FOUNDATION COURSES

SASS 401. FIELD EDUCATION I (2)
This course is designed to be taken by entering foundation level social work students in the first semester of their master’s program. Students enrolled in SASS 401 take SASS 495, Field Education Seminar concurrently.

The overall goal of this course is to provide graduate level social work students with field related opportunities to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. The field instructor is based at the social service setting and provides the direct instruction of the student. The faculty advisor, who is based at the School, serves as a link between all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student’s learning experience. The field instructor assigns tasks to the student according to the requirements of the School and the educational and experiential level of the student. Student, field instructor, and faculty field advisor all participate in various ways in the evaluation of the student’s work; the faculty advisor is responsible for assigning the grade.

SASS 426. RESEARCH METHODS IN SOCIAL WORK (3). This course is an introduction to the research methods and tools that are used in social work. It includes qualitative and quantitative research content that provides an understanding of scientific, analytic, and ethical approaches to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to (a) provide high-quality services; (b) initiate change; (c) improve practice, policy, and social service delivery; and (d) evaluate their own practices.

The class employs a critical perspective with the goal that students will be able to judge the strengths and weaknesses of research designs and the degree to which ethical standards have been met. Students are introduced to the formulation of scientifically testable research questions and hypotheses of importance in social work. They learn how to design studies so that they are effective in addressing social work research questions. The concept of validity is introduced and the course examines measurement, sampling and research design from the point of view of the degree of confidence that can be placed in research findings that are produced by these methods. The importance of conducting research in ways that respect cultural diversity and are valid across diverse populations is emphasized. The course includes qualitative and quantitative methods.

This course is structured to have a strong emphasis on skill development. Students gain experience with the following social work research skills: formulating a question that can be answered by research; assessing the relative validity of research designs and measures; interpreting effect sizes and confidence intervals; evaluating statistical and clinical significance; and communicating their evaluation of studies and the application of research findings to social work.
SASS 440. HUMAN DEVELOPMENT IN CONTEXT I: CHILD AND ADOLESCENT (3). This foundation course examines theories and research on the biological, social, cultural, and spiritual development from infancy through adolescence. Particular consideration is given to biological, emotional, cognitive, behavioral, and environmental influences and their contributions to child and adolescent development. Social and economic influences, like poverty, discrimination and parenting styles, are also considered. The course considers how social work values the impact and role of spirituality and the perspective of empowerment related to development. Equal consideration is given to factors supporting individual development, such as the strength of sociocultural belief systems, health, and capacity for resilience. The course stresses interactions between the individual and his/her environment (including family, peers, school, and community), and the reciprocal relationship between the child/adolescent and his/her environment. This course examines concepts of life course tasks, conflicts, attachment and loss, and self regulation. The roles of culture, class, race, ethnicity, sexual orientation, gender, and family structure as they relate to development are presented during this course.

The etiology of symptom formation in major developmental deficits during childhood and adolescence are addressed. However, the primary focus of this course is on the developmental achievements that are based on the completion of tasks through the child/adolescent’s strengths and ability to adapt to physical, biological, and emotional events and change, as well as the ability to deal with conflict.

SASS 441: HUMAN DEVELOPMENT IN CONTEXT II: ADULT (3). This course builds on SASS 440 Human Development I (child and adolescent) by comparing the general themes of feeling (emotion), thinking (cognition), and acting (behavior) with adult emotional, cognitive, and behavioral development. Students gain an understanding of the differences and similarities between earlier (child and adolescent) and later (adult, including older adult) emotional, cognitive, and behavioral development by examining, across the life-span, the idea/concept of: (1) adult development as gains/losses, (2) adult development as plasticity and variation (i.e., development can take many forms and can change), (3) adult development as risks, conflicts, protective factors, and resilience, and (4) adult development as context (e.g., family, society, gender, culture, ethnicity, social class, discrimination, sexual orientation, and socio-historical [i.e., cohort] contexts).

This course adds new content and perspectives to Human Development I by beginning with the debates about the transition from adolescence to adulthood, what some scholars have called “late adolescence,” “emerging adulthood,” or “young adulthood” (ages 18-24), and ending with death. The course is not organized by assuming that a person’s chronological age is a predictor of developmental achievements -- for example, training and education (ages 18-24), work/career (ages 24-35), intimacy/marriage/domestic partnership (ages 24-35), family/parenting (ages 35-55), retirement (age 65-85), and death (age 85+). Instead, it assumes that gains/losses, plasticity, resilience, and context matter throughout adult life, regardless of age or developmental task. Emphasis is placed on variation in developmental task challenges, conflict, and change, not prescriptive, normative, or linear progressions from one developmental task to another, leading up to, for example, the “good” or “perfect” death. Overall, the course is designed to provide students a model for thinking about and assessing adult life-span development so that an adult client’s dysfunction, disorder, disease, or problems (social and/or psychological) can be situated in the context of a person’s developmental achievements, conflicts, and strengths.
SASS 470 SOCIAL POLICY (3). This first semester foundation policy course examines the philosophical, historical, and socio/economic foundations of social welfare and the evolution of social policy and the social work profession in the United States. It then focuses on the problems of poverty and discrimination and analyzes the adequacy and effectiveness of policies and resulting programs designed to address those problems. Consideration is given to the principles of economic and social justice along with other values of the social work profession in this analysis. The connections between social policy and social work practices are also emphasized.

The course then addresses social policy in an interdependent world. Attention is given to cross-national comparisons of social policies designed to prevent and alleviate poverty and social exclusion. Human rights issues and the programs of international organizations designed to promote and protect human rights are discussed. Finally, social work’s roles in the field of human rights, both at home and abroad, are considered.

SASS 477 DIRECT PRACTICE FOUNDATION METHODS AND SKILLS (3). The overarching goal of this course is to develop culturally competent social work generalist practitioners who are armed with the knowledge and skills necessary to practice ethically with individuals and families in diverse social work practice settings. This course is structured to include lecture and discussion (1.5 hours) and experiential laboratory (1.5 hours) learning. The lab portion provides the opportunity for students to practice skills and receive constructive feedback from the instructor and peers.

A historical view of social work practice is presented, as well as an overview of social work values and ethics. Also, the opportunity to apply the NASW Code of Ethics to direct practice cases is provided in lab. Major social work theories/approaches to practice, such as systems-ecological theory, empowerment, and strengths-based approaches and evidence-based practice are introduced to frame students’ learning in micro social work practice. Students are also introduced to systems-based, cognitive-behavioral, and relationship-based intervention approaches utilized in social work practice with individuals and families.

Interviewing skills for beginning practitioners relevant to work with individuals and families are a major focus of work both in lectures and during the skills lab. The introduction and application of skills focuses on the skills needed to carry out generalist practice, namely engagement, assessment, goal-setting/treatment planning, intervention and evaluation, and termination and follow-up. The skills taught in the lab are intended to build a foundation, or core base, that students can build on in field placements and further in advanced methods courses.

The role of race, ethnicity, culture, class, gender, sexual orientation, religion, physical and mental disability or illness, age and national origin in social work practice are highlighted throughout the course. Also, the transactions between individuals and families with community, organizational, economic and political environments are integrated to give attention to the importance of social and economic justice in micro practice. The development of reasoning and critical thinking skills are discussed and developed, including factors that influence decision-making processes and the need for ongoing self-evaluation.

