FOUNDATION COURSES

SASS 401A. FIELD EDUCATION I (1)* This field education experience exposes students to social work experiences at the individual, community, and administrative levels. Students spend 176 hours in Field Education I. A written assignment is required that reflects the student’s understanding of the placement’s approach to working with individuals and communities, as well as a comprehensive look at the administrative and professional focus of the placement. This course is taken concurrently with SASS 495 Field Education Seminar and SSWM 400 Social Work Methods.

ABLE 411. ABILITY-BASED LEARNING ENVIRONMENT (1). 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 four seminars designed to assist them in both understanding the ability-based approach and in 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 to their attainment of the abilities. Students compile a portfolio and compose a final integrative paper at the conclusion of the fourth seminar.

SSBT 584. DIVERSITY, DISCRIMINATION, AND OPPRESSION (3) This course provides students with a basis for developing their ability to value a diverse world, and to understand how discrimination and oppression limit the life opportunities of members of minority and disenfranchised groups. Students have the opportunity to develop and enhance their personal and professional awareness of their own cultural identities and to use them as a basis for developing their competence to work with people different from themselves. Selected theoretical perspectives provide a descriptive and explanatory framework for critically analyzing the manifestation of discrimination and oppression and their impact on the affected populations. Social work’s responses to discrimination and oppression within the profession and within the society at large are also examined. Prerequisite: SSBT 440.

SRCH 426. INTRODUCTION TO SOCIAL RESEARCH (3) This course provides an overview of the basic concepts used in the conduct of scientific inquiry and the tools of research methodology. It introduces students to the issues involved in the design, implementation, analysis, and utilization of social research. Students are encouraged to focus on practice-related research problems in their individual or group research projects, as well as research issues relevant to their specializations, fields of practice, or field practicum settings. Students are alerted to the risks of cultural bias in research throughout the course by way of examples and scientific readings.

SASS 495. FIELD EDUCATION SEMINAR (1) This seminar prepares students for entry into field education. The course introduces students to a number of topics that are considered basic to beginning the social work field practicum.

SSWM 400. SOCIAL WORK METHODS (3) This foundation methods course is based on a generalist social work practice perspective incorporating a problem-solving methodology applicable to client systems, including individuals, families, small groups, organizations, and communities. An emphasis is placed on developing skills with respect to relationship formation and engagement, data collection and assessment, goal setting and contracting, designing and implementing appropriate interventions, assuming appropriate practice roles, evaluation, and termination. Explicit attention is given human diversity issues and their impact on work with clients at all points in the social work process. The course is undergirded by relevant socio-behavioral and practice theories that emphasize the reciprocal nature of person-environment interaction and community-based practice.

* Credit hours are noted in parentheses following the course name.
SPPP 470. SOCIAL POLICY (3) This course provides an understanding of the history, mission, and philosophy of the social work profession. The content covers the history and current patterns of provision of social welfare services, the role of social policy in helping or deterring people in the maintenance or attainment of optimal health and well-being, and the effect of policy on social work practice. Students are taught to analyze current social policy within the context of historical and contemporary factors that shape policy. An emphasis is placed on ethical dilemmas inherent in social policy issues, the political and organizational processes used to influence policy, the process of policy formulation, and the use of ethical reasoning in frameworks for analyzing social policies in light of principles of social and economic justice. Uses of automated databases and the Web are given special attention as they relate to policy formulation and analysis.

SSBT 440. HUMAN DEVELOPMENT OVER THE LIFE SPAN (3) This course offers an overview of normal individual development throughout the life cycle. Psychosocial theory, learning theories, and social role theory constitute the theoretical base for this foundation course. Developmentally determined objectives and tasks for every life stage are examined in the context of biological, genetic, psychological, familial, and sociocultural factors. An emphasis is placed on the impact of gender, health, and minority status and on community institutions of human development. This course supports the foundation social work methods course by introducing substantive content on human development as a framework for assessment, prevention, and intervention with psychosocial problems. Curricularly related to the advanced sociobehavioral courses on human development and developmental dysfunction, this course provides a basic understanding of normal human development, which can serve as a contextual framework for developmental deviations from the norm.

SSBT 540. THEORIES OF GROUPS, ORGANIZATIONS, COMMUNITIES, AND SOCIAL CLASS (3) This course provides a foundation of knowledge about the theory, development, and behavior of groups, organizations, communities and social class. It begins with discussions about the concept of culture, and then examines how the cultures of groups, organizations, communities, and social classes are responsible for most observable verbal and non-verbal human behavior in these social units. The course emphasizes the application and integration of theoretical perspectives on social behavior in all human groups of various sizes. The first course in the human development sequence focuses on personality development in various environments. The second course deals with how culture develops and serves to influence human behavior in interpersonal, intra-group, inter-group, and larger settings. Prerequisite: SSBT 440.

