2013-2014 MASTERS PROGRAM COURSE DESCRIPTIONS

SASS 405. Nonprofit Ethics and Professionalism. 3 Units.
This course is an application of ethical frameworks and analysis to nonprofit organizations. Using cases and essays, the course will help nonprofit managers become better equipped to address ethical problems and dilemmas in their work in the following areas: ethics of boards, ethics and leadership, ethics and organizational culture, professional ethics, and ethics and fundraising.

SASS 407. Nonprofit Revenue Planning and Development. 3 Units.
Revenue strategy and development are critical in advancing the mission and core work of a nonprofit organization, and are among the most strategic responsibilities held by an executive director and his/her board. Nonprofits face a myriad of revenue options which could be pursued, but each of these has implications for how the organization advances its mission and sustainability. The course examines how to assess these revenue sources and evaluates how they can contribute to an organization’s overall financial vitality.

SASS 409. Nonprofit Strategic Planning. 3 Units.
This course focuses on planning for, designing, and conducting strategic planning in nonprofit organizations. This course is an integrated, practicum series designed to provide "hands-on" experiences in planning for, designing, and conducting strategic planning in nonprofit organizations. Students will learn to assess organizational readiness, facilitate the design of strategic planning processes, create a variety of approaches involving key stakeholders, and finalize a planning design suited to organizational culture.

SASS 410. Nonprofit Databased Decision-Making. 3 Units.
Nonprofit leaders face a wide range of data needs and opportunities to use data to inform strategy and practice. This course is designed to give students a working knowledge of data analysis, statistical concepts, research designs for program planning and evaluation, and techniques for problem solving. By exploring a continuum of decision making opportunities in the nonprofit sector, the course presents methods and frameworks for collecting and interpreting data to inform organizational action. The course intent is to ensure that nonprofit leaders are able to effectively utilize and interpret data, technical reports, research findings, and evaluation studies, and employ basic data-based methods in their own analysis of problems and policies.

SASS 411. Nonprofit Leadership Dialogs. 1 Unit.
This course is intended to enable students to be introduced to the nonprofit sector and learn about major nonprofit issues and trends in the sector. This course serves as an integrative learning experience and provides a thread for the other coursework being taken in the MNO program. A key focus of the course is learning through interaction and dialog with nonprofit leaders.

SASS 420. Nonprofit Organization and Management. 3 Units.
This course enables students to understand the organizational conditions, processes, structures and nature of nonprofit organizations. The course covers various theoretical perspectives on leadership and organizations, including the issues of nonprofit management, resource management, external relations, and managing change. It begins with the exploration of the concept of organizational theory and leadership, and the dilemmas of managing these different organizational concepts and leadership styles. We then apply these concepts to case examples and organizations selected by the
students in the course. This course focuses on social and behavioral theories and underlying nonprofit and public management practice methods.

**SASS 425. Nonprofit Financial Management. 3 Units.**
This course focuses on techniques and principles of financial management including budgeting, finance and investment decision-making. Topics include budget formulation, analysis and planning, present value analysis, cost-effectiveness, cash flow analysis, portfolio management, and venture planning. Special emphasis will be given to the unique problems of nonprofits in capital formation, generating earned income, managing endowments, gifts and grants, and tax planning.

**SASS 426. Research Methods in Social Work. 3 Units.**
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 understanding of a scientific, analytic, and ethical approach 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 provide high-quality services; to initiate change; to improve practice, policy and social service delivery; and to evaluate their own practice. The class will employ 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.

**SASS 430. Nonprofit Human Resources. 3 Units.**
Theories and principles of managing people in organizations are addressed in this course, including motivation theory and human resource development strategies. Particular attention is devoted to issues critical to nonprofit organizations, such as the management of volunteers, management of professionals, working with trustees, and staff/board relationships.

**SASS 440. Human Development I: Child and Adolescent. 3 Units.**
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. Special 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.

**SASS 441. Human Development II: Adult. 3 Units.**
This course builds on SASS 440 Human Development I (child & adolescent) by compassing the general themes of feeling (emotion), thinking (cognition), and acting (behavior) with adult emotional, cognitive, and behavioral development. Students will understand 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). Prereq: SASS 440.