SASS 478. MACRO AND POLICY PRACTICE SKILLS FOR WORK WITH GROUPS, ORGANIZATIONS, AND COMMUNITIES (3). The overarching goal of this course is to develop culturally competent social work generalist practitioners who are equipped with the knowledge and skills necessary to practice ethically with task groups, organizations, and communities in diverse social work practice and policy settings. Additionally, as a second semester course, it will be built on first-semester learning in the areas of social policy, diversity, discrimination, and oppression. The skill
development of the practitioner complements and reinforces that from the direct practice methods course and from the field practicum. Community assessment and change strategies are situated within the context of social policy and include policy analysis and the necessary skills for affecting policy.

This course is structured to have a strong emphasis on skill development and includes a significant experiential learning laboratory component. The lab portion provides the opportunity for students to practice skills and receive constructive feedback from instructor and peers. The course is intended to integrate experiential laboratory learning with readings and discussion of relevant practice concepts. Accordingly, class time often includes a mix of experiential work, instructor input, discussion, and work in task groups.

Students are introduced to task groups, community organizing and advocacy/policy practice approaches utilized in social work practice. Major social work theories/approaches to practice – such as group dynamics, community assessment, conflict and consensus organizing, power relations and community building approaches – are introduced to frame students’ learning in macro social work practice. Special attention is given to working with task groups and communities made up of varying race, ethnicity, social class, immigration status, and gender, and to advocating with and on behalf of disadvantaged groups.

Students gain experience in lab with the following social work practice skills: community and group assessment, recruitment, engagement and participation, leadership development, issue identification and analysis, group process, effective meetings, organizational development, the development and enactment of social policies, strategies to influence different types of policy, and evaluation. The skills taught in lab are intended to build a foundation, or core base, that students can build on in field placements and further develop in advanced methods courses.

SASS 484. THEORIES OF OPPRESSION AND SOCIAL JUSTICE (3). This course provides students with theoretical understandings of how oppression operates to restrict the life chances of members of minority and disenfranchised groups. Increasing knowledge is one component of valuing a diverse world; internalizing knowledge about the nature and dynamics of oppression is a fundamental dimension of the ability to value a diverse world and requires self-assessment and reflection on discrimination, oppression, and privilege as components of individual insight. Such insight helps students become better practitioners so they can work with clients without discrimination and with respect, knowledge and skills related to age, class, color, culture, ability, ethnicity, family origins, gender, relationship status, national origin, race, sex, religion or sexual orientation. In this course, the emphasis is on how oppression manifests at the individual, institutional, and societal/cultural levels. It highlights the pervasive nature of inequality and bias woven throughout social, cultural, political, and economic institutional and interpersonal systems.

Multiple theories are presented to explicate how structures of dominance, privilege, and subordination are manifested, paralleled, and interconnected. Major consideration is given to the structures of oppression and privilege related to racism, sexism, heterosexism/homophobia, religious bigotry/xenophobia, classism, ableism, and ageism.

As a foundational course for developing the ability to value a diverse world, this course also provides students with an opportunity to enhance self-awareness and critical thinking through a systematic reflection of their own experiences with oppression and privilege. Students are challenged to understand and value the worldviews of persons different from themselves and develop the ability to take different perspectives in their work. This course elevates students’ skills to interview and participate in dialogue with persons different from themselves.
Equally important, this course expands students’ visioning of a “just” society through analyses of distributive justice theories. Students are equipped with micro and macro level practice strategies to promote a society that is inclusive and affirming of human similarities, differences, abilities, and capacities.

SASS 495. FIELD EDUCATION SEMINAR (1). This course is designed to be taken by foundation level social work students in the first semester of their master’s program. Students enrolled in SASS 495 take SASS 401, Field Education concurrently.

The Field Education Seminar provides the support and guidance necessary to assist the social work student in beginning to integrate professional experiences as a developing practitioner. The purpose of field education is to develop a social work practitioner, (1) who is grounded in the values and knowledge base of the social work profession; 2) who uses the full spectrum of the values and knowledge base to guide interventions with clients and client systems; 3) who evaluates the outcomes of interventions in order to improve the quality of service delivery; and 4) who is aware of the importance and value of professional use of self. This requires the ability to integrate the knowledge and skills acquired in the classroom setting with the opportunity to apply and strengthen them in the field practicum.

The overall goal of this course is to provide beginning social work students with a solid grounding in learning through field education, as well as opportunities to integrate classroom and field learning at the generalist practice level.

ADVANCED COURSES

FIELD EDUCATION

SASS 502. FIELD EDUCATION II (4). This course is designed to be taken by entering Advanced Standing students in the first semester of their master’s program and by Foundation level social work students in the second semester of their master’s program. It consists of a field practicum and participation in professional development opportunities. For students entering the program with advanced standing, there is an additional requirement of four logs and an integrative assignment, and periodic meetings with a field faculty advisor in addition to the field conference.

The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values, and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners.

The field instructor is based at the social service setting and provides the direct instruction of the student. The field faculty advisor who is based at the School serves as a liaison between all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student’s learning experience. The field instructor assigns tasks to the student according to the requirements of the school and the educational and experiential levels of the student. Student, field instructor, and field faculty advisor all participate in the evaluation of the student’s work; the faculty advisor is responsible for assigning the grade. Students spend 336 hours in field and professional development in SASS 502.

Prerequisite: SASS 401 or equivalent
SASS 503. FIELD EDUCATION III (4).
This course is designed to be taken by students in their advanced course of study. It consists of a field practicum and participation in professional development opportunities.

The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop advanced level competencies in their area of concentration in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners.

The field instructor is based at the social service setting and provides the direct instruction of the student. The field faculty advisor who is based at the School serves as a liaison between all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student’s learning experience. The field instructor assigns tasks to the student according to the requirements of the school and the educational and experiential levels of the student. Student, field instructor, and field faculty advisor all participate in the evaluation of the student’s work; the faculty advisor is responsible for assigning the grade. Students spend 336 hours in field and professional development in SASS 502. 

Prerequisite: SASS 502 or equivalent

SASS 504. FIELD EDUCATION IV (4). This course is designed to be taken by students in their advanced course of study. It consists of a field practicum and participation in professional development opportunities.

The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop advanced level competencies in their area of concentration in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners.

The field instructor is based at the social service setting and provides the direct instruction of the student. The field faculty advisor who is based at the School serves as a liaison between all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student’s learning experience. The field instructor assigns tasks to the student according to the requirements of the school and the educational and experiential levels of the student. Student, field instructor, and field faculty advisor all participate in the evaluation of the student’s work; the faculty advisor is responsible for assigning the grade. Students spend 336 hours in field and professional development in SASS 502. 

Prerequisite: SASS 503 or equivalent

ABLE SEMINARS

ABLE 513 ABILITY BASED LEARNING ENVIRONMENT. The ABLE seminars are designed to support students in the successful completion of the School’s ability-based learning curriculum. Following an extensive ABLE orientation, students participate in three advanced seminars designed to assist them in both understanding the ability-based approach and becoming adept at self assessment. Seminars meet three to five times per semester and focus on the School’s Eight Abilities. Instructors facilitate the
assessment and self-assessment process in order to guide students in their attainment of the Abilities. Students compile a portfolio and compose a final integrative paper at the conclusion of the fourth seminar. Prerequisite: Advanced standing or ABLE 411 & 512.

