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## Complete U-M SSW Class Descriptions

### **SW 500: Human Differences, Social Relationships, Well-Being, & Change Through the Life Course**

Subject: Human Behavior

Credits: 3

PreReq: None

Applies To & Method Type: Foundation, HBSE

This course will employ multicultural and critical perspectives to understand individuals, families, and their interpersonal and group relationships, life span development, and theories of well-being, stress, coping, and adaptation. This course will emphasize knowledge about individuals and small social systems and the implications of this knowledge for all domains of social work practice. Students will be introduced to the concepts of risk and protective factors, with relevant examples at the individual and small system levels. Students will also consider the implications of this knowledge for intervening in social problems and supporting rehabilitation once problems have developed. Major components of the course will be concerned with the processes of oppression, privilege, and discrimination and factors that help people and small social systems to change. The knowledge presented will include the interrelationships between smaller and larger social systems, and in particular, how biological factors and the larger social and physical environments shape and influence individual and family well-being.

### **SW 502: Organizational, Community and Societal Structures and Processes**

Subject: Human Behavior

Credits: 3

PreReq: None

Applies To & Method Type: Foundation, HBSE

This course examines theory and research knowledge about political economic and societal structures and process related to communities, groups and organizations within contemporary society. Consideration is given to ways in which these social systems have significant social, political, economic, and psychological impacts on the functioning of individuals, families and social groups. The course provides a framework for understanding the influences of medium to large social systems on individuals, families and groups with whom social workers practice. This course will also introduce students to the curricular themes and PODS concepts (i.e. Privilege, Oppression, Diversity, and Social Justice) that are infused in the advanced practice areas. There is a focus on oppression, discrimination, prejudice and privilege and their relationship to social and economic justice for populations served by social workers. This knowledge is considered within a context of social work values and ethics that support the general welfare of all citizens, especially the disadvantaged and oppressed.

**SW 515: Foundation Field Instruction**

Subject: Social Work

Credits: 2

PreReq: None

Applies To & Method Type: Foundation Field, Field

The foundation field placement is intended to help students apply and integrate foundation knowledge of social work skills, values, and ethics with practice. The course consists of a field placement and a concurrent field seminar. The fieldwork experience in conjunction with the field seminar will provide the student with a series of supervised assignments and tasks selected to complement foundation academic courses and provide a basis for generalist practice. Students will be exposed to a variety of social work roles such as case manager, counselor, advocate, organizer, administrator, facilitator, mediator, educator, and planner. In this context, students will be expected to develop knowledge, understanding, and skills concerning relationships with clients, supervisors, co-workers and external constituencies. In addition, students will be expected to develop a foundation understanding of the context of social work practice as it relates to multiculturalism and diversity; social justice and social change; prevention, promotion, treatment, and rehabilitation; and behavioral and social science research. Differences to be taken into account will consist of the diversity dimensions; ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation, as appropriate. By applying knowledge about privilege, oppression, and strengths based perspectives, students will have an opportunity to engage in and demonstrate competence in responding to client needs and client strengths.

**SW 517: Special Studies: Aging in Families and Society**

Subject: Aging in Families and Society

Credits: 1 - 4

PreReq: Permission of instructor

Applies To & Method Type: Elective, AG Special Studies

**SW 518: Special Studies: Aging in Families and Society**

Subject: Aging in Families and Society

Credits: 1 - 4

PreReq: Permission of instructor

Applies To & Method Type: Elective, AG Special Studies

**SW 519: Special Studies: Human Behavior and Social Environment**

Subject: Human Behavior

Credits: 1 - 4

PreReq: Permission of instructor

Applies To & Method Type: Elective, HB Special Studies

**SW 520: Special Studies: Human Behavior and Social Environment**

Subject: Human Behavior

Credits: 1 - 4

PreReq: Permission of Instructor

Applies To & Method Type: Elective, HB Special Studies

**SW 521: Interpersonal Practice with Individuals, Families and Small Groups**

Subject: Interpersonal Practice

Credits: 3

PreReq: None

Applies To & Method Type: Foundation, IP Methods

This course presents generalist social work foundation knowledge and skills essential to interpersonal practice while considering the community, organizational, and policy contexts in which social workers practice. It integrates content on multiculturalism, diversity, and social justice issues, and it relies on the historical, contextual, and social science knowledge presented concurrently in the foundation SWPS and HBSE courses. The student's field experience and future practice methods courses will build upon the skills presented in this basic course. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, socio-economic status, age, religion, and ability as these relate to interpersonal practice.