**SASS 450. Nonprofit Law. 3 Units.**

This course provides the student with a basic grounding in the laws and regulations governing nonprofit organizations. Content will include the procedures for incorporating, reporting, and maintaining tax-exempt status as a nonprofit organization, a familiarity with legal principles and research methods, and an overview of the legal, regulatory, and policy issues facing contemporary nonprofit organizations.

**SASS 470. Social Policy. 3 Units.**

This first semester foundation policy course examines the American social welfare system in a global context. It 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.

**SASS 477. Direct Practice Foundation Methods Skills. 3 Units.**

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 and experiential laboratory 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 will be presented, as well as an overview of social work values and ethics.

**SASS 478. Macro and Policy Practice Skills. 3 Units.**

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 will complement and reinforce that from the direct practice methods course and from the field practicum. The community assessment and change strategies will be situated within the context of social policy and include policy analysis and the necessary skills for affecting policy. Prereq: SASS 477.

**SASS 484. Theories of Oppression and Social Justice. 3 Units.**

This course provides students with a theoretical understanding 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 will help 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. 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.

**SASS 495. Field Education Seminar. 1 Unit.**
This seminar prepares students for entry into field education. Students enrolled in SASS 495 take SASS 601 Field Education concurrently. The Field Education Seminar provides the support and guidance necessary to assist the student to begin to integrate professional experiences as a developing practitioner. The purpose of field education is to develop a social work practitioner who is 1) grounded in the values and knowledge base of the social work profession, 2) able to use the full spectrum of the values and knowledge base to guide interventions with clients and client systems, 3) able to evaluate the outcomes of interventions in order to improve the quality of service delivery 4) aware of the importance and value of professional use of self.

**SASS 500. Special Topics in Applied Social Sciences. 1 - 6 Unit.**

**SASS 501. Nonprofit Practicum. 0 - 3 Units.**
The overall goal of this course is to provide MNO students the opportunity to develop a practicum experience in a non-profit organizational setting. The course is designed to enhance knowledge acquired in the classroom by allowing students the flexibility to develop an individualized plan that will integrate professional practice skill development. The students will work closely with their Academic Advisor to determine whether a practicum meets the student's learning needs. The student will also be assigned a Practicum Instructor, who is based at the non-profit setting and provides the direct instruction of the student. Finally, the student will work with the Faculty Advisor, who is based at the School and serves as a link between all parties, oversees the requirements and standards of the School, and participates and consults in the design of the student's learning experience. The Student, Practicum Instructor, and Faculty Advisor all participate in various ways in the evaluation of student's practicum; the Faculty Advisor is responsible for assigning the grade.

**SASS 502. Infant and Toddler Development. 3 Units.**
In this course, students will focus on that segment of the human life span called infancy and toddlerhood, a period of development from conception to age three years. Students will be introduced to the major theories of development and will 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 will be discussed. Discussion, case studies, and observations will be used to facilitate learning. Prereq: SASS 440 or SASS 400-TR.

**SASS 505. Adoption: Practice and Policy. 3 Units.**
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 506. Perspectives on Management and Leadership. 0 Units.**
This course is designed to explore management and leadership capabilities. The class explores personal and organizational aspects of leadership and management, examining theoretical perspectives and models, governance, communication, advocacy, ethics and accountability. In addition, the course examines key tools for effective management and leadership to manage risk, challenges, building consensus and collaboration. The course also guides students through a personal leadership development journey. The content of the course integrates research across social work, business, the nonprofit sector, and literature to inform a solid perspective to enhance management and leadership capabilities.

**SASS 510. Health Disparities. 3 Units.**
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 among other subgroups (e.g., the poor, women, uninsured, disabled, and non-English speaking populations). Students are expected to develop a research proposal (observational, clinical, and/or intervention), rooted in their disciplinary background, that will incorporate materials from the various perspectives presented throughout the course, with the objective of developing and reinforcing a more comprehensive approach to current practices within their fields.

**SASS 511. Health Policy and Service Delivery. 3 Units.**
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 will be stressed. The course is for students in the health concentration but also welcomes students from other areas. Prereq: SASS 470 or SASS 400-TR.

**SASS 512. Legislative and Political Process. 3 Units.**
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. Prereq: SASS 470 or SASS 400-TR.