ABLE 514 ABILITY BASED LEARNING ENVIRONMENT. The ABLE seminars are designed to support students in the successful completion of the School’s ability-based learning curriculum. Following an extensive ABLE orientation, students participate in three advanced seminars designed to assist them in both understanding the ability-based approach and becoming adept at self-assessment. Seminars meet three to five times per semester and focus on the School’s Eight Abilities. Instructors facilitate the assessment and self-assessment process in order to guide students in their attainment of the Abilities. Students compile a portfolio and compose a final integrative paper at the conclusion of the fourth seminar. Prerequisite: Advanced standing or ABLE 512 & 513.

SOCIAL WORK METHODS (SSWM)

SSWM 500. SPECIAL TOPICS IN SOCIAL WORK METHODS (3). This seminar course is intended for students who are interested in exploring advanced topics of current interests in methods.

SSWM 517. FAMILY SYSTEM INTERVENTIONS (3). This course covers the knowledge, concepts, and skills associated with working with families. The practice method reflects a family systems approach, integrating theories and approaches within a systemic perspective. It builds practice skills in assessment, interviewing, and intervening with families, with an emphasis on a strength-based perspective to intervention with families. Consideration of family issues at different developmental stages is presented. The issue of ethnically competent and community based social work practice with families is stressed throughout the course for each content area. Presentations, in-class exercises, discussion, and case studies are used to facilitate the learning experience. Prerequisite(s): SSWM 400 or SASS 477, 478 & SSBT 520

SSWM 518. DEATH AND DYING (3). This course focuses on concepts of death and loss from a social work perspective. Such topics include the role of death in American culture; the dying process and its institutions; assessment and intervention strategies for the terminally ill and the bereaved; life span and family considerations at the time of loss; and end-of-life decisions.

The course provides both theoretical and experiential exposure to the experiences of death as they relate to the self or the social worker, the dying person, and the bereaved. Students gain insight into serving the terminally ill, those who need assistance with mourning and grief, and clients dealing with difficult life-and-death decisions regarding loved ones. Creation of personal learning objectives is an additional focus. Prerequisite(s): SSWM 400, SASS 477, 478

SSWM 519. SCHOOL SOCIAL WORK SEMINAR (3). This course prepares social work students to work effectively in educational settings. The course addresses (a) major issues in American schools; (b) a theoretical framework for school social work services; (c) design, delivery and evaluation of school social work services; (d) legal and ethical issues; and (e) the roles and intervention strategies of school social workers. The course covers student and family problems and areas of need to which school social workers typically respond, e.g., disability, truancy, divorce, teen pregnancy, youth depression and suicide, substance abuse, violence, and dropping out of school. Emphasis is placed on practical application to programs and practices in schools. This course is required for those students participating in a planned program of study leading to Ohio State Department of Education licensure as a school social worker. However, if space permits, other MSASS students may enroll if they currently have or have had school social
SSWM 530. MANAGING ORGANIZATIONAL CHANGE (3).
Community-based organizations, like other organizations, develop patterns, have their own culture and norms, and respond to change in predictable ways. An understanding of these patterns and cultures is necessary if one is to introduce change to the organization. Organizational change includes the development and implementation of strategies to make the organization more effective, efficient, and responsive to the community, consumers, and staff.

This course explores organizational patterns and cultures. The course views workplace diversity as an organizational strength and strategies to achieve it as worthy. The course provides insight into the nature of change, resistance to change and strategies to effect organizational change. Ethical dilemmas often accompany meaningful change efforts. The course provides insights into addressing these dilemmas openly, honestly and effectively. In addition, the course explores mechanisms for solidifying and maintaining change once it occurs. Prerequisite(s): SSWM 400 or SASS 477, 478

SSWM 531. STRATEGIC ALLIANCES (3).
The development of strategic alliances is being used increasingly as a key strategy for nonprofit organizations to carry out their missions. This course is designed to provide students with the conceptual and practical resources necessary for leadership in the formation and maintenance of such alliances. Various models and strategies for creating and sustaining local, community-based, and national relationships are explored. The course is based on "practical theory," builds on current knowledge about creating multi-organizational partnerships, and expands capabilities to participate in these efforts.

The overarching goals of this course are that students, as members of this “learning community,” will (a) develop a deeper understanding of the core knowledge required for successful collaboration, (b) deepen their appreciation of the values and ethics involved in creating strategic alliances, and (c) enhance their ability to apply acquired skills in the area of inter-organizational relations.

SSWM 541. ATTRACTING GOVERNMENT, FOUNDATION, AND CORPORATE SUPPORT (3). This course surveys the important issues and methods of grant writing and project-related fund raising. We begin by discussing different sources of support for non-profit initiatives, particularly government, foundation, and corporate funding sources. Next, we discuss the steps involved in designing projects and programs to address unmet needs. Then, we focus on writing effective proposals capable of securing support for those projects and programs. The course concludes with discussion of grant stewardship. Throughout, there is an emphasis on practical guidelines and tips for developing winning proposals.

SASS 563. RESOURCES FOR COMMUNITY AND SOCIAL DEVELOPMENT (3). This course covers methods to identify, garner, and effectively use resources that promote community and social development. Financial resource methods can be used to position an agency or an organization to attract and receive resources and collaborate with others to put those resources to their most efficient use. The content prepares students to expand resources for individuals, families, communities and society, as well as to generate resources for organizations. These financial resources are used by students to successfully engage in community and social development; and to improve practice, policy and programs of community and social development. The class covers practices in fundraising, grant development, financing, budget analysis, cost savings and cost cutting, strategic partnerships and social entrepreneurship, and result-based
planning, implementation, and reporting. The history and current status of the Community Development Block Grant program is a particular focus. Students are introduced to proven models, such as low-income tax credits, micro-enterprises, individual development accounts, and revolving loan programs. Students explore trends in resource provision and resource-seeking in the community and social development field, domestically and internationally. Students also learn how to analyze and understand key domestic and international policies and institutions (e.g., foundations, banks, businesses, government, and associations) that relate to resource development. There is a strong emphasis on practice skill development and social policy. Prerequisite(s): SASS 478.

SSWM 544. BUDGETING AND FINANCE (3). Social service organizations operate in an extremely competitive environment in which stable funding assures that the fundamental resources required for operation are present. To properly plan for and use financial resources, social service managers should be skilled in understanding, managing, and monitoring the use of resources. The ability of an organization to increase its financial base, maintain services and develop new ones, and compete in the marketplace greatly affects services to clients and expected outcomes for those clients. Social service managers must be both responsible and accountable for the management of resources that enhance the provision of effective and efficient services to clients.