**SW 522: Basic Social Work Research**

Subject: Research

Credits: 3

PreReq: None

Applies To & Method Type: Foundation, Research

This course will provide content on the logic of inquiry and the necessity for an empirical approach to practice. The process of formulating appropriate research questions and hypotheses, techniques for testing relationships and patterns among variables, methods of data collection, methods to assess and improve the validity and reliability of data and measures, and the ethics of scientific inquiry will be addressed. This course will help students understand practice through the critical examination of methods associated with decision-making, critical thinking, and ethical judgment. The course content will integrate the core themes related to multiculturalism and diversity; social justice and social change; promotion, prevention, treatment, and rehabilitation; and behavioral and social science research.

**SW 523: Special Studies: Interpersonal Practice**

Subject: Interpersonal Practice

Credits: 1 - 4

PreReq: Permission of instructor

Applies To & Method Type: Elective, INTP Special Studies

**SW 524: Special Studies: Interpersonal Practice**

Subject: Interpersonal Practice

Credits: 1 - 4

PreReq: Permission of instructor

Applies To & Method Type: Elective, INTP Special Studies

**SW 525: Special Studies: Children and Youth in Families and Society**

Subject: Children and Youth in Family and Society

Credits: 1 - 4

PreReq: Permission of instructor

Applies To & Method Type: Elective, CY Special Studies

**SW 526: Special Studies: Children and Youth in Families and Society**

Subject: Children and Youth in Family and Society

Credits: 1 - 4

PreReq: Permission of instructor

Applies To & Method Type: Elective, CY Special Studies

**SW 530: Introduction to Social Welfare Policy and Services**

Subject: Social Welfare Policies and Services

Credits: 3

PreReq: None

Applies To & Method Type: Foundation, SWPS

This course surveys the history of social welfare policy, services, and the social work profession. It explores current social welfare issues in the context of their history and the underlying rationale and values that support different approaches. Emphasis is placed on major fields of social work service such as: income maintenance, health care, mental health, child welfare, corrections, and services to the elderly. Analytic frameworks with regard to social welfare policies and services are presented. These frameworks identify strengths and weaknesses in the current social welfare system with respect to multiculturalism and diversity; social justice and social change; behavioral and social science theory and research; and social work relevant promotion, prevention, treatment, and rehabilitation programs and services in relations to the diverse dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation).

**SW 531: Foundation Field Instruction Seminar**

Subject: Social Work

Credits: 1

PreReq: None

Applies To &amp; Method Type: Foundation Field Seminar, Field

Students will be expected to attend a field instruction seminar that runs concurrently with their first term of placement in the field. This seminar will meet for two hours on a biweekly basis and will provide students the opportunity to express field related concerns in a safe, non-threatening milieu. The seminar will expose students to a wider range of practice situations than their individual field experiences and will also provide a mechanism for the integration of foundation course content with the students' field experiences. Students will have an opportunity to discuss and troubleshoot pragmatic and procedural aspects of field instruction (e.g., educational contracts, evaluation mechanisms, etc.). This seminar, along with other foundation courses, will provide students with a forum to begin their socialization to the social work profession.

