FOUNDATION COURSES

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 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 is 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 601, 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.

SASS 601. 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 601 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 student’s work; the faculty advisor is responsible for assigning the grade.

ADVANCED COURSES

FIELD EDUCATION

SASS 602: FIELD EDUCATION II (3) 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. Students spend 336 hours in field and professional development in SASS 602. Prerequisite: SASS 601 or advanced standing

SASS 603. FIELD EDUCATION III (3) 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 a forum to develop social work skills, 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. Students spend 336 hours in field and professional development in SASS 603. Prerequisite: SASS 602

SASS 604: FIELD EDUCATION IV (3) 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 their 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. Students spend 336 hours in field and professional development in SASS 604. Prerequisite: SASS 603
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. 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 604. Prerequisite: SASS 603

SOCIAL WORK METHODS

SASS 505. ADOPTION: POLICY AND PRACTICE (3). This course covers the concepts, knowledge, skills and policies associated with contemporary adoption practice. The practice method reflects a triad perspective, meaning that adoption is examined from the viewpoints of birth parents, adoptees, and adoptive parents. For each topic area, social work roles, activities, tasks and skills are explored along with policy issues. Exemplars and case studies are presented for illustration purposes. Consideration of triad needs at different life cycle stages are presented. The issues of ethnically competent adoption practice are emphasized throughout the course in each content area.

SASS 517. FAMILY SYSTEM INTERVENTIONS (3). This overall purpose of this course is to learn how to use a family systems framework to intervene with individuals and families who are experiencing a difficulty (e.g., child behavior problem) or facing a new challenge (e.g., adoption of a child). A family systems framework looks at individual behavior in the context of the family system, and seeks to understand the purpose the behavior may serve in the family system. Interventions, whether they be with an individual or a family group, are designed to help the family system and its members negotiate their current situation more effectively and move to a new and more satisfactory level of functioning. Learning to think and intervene systemically requires mindfulness and practice, because it is a departure from the more dominant individually-focused framework that views complaints as individual problems in need of individually-focused interventions.

This course examines multiple approaches to family system interventions, and the strategies and methods that flow from each. Students learn a variety of ways of thinking about and working with families, and begin to develop their own personal approach to family systems intervention. Students will practice a variety of intervention methods and techniques, and will develop the ability to self-assess and modify their interventions as needed to be useful to the family.

The course incorporates a constructivist epistemology that acknowledges there are multiple ways of constructing the family’s situation, and that alternate constructions have a direct impact on how we assess and intervene with families and what families believe is possible for themselves. Ethical and cultural issues that arise out of a constructivist worldview are critically addressed.

SASS 547. PROBLEM IDENTIFICATION, SCREENING AND ASSESSMENT/DIAGNOSIS (3). This course provides a biopsychosocial approach to identification, screening, assessment, and diagnoses of common psychosocial problems/dysfunctions experienced by clients. The course builds upon foundation content of SASS 477 and introduces the student to the etiology, recognition, and diagnoses of these problems in the context of social work practice. Through use of a competency-based model, students are introduced to techniques used to screen, assess, and diagnose problems such as serious mental illness, suicidality, depression and anxiety, substance abuse, child abuse, elder abuse, and exposure trauma. Students become familiar with the use of the DSM IV TR in providing axis I diagnostic formulations. A skills-based approach is used in presenting students with specific screening, assessment, and diagnostic protocols. This course is designed to incorporate a range of issues associated with stages across the lifespan from childhood to late adulthood.
SASS 549. Theory/Practice Approaches in Direct Practice Social Work (3). This required three-credit-course introduces selected theories and practice approaches commonly used in social work with individuals, families, and groups. Students are invited to examine theories of change using three broad categories: interpersonal theories, cognitive and behavioral theories, and theories of systems and groups. The course is designed to provide students with knowledge of theoretical explanations and practice frameworks commonly used in direct social work practice. The course also encourages students to apply critical thinking skills to theory and its practical applications. Case presentations, class discussions and assignments require students to apply various theoretical perspectives to common problems and issues in social work practice. The course highlights the use of professional social work values and attention to human development issues, diversity, and cultural perspectives as they apply in each theory or framework.