In this course, students gain an understanding of the skills, tools, and strategies needed to plan for the financial stability of their organizations. Students use a critical thinking perspective to examine budgetary and financial choices, and gain an understanding of the impact of power and politics in budget and financial processes. In addition, they recognize ethical dilemmas that are often inherent in financial decision-making. Students demonstrate their understanding of program budgeting, financial reporting and monitoring, as well as other resource management concerns that affect human service managers and organizations. Prerequisite(s): SSWM 400 or SASS 477, 478

SSWM 546. INTERNATIONAL SOCIAL WORK (3). This is an advanced seminar designed for students interested in the international dimension of the social work profession and social work practice. The seminar focuses on commonalities and differences in the roles and functions of social workers in different nations. Special attention is given to the social work role in international social development. Social work’s role as a global profession and issues in social work practice on an international level are also addressed. Prerequisite(s): SSWM 400 or SASS 477, 478

SSWM 563. SOCIAL WORK INTERVENTIONS IN CO-OCCURRING MENTAL AND SUBSTANCE ABUSE DISORDERS (3). This advanced methods course provides a basic orientation to substance use disorders in persons with mental illness (SAMI). A bio-psychosocial framework is used to explore the etiology, the maintenance and the recovery of both mental and substance use disorders. The historical background of practitioner, programmatic and institutional barriers that impede the development and application of clinical skills to dually diagnosed individuals is explored. Emphasis is placed on strategies for the implementation of services to deal with individuals with co-occurring problems and their families using the evidence-based New Hampshire-Dartmouth Psychiatric Research Center Dual Disorder Integrated Treatment (DDIT) Model. Current assessment techniques and treatment of special populations, including but not limited to women, minorities, and adolescents, are discussed. Prerequisite(s): SSWM 400 or SASS 477
SSWM 564. INTERVENTIONS IN ALCOHOL AND OTHER DRUG ABUSE (AODA) (3). This course provides a biopsychosocial approach to prevention, assessment, and treatment of alcohol and other drug abuse problems. The course introduces the student to the etiology and treatment of alcohol and other drug abuse in the context of social work practice. The historical background of alcohol and other drug treatment interventions, self-help groups, and conceptual models of addiction are presented. Students explore their own attitudes and values toward AODA problems and how these affect treatment outcome, as well as the development of programs. Emphasis is placed on current screening and assessment techniques and prevention and treatment issues in social work practice with alcohol and other drug abuse. 

Prerequisite(s): SSWM 400 or SASS 477

SSWM 565 COMMUNITY-BASED PRACTICE WITH CHILDREN AND FAMILIES (3). This course covers knowledge, concepts, and tools associated with contemporary community-based practice. The practice method reflects a family-centered and a community-based approach, meaning that the welfare of children cannot be considered separately from the families and communities of which they are a part. The course has substantial content on child welfare practice, but is not limited to this area. For each topic area, major social work roles, activities, tasks and skills are explored along with problems and issues in implementation.

Program exemplars and case studies are presented for illustration purposes and practical application of the skills and techniques discussed. Community-based services that promote safety, permanency, and child well-being are addressed. Consideration of family needs at different developmental stages of the child and family life cycle are also addressed. The issue of culturally competent community-based social work practice is stressed throughout the course for each content area. While this is primarily a methods course, program delivery and policy issues are discussed as they relate to the socio-political and organizational contexts of practice.

SASS 567. CSD PRACTICE I: STRATEGIES FOR ASSESSING, BUILDING, AND ORGANIZING COMMUNITY (3). The purpose of this course is to examine theories and strategies of focusing on communities as a means of impacting social change. This course explores the ideas behind using community as an organizing principle and unit of action and the history of such efforts in the United States. A particular focus is on efforts to improve the quality of life for individuals and families in low-income urban communities of color. We examine some of the assumptions about community that drive these efforts, as well as the goals, strategies, and roles played by community organizers, community builders, community-based organizations, and community initiatives that seek to mobilize communities for social change.

We explore the potential and the challenges that these efforts have faced and the lessons learned to date. We pay particular attention to the broader economic, social, demographic, institutional, and policy contexts in which community-based efforts must function. The course aims to provide students with an understanding of the complexity of community structure and processes and some of the possibilities and limitations of community-based approaches to social change. Prerequisite(s): SSWM 400 or SASS 477, 478

SASS 569. CSD PRACTICE I: STRATEGIES FOR DESIGNING AND IMPLEMENTING COMMUNITY AND SOCIAL CHANGE (3). This course builds on Strategies for Assessing, Building, and Organizing Community by further expanding how social work history, values, ethics, and theory become operationalized in the management of community based development. This course expands on the application of social science theory to the issues of community development. It explores techniques in community analysis and strategy development by
focusing on how major federal policies have influenced the implementation of community development programs and tools. The course content is structured around local community factors, national/international trends, multi-disciplinary professional teams, development-related industries, and the unintended consequences that influence contemporary community development.

The course focuses on 14 units, which include key factors that influence community development activities, trends, and investments. Community practice is both a people and place-based approach that must consider changes in the demographic makeup of communities, globalizations that have changed commerce and labor, physical development (with an emphasis on the real estate and financial services industry), housing revitalization, community services and resources (such as education, health, religious and other services), and changes in public policy and government funding.

The question of the appropriateness of place-based strategies is explored, as this approach is currently argued in the context of widespread recognition that urban neighborhoods have been the locus of concentrated poverty and disinvestment. The organizing framework for place-based strategies is presented in the context of four major types of capital: financial, human, social, and environmental.

The required text and course begins with the history and theory of community development, how that history and theory is interrelated to grassroots community organizing and empowerment strategies, and moves through the work of community development corporations, planning and physical development strategies, and concludes with an examination of policy level development issues and new frontiers.

Prerequisite(s): SSWM 400 or SASS 477, 478

SSWM 571. CASE MANAGEMENT (3). This course addresses case management as an interdisciplinary human service intervention and examines the social, policy, programmatic, and practice factors that shape the delivery of case management services. A variety of models of case management are covered, along with their respective implications for social work practice. Multiple perspectives of consumers of case management services are addressed. Prerequisite(s): SSWM 400 or SASS 477, 478

SSWM 573. HOME-BASED FAMILY INTERVENTIONS (3). This course provides students with an in-depth, comprehensive understanding of family preservation services and practice. Home-based family interventions encompass the values, attitudes, beliefs, knowledge base, and skills necessary for the beginning home-based worker. The course reviews the theories that guide family-centered services, examines models of family preservation services across various service systems, reviews current research on home-based services, and teaches skills or competencies necessary for home-based family work. A variety of teaching methods is used to learn, observe, and practice new skills. Prerequisite(s): SSWM 400 or SASS 440, 477

SSWM 574 INTEGRATIVE SEMINAR IN ALCOHOL AND OTHER DRUG ABUSE (3). This is an advanced level seminar to provide opportunities for students to increase their knowledge of topics in the areas of assessment, diagnosis and treatment of substance use disorders. The seminar is intended to help students understand the evidence base for the treatment of substance use disorders and to explore areas of social work practice and intervention in the context of that evidence.

This course uses a seminar format and provides students the opportunity to interact with treatment professionals from various treatment and practice settings. Each student, in consultation with the instructor, selects his or her
own topic to pursue, and is responsible for leading a minimum of one presentation.