ADVANCED COURSES

ABLE
ABLE 512 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.

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 in 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. Prerequisite: SSWM 400.

SSWM 517. FAMILY SYSTEM INTERVENTIONS (3) This course covers the knowledge, concepts, and skills associated with working families. The practice method reflects a family systems approach, integrating theories and approaches within a systemic perspective. It builds practice skills in assessing, interviewing, and intervening with families, and emphasizes a strength-based perspective on intervention with families. Considerations of family issues at different developmental stages are presented. The issues of ethnically competent and community-based social work practice with families are stressed throughout the course for each content area. Prerequisites: SSWM 400, SSBT 520.

SSWM 518. DEATH AND DYING (3) This course focuses on the concept of death and related topics 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, life span and family life considerations, and end-of-life decisions. The course provides both theoretical and experiential exposure to the dying process as it relates to self, 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. Prerequisite: SSWM 400.

SSWM 519. SCHOOL SOCIAL WORK SEMINAR (3) This course prepares students to be certified school social workers. The course addresses major issues in American schools; a theoretical framework for school social work services; design, delivery, and evaluation of school social work services; legal and ethical issues; and the roles and intervention strategies of school social workers. It covers student and family problems and areas of need such as disability, truancy, divorce, teen pregnancy, youth depression and suicide, substance abuse, violence, and dropping out of school. This course is required for those participating in a planned program of study leading to state certification as a school social worker. Prerequisite: SSWM 400.

SSWM 530. MANAGING ORGANIZATIONAL CHANGE (3) This course provides a conceptual and practical understanding of planned change in human service organizations considering both organizational resources and achieving outcomes for clients. Skills and strategies for identifying needs for change, preparing and managing a change process, and institutionalizing change are critically examined. Prerequisites: SSWM 400, SSBT 540.

SSWM 531. STRATEGIC ALLIANCES (3) This course provides organizational leaders with the concepts and practices critical to the development of interorganizational alliances, from affiliations to mergers and consolidations. Various strategies are examined and existing community-based national and international linkages are explored. Prerequisites: SSWM 400, SSBT 540.

SSWM 541. ATTRACTING GOVERNMENT, FOUNDATION AND CORPORATE SUPPORT (3) This course reviews trends, types of supports available, sources of information, processes for accessing, criteria for decision-making, and the “politics” of grants, contracts, in-kind or other support. Preparation of winning proposals constitutes a special focus. Nonprofit organizations’ accountability, stewardship, and recognition responsibilities or activities are explored. Prerequisites: SSWM 400, SSWM 544, SSWM 545.

SSWM 544. BUDGETING AND FINANCE (3) 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 obtain 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. They are able to understand the impact of power and politics in budget and financial processes. In addition, they are able to 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 SSWM 400.

**SSWM 545. SOCIAL PROGRAM DESIGN (3)**

Students develop skills and techniques for forming social service agencies and designing social service programs. This course addresses the demands of multiple constituencies (clients, other agencies, legislators, the legal system, etc.) and competing values (the ability to be flexible versus the need for control and to work both inside the organization and outside its boundaries). It presents an approach that focuses on establishing outcome-based goals and interventions. Prerequisite: SSWM 400.

**SSWM 546. INTERNATIONAL SOCIAL WORK (3)**

This is an advanced seminar designed for students interested in the international dimensions 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. It also gives attention to social work as a global profession and social work practice on an international level. Prerequisite: SSWM 400.

**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 biopsychosocial 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 are explored. An 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 Integrated Treatment (IT) Model. Current assessment techniques and treatment of special populations, including, but not limited to, women, minorities, and adolescents are discussed. Prerequisite: SSWM 400.

**SSWM 564. INTERVENTIONS IN ALCOHOL AND OTHER DRUG ABUSE (AODA) (3)**

The course provides a bio-psychosocial approach to prevention, assessment, and treatment of alcohol and other drug abuse problems. It 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 outcomes as well as the development of programs. An 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: SSWM 400.