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.

SASS 564. Social Work Practice in Alcohol and Other Drug Abuse (3). SASS 564 is an advanced direct practice concentration course focused upon knowledge, skills and values important for social work practice with people who abuse and/or are dependent on alcohol and other drugs. The content of SASS 564 directly builds upon the foundation direct practice course (SASS 477) and the required advanced course in screening and assessment (SASS 574). SASS 564 takes a bio-psycho-social approach to prevention, assessment and treatment of alcohol and other drug abuse and dependency (AODA) problems. This 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 and the development of the evidence base of alcohol and other drug treatment interventions, self-help groups, and conceptual models of addiction will be presented. Students will explore their own attitudes and values toward AODA problems and how these affect treatment outcome as well as the development of programs. Students will be encouraged to evaluate the evidence base for current screening and assessment techniques as well as commonly used prevention and treatment approaches in social work practice with alcohol and other drug abuse. The course encourages skill development and the application of evidence-based practices in social work with people who abuse and/or are dependent upon alcohol and other drugs. The course will use case materials to illustrate similarities and
differences among various populations including minority/ethnic identity groups.

SASS 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.

SASS 569. CSD PRACTICE II: 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.

**SASS 576 INTEGRATIVE SEMINAR IN ALCOHOL AND OTHER DRUG ABUSE TREATMENT (3).** This course is an advanced level course in the Alcohol and Other Drug Abuse Specialization that provides opportunities for students to increase their knowledge of topics in the areas of assessment, diagnosis and treatment of alcohol and other drug disorders. The Seminar builds upon course material in Foundation Methods (477) and in the advanced methods course (SASS 549 and SASS 564). The seminar is intended to help students understand the evidence base for the treatment of substance use disorders and to explore selected areas of social work practice and intervention in the context of that evidence. Community applications of theory and techniques are stressed. The Integrative Seminar in AODA Treatment uses a seminar format and provides students the opportunity to interact with treatment professionals from various treatment and practice settings. The seminar format also facilitates individual learning; each student selects his or her own topic to pursue in more depth. Each student is responsible for leading a minimum of one seminar presentation. Each student will select the topic for the seminar in consultation with the instructor.

**SASS 580. SOCIAL WORK PRACTICE IN MENTAL HEALTH: CHILDREN AND ADOLESCENTS (3).** This advanced methods course builds on the content from required foundation social work methods, policy, and human development courses including Direct Practice Methods and Skills, Mental Health Policy and Service Delivery. 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.

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. Students utilize assessment skills, coupled with knowledge of development and clinical theory to explore clinical case studies.

**SASS 581. SOCIAL WORK PRACTICE WITH OLDER ADULTS (3).** This course is an advanced methods course that builds on the knowledge gained in Foundation Methods. The content of SASS 581 directly builds upon the foundation direct practice course (SASS 477) and the required advanced course in screening and assessment (SASS 574). 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. The course includes special issues in assessment, strengths-based case management, and intervention approaches known to be effective with emotional disorders in older adults.

**SASS 583: SOCIAL WORK PRACTICE IN MENTAL HEALTH: ADULTS (3).** This advanced methods course builds on the content from required foundation social work methods, policy, and advanced sociobehavioral theory courses, including Direct Practice Methods and Skills, 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.

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. Students utilize assessment skills, coupled with knowledge of development and clinical theory to explore clinical case studies. Abilities that students will have opportunities to work on in this course include Values and Ethics (VE), Communication (C), Critical Thinking (CT), Diversity (D), Social Work Practice (SWP), Professional Use of Self (P).

**SASS 584: INTEGRATIVE SEMINAR IN MENTAL HEALTH: CHILDREN AND ADOLESCENTS (3).** Integrative Seminar in Mental Health: Children and Adolescents is an advanced level course, a capstone course in the Mental Health Child and Adolescent Specialization that provides opportunities for students to increase their knowledge of assessment, diagnosis, and treatment. This course builds on course material in SASS 580, SASS 477, SASS 549 and SASS 574. The seminar is intended to help students integrate theory and practice, especially in the context of public mental health and community-based, social service practice. The Integrative Seminar in Social Work Practice with Children and Adolescents uses a seminar format and provides students the opportunity to interact with professionals from various treatment and practice settings. The seminar format facilitates individual learning and promotes a learning-to-practice, reflective approach. The seminar assumes there are numerous evidenced-based models and practices and focuses student learning on the role of the professional use of self in the implementation of theory, technique, model, or intervention.

**SASS 587: INTEGRATIVE SEMINAR IN MENTAL HEALTH: ADULTS (3).**
The Integrative Seminar in Social Work Practice with Adults is an advanced level course, a capstone course in the Mental Health Adult Specialization, that provides opportunities for students to increase their knowledge of assessment, diagnosis and treatment. This course builds on course material in SASS 583, SASS 477, SASS 549 and SASS 574. The seminar is intended to help students integrate theory and practice, especially in the context of public mental health and community-based, social service practice. The Integrative Seminar in Social Work Practice with Adults uses a seminar format and provides students the opportunity to interact with professionals from various treatment and practice settings. The seminar format facilitates individual learning and promotes a learning-to-practice, reflective approach. The seminar assumes there are numerous evidenced-based models and practices and focuses student learning on the role of
the professional use of self in the implementation of theory, technique, model, or intervention.

**SASS 589. SOCIAL WORK IN HEALTH: 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.

**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 518. SOCIAL WORK WITH DEATH, GRIEF, AND LOSS (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.

**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 work experience.

**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.

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.

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.

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.
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.

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.

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.

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.

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.

SSWM 582. SOCIAL WORK WITH 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.

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.

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.

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.

**SOCIO-BEHAVIORAL THEORY**

**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.

**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 502. INFANT AND TODDLER DEVELOPMENT (3).** In this course, students focus on that segment of life span called infancy and toddlerhood, a period of development from conception to age 3 years. Students are introduced to the major theories of development and integrate theory and research as they relate to children’s physical and motor development, perception, intelligence, language and communication development, and social and emotional development. The impact of the family and sociocultural contexts that affect development are discussed. Discussion, case studies, and observations are used to facilitate learning.

**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.

**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 development of a sexual identity including gender, orientation, and intention does not always fall along predictable lines. Alternative expressions of sexual identity are presented through the use of lectures and case examples.

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.

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.

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.

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

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.

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.

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.

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.

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.

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.

**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 to achieve greater social and economic justice and combat the causes and effects of institutionalized oppression.

**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.

**RESEARCH**

**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.
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.

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.

ADDITIONAL ADVANCED AND ELECTIVE COURSES

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

SASS 510 HEALTH DISPARITIES (3). This course provides theoretical and application tools for students from many disciplinary backgrounds to conduct research and develop interventions to reduce health disparities. The course is situated contextually within the historical record of the United States, reviewing social, political, economic, cultural, legal and ethical theories related to disparities in general, with a central focus on health disparities. Several frameworks regarding health disparities are used for investigating and discussing the empirical evidence on disparities, research and outcome measurement issues, policy and policy formation concerns, and intervention practices. While racial/ethnic disparities in health and health outcomes are an important focus of this course, disparities among other subgroups (e.g., the poor, women, uninsured, disabled, and non-English speaking populations) may also be included and discussed. The final paper integrates what is learned through lectures and readings.

There will be a feature on oral health projects that have been particularly successful in researching oral health disparities and developing interventions to address those disparities. Students have an opportunity to learn about success in health disparities research and how it can translate into creative intervention programs at a community level.

The lectures for this course will be videotaped. Students who do not wish to be on the video should hold any questions until the end of the lecture, at which time the video camera will be turned off. The video will be uploaded onto the Center for Reducing Health Disparities website at www.ReduceDisparity.org for students to review.

Students will be asked to evaluate each lecturer. These evaluations help us to determine which lectures were well-received and had more impact on the course. These evaluations are considered when structuring the course for the following fall. Please be honest and provide suggestions if you wish.

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 574. 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.
FOUNDATION COURSES
SASS 426 Research Methods in Social Work
SASS 440 Human Development in Context I: Child and Adolescent
SASS 441 Human Development in Context II: Adult
SASS 470 Social Policy
SASS 477 Direct Practice Methods and Skills
SASS 478 Macro and Policy Practice Skills for Work with Groups, Organizations, and Communities
SASS 484 Theories of Oppression and Social Justice
SASS 495 Field Education Seminar
SASS 601 Field Education I

ADVANCED COURSES
Field Education
SASS 602 Field Education II
SASS 603 Field Education III
SASS 604 Field Education IV

Social Work Methods
SASS 505 Adoption: Practice and Policy
SASS 517 Family System Interventions
SASS 547 Problem Identification, Screening and Assessment/Diagnosis
SASS 549 Theory/Practice Approaches in Direct Practice Social Work
SASS 563 Resources for Community and Social Development
SASS 564 Social Work Practice in Alcohol and Other Drug Abuse
SASS 565 Community-Based Practice with Children and Families
SASS 567 CSD Practice I: Strategies for Assessing, Building, and Organizing Community
SASS 569 CSD Practice II: Strategies for Designing and Implementing Community and Social Change
SASS 576 Integrative Seminar in Alcohol and Other Drug Abuse Treatment
SASS 580 Social Work Practice in Mental Health: Children and Adolescents
SASS 581 Social Work Practice with Older Adults
SASS 583 Social Work Practice in Mental Health: Adults
SASS 584 Integrative Seminar in Mental Health: Children and Adolescents
SASS 587 Integrative Seminar in Mental Health: Adults
SASS 589 Social Work in Health: Chronic Illness

SSWM 500 Special Topics in Social Work Methods
SSWM 518 Social Work with Death, Grief, and Loss
SSWM 519 School Social Work Seminar
SSWM 530 Managing Organizational Change
SSWM 531 Strategic Alliances
SSWM 541 Attracting Government, Foundation, and Corporate Support
SSWM 544 Budgeting and Finance
SSWM 546 International Social Work
SSWM 563 Social Work Intervention in Co-occurring Mental and Substance Abuse Disorders
SSWM 571 Case Management
SSWM 573 Home-Based Family Interventions
SSWM 575 Social Work with People Who Have Serious Mental Illnesses
SSWM 579 Cognitive Behavioral Interventions
SSWM 582 Social Work in Child Abuse and Family Violence
SSWM 584 Social Work with Couples
SSWM 585 Social Work with Groups
SSWM 586 Race and Class: Implications for Social Work Practice

**Socio-Behavioral Theory**
SASS 534 Community and Social Development Perspectives
SSBT 500 Special Topics in Socio-Behavioral Theory
SSBT 502 Infant and Toddler Development
SSBT 527 The Theory and Practice of Leadership
SSBT 535 Human Sexuality
SSBT 546 Welfare Reform and Poverty
SSBT 555 Women’s Issues

**Social Policy**
SPPP 500 Special Topics in Social Policy
SPPP 502 Alcohol and Other Drug Abuse Policy and Service Delivery
SPPP 510 Mental Health Policy and Service Delivery
SPPP 511 Health Policy
SPPP 512 Legislative and Political Processes
SPPP 513 Aging Policy and Service Delivery
SPPP 520 Homelessness
SPPP 525 AIDS Seminar
SPPP 529 Child and Family Policy and Service Delivery

**Research**
SASS 532 Analytic Tools for Community and Social Development Perspectives
SRCH 500 Special Topics in Social Research
SRCH 530 Practice Evaluation

**Additional Advanced and Elective Courses**
SASS 500 Special Topics in Applied Social Sciences
SASS 515 Family Caregiving
SASS 538 Global Aging
SASS 574 Legal Issues in Social Work
SASS 575 Travel and Study Seminar
SASS 586 Ethical Issues in Social Work Practice
SASS 594 Independent Study Abroad