Prerequisite(s): SSWM 400 or SASS 477 & SSWM 564

SSWM 575. SOCIAL WORK WITH PEOPLE WHO HAVE SERIOUS MENTAL ILLNESSES (3). The focus of this course is on social work practice with people who have severe mental illnesses. Students learn community-based treatment and clinical case management approaches. In helping people achieve recovery, students learn to apply a developmental and relational approach to recovery. In addition, clinical case management is placed in the policy context of deinstitutionalization, the rise of the case manager, and evidenced-based practices: illness management and recovery; medication management; assertive community treatment; family psychoeducation; supported employment; and integrated dual disorders treatment. Specific attention is placed on how to use the practice relationship as a vehicle for facilitating recovery. Students learn how to identify social justice and empowerment values. Advocacy is highlighted as a central social work value and practice skill.

Prerequisite(s): SSWM 400 or SASS 440, 477

SSWM 579. COGNITIVE BEHAVIORAL INTERVENTIONS (3). This course introduces students to the clinical practice of cognitive-behavioral therapy (CBT) and how the theory and application of CBT apply to clinical social work practice. The focus is on understanding how CBT is used as an empirically supported technique. Primary emphasis is placed on case conceptualization, treatment planning, and application of CBT techniques for a variety of psychological disorders. Drawing from professional training and personal experiences, this course illustrates the application of CBT concepts and skills. 

Prerequisite(s): SSWM 400 or SASS 477

SSWM 580. MENTAL HEALTH PRACTICE WITH CHILDREN AND ADOLESCENTS (3). This course develops biopsychosocial knowledge and intervention techniques related to professional settings specializing in child and adolescent mental health: hospitals, child guidance agencies, family service agencies, mental health centers, and residential treatment centers. Students learn to use development and clinical theory to guide interventions, while maximizing individual strengths, social work values and ethics, and empowerment. Social and economic risk factors, such as poverty, discrimination, and oppression, are considered in the intervention process and in the utilization of mental health services. In addition, students learn to think critically about the myriad ways cultural diversity influences parenting, child and adolescent norms and expectations.

This advanced methods course builds on the content from required foundation social work methods, policy, and advanced sociobehavioral theory courses, including Social Work Methods, Mental Health Policy and Service Delivery, Advanced Child and Adolescent Development and Dysfunction, and Adult Psychopathology. This course complements the content of advanced methods courses, including Social Work with People Who Have Chronic Mental Illness, Social Work in Child Abuse and Family Violence, and Interventions in Alcohol and Other Drug Abuse. 

Prerequisite(s): SSWM 400 or SASS 440, 477

SSWM 581. SOCIAL WORK WITH OLDER POPULATIONS (3). This course is an advanced methods course that builds on the knowledge gained in Foundation Methods. It is also a required course in the Aging Specialization for the MSSA. The course focuses on the persistent principles and emerging emphases in direct practice with older adults and their families. Students are asked to develop a model of practice based on knowledge of this unique population, social work values, and practice concepts.

Prerequisite(s): SSWM 400 or SASS 477
SSWM 582. SOCIAL WORK IN CHILD ABUSE AND FAMILY VIOLENCE (3). This advanced level elective course is directed to students in the mental health and children, youth, and families concentrations. This course conducts an in depth assessment of the process and content of the impact and dynamics of physical, emotional, and sexual abuse. The impact of abuse on the physical and emotional development of the child and adolescent is explored. This course explores the history of abuse and family violence in our culture and examines strategies employed by the social service and legal communities to address the issues of family victimization.

The course includes issues of cultural sensitivity, social justice and advocacy as they specifically relate to abuse perpetrated on children and adults. The impact of physical and/or mental disabilities and diseases resulting from the abuse are explored. Strategic partnerships, roles, and responsibilities of community, legal, and social services are critically analyzed within the context of family and community. Strategies for victim advocacy are developed.

Attention is given to sound investigative techniques; analyzing the grooming process and social work treatment methods is emphasized through classroom lecture and reading assignments. The written requirements draw on an extensive understanding of the literature and one’s experiences in the advanced field practicum. 

Prerequisite(s): SSWM 400 or SASS 440, 477

SSWM 583. MENTAL HEALTH PRACTICE WITH ADULTS (3). This course examines the current state of behavioral mental health practice, and explores currently prevailing theoretical perspectives to mental health practice with adults, including ego psychology, cognitive theory, behavior theory, and object relations. Risk status including the effects of poverty, gender, culture, discrimination, and oppression are considered in the treatment process and in the utilization of mental health services to adults. The empirical and value base of interventions are examined.

This advanced social work methods course builds on the content from required foundation social work methods, policy, research, theory and field courses as well as advanced courses including Mental Health Policy and Service Delivery (SPPP 510), Advanced Adult Development and Dysfunction (SSBT 508), and Adult Psychopathology (SSBT 548). This course complements the content of advanced methods courses such as Social Work with People Who Have Serious Mental Illness (SSWM 575), Social Work in Child Abuse and Family Violence (SSWM 582), and Interventions in Alcohol and Other Drug Abuse (SSWM 564). 

Prerequisite(s): SSWM 400, SSBT 508 or SASS 441, 477

SSWM 584. SOCIAL WORK WITH COUPLES (3). This course is designed to prepare students to work effectively with couples and other intimate systems within diverse populations. The focus is on building the student’s presence and skill so that he/she can access resources needed to strengthen, empower and sustain the competency and well-being of the client system within the larger social system and relational field. One emphasis will be on building the student’s awareness, self-development, and interpersonal skills, as the relationship between the practitioner and client system is the connection that supports and maintains collaborative work. A second focus is to provide a solid and diverse theoretical base from which the student can assess, diagnose, implement, evaluate and organize his/her work with the client system. The classroom is a learning laboratory of interactive lecture, discussion, and experiential opportunities so that students can practice the theory and skills that are key to their learning.

Prerequisite(s): SSWM 400 or SASS 477

SSWM 585. SOCIAL WORK WITH GROUPS (3). This course is designed to present a social group work process. The use of assessments and diagnostics, the worker’s role in facilitating group functioning through her/his interventions in the group process and/or structure, and her/his use of various program media are covered. Attention
is given to the significance of group goals, agency environment, and social policy. While much of the material covered is vital in the utilization of therapy groups, the course covers the group process in other contexts as well.

This course combines didactic and experiential learning to prepare students for practice with groups. The classroom is a learning laboratory for students to become more knowledgeable and skillful as group workers; this includes developing and practicing group leadership and facilitation skills. The course is organized around the phases of group development and the appropriate tasks and interventions for each phase. Students have an opportunity to lead and participate in group experiences. In addition to this experiential component, there are reading and written assignments. Students are encouraged to lead or co-lead a group during the semester in their field experience. **Prerequisite(s): SSWM 400 or SASS 477**

**SSWM 586. RACE AND CLASS: IMPLICATIONS FOR SOCIAL WORK PRACTICE (3).** This course explores, in-depth, two critical issues that intersect in our society and in social work practice on all levels: race and class. These issues impact not only social work practice but also policy, research, and program development. This course provides students with opportunities to integrate concentration content within a perspective focusing on race and class. Specific attention is given to the effects of race and class on individual, family and community social functioning. Students explore the manifestations of race and class on critical life areas, such as education, housing, health care, and involvement with the legal justice system. The course provides students with opportunities to conceptualize and develop practice models in response to the influence of these issues – on any level of social work practice – based on research and theory. This course builds on content from each core foundation area. **Prerequisite(s): SSWM 400 or SASS 477**

**SSWM 589. SOCIAL WORK INTERVENTIONS IN CHRONIC ILLNESS (3).** This course is an interest-focused seminar, which consists of the instructor's didactic presentations, class discussion and students' group presentations.