**SASS 513. Aging Policy and Service Delivery. 3 Units.**
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. Innovative programs at home and abroad are given particular attention. Some cross-national comparisons of services for the elderly are included in this analysis. Prereq: SASS 470 or SASS 400-TR.

SASS 514. Mental Health Policy and Service Delivery. 3 Units.
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, discussion, and written assignments, the course will aid students in developing a macro-level perspective of mental health policies and programs. Prereq: SASS 470 or SASS 400-TR.

SASS 515. Family Caregiving. 3 Units.
This interdisciplinary graduate-level seminar explores the theoretical, research, policy, and practice issues related to informal caregiving within adult populations. There are 13 course topics (see syllabus) which 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, grandparents, employment status, geographical setting), characteristics of the care recipient (i.e., type of cognitive and physical impairments), ethics, physical and mental health outcomes, service delivery issues, institutionalization, and bereavement. Through readings, class and small group discussions, guest lectures, case vignettes, videos, and paper presentations, students will learn about the complexities of caregiving from a range of disciplinary perspectives in order to improve assessment and practice skills in a variety of settings.

SASS 516. Alcohol and Other Drug Abuse Policy and Service Delivery. 3 Units.
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 which advocate for this population group are reviewed. Prereq: SASS 470 or SASS 400-TR.

SASS 517. Family System Interventions. 3 Units.
This course examines multiple approaches to family system interventions, and the strategies and methods that flow from each. Students are taught a variety of ways to think about and work with families, and begin to develop their own personal approach to family system interventions. Students practice a variety of intervention methods and techniques, and 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. Prereq: SASS 477 or SASS 400-TR.

SASS 518. Social Work with Death, Grief and Loss. 3 Units.
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 bereaved; life span and family considerations at the
time of loss; and end-of-life decisions. The course provides theoretical and practical experiential
exposure to the experiences of death as it relates to the self of the social worker, the dying person,
and the bereaved. Students will 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. Prereq: SASS 477 or SASS
400-TR.

SASS 519. Children and Families in the School Setting. 3 Units.
This course is required for all students in a planned program of study leading to the Ohio
Department of Education Certificate as a school social worker. It is also an advanced elective for
any student in either the Direct Practice or Community and Social Development concentration. This
school social work seminar prepares social work students, who will be employed in school districts
or in community agencies, to work effectively for clients experiencing issues in the school setting.
The course covers student and family problems that impact a child’s mental health and school
achievement. Those issues include, but are not limited to, disabilities, truancy, divorce, teen pregnancy,
mental health issues such as depression and suicide, substance abuse, violence, bullying, harassment, and
dropping out of school. Prereq: SASS 477 or SASS 400-TR.

SASS 520. Homelessness Policy and Service Delivery. 3 Units.
This course provides an understanding of homelessness and 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 the mentally ill 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. Prereq: SASS 470 or SASS
400-TR.

SASS 521. Supervision. 3 Units.
This course has two foci. First, the course focuses on the role of strength-based supervision in
improving staff outcomes that affect clients, and on developing the skills necessary for effective
supervision and leadership. The course examines the context of contemporary supervision, and
presents models of supervision grounded in systems theory, developmental theory, and social justice
theory. Second, the course is also designed to build practical skills for organizational leadership,
focusing on adaptive leadership. The examples are geared toward child welfare supervision, but the
knowledge and skills are applicable to a variety of human services fields. This course was created as
part of the federally funded Child Welfare Fellows Program.

SASS 522. Motivational Interviewing. 3 Units.
This advanced methods course provides a basic orientation to the concepts in Motivational
Interviewing, which is a collaborative, person-centered form of eliciting and strengthening
motivation for change. It is a way of working with persons to assist them in accessing their intrinsic
motivation to change behaviors that contradict their essential values and interfere with the
achievement of their life goals. Motivational Interviewing is both a philosophy and a set of strategic
techniques. It is an evidence-based treatment with a broad range of applications. The course will
place an emphasis on individuals with severe and persistent mental illness and/or substance use
disorders. Specific techniques to recognize, elicit and strengthen change talk, as well as responding to resistance and consolidating a person's commitment to change will be explored. Exercises and examples specific to the unique practice setting of participants will be incorporated. Students will have an opportunity to practice these techniques in role/real-play and other group exercises as well as measure skill application and provide meaningful feedback to their peers. Prereq: SASS 477 or SASS 400-TR.