**SW 532: Special Studies: Health**

Subject: Health

Credits: 1 - 4

PreReq: Permission of instructor

Applies To &amp; Method Type: Elective, HLTH Special Studies

**SW 533: Special Studies: Health**

Subject: Health

Credits: 1 - 4

PreReq: Permission of instructor

Applies To &amp; Method Type: Elective, HLTH Special Studies

**SW 546: Special Studies: Social Welfare Policy and Services**

Subject: Social Welfare Policies and Services

Credits: 1 - 4

PreReq: Permission of instructor

Applies To &amp; Method Type: Elective, SWPS Special Studies

**SW 547: Special Studies: Social Welfare Policy and Services**

Subject: Social Welfare Policies and Services

Credits: 1 - 4

PreReq: Permission of instructor

Applies To &amp; Method Type: Elective, SWPS Special Studies

**SW 553: Special Studies: Community Organization**

Subject: Community Organization

Credits: 1 - 4

PreReq: Permission of instructor

Applies To &amp; Method Type: Elective, CO Special Studies

**SW 554: Special Studies: Community Organization**

Subject: Community Organization

Credits: 1 - 4

PreReq: Permission of instructor

Applies To &amp; Method Type: Elective, CO Special Studies

**SW 555: Special Studies: Community and Social Systems**

Subject: Community and Social Systems

Credits: 1 - 4

PreReq: Permission of instructor

Applies To &amp; Method Type: Elective, CSS Special Studies

**SW 556: Special Studies: Community and Social Systems**

Subject: Community and Social Systems

Credits: 1 - 4

PreReq: Permission of instructor

Applies To &amp; Method Type: Elective, CSS Special Studies

**SW 560: Introduction to Community Organization, Management and Policy/Evaluation Practice**

Subject:	Social Work
Credits:	3
PreReq:	None
Applies To & Method Type:	Foundation, Macro Methods
<p>This course is a generalist social work foundation offering in the Macro Practice Concentrations (Community Organization, Management, and Policy/Evaluation). It covers basic content in these areas of social work method and prepares students to take the more advanced courses in their concentration. It is partly survey in nature, touching on a range of methodologies and emphases, and providing an appreciation of the historical and contemporary importance of these methods in social work. In addition, it deals with the process of professionalization and introduces students to a range of practice tools. Issues of diverse dimensions [e.g. ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation] will be emphasized throughout, with special focus on culturally sensitive practice - i.e., multicultural community organizing, culturally sensitive management practices, culturally sensitive analyses of policy proposals and their impact, and culturally sensitive research practices. Students' field experience and future methods courses will build upon the knowledge and skills presented in this course.</p>	

**SW 566: Special Studies: Management of Human Services**

Subject:	Management of Human Services
Credits:	1 - 4
PreReq:	Permission of instructor
Applies To & Method Type:	Elective, MHS Special Studies

**SW 567: Special Studies: Management of Human Services**

Subject:	Management of Human Services
Credits:	1 - 4
PreReq:	Permission of instructor
Applies To & Method Type:	Elective, MHS Special Studies

**SW 572: Topics in Disability Studies (Rackham)**

Subject:	Social Work
Credits:	1-3
PreReq:	Not Available
Applies To & Method Type:	Elective
<p>An Interdisciplinary approach to disability studies, including focus on the arts and humanities, natural and social sciences, and professional schools. Some topics include history and cultural representation of disability, advocacy, health, rehabilitation, built environment, independent living, public policy. Team taught with visiting speakers. Accessible classroom with realtime captioning.</p>	

**SW 576: Special Studies: Social Policy and Evaluation**

Subject:	Policy and Evaluation
Credits:	1 - 4
PreReq:	Permission of instructor
Applies To & Method Type:	Elective, SPE Special Studies

**SW 577: Special Studies: Social Policy and Evaluation**

Subject:	Policy and Evaluation
Credits:	1 - 4
PreReq:	Permission of instructor
Applies To & Method Type:	Elective, SPE Special Studies

**SW 581: Special Studies: Mental Health**

Subject:	Mental Health
Credits:	1 - 4
PreReq:	Permission of instructor
Applies To & Method Type:	Elective, MHLTH Special Studies

**SW 582: Special Studies: Mental Health**

Subject:	Mental Health
Credits:	1 - 4
PreReq:	Permission of instructor
Applies To & Method Type:	Elective, MHLTH Special Studies

**SW 583: Special Studies: Research**

Subject:	Research
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Credits:	1 - 4
PreReq:	Permission of instructor
Applies To & Method Type:	Elective, RES Special Studies

**SW 584: Special Studies: Research**

Subject:	Research
Credits:	1 - 4
PreReq:	Permission of instructor
Applies To & Method Type:	Elective, RES Special Studies

**SW 586: Special Studies: Evaluation**

Subject:	Evaluation
Credits:	1 - 4
PreReq:	Permission of instructor
Applies To & Method Type:	Elective, EVAL Special Studies