The instructor addresses the unique features of practice in healthcare settings within a community-based perspective. Various social work interventions appropriate for use in healthcare are explored. Additional content focuses on developmentally determined issues for chronically ill children, adolescents, young adults, middle-aged adults, and older adults, including sensitivity to issues of diversity in practice populations. Attention is given to an ecological and eco-cultural perspective.

The student’s group presentation highlights his/her library research findings about clinical social work practice issues related to a specific chronic illness. Students select one chronic illness for intensive study. The chronic illness must be an organically-based disease process, not a mental illness or an addiction. **Prerequisite(s): SSWM 400 or SASS 477**

**Socio-behavioral Theory (SSBT)**

**SSBT 500. SPECIAL TOPICS IN SOCIO-BEHAVIORAL THEORY (3).** This seminar is intended for students who are interested in exploring advanced topics of current interest in socio-behavioral theory.

**SSBT 501. ADVANCED CHILD/ ADOLESCENT DEVELOPMENT AND DYSFUNCTION (3).** This course examines biopsychosocial theories and research on the development of the individual from conception through adolescence. Particular consideration is given to social and economic influences like poverty, discrimination and parental pathology that might place a population at risk of developmental deficits, delays, or dysfunctions.
Students examine how social work values, ethics and empowerment perspectives relate to development and dysfunction assessment. Equal consideration is made for factors supporting individual development, such as the strength of sociocultural belief systems, health, and capacity for resilience. Even though the course is aimed at secondary level assessment and intervention, it stresses transactions between the individual and his/her environment (including family, peers, school and community) and identifies possible primary and tertiary level (e.g., community-based) interventions. In addition, students learn to think critically about the myriad ways that culture influences the relationship between normal development and dysfunction. Because it is an advanced course, students are expected to relate coursework with field setting experiences. A variety of theoretical perspectives, including the neurophysiological perspective, address the etiology of symptom formation in major developmental deficits during childhood and adolescence.

This course offers the theoretical base for other advanced courses in the mental health concentration, specifically Child and Adolescent Psychopathology (SSBT 542), Mental Health Policy and Service Delivery (SPPP 510), Mental Health Practice with Children and Adolescents (SSWM 580), Social Work in Child Abuse and Family Violence (SSWM 582), and Practice Evaluation (SRCH 530). Prerequisite(s): SSBT 440 or equivalent

SSBT 520. FAMILY SYSTEM THEORIES (3). This course examines the theoretical constructs of empowerment-oriented social work practice with families from a community-based perspective and with emphasis on social and economic justice for populations at risk. The course covers the changing structure of families, as well as the universal functions of family, and helps prepare students for culturally sensitive practice with families from diverse lifestyles. Self-awareness of students’ own family process is encouraged in order to help prepare for effective advanced practice with families.

Conceptual perspectives examined include ecological theories, systems theories, life-cycle developmental theory, cognitive behavioral theories, experiential theories, and an understanding of new frameworks for practice, such as feminism, post-modernism, and solution-focused theory. Integration of field education objectives and classroom objectives is emphasized. Use of computer technology is incorporated to retrieve theoretical and empirical information relevant to social work practice with families. Prerequisite(s): SSWM 400 or SASS 477

SSBT 527. THE THEORY AND PRACTICE OF LEADERSHIP (3). In the complex and shifting environment in which human service and other nonprofit organizations operate, strong leadership can offer a vision of success and a path for achieving it. Leaders define an organization’s reality and set the tone in the organization, establishing and reflecting its values and ethics. They are responsible for organizational effectiveness, and, so 1) must be aware of the organization’s strengths and challenges, 2) must be aware of the external competitive and political environment, 3) must secure access to appropriate
human and other resources, and 4) create an internal environment of high morale and productivity where staff are rewarded for actions consistent with the mission, values, and available resources of the organization. The best leaders are aware of their personal leadership style and adapt it to meet the needs of their followers and the organization as a whole.

Too often, managers and leaders of social service organizations are unaware of the power of their presence and their actions on the organization. They may not recognize the need to inspire others to act. They may be unable to make decisions or may fail to see opportunities in the environment. This course will assist students preparing for management and leadership roles to understand theories of leadership and translate them into effective leadership practices. The class explores definitions of leadership, leadership tasks and responsibilities, and the development of leadership capabilities. Students examine personal beliefs, values, skills and the ethical principles that underlie responsible leadership.

**SASS 534. COMMUNITY AND SOCIAL DEVELOPMENT PERSPECTIVES (3).** This course enables students to understand the organizational conditions, processes and structures, and the nature of nonprofit organizations. The course covers various theoretical perspectives on organizations, including the issues of goals, power, leadership, effectiveness, efficiency, performance, clients and staffing. It begins with the exploration of the concept of organizational culture, how given cultures are embedded in different structures, and the dilemmas of managing these different structural configurations.

This course focuses on social and behavioral theories and underlying management practice methods. Prerequisite(s): SSWM 400 or SASS 477, 478

**SSBT 535. HUMAN SEXUALITY (3).** This elective theory course addresses sexuality as an integral part of human functioning and human relationships throughout the life cycle. The course explores the theoretical framework upon which human sexuality development is formulated. The development of sexual thoughts, feelings, and behaviors from early childhood through late adulthood is explored. The various components of sexual identity including gender identity, sexual orientation and sexual intention are addressed. The role of professional ethics in resolving ethical issues in human sexuality is discussed as it relates to issues of diversity. A conceptual framework is presented that serves as the basis for conducting a social-sexual history. This history addresses issues of family, social systems, and the individual. The impact of illness, aging, and physical/mental disabilities on sexual functioning is addressed. Sexual issues that may arise in the social worker/client relationship are critically analyzed. Particular attention is given to discriminating views and practices, with implications for advocacy to correct social injustices. Prerequisite(s): SSWM 400 or SASS 477

**SSBT 542. CHILD AND ADOLESCENT PSYCHOPATHOLOGY (3).** This course examines the theory, research, and practice associated with child and adolescent psychopathology. The course is designed to be directly relevant to students’ field setting experiences. A primary emphasis of the course is the application and use of the *Diagnostic and Statistical Manual of Mental Disorders,* (4th Edition, Text Revision). Disorders discussed in the course include pervasive developmental, attention-deficit hyperactivity, conduct, substance-related, psychotic, mood, anxiety, eating, and impulse control disorders.
The course incorporates a biopsychosocial approach to understanding psychopathology. Different theoretical models and conceptual frameworks are presented to offer alternate ways to understand and treat the same disorders. Some of the conceptual models explored in the course include systems, behavioral, cognitive, social learning, psychodynamic and biological models. Course content discusses the need for, and importance of, multidisciplinary collaboration. Students examine how social work values, ethics and empowerment perspectives lie beneath and alongside theories of psychopathology. The course explores the different ways gender and culture influence the diagnostic and treatment process. The principal focus of the course is on direct mental health practice (secondary level interventions); however, the course also explores prevention strategies (primary level interventions) and treatment of the chronically mentally ill (tertiary level interventions).