**SSWM 565. COMMUNITY-BASED PRACTICE WITH CHILDREN AND FAMILIES (3)**

This course covers the knowledge, concepts, and tools associated with contemporary child welfare practice. The practice method reflects a family-centered or family-based approach, meaning that the welfare of children cannot be considered separately from the families of which they are a part. For each topic area, major social work roles, activities, tasks and skills are explored along with problems and issues in implementation. The following are presented: (1) program exemplars and case studies for illustration purposes; (2) practical application of the skills and techniques; (3) child welfare services that promote safety, permanency, and child well-being; (4) consideration of family needs at different developmental stages of the child and family’s life cycles. 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. Prerequisite: SSWM 400.

**SSWM 567. COMMUNITY ORGANIZATION AND DEVELOPMENT STRATEGIES (3)**

This course demonstrates the application of social science theory to the issues of economic and neighborhood development. It illustrates how social workers can refine their roles, skills, and understanding of techniques in community organization, and presents strategies for economic and housing development. Prerequisites: SSWM 400, SSBT 540.
SSWM 569. MANAGEMENT OF COMMUNITY BASED DEVELOPMENT (3) This course examines the fundamentals of building and managing an effective community development organization. Students develop an understanding of community development with a focus on housing, economic development, and community building. Community building integrates family development, education and health, housing, and economic development. The use of technology as a tool in community development is covered. Prerequisites: SSWM 400, SSWM 544, SSWM 545, SSWM 567.

SSWM 571. CASE MANAGEMENT (3) This course addresses case management as an inter-disciplinary 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: SSWM 400.

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 encompasses 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: SSWM 400.

SSWM 574. INTEGRATIVE SEMINAR IN ALCOHOL AND OTHER DRUG ABUSE (3) This course builds upon the material presented in the methods course (SSWM 564) in alcohol and other drug abuse. It is intended as an elective course for students who are interested in developing their clinical skills in AODA and in enhancing their abilities to conduct an empirically-based practice with AODA clients. Course objectives include integrating clinical and research knowledge about AODA; strengthening the student's clinical skills in AODA practice; focusing on the complexity of comorbidity issues of AODA practice, including mental health problems, sexual victimization, and domestic and family violence; and recognizing policies and practices relevant to cultural diversity, gender differences, and discrimination in social work practice with AODA problems. Prerequisites: SSWM 400, SSWM 564.

SSWM 575. SOCIAL WORK WITH PEOPLE WHO HAVE CHRONIC MENTAL ILLNESSES (3) This course focuses on people who have severe mental illnesses. Students learn primary and tertiary community-based treatment and rehabilitative approaches, services, and programs. In helping people achieve recovery, students learn the theory and practice skills that underscore the four major approaches to community-based service delivery: (1) assertive case management model; (2) strengths case management model; (3) psychosocial rehabilitation model; and (4) recovery model. Within each model, specific attention is placed on practice similarities and differences, especially interviewing, assessment, and intervention. Within these practice skills, students learn how to identify social justice and empowerment values that are supported or undermined. Advocacy is highlighted as a central social work value and practice skill that cuts across community-based practice models. Finally, lectures, readings, and discussions examine how gender, ethnicity, and social class produce various experiences of mental illness and various social work interventions. Prerequisite: SSWM 400.

SSWM 579. COGNITIVE BEHAVIORAL INTERVENTIONS (3) This course acquaints students with the theoretical, conceptual, and skill bases of several cognitive-behavioral approaches to practice. Topics include assessment, use of tasks and homework, coping skills, cognitive restructuring, and problem solving approaches to practice. The course draws upon students' field and work experiences to illustrate the application of the concepts and skills under discussion. Prerequisite: SSWM 400.

SSWM 580. MENTAL HEALTH PRACTICE WITH CHILDREN AND ADOLESCENTS (3) This course focuses on developing specialized knowledge and social work techniques related to professional social work in such settings as hospitals, child guidance agencies, family service agencies, mental health centers, and residential treatment centers. Concentration is on the assessment of normal and pathological social functioning as related to age-appropriate development; adaptations of psychotherapeutic principles to social
work interventions; and maximizing individual, family and environmental strengths in each situation as guidelines for offering help. Prerequisites: SSWM 400, SSBT 501.

SSWM 581. SOCIAL WORK WITH OLDER POPULATIONS (3) This course in gerontological social work provides advanced content in working with elderly people and their families in the community and in residential settings. Using a bio-psychosocial approach, the course explores various issues of later life, including, but not limited to, retirement, social roles, depression, social networks, and grief. Specific attention is given to assessment and diagnosis, goal setting, and rationale for the selection of a treatment approach. Prerequisite: SSWM 400.