SASS 525. AIDS Seminar. 3 Units.
This course is designed to provide an understanding of HIV/AIDS. The nature and prevalence of the disease, 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 are examined. 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. Prereq: SASS 470 or SASS 400-TR.

SASS 527. Theory and Practice of Leadership. 3 Units.
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 practices. 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. Prereq: SASS 440 or SASS 400-TR.

SASS 529. Child and Family Policy and Service Delivery. 3 Units.
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 and implementation and change. Prereq: SASS 470 or SASS 400-TR.

SASS 530. Practice Evaluation. 3 Units.
This course prepares students in the direct practice concentrations to critically evaluate their practice within an empirical community-based framework using single-system designs methods. Students learn to use evidence-based research methodology and findings to inform their social work practice. The course draws from the existing literature on diverse client systems including those populations at risk and socially and economically oppressed. 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.

SASS 531. Collaboration & Strategic Partnerships. 3 Units.
The development of strategic alliances is being used increasingly as a key 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 mulch-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. Prereq: SASS 477 and SASS 478 or SASS 400-TR.

SASS 532. Needs Assessment and Program Evaluation. 3 Units.
This course covers research methods and analytic tools that are used in planning, monitoring and evaluating programs and policies. It builds upon the research methods course in the foundation curriculum and deepens and expands this content as applicable at the advanced practice level. The content prepares students to use quantitative and qualitative research methods in carrying out needs assessments, assets mapping, program monitoring, quality improvement, program evaluation and policy impact studies. These research methods and tools are used by students to improve and evaluate practices, policies and programs. The major rationales for this course are: 1) the strong desire for accountability in nonprofit and public programs; 2) the importance of informing organizational and program decision making to promote program improvement; and 3) the need to demonstrate the effectiveness and efficiency of programs, or policies and contribute to the knowledge base on “what works” in specific program areas. Prereq: SASS 426 or SRCH 426 or SASS 400-TR.

SASS 534. Theoretical Contexts Shaping Community Practice. 3 Units.
The major goal of this course is to acquaint the student with the many perspectives, traditions and ideas that have formed the foundations of community and social development. Historical and theoretical views of the development of community-based work are presented, including the American tradition of civic participation; the relationship between this civic participation and the American class structure; the emergence of this class structure during the industrial and post-industrial era; and the marginalization of given groups and social classes from acquiring the skills of civic participation. A detailed review of social exclusion is presented, including the contradictory positions taken by many scholars about how to remove this social exclusion and form a democratic society based on fundamental and inalienable human rights.

SASS 535. Human Sexuality. 3 Units.
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 are 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. Prereq: SASS 440 or SASS 400-TR.

SASS 536. Individual Research Practicum. 3 Units.
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. Prereq: SASS 426 or SASS 400-TR.

SASS 537. Medical Aspects of Disabilities. 3 Units.
The focus is of this course is on the study of children with disabilities and chronic health conditions. Related issues of development, diagnosis, treatment, and family concerns are included. Continuum
of care from hospital to home is considered. Involvement of the family as a member of the treatment and care team is emphasized. Context of treatment is considered from a multidisciplinary team approach.

SASS 539. Early Intervention: Theories and Practice. 3 Units.
This course both describes the characteristics of young children with disabilities and examines the intervention models and practices that are used to address the developmental and social-emotional needs of these children. The course describes the legislative and philosophical foundations for contemporary early intervention practice. It discusses the meaning of evidence based practice and examines contemporary early intervention practices from this perspective. The readings and assignments for this course have been designed to reflect the course objectives.

SASS 545. Program Design. 3 Units.
Program design and development are of critical importance in nonprofit organizations. In this course students will gain a practical, hands-on understanding of strategies for designing programs. The course focuses on program development approaches that attempt to maximize a program's relevance to the need being addressed and increase the likelihood that the program will attain its identified outcomes. Emphasis is placed on learning to understand a community's need/problem, reviewing evidence on potential strategies and identifying promising practices, anticipating potential implementation challenges and addressing them, and identifying potential funders. The link between program design and the development of effective program proposals is stressed. Through this course students will have the opportunity to design a program using a specific analytic framework. Students will learn: (1) to address the demands of multiple constituencies and competing values in program development process, (2) skills for developing and implementing programs in the nonprofit sector, and (3) to examine issues of diversity as they affect organizations and community efforts and explore personal values and ethics as these influence programs and interventions.