This course complements other advanced courses in the mental health concentration, especially Family System Theories (SSBT 520), Family Systems Interventions (SSWM 517), Mental Health Practice with Children and Adolescents (SSWM 580), Social Work in Child Abuse and Family Violence (SSWM 582), and Practice Evaluation (SRCH 530). Prerequisite(s): SSWM 400 or SASS 440, 477

SSBT 546. WELFARE REFORM AND POVERTY (3). This course provides an understanding of poverty. It examines poverty through an exploration of its causes, theory, policy strategies for its amelioration, and practice implications. The course investigates the impact of poverty on single individuals, families with children, minorities, and vulnerable populations. It examines welfare reform and its impact on bringing people out of poverty. Student teams examine one facet of poverty, including theories, policies, impacts on individuals and families, potential solutions, and our approaches to the issues as social workers.

In addition to assigned texts and readings, the course is supplemented by practitioners, organizers, and low-income persons addressing the issues of poverty. Prerequisite(s): SPPP 470 or SASS 470

SSBT 548. ADULT PSYCHOPATHOLOGY (3). This course examines theories and research on adult psychopathology with special attention to direct (secondary level) mental health practice; students also analyze primary and tertiary implications (i.e., community-based approaches). Through a bio-psychosocial framework, students critically examine the categories of psychiatric disease, symptom, and illness (as defined by the DSM-IV, American Psychiatric Association) by evaluating DSM-IV categories through the lens of normal development assessment and treatment. The psychiatric categories studied include, but are not limited to, disorders of adjustment, anxiety, depression, mood, thought, eating, and personality. Where applicable, the biological basis of disorders is examined and the importance of medical evaluation and collaboration in assessment and treatment is emphasized. Social and economic risk factors, such as poverty, discrimination, and oppression are factored into student appraisal of psychological dysfunction, categorization, and possible populations at risk. In addition, students learn to think critically about the myriad ways gender and culture may bias DSM-IV claims, and, therefore, require a culturally sensitive analysis. Students are also expected to evaluate how social work values, ethics, and empowerment perspectives are undermined or supported by psychopathological diagnostic schemes. And, finally, students are expected to use coursework material to analyze field education experiences.

This course complements other advanced courses in the mental health concentration, especially Mental Health Policy and Service Delivery (SPPP 510), Mental Health Practice with Adults (SSPP 583), Social Work Practice with People Who have Serious Mental Illness (SSWM 575), and Practice Evaluation (SRCH 530). Prerequisite(s): SSWM 400 or SASS 441, 477
SSBT 555. WOMEN’S ISSUES (3). This course examines the various theories relevant to women’s development and socialization in this society. It also looks at issues relevant to women’s lives within the context of oppression based on sexism, racism, ageism, homophobia, and other forms of discrimination. The first half of the course explores historical and theoretical perspectives on women’s development over the life cycle. The second half focuses on the special issues women face in America and the actions that can be taken to address these concerns.

Initial emphasis is placed on assisting students in becoming more aware of the issues that influence their own development and socialization. Then the focus moves to helping students prepare for effective, strengths-based practice with women. The course suggests strategies that fit with an empowerment perspective. It is designed for adult learners and emphasizes self-directed learning.

Prerequisite(s): SSWM 400 or SASS 477

SOCIAL POLICY (SPPP)

SPPP 500. SPECIAL TOPICS IN SOCIO-BEHAVIORAL THEORY (3). This seminar is intended for students who are interested in exploring advanced topics in social policy.

Prerequisite(s): SPPP 470 or SASS 470

SPPP 502. ALCOHOL AND OTHER DRUG ABUSE POLICY AND SERVICE DELIVERY (3). This course explores selected current alcohol and other drug abuse (AODA) problems using a problem analysis framework. Emphasis is placed on current and past AODA problem definitions as they affect policy and program development. Conceptualization of the problems resulting from AODA, patterns of use and abuse, causation theories, the impact of cultural and social diversity, as well as discrimination upon all client systems, and the role of local and national institutions that advocate for this population group, are reviewed.

Prerequisite(s): SPPP 470 or SASS 470

SPPP 510. MENTAL HEALTH POLICY AND SERVICE DELIVERY (3). This course is designed to acquaint students preparing for careers as social workers in the mental health field with an understanding of mental health policy and the organization and functioning of the mental health delivery system at state and local levels. Collectively, through readings, lectures, discussions, and written assignments, the course aims at the development by students of a broad macro-level perspective of community mental health policies and programs, as well as deeper insights into several major issues in the field.

The course focuses on the following topic areas: historical trends, current problems and issues in mental health; different conceptions of mental health and illness; epidemiology of mental disorders; recent federal and state legislation and implementation issues; legal issues, including involuntary commitment, dangerousness, and the right to receive and/or refuse treatment; community support programs for children and adults with severe mental illness: planning, monitoring, coordinating, and evaluating services and systems with a focus on collaboration; barriers to mental health service delivery; special populations: persons with dual diagnoses, family caregivers, racial/ethnic/SES subgroups, etc.

Prerequisite(s): SPPP 470 or SASS 470

SPPP 511. HEALTH POLICY (3). This course provides knowledge for understanding health care policy issues and options. It highlights the development of health care policy in the United States, the influence of health policy development, and the role of social work. Similarly, it is an examination of problems, policy, and program issues in the subsidy, financing, reorganization, and regulatory capacity of health policy. National, state, and local issues are stressed. The course is directed toward students in the health concentration but also welcomes students from other concentrations.

The course builds upon and extends MSASS courses, specifically Social Policy, Social Work Methods and Research. It is assumed that the
student has acquired foundation policy skills and is therefore prepared to develop advanced policy skills (e.g., analyzing, advocacy) in the health care field.

The course also provides knowledge for understanding health care policy issues and options. Attention is focused on managed care and its impact on the delivery of health care services. It highlights the development and the role of social work. In addition, this course examines the service delivery and organization of health care at national, state, and local levels. Critical issues in service delivery are explored. Topics include the public health service, state and local health departments, primary and ambulatory care, hospital care, long-term care, interdisciplinary health teams, and mental health services. Prerequisite(s): SPPP 470 or SASS 470

**SPPP 512. LEGISLATIVE AND POLITICAL PROCESSES (3).** This is a "hands on" course for learning how to deal effectively with legislators, their staff, and legislative bodies. Attention is given to the unspoken rules that govern legislative activities and legislators' behaviors. The roles of money and information in legislative and political systems are examined. The process through which a bill moves to become law is explored through the critical points of intervention in the process, with special focus on the committee structure and the strategies used for passing or killing a bill. Lobbying legislators, including the preparation and presentation of testimony, receive special attention. The development and use of coalitions in the legislative arena also are featured. Prerequisite(s): SPPP 470 or SASS 470