SSWM 582. SOCIAL WORK IN CHILD ABUSE AND FAMILY VIOLENCE (3) This course addresses the etiology, investigation, and treatment of child abuse, including sexual abuse and the roles of child welfare, health, and mental health agencies. Particular attention is given to direct work with children and adults who have experienced abuse, and to interventions in instances of family violence. Prerequisites: SSWM 400, SSBT 501.

SSWM 583. MENTAL HEALTH PRACTICE WITH ADULTS (3) This course builds on the content from required foundation social work methods, policy, and advanced sociobehavioral theory courses. It complements the content of advanced methods courses, including Social Work with People who Have Chronic Mental Illness (SSWM 575), Social Work in Child Abuse and Family Violence (SSWM 582), and Interventions in Alcohol and Other Drug Abuse (SSWM 564). This course explores currently prevailing theoretical perspectives to mental health practice with adults, including cognitive theory, behavior theory, crisis theory, and structural theory informing ego psychology. Specific attention is given to the newly evolving object relations theoretical frameworks to practice. Risk status—including the effects of poverty, gender, culture, discrimination, and oppression—is considered in the treatment process and in the utilization of mental health services to adults. The empirical and value base of interventions is examined. Prerequisites: SSWM 400, SSBT 508.

SSWM 584. SOCIAL WORK WITH COUPLES (3) This course provides an overview of assessment and intervention methods for working with couples around issues of marriage, divorce, and remarriage. Alternate couple forms are discussed. The course emphasizes systems and social learning approaches, communication and negotiation in problem solving and their relevance to assessment, treatment structure, and techniques. Special attention is given to problem areas, such as commitment, sexual dysfunction, chemical dependency, and destructive communication patterns. Prerequisite: SSWM 400.

SSWM 585. SOCIAL WORK WITH GROUPS (3) A theoretical formulation of the social group work method as a problem solving process is addressed. Exercises are presented in the use of diagnostic skills to determine individual needs, problems for which groups may be helpful, and the worker’s role in facilitating group functioning through his/her use of various program media. Attention is given to the significance of goals, agency environment, and policy for direct work with groups. Prerequisite: SSWM 400.

SSWM 586. RACE AND CLASS: IMPLICATIONS FOR SOCIAL WORK PRACTICE (3) This course provides students with the opportunity to integrate concentration content within the context of race and class. Specific attention is given to the development of a practice model that considers the impact of race and class on social functioning. Students explore the effects of race and class on critical life areas, such as education, housing, access to health care services, and involvement with the justice system. Prerequisite: SSWM 400.

SSWM 589. SOCIAL WORK INTERVENTIONS IN CHRONIC ILLNESS (3) This course is an interest-focused seminar, which consists of the instructor’s didactic presentations and the students’ individual presentations. The instructor addresses the unique features of practice in healthcare settings within a community-based context 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. 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: SSWM 400.
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. Prerequisite: SSBT440.

SSBT 501. ADVANCED CHILD/ADOLESCENT DEVELOPMENT AND DYSFUNCTION (3) This course examines theories and research on the development of the individual from conception through adolescence. Particular consideration is given to environmental influences, such as poverty, discrimination, and parental pathology that may inhibit the individual's development. Equal consideration is made for factors supporting individual development, such as the strength of sociocultural belief systems, health, and capacity for resilience. The course stresses transactions between the individual and his/her environment, including family, peers, school, and community. A variety of theoretical perspectives, including the neurophysiological perspective, address the etiology of symptom formation in major developmental deficits during childhood and adolescence. Prerequisite: SSBT 440.

SSBT 508. ADVANCED ADULT DEVELOPMENT AND DYSFUNCTION (3) This course examines broad perspectives on adult development and specific dysfunctions in adulthood. Several developmental theories are reviewed. The prevalent and serious emotional problems experienced by adults in our society are addressed, with particular attention given to the social contexts in which these problems occur. Examples of such problems include marital dysfunction, family violence, maladaptive approaches to parenting, alcoholism and other addictions, depression, and suicide. The effects of poverty, gender, and minority status on development and dysfunction are addressed. Prerequisite: SSBT 440.

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, with an emphasis on social and economic justice for populations at risk. The changing structure of households and the universal functions of the family are discussed, and course content 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, theories of change, and an understanding of new frameworks for practice such as feminism, postmodernism, and solution-focused theory. Research technologies and computer applications specific to family theory are stressed. Creation of an objective integrating field practice objectives and classroom objectives is an additional focus. Prerequisite: SSBT 440.