SASS 546. Poverty Strategies for Social Workers. 3 Units.
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. The course will examine welfare reform and its impact in bringing people out of poverty. Students, in teams, will examine one facet of poverty--its 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 will be supplemented by practitioners, organizers, and low-income persons addressing the issues of poverty. Prereq: SASS 440 or SASS 400-TR.

SASS 547. Problem Identification, Screening and Assessment/Diagnosis. 3 Units.
This course provides a bio-psychosocial approach to identification, screening, assessment, and diagnoses of common psychosocial problems/dysfunctions experienced by clients. The course 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 will become familiar with the use of the DSM IV TR in providing axis I diagnostic formulations. A skills-based approach will be 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 life. Prereq: SASS 477 or SASS 400-TR.

**SASS 548. International Social Work. 3 Units.**
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. Prereq: SASS 477 or SASS 400-TR.

**SASS 549. Theory/Practice Approaches in Direct Practice Social Work. 3 Units.**
This required, three credit course introduces selected theories and practice approaches commonly used in social work with individuals, families 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 will require students to apply various theoretical perspectives to common problems and issues in social work practice. The course will highlight 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. Prereq: SASS 477 or SASS 400-TR.

**SASS 550. Trauma Informed Social Work Practice with Children & Families. 3 Units.**
This course builds on foundation direct practice courses and focuses specifically on children, adolescents and families affected by trauma. It uses both a developmental and an ecological systems perspective recognizing that in order to successfully treat trauma, it is important to not only focus on the individual but also on the family and the larger community environment of which the child or adolescent is a part. It is designed to foster an understanding of the neurobiology of trauma as well as to develop specific skills in interviewing children, child assessment including case formulation, selection of appropriate interventions, and using specific intervention strategies at different levels of the trauma system. Rather than teaching one specific intervention model, students will develop an understanding the importance of using the empirical literature, critical thinking skills, and clinical judgment to determine how to best intervene. The issues of ethically and culturally competent practice are emphasized throughout the course in each content area. Finally, the impact of secondary trauma on the practitioner is acknowledged and students develop plans for self-care.

**SASS 555. Women's Issues. 3 Units.**
This course examines theories that are relevant to the development and socialization of women, and discusses 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 for effective and sensitive professional practice by increasing knowledge about the issues facing women. Prereq: SASS 440 or SASS 400-TR.

**SASS 561. Community Practice Policy: Analyzing and Changing Social Policy. 3 Units.**
This course teaches knowledge, values and skills for analyzing and changing social policy. The course uses a policy practice framework to examine the development and implementation of community and social 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. Students work in groups to develop and implement a change strategy targeted at the agency or community level. Course content includes policy analysis, logic models, and advocacy methods. The course will also cover essential social policies relevant to community practice including place based and population based policies for improving communities such as community development, employment and housing policies.

**SASS 562. Social Work Intervention in Co-occurring Mental and Substance Abuse Disorder. 3 Units.**

This advanced methods course provides a basic orientation to substance use disorders in persons with mental illness (SAMI). A biopsychosocial framework will be 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 will be explored. Emphasis will be 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 will be discussed. Prereq: SASS 477 or SASS 400-TR.

**SASS 564. Social Work Practice in Alcohol and Other Drug Abuse. 3 Units.**

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 576). 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 commonly used prevention and treatment approaches 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. Prereq: SASS 477 or SASS 400-TR.

**SASS 567. CSD Practice I: Strategies for Assessing, Building & Organizing Community. 3 Units.**

This course examines strategies of community and social development, focusing on community as a means of impacting social change and improving the quality of life for individuals and families in low-income urban communities. Students learn the history, frameworks and models of community building and community organizing. The course includes a critical analysis of the goals, strategies, and potential and challenges these efforts have faced, and the lessons learned to date. Students also learn practice skills in the related social processes in the United State and internationally, such as strategic planning, participatory action research, consciousness-raising, and direct action. As community and social development models are presented, students participate in a comparative analysis of the roles played by community organizers, community builders, community-based organizations, and community initiatives. Through real world experience and case studies, students will develop skills in neighborhood assessment, civic engagement, empowerment, leadership
development, group work, relationship building, social capital formation, conflict resolution, democratic process, social policy analysis and change, and other methods.