**SW 587: Special Studies: Evaluation**

Subject:	Evaluation
Credits:	1 - 4
PreReq:	Permission of instructor
Applies To & Method Type:	Elective, EVAL Special Studies

**SW 598: Special Studies: Social Work**

Subject:	Special Program
Credits:	1 - 4
PreReq:	Permission of instructor
Applies To & Method Type:	Elective, Special Studies

**SW 599: Special Studies: Social Work**

Subject:	Special Program
Credits:	1 - 4
PreReq:	Permission of instructor
Applies To & Method Type:	Elective, Special Studies

**SW 600: Contemporary Issues in the American Jewish Community**

Subject:	Human Behavior
Credits:	3
PreReq:	HB 500
Applies To & Method Type:	Elective, HBSE

This course will explore: central trends and issues the American Jewish community encountered in the 20th Century and earlier; seminal contemporary issues facing the welfare of the American Jewish community and the social systems both within and surrounding it; the implications of these issues for the practice of future Jewish communal professionals; and assessments of how privilege, oppression, diversity, and social justice (PODS) affect decision-making in communal organizations and social systems.

**SW 601: Adolescent Development and Behavior**

Subject:	Human Behavior
Credits:	3
PreReq:	HB 500 and HB 502 or permission of instructor
Applies To & Method Type:	Practice Area Concentration, CY HBSE

This course will examine the biological, psychological, interpersonal, and contextual changes and behaviors that characterize normal adolescent development. Within the context of normal adolescent development, the course content will focus on: 1) the epidemiology and etiology of adolescent problem behaviors; 2) the extent to which these behaviors vary across gender, ethnicity, and socioeconomic status; 3) the ways in which these behaviors relate to normal adolescent development; and 4) existing programs and policies designed to prevent and, to a lesser extent, treat problem behaviors.

**SW 602: Health and Mental Health of Afro-Americans (Public Health)**

Subject:	Human Behavior
Credits:	3
PreReq:	Not Available
Applies To & Method Type:	Practice Area Concentration

**SW 605: Infant and Child Development and Behavior**

Subject:	Human Behavior
Credits:	3
PreReq:	HB 500 and HB 502 or permission of instructor
Applies To & Method Type:	Practice Area Concentration, CY HBSE
<p>This course will focus on biological, psychological, and social experiences, challenges, and changes characteristic of the first decade of life viewed from a multicultural perspective. "Normal" development, as well as the prevalence, etiology, and prevention of a variety of developmental risks will be reviewed. Emphasis will be placed on the integration of research and practice, with particular attention to the development of resiliency and social competence among infants and children. This course will also analyze how various environmental influences such as a parental behavior, poverty, and social justice impact infant and child development.</p>	

<b>SW 606:</b>	<b>Mental Health and Mental Disorders of Adults and Elderly</b>
Subject:	Human Behavior
Credits:	3
PreReq:	HB 500
Applies To & Method Type:	Practice Area Concentration, MHLTH HBSE
<p>This course will present the state-of-the-art knowledge and research of mental disorders of adults and the elderly, as well as factors that promote mental health and prevent mental disorders in adults and the elderly. Biopsychosocial theories of coping, trauma, and etiology, the impact of mental health disorders on individuals and family members, and the relationship of ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation to mental health will be presented. Classification systems of adult mental functioning and mental disorders will be presented, such as the Diagnostic and Statistical Manual of Mental Disorders-Fourth Edition (DSM-IV) and Person-in-Environment (PIE). Students will be taught to critically understand both the strengths and limitations of these classification systems.</p>	

<b>SW 608:</b>	<b>Human Service Organizations: Theories and Approaches</b>
Subject:	Human Behavior
Credits:	3
PreReq:	HB 502
Applies To & Method Type:	Elective, CSS HBSE
<p>This course focuses on organization theory and research from the perspective of learning what it can teach us about a particular category of organizations generally referred to human service organizations, or organizations mainly concerned with directly supporting, constraining, or changing human behavior. Students will briefly explore the basis for categorizing organizations into different forms, as well as the history of the study of organizations. Subsequently, they will learn about the context, operation, and structure of human service organizations, as well as the role and impact of such organizations on contemporary social welfare. The purpose of this course is threefold: 1) to advance student knowledge of organizational theory and research, particularly as it pertains to the description and analysis of human service organizations, 2) to relate human service organizations to the communities and social systems in which they are active with regard to the key diversity dimensions such as "ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation", and 3) to familiarize students with the organizational contexts within which the management and change of human service organizations occurs.</p>	