SSBT 527. THE THEORY AND PRACTICE OF LEADERSHIP (3) This course assists students preparing for management and leadership roles in social service organizations to understand theories of leadership and translate them into effective leadership practice. The class explores leadership definitions, tasks and responsibilities, and the development of leadership capabilities. Students also examine their personal values, beliefs, skills, and understanding of ethical principles underlying leadership. Prerequisite: SSBT 440.

SSBT 534. ORGANIZATIONAL THEORY (3) This course enables students to understand organizational conditions, processes, and structures, and the nature of human service 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. Special attention is given to nonprofit human service organizations. This course focuses on social behavioral theory underlying management practice methods and should complement methods courses. Prerequisite: SSBT 440.

SSBT 535. HUMAN SEXUALITY (3) This course addresses sexuality as an integral part of human functioning and human relationships throughout the life cycle. The formation of sexual identity is addressed, including gender identity, sexual orientation, and sexual intention. The physiological and psychological aspects of sexual behavior are covered, including the effects of aging, chronic illness, and sexually transmitted diseases. The course concludes with practical applications for social work, including an overview of assessment and treatment of sexual dysfunctions. Prerequisite: SSBT 440.
SSBT 542. CHILD AND ADOLESCENT PSYCHOPATHOLOGY (3) This course focuses on the dynamics, etiology, and description of diagnosable mental disorders in children and adolescents, including disorders of behavior, conduct, affect, and thought. The physical, psychological, environmental, and social factors that contribute to mental disorders in children and adolescents are emphasized, along with treatment possibilities and social implications. Prerequisites: SSBT 440, SSBT 501.

SSBT 546. WELFARE REFORM AND POVERTY (3) This course identifies and critically analyzes major theories of urban poverty and their implications for social policy in contemporary American society. Economic, sociocultural, cultural, and integrative theories of poverty are examined. Case studies of poverty theories for social policy and the elimination of poverty are addressed. Prerequisite: SSBT 440.

SSBT 548. ADULT PSYCHOPATHOLOGY (3) This course introduces the etiology and dynamics of anxiety disorders, mood disorders, personality disorders, and psychoses of adults. The etiology of pathology is examined in the context of theories on personality development, biological and sociocultural domains. Special attention is given to treatment possibilities and the social implications of these disorders. Prerequisites: SSBT 440, SSBT 508.

SSBT 555. WOMEN’S ISSUES (3) This course examines theories that are relevant to the development and socialization of women, and addresses issues that are relevant to women’s lives within the context of oppression based on sexism, racism, ageism, homophobia, and other forms of discrimination. Emphasis is placed on assisting students in becoming more aware of the issues that are specifically relevant to their own development and socialization, and preparing them for effective and sensitive professional practice by increasing knowledge about the issues facing women. Prerequisite: SSBT 440.

SOCIAL POLICY (SPPP)

SPPP 500. SPECIAL TOPICS IN SOCIAL POLICY (3) This seminar course is intended for students who are interested in exploring advanced topics in social policy. Prerequisite: SPPP 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: SPPP 470.

SPPP 510. MENTAL HEALTH POLICY AND SERVICE DELIVERY (3) This course is designed for students preparing for careers as social workers in the mental health field with an understanding of mental health policy and service delivery at the federal, state, and local levels. Through readings, lectures, discussions, and written assignments, the course aids students in developing a macro-level perspective of mental health policies and programs. Prerequisite: SPPP 470.

SPPP 511. ISSUES IN HEALTH POLICY AND SERVICE DELIVERY (3) This course examines health care policy issues and options, and highlights the development of health care policy in the U.S., the influence of health policy development, and the role of social work. It also examines the 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 for students in the health concentration but also welcomes students from other areas. Prerequisite: SPPP 470.

SPPP 512. LEGISLATIVE AND POLITICAL PROCESSES (3) This course focuses on how to deal effectively with legislators, their staff, and legislative systems. 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, including critical points of intervention in that process. Lobbying legislators, including presentation of testimony and use of coalitions, is featured. Prerequisite: SPPP 470.

SPPP 513. AGING POLICY AND SERVICE DELIVERY (3) This course 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 population in the country. Some cross-national comparisons of services for the elderly are included in this analysis. Prerequisite: SPPP 470.