SASS 569. CSD Practice II: Strategies for Designing and Implementing Social Change. 3 Units.
This course explores strategies for the design and implementation of community and social development that can be applied both in the U.S. and internationally. CSD Practice II builds on and incorporates the social process skills learned in CSD Practice I. Whereas the focus of CSD Practice I was on the process of building community-based capacity and networks and mobilizing local power, the focus of this course is on the actual design and implementation of programs and initiatives and on the effective management of community-based organizations in order to promote community building and sustainability. Content includes the development of theories of change, community-based strategic planning, program design, key organizational types, management practices, community-based policy practice, and effective partnerships for managing data and evaluation. Students have the opportunity to select one of three specialized practice area modules: real estate development, workforce development, or asset-building and financial literacy. As in CSD Practice I, particular attention is paid to the broader economic, social, demographic, institutional, and policy contexts in which community-based efforts must function. Students learn to apply these implementation and management strategies in ways that promote sustainable development and social justice in both this country and around the world. Prereq: SASS 567

SASS 573. Home Based MultiSystemic Interventions. 3 Units.
This course provides students with an in-depth comprehensive framework for home based interventions with youth and families. The course reviews clinical foundations for home based work and teaches skills and competencies necessary for multisystemic assessments and therapeutic interventions, including parent training techniques. Themes running throughout the course include ethical issues in multisystemic interventions; collaboration, teamwork, and supervision in multisystemic intervention; and consideration of diversity and multicultural appropriateness in multisystemic intervention. A variety of teaching methods are used to learn, observe, and practice new skills. This course is intended primarily for students working with children, youth and families in mental health, child welfare, juvenile justice, and substance abuse. Prereq: SASS 477.

SASS 574. Legal Issues in Social Work. 3 Units.
This course explores the legal issues that permeate the social work profession. Starting with a historical examination of our legal systems, the course will illustrate how social work is influenced and shaped by constitutional, statutory, and legal policy constructs. Students will learn about the skills necessary to provide testimony and to conduct forensic interviews, and we will discuss the legal foundation of ethical considerations and social work values. Students will also learn basic skills in how to utilize the law and legal processes to best advocate for clients and address larger social justice issues. By the end of the course, students will understand how social workers can competently navigate the choppy waters of the law in an interdisciplinary professional environment.

SASS 575. Travel and Study Seminar. 3 Units.
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, or community development.

**SASS 576. Integrative Seminar in Alcohol and Other Drug Abuse Treatment. 3 Units.**
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 in intervention in the context of that evidence. Community applications of theory and techniques are stressed. Coreq: SASS 477 and SSWM 564 or SASS 564.

**SASS 577. Social Work with Persons with Serious Mental Illness. 3 Units.**
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: the assertive case management model; strengths case management model, psychosocial rehabilitation model, and the 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. Prereq: SASS 477 or SASS 400-TR.

**SASS 579. Cognitive Behavioral Interventions. 3 Units.**
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. Prereq: SASS 477 or SASS 400-TR.

**SASS 580. Social Work Practice in Mental Health: Children and Adolescents. 3 Units.**
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 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. Prereq: SASS 440 and SASS 477 or SASS 400-TR.

SASS 581. Social Work Practice with Older Adults. 3 Units.
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 576). It is also a required course in the Aging Specialization for the MSSA. The course will focus on the persistent principles and emerging emphases in direct practice with older adults and their families. Students will be 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-base case management, and intervention approaches known to be effective with emotional disorders in older adults. Prereq: SASS 477 or SASS 400-TR.

SASS 582. Social Work in Child Abuse and Family Violence. 3 Units.
This advanced level elective course is directed toward 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, 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 impact of abuse on the physical and emotional development of the child and adolescent also is explored. The course includes issues of cultural sensitivity, social justice and advocacy as they 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 will be developed.

