lessons from naturalistic studies of decision making to child welfare assessment, planning and decision making. These studies have emphasized the importance of holistic (and often intuitive) pattern recognition in decision making under severe time constraints. The skill lab will develop participants' ability to recognize common patterns in human behavior, along with anomalies which don't fit typical patterns; and to apply this understanding to decision making in common child welfare case scenarios.

The skill lab will teach the utilization of operationally meaningful typologies of child abuse and neglect; and give participants the opportunity to apply these typologies to key decisions in child welfare cases. Common errors in child welfare decision making will be explored from a naturalistic perspective.

This skill lab will also develop an approach to combining intuitive and analytical abilities in child welfare decision making. In particular, skills useful for identifying and correcting for bias will be discussed with opportunities to practice these skills.

**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 5xx 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 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 any part of 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.)

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