<b>SW 611:</b>	<b>Social Change Theories</b>
Subject:	Human Behavior
Credits:	3
PreReq:	None
Applies To & Method Type:	Practice Area Concentration, CSS HBSE
<p>This course will review theories and research from the social sciences on social change, focusing especially at the societal level. Theories of social conflict, interest groups, and social movements, and such processes as consciousness-raising will be covered. Dynamics of the diffusion of innovations in society will also be addressed. Examples will be drawn from areas of practice in which social workers are involved, such as mental health and chemical dependency, child and family welfare, civil rights, health care, and consumer protection.</p>	

<b>SW 612:</b>	<b>Mental Health and Mental Disorders of Children and Youth</b>
Subject:	Human Behavior
Credits:	3
PreReq:	HB 500 and HB 502 or permission of instructor
Applies To & Method Type:	Practice Area Concentration, MHLTH HBSE

This course will present the state-of-the-art knowledge and research on mental disorders of children and youth, as well as factors that promote mental health and prevent mental disorders in children and youth. Biopsychosocial theories of resiliency, coping, etiology, the impact of mental health disorders on children and family members, and the relationship of ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation to mental disorders will be examined. Classification systems of child and youth functioning and disorders will be presented such as the Diagnostic and Statistical Manual of Mental Disorders-Fourth Edition (DSM-IV), International Classification of Diseases-10th Edition -(ICD-X), and 0-3 Diagnostic System of the National Center for Infants, Toddlers, and Families. The impact of labeling and stigma will be explored in order to develop critical thinking about how mental disorders of children and youth are conceptualized.

**SW 613: Behavioral, Psychosocial and Ecological Aspects of Health and Disease**

Subject: Human Behavior

Credits: 3

PreReq: HB 500 and HB 502 or permission of instructor

Applies To & Method Type: Practice Area Concentration, HLTH HBSE

This course will survey the distribution, determinants, and psychological and behavioral aspects of health and disease across the life span. Social, economic, environmental, and cultural variations in and determinants of health, disease, and quality of life will be addressed, including the influence of factors such as race, gender, sexual orientation, and biological and genetic factors. Barriers to access and utilization, geopolitical influences, environmental justice, social injustice and racism, historical trends, and future directions will be reviewed. Health beliefs and models of health behavior will be presented, including help-seeking and utilization of health services. Stress, coping and social support, adaptation to chronic illness, the influences of privilege, stigma and discrimination, quality of life, and death and dying will also be covered.

**SW 614: Uses and Implications of Psychological Testing in Social Work**

Subject: Human Behavior

Credits: 3

PreReq: None

Applies To & Method Type: Elective, HBSE

This course will cover a range of types of testing including cognitive, learning, projective, rating scales, and behavioral assessment approaches. In addition to formal psychological testing, the course will also discuss an array of assessment approaches that are relevant to serving as a school social worker. Because SW 614 fulfills a requirement for eligibility to become a school social worker, the primary emphasis of this course will be on learning testing and assessment information that will be useful in working in the public schools as a school social worker.

**SW 615: Drugs, Society and Human Behavior**

Subject: Human Behavior

Credits: 3

PreReq: None

Applies To & Method Type: Elective, HBSE

Students will be introduced to theory and knowledge on drugs and substance abuse that are important for the practice of social work in any setting. Drugs will be defined broadly to include caffeine, nicotine, over-the-counter and prescription medication, and drugs used for psychiatric treatment and behavior control, as well as alcohol and the drugs usually associated with misuse and dependency. Students will also be asked to consider how to apply this knowledge and theory in practice settings.

**SW 616: Adulthood and Aging**

Subject: Human Behavior

Credits: 3

PreReq: HB 500 and HB 502

Applies To & Method Type: Practice Area Concentration, AG HBSE

This course will examine psychosocial development and change across the adult lifespan. The focus will be on how various psychological factors influence development and change, as well as the impact of social factors on development and change in family and work roles from adulthood through old age. Special attention will be placed on similarities and differences in adult development and change related to an individual's position in society, including diverse dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation.