SASS 583. Social Work Practice in Mental Health Adults. 3 Units.
This advanced methods course deepens and broadens knowledge and skills developed in SASS 549: Theory and Practice Approaches, and SASS 547: Problem Identification, Screening and Assessment/Diagnosis and provides an integration of knowledge gained in the foundation courses on human development and social work methods with our most current literature and understanding of the treatment of mental health disorders among adults. Students integrate knowledge of biopsychosocial assessments and clinical practice theories with knowledge related to evidence based intervention techniques used in professional settings specializing in adult mental health: hospitals, family service agencies, mental health centers, and residential treatment centers. Students learn to apply developmental and clinical theories within the context of evidence-based interventions. 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. Students also examine how to incorporate strategies maximizing individual strengths and empowerment, and to think critically about how to ensure that their practice adheres to social work values and ethics. In addition, students learn to think critically about the myriad ways cultural diversity influences illness manifestations, trajectories and treatment progress. Prereq: SASS 477 or SASS 400-TR.

SASS 584. Integrative Seminar in Mental Health: Children and Adolescents. 3 Units.
SASS 584 is an advanced level course, a capstone course in the Mental Health, Child & Adolescent Specialization that provides opportunities for students to increase their knowledge of assessment,
diagnosis, and treatment. SASS 584 builds on course material in SASS 580, SASS 477, SASS 549 (Theoretical Approaches) and SASS 547 (Problem Identification). 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. SASS 584 uses a seminar format and provides students with the opportunity to collaborate in developing a syllabus to best meet their clinical and educational needs. Students may interact with professionals engaged in diverse areas of community practice through guest lectures. 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 585. Social Work with Groups. 3 Units.
This course combines didactic and experiential learning to prepare students for practice with groups. It is designed to present the social work with groups process. The social worker’s role in facilitating group functioning through her/his interventions in the group process and/or structure is covered, as well as her/his use of various program media. 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, such as social groups and task groups. Prereq: SASS 477 or SASS 400-TR.

SASS 586. Social Work with Couples. 3 Units.
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 its relevance to assessment, treatment structure, and techniques. Special attention will be given to problem areas such as commitment, sexual dysfunction, chemical dependency, and destructive communication patterns. Prereq: SASS 477 or SASS 400-TR.

SASS 587. Integrative Seminar in Mental Health: Adults. 3 Units.
SASS 587 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. SASS 587 builds on course material in SASS 583, SASS 477, SASS 549 (Theoretical Approaches) and SASS 547 (Problem Identification). The seminar is intended to help students integrate theory and practice, especially in the context of public mental health and community-based, social work practice. SASS 587 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. Prereq: SASS 583 or SASS 400-TR.

SASS 589. Advanced Social Work Practice In Integrated Healthcare. 3 Units.
The objective of this course is to introduce social work students to the direct practice of integrated behavioral health in primary care settings. Students will become knowledgeable of the roles of behavioral health providers working in healthcare settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention, planning and implementation, and practice evaluation. Because the populations served in primary care settings span the continuum of severity in both the physical and behavioral health dimensions, students will
develop competencies in engaging and supporting diverse patients across a range of health conditions. Prereq: SASS 477 or SASS 400-TR.

SASS 590. Field Practice. 1 - 12 Unit.

SASS 594. Independent Study Abroad. 1 - 12 Unit.
(Credit as arranged.)

SASS 598. Individual Reading. 1 - 12 Unit.
Special written permission needed. See MSASS registrar.

SASS 601. Field Education I. 2 Units.
The overall goal of this course is to provide graduate level social work students with field related opportunities to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. The field instructor is based at the social service setting and provides the direct instruction of the student. The faculty advisor, who is based at the School, serves as a link between all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student's learning experience. The field instructor assigns tasks to the student according to the requirements of the School and the educational and experiential level of the student. Student, field instructor, and faculty field advisor all participate in various ways in the evaluation of the student's work; the faculty advisor is responsible for assigning the grade.

SASS 602. Field Education II. 3 Units.
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. Prereq: SASS 601 or SASS 400-TR.

SASS 603. Field Education III. 3 Units.
The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop advanced level competencies in their area of concentration in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning.
These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. Students spend 336 hours in field and professional development in SASS 603. Prereq: SASS 602 or equivalent.

**SASS 604. Field Education IV. 3 Units.**
This course is designed to be taken by students in their advanced course of study. It consists of a field practicum and participation in professional development opportunities. The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop advanced level competencies in their area of concentration in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. 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. Prereq: SASS 603 or equivalent.