**SPPP 520. HOMELESSNESS (3)** This course provides an understanding of homelessness—its incidence and prevalence, its origins, both historical and social, its consequences, and policy-based strategies for its prevention. The course investigates the impact of homelessness on single individuals, families with children, minorities, and vulnerable populations such as mentally ill individuals and alcoholics. Students, organized into a task force, examine a range of professional and community-based responses to the problem. The task force method enables students to assess the effects of public policy on homeless people, critique the effectiveness and adequacy of local shelter and service programs, and propose community-based strategies to prevent, stop, and better homelessness. Prerequisite: SPPP 470.

**SPPP 525. AIDS SEMINAR (3)** This course is designed to provide an understanding of HIV/AIDS. The nature and prevalence of the disease are examined, including its impact upon vulnerable populations, such as children and youth, women, gay and lesbian populations, people of color, prisoners, IV drug users, and street people. The course focuses on public policies, programs, and service delivery for HIV/AIDS at local, state, and national levels. Topics include the policy-making role of advocacy groups, the function of AIDS service organizations, and the design of educational and preventive programs. Prerequisite: SPPP 470.

**SPPP 529. CHILD AND FAMILY POLICY AND SERVICE DELIVERY (3)** This course focuses on major federal legislation impacting children, youth, and families, examined in the context of community-based social work policy/practice. It builds upon the foundation course in social welfare policy and enables students to use an advocacy approach to provide policy-informed services and to participate in policy implementation and change. Prerequisite: SPPP 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: SRCH 426, or equivalent.

**SRCH 530. PRACTICE EVALUATION (3)** This course prepares students in direct practice concentrations to critically evaluate their practice. Single system evaluation methods require specifying the intended outcome of worker intervention, systematically collecting and analyzing client system outcome data throughout service delivery, and using this information to guide clinical and ethical decision making. Students learn to evaluate their practices within their field settings. Major topics include goal setting, measurement, and assessment of change, including the use of computer applications and research designs. In addition, students learn to critically evaluate the empirical literature on social work practice and base policy on knowledge of research principles and social work practice. Particular emphasis is placed on issues related to discrimination and ethical concerns related to social work research. Prerequisites: SRCH 426, or equivalent. Corequisite: Advanced field placement.

**SRCH 532. NEEDS ASSESSMENT AND PROGRAM EVALUATION (3)** This course is designed to introduce students to the design, implementation, management, analysis, and utilization of program evaluation research. The major rationales for this course are: 1) the strong need for accountability in social service delivery, 2) the need to remain current on developments in service interventions, and 3) the need to defend human service programs on the basis of effectiveness and efficiency. Students develop their understanding and use of skills in the interpretation and conduct of different types of program evaluations, including needs assessment, monitoring/process evaluations, and outcome/impact assessments. Students learn to determine needs of client populations, whether program objectives are being achieved, whether programs are achieving outcomes, and whether program performance is efficient. Prerequisites: SRCH 426, or equivalent. Corequisite: Advanced field placement, SSBT 534.
SRCH 536. INDIVIDUAL RESEARCH PRACTICUM (3) With instructor and research sequence chair approval, an individual program of supervised research experience may be undertaken. This course allows the student to tailor a program of applied research to a specific practice issue or program. Prerequisites: SRCH 426, or equivalent.

ADDITIONAL ADVANCED AND ELECTIVE COURSES

SASS 502A. FIELD EDUCATION II (3) This course is a continuation of SASS 401A. For students with advanced standing, this course is the first field education experience. Advanced standing students will have this placement in their area of concentration and are required to complete the same written assignment required of students who take SASS 401A. Students spend 300 hours in SASS 502A. Prerequisite: SASS 401A.

SASS 503A. FIELD EDUCATION III (3) In this advanced field education placement in the area of the student’s concentration, the student is expected to focus his/her experience on meeting educational learning needs. Students spend 336 hours in SASS 503A. Prerequisite: SASS 502A.

SASS 504A. FIELD EDUCATION IV (3). Continuation of SASS 503A. Students spend 336 hours in SASS 504A. Prerequisite: SASS 503A.

SASS 500. SPECIAL TOPICS IN APPLIED SOCIAL SCIENCES (3)

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, characteristics of caregivers, characteristics of the elderly care-receiver, ethics, physical and mental health outcomes, service delivery issues, institutionalization, and bereavement. Students are encouraged to focus on issues relevant to their disciplines, specializations, or fields 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 the 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, or communities. The role of the emerging social work profession in social change is explored via the social welfare system. Topics focus on the 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 the seminar is to relate ethical principles to direct practice. Through lectures, discussions, 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) SASS 598. Individual Reading Course (1-3) (Credit as 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.