**SW 617: Death, Loss and Grief**

Subject: Human Behavior

Credits: 3

PreReq: None

Applies To &amp; Method Type: Elective, HBSE

This course will address the theoretical framework of human loss and grief from a culturally and philosophically diverse perspective. Students will be provided with information about why and how humans grieve and how grieving is affected by type of loss, socioeconomic and cultural factors, individual personality and family functioning. Attention will be focused on life span development and the meaning of death and loss at different ages. Various types of loss will be discussed from an individual, family, and socio/cultural perspective. The importance of understanding trauma and its relationship to grief and loss will also be addressed. Coping and resiliency in loss will be explored, emphasizing the diversity of human response and focusing on the significance of social groups in integrating loss. The formation and practice of rituals, and diversity in religious and spiritual experience as a component of coping with loss will be discussed.

**SW 620: Contemporary Cultures in the United States**

Subject: Human Behavior

Credits: 3

PreReq: SW500/502 or permission of instructor

Applies To &amp; Method Type: Practice Area Concentration, CSS HBSE

This is one of the CSS courses that meet the advanced HBSE requirement. This course will explore the origins and development of selected social variables characterizing the diversity dimensions (ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) in contemporary U.S. society. Social and behavioral science theories and research findings on the allocation of different roles, status, and opportunities to these populations will be studied. Students will use a multidimensional, social justice, and multicultural framework to examine power, privilege, discrimination, and oppression. This course will emphasize that effective social work practice with diverse cultural groups involves understanding professional ethics in the context of the values of both the dominant society and the ethnic community.

**SW 623: Interpersonal Practice with Families**

Subject: Interpersonal Practice

Credits: 3

PreReq: INTP 521

Applies To &amp; Method Type: Practice Method Concentration, Advanced IP Methods

This course will build on the content presented in course SW 521 (i.e. Interpersonal Practice with Individuals, Families and Small Groups). This course will present a theoretical analysis of family functioning and integrate this analysis with social work practice. Broad definitions of "family" will be used, including extended families, unmarried couples, single parent families, gay or lesbian couples, adult siblings, "fictive kin," and other inclusive definitions. Along with theories and knowledge of family structure and process, guidelines and tools for engaging, assessing, and intervening with families will be introduced. The most recent social science theories and evidence will be employed in guiding family assessment and intervention. This course will cover all stages of the helping process with families (i.e. engagement, assessment, planning, evaluation, intervention, and termination). During these stages, client-worker differences will be taken into account including a range of diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. Various theoretical approaches will be presented in order to help students understand family structure, communication patterns, and behavioral and coping repertoires. The family will also be studied as part of larger social systems, as having its own life cycles, and as influencing multiple generations. An overview will be given of current models of practice.

**SW 624: Interpersonal Practice with Groups**

Subject: Interpersonal Practice

Credits: 3

PreReq: INTP 521

Applies To &amp; Method Type: Practice Method Concentration, Advanced IP Methods

This course builds on the content presented in SW521 and the other foundation courses and focuses on the processes of intervention and individual change groups. Particular attention will be given to the recruitment and composition of group members, leadership structure of small groups, phases of group development, and such group processes as decision-making, tension reduction, conflict resolution, goal setting, contracting, and evaluation. Students will learn how to assess and address group problems such as scapegoating, member resistance, low morale, over-active deviance, etc. They will learn to employ a variety of intra-group strategies and techniques such as programs, structured activities, exercises, etc. Theories and methods consistent with the achievement of social justice through group work practice will be emphasized. The course will also consider how gender, ethnicity, race, social class, sexual orientation, and different abilities will impact on various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group development.

**SW 625: Interpersonal Practice with Children and Youth**

Subject: Interpersonal Practice

Credits: 3

PreReq: INTP 521

Applies To & Method Type: Practice Method, Advanced IP Methods

This course will examine practice theories and techniques for working directly with children, adolescents, and their caretakers. This course will emphasize evidence-based interventions that address diverse groups of children or adolescents within their social contexts (e.g., peer group, school, family, neighborhood). Special attention will be given to issues of diversity as it relates to building therapeutic relationships and intervening with children, adolescents and their families. The interaction between environmental risk factors, protective factors, promotive and developmental factors as they contribute to coping, resiliency, and disorder, as well as how these might vary by child or adolescent diversity factors, such as race, ethnicity, disadvantage, gender, sexual orientation, sexual identity and culture will also be covered.

**SW 628: Interpersonal Practice with Adult Individuals**

Subject: Interpersonal Practice

Credits: 3

PreReq: INTP 521

Applies To & Method Type: Practice Method Concentration, Advanced IP Methods

This course will approach work with individual clients from a person-in-environment perspective and build on the content presented in course 521. The stages of the treatment process (i.e. engagement, assessment, planning, evaluation, intervention, and termination) will be presented for work with individual adults. The relevance and limitations of various theoretical approaches will be reviewed as they apply to assessment, planning, and intervention methods. This course will focus on empirically evaluated models of intervention and will teach students how to monitor and evaluate their own practice. Special attention will be given to issues of the key diversity dimensions such as "ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation" including identification of one's own social and cultural identities and group memberships, and how these relate to working with clients, colleagues, and other professionals. The course will emphasize time-limited treatment methods, and practice with involuntary clients.

**SW 631: Advanced Field Instruction Seminar**

Subject: Social Work

Credits: 1

PreReq: SOCWK 515 and SOCWK 531

Applies To & Method Type:

This elective course is designed to provide opportunities for social work students in advanced field placements to engage in integrative learning, peer consultation and professional development activities. This seminar is open to all students in advanced methods and practice areas and allows them to process field related experiences in a safe milieu. It is a one credit elective that must be taken concurrently with SW 691.

**SW 633: Children and Youth Services and Social Policies**

Subject: Social Welfare Policies and Services

Credits: 3

PreReq: SWPS 530

Applies To & Method Type: Practice Area Concentration, CY SWPS

This course will critically analyze the various social services and policies that provide developmental, preventive, treatment, and rehabilitative services aimed at children and youth and their families. The role of social services in the broad context of both formal and informal systems that influence the life course of children and youth will be addressed. This course will examine how services are articulated at various levels of intervention and in policies and regulations and how this affects the ethical practice of social workers and other family and child serving professionals. Particular emphasis will be placed on services provided by community-based agencies, child welfare services, and the juvenile justice system. Students will develop critical frameworks for assessing the strengths and weaknesses of the policies and organization and delivery of child-oriented social services based on behavioral and social science research and through the lens of multi-culturalism and social justice values. In addition, illustrative cross-national comparisons of services and policies for families with children and youth will be examined. The course will address the key diversity dimensions "ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation."

**SW 634: Health Care Policies and Services**

Subject: Social Welfare Policies and Services

Credits: 3

PreReq: SWPS 530

Applies To & Method Type: Practice Area Concentration, HLTH SWPS

This course will examine the strengths and limitations of the U.S. health care system, including health indicators and the state of health care delivery in the United States, with selective international comparisons. The role of the public and private sectors in health care and health policy will be presented, with special attention to the financing of health care and the role of the government in health care. The course will focus on the organization of services (i.e., public health, prevention/ promotion services, primary care, acute care, chronic care, and long-term care). Alternative and complementary medicine and services will also be examined. The pharmaceutical and medical devices industries will be examined, as will the health care workforce. Access to care, utilization, and quality of care will be covered. A major focus of the course will be on disparities in health care and on health care for the underserved, including racial/ethnic minorities, women, sexual minorities, and the poor. The role of social workers in health care will be addressed throughout.

**SW 635: HIV / AIDS: Programs, Policies and Services**

Subject: Social Welfare Policies and Services

Credits: 3

PreReq: SWPS 530

Applies To & Method Type: Elective, SWPS

This course will examine the basic facts about AIDS (acquired immunodeficiency syndrome) and sensitize students to the multitude of public health, social policy, and social service delivery issues related to AIDS. Students will analyze the special challenges that AIDS presents for social work practice. In addition, students will be offered an opportunity to explore their own beliefs, values, and approaches to the issues raised by AIDS, and to gain facility in accessing and assessing the rapidly accumulating materials appearing on the topic.

**SW 636: Mental Health Policies and Service**

Subject: Social Welfare Policies and Services

Credits: 3

PreReq: SWPS 530

Applies To & Method Type: Practice Area Concentration, MHLTH SWPS

This course will cover the various mental health services and programs for adults, children, and youth, and the roles that social workers perform. Promotion, prevention, treatment and rehabilitation services to the mentally ill, developmentally disabled, learning disabled, and substance abuse populations will be surveyed. Contemporary policy issues, legislation, ethical issues, controversies, social movements, and trends affecting services to those with mental illness and mental disorders will be discussed. The historical context of services and how the mentally ill have been historically stigmatized and conceptualized will be reviewed, so that students will be able to develop critical thinking about mental health services. The impact of differences in the key diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation will be examined, as these relate to various mental health policies and services. This course will also survey the various self-help, mutual aid, and natural/ informal helping systems.

**SW 641: Social Work and the Workplace**

Subject: Social Welfare Policies and Services

Credits: 3

PreReq:	SWPS 530 and INTP 521
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Applies To & Method Type:	Elective, SWPS
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This course will address the changing nature of work and the implications for the well-being of individuals and families. It will consider how work and employment offer differential opportunities and structures the lives of individuals and families. It will introduce students to programs and policies related to employment (e.g., welfare to work, programs for disadvantaged groups, and assistance to the unemployed) and to the practice of social work in the context of work organizations (e.g., employee assistance programs, work-family initiatives).

<b>SW 642:</b>	<b>Social Work in Educational Settings</b>
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Subject:	Social Welfare Policies and Services
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Credits:	3
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PreReq:	INTP 521 and SWPS 530
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Applies To & Method Type:	Elective, SWPS
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This course presents foundation knowledge and skills essential to effective social work practice in school settings. Topics range from the evolution of social work in schools, school social work theory, assessment, and interventions for use in school settings. Education law, especially as it relates to special education eligibility and services, is a core aspect of the course. Content on multiculturalism, diversity, social justice, and social change are integrated into the course materials as those critical issues relate to practice in schools. Students will learn skills and abilities associated with various school social work roles and responsibilities; recognizing that the roles assumed by school social workers vary from state-to-state, district-to-district, and school-to-school.

<b>SW 643:</b>	<b>Drug Policies: Prevention, Treatment, Law and Social Policy</b>
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Subject:	Social Welfare Policies and Services
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Credits:	3
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PreReq:	SWPS 530
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Applies To & Method Type:	Elective, SWPS
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This course will analyze U.S. policies and programs concerning alcohol and other drugs. Changing definitions of use, misuse, and dependency, and the socio-legal history of use patterns will be studied. Attention will be given to issues arising at different stages in the life cycle. The politics and economics of drug and alcohol industries, control legislation, and funding of services will be considered. Various models of prevention and treatment programs will be analyzed for different subgroups of the population (e.g., ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation).

<b>SW 644:</b>	<b>Policies and Services for the Elderly</b>
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Subject:	Social Welfare Policies and Services
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Credits:	3
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PreReq:	SWPS 530
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Applies To & Method Type:	Practice Area Concentration, AG SWPS
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This course will examine social policies, problems, and trends in social programs and services for older people. It will focus major attention on the strengths and limitations of existing policies and programs related to health, mental health, income maintenance, income deficiency, dependent care, housing, employment and unemployment, and institutional and residential care. This course will provide a framework for an analysis of the services provided to older people. This analysis will include the adequacy with which needs are met in various subgroups of the elderly population and across core diversity dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation). It will also include proposals for change in policies, programs and services. Programs will be compared in terms of access to benefits and services provided to older people.

<b>SW 645:</b>	<b>Jewish Communal Services in the United States and Abroad</b>
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Subject:	Social Welfare Policies and Services
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Credits:	3
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PreReq:	SWPS 530
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Applies To & Method Type:	Elective, SWPS
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This course will examine the changing face of the global Jewish community and its various communal organizations, program, and services. It will discuss the implications of these changes for future communal professionals in the Jewish community and their social work practice. The course is based on answering these essential questions: How did the Jewish community of interest survive and develop to