**SPPP 513. AGING POLICY AND SERVICE DELIVERY (3).** This course critically reviews current income, health and social service policies for older Americans. It also investigates patterns and levels of care for the elderly. Trends and issues in policies and programs for seniors are analyzed in the context of the dimensions and differential characteristics of the aging populations in the country. Innovative programs at home and abroad are given particular attention. Cross-national comparisons of services for the elderly are included in this analysis. Prerequisite(s): SPPP 470 or SASS 470

**SPPP 520. HOMELESSNESS (3).** This advanced course provides an understanding of homelessness – its incidence and prevalence, origins, causes, consequences, and policy-based strategies for its amelioration and prevention. The course investigates the impact of homelessness on single individuals, families with children, minorities, and vulnerable populations, such as mentally ill individuals and substance abusers. Student task forces examine a range of professional and community-based responses to the problem. The taskforce method enables students to assess the causes of homelessness and the effects of public policy on homeless people. Students also critique the effectiveness and adequacy of local shelters and service programs, and propose community-based strategies to better serve homeless individuals and to prevent homelessness. Prerequisite(s): SPPP 470 or SASS 470

**SPPP 525. AIDS SEMINAR (3).** This seminar prepares students to serve as professional service providers and advocates for people living with and affected by HIV/AIDS, and as advocates for structural change that will improve the collective lives of people living with and affected by HIV/AIDS. This preparation has broad transferability to a number of other populations disproportionately affected by disease and social inequality. Course content covers the history of the HIV/AIDS epidemic, the clinical course of HIV illness, and a variety of special issues and controversies within the field.

Particular emphasis is placed on understanding the dynamics and consequences of social and economic injustice, oppression, and discrimination experienced by people living with HIV/AIDS, and marginalized communities disproportionately affected by HIV/AIDS in the United States and globally. This course explores intervention strategies social workers may employ
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SPPP 529. CHILD AND FAMILY POLICY AND SERVICE DELIVERY (3). This course focuses on major social policies related to children, youth, and families, especially those affecting poor and vulnerable groups, including people of color, women, and individuals and groups with special needs. The course uses a policy/practice framework to examine the creation and implementation of child and family policy and to prepare students to participate in policy change. A policy practice project provides an opportunity for students to develop skills in planning, advocacy, and policy development. Prerequisite(s): SPPP 470 or SASS 470

RESEARCH (SRCH)

SRCH 500. SPECIAL TOPICS IN SOCIAL RESEARCH (3). This seminar is intended for students who are interested in exploring advanced topics of current interest in social research. Prerequisite(s): SRCH 426 or SASS 426

SRCH 530. PRACTICE EVALUATION (3). This course prepares students to evaluate their clinical practices with an empirical framework using single-system design methods. Students learn to use research methodology and findings to inform their practices. The course draws from the existing literature on client populations and effective social work practice methods.

Single system evaluation methods require specifying the intended outcome of worker intervention, systematically collecting and analyzing client outcome data throughout service delivery, and using this information to guide clinical decision making. Major topics include goal setting, measurement, assessment of change, and research design. In addition, students learn to evaluate the empirical literature on social work practice based on knowledge of research principles and social work practice. Prerequisite(s): SRCH 426 or SASS 426

SASS 532. ANALYTIC TOOLS FOR COMMUNITY AND SOCIAL DEVELOPMENT PERSPECTIVES (3). This course covers research methods and analytic tools that are used in community and social development (CSD). It builds upon the research methods course in the foundation curriculum and deepens and expands this content as applicable in CSD. The content prepares students to use quantitative and qualitative research methods in community and social development practice and to evaluate community and social development programs and practices. These research methods and tools are used by students to successfully engage in community and social development; to improve practice, policy, and programs of community and social development; and to evaluate their own practice.

The class covers the conceptual and technical aspects of conducting research in the community and applying the tools and findings in community social change and development processes. The course employs a critical perspective with the goal that students will be able to judge the strengths and weaknesses of various tools and approaches and the degree to which ethical standards have been met. Students are introduced to a variety of methods for community and needs assessment, demographic, statistical and geographic analysis, qualitative and quantitative data gathering methods, and program and policy evaluation designs. The importance of conducting research in ways that respect cultural diversity and are valid across diverse populations is emphasized.

This course is structured to have a strong emphasis on skill development. Students gain experience with the following research skills: designing evaluation studies, fielding a community survey, conducting rapid ethnographic assessments, Geographic Information Systems (GIS) analysis, and calculating and interpreting development and demographic indicators.
ADDITIONAL ADVANCED AND ELECTIVE COURSES

SASS 500. SPECIAL TOPICS IN APPLIED SOCIAL SCIENCES (3) are offered every 1-3 years or as requested.

SASS 515. FAMILY CAREGIVING (3). The purpose of this interdisciplinary graduate-level seminar is to explore the theoretical, research, policy, and practice issues related to informal caregiving of the elderly. Topics include the historical and cultural context of family caregiving, theoretical paradigms (i.e., adult development, stress and coping), characteristics of caregivers (i.e., gender, relationship, race, ethnicity, sexual orientation, employment status, geographical setting), characteristics of the elderly care recipient (i.e., type of cognitive and physical impairments), ethics, physical and mental health outcomes, service delivery issues, institutionalization, and bereavement. Through readings, discussions, guest lectures, videos, and paper presentations, students learn about the complexities of informal caregiving of the elderly from a range of disciplinary perspectives in order to improve assessment and practice skills in a variety of settings. Students are encouraged to focus on issues relevant to their discipline, specialization, or field of practice for their seminar papers.

SASS 538 GLOBAL AGING (3). A silent revolution is taking place as we enter the 21st century. The “globe” is graying! Population aging is a worldwide phenomenon. This rapidly changing demographic environment has important implications for social policy and quality of life. The Global Aging course examines the historical, economic, social, and political, dimensions of the aging revolution. It then focuses on cross-national comparisons of policies and programs for older persons. Finally, global issues and action identified by the United Nations International Plan of Action on aging are discussed.

SASS 544. LEGAL ISSUES IN SOCIAL WORK (3). This course surveys the legal system as it affects social work, either direct service practice or in the development of human service policies and programs. Students are exposed to basic trial court procedures and have the opportunity to develop necessary skills to testify. A paper is required in which the student analyzes and integrates the legal and social work issues on a proposed topic of interest.

SASS 575. TRAVEL AND STUDY SEMINAR (3). This course acquaints the student with the socio-political factors that influence the development of social welfare systems in a selected country and the impact of these systems on the development and functioning of individuals, families, groups, and communities. The role of the emerging social work profession in social change is explored via the social welfare system. Topics focus on health care, mental health, aging, child and/or educational systems, and are oriented towards direct practice, management, and community development.

SASS 586. ETHICAL ISSUES IN SOCIAL WORK PRACTICE (3). The main focus of this course is to relate ethical principles to direct practice. Through lectures, discussion, group projects, and case examples, students gain a deeper understanding of ethical issues related to confidentiality, justice, client autonomy, whistle blowing, and other areas of great importance to social work practice, today.

SASS 594. INDEPENDENT STUDY ABROAD (credit to be arranged). Individual reading course. Credit is arranged with consent of the instructor. Independent study is jointly planned to suit the interest and needs of the student and is supplemented by conference with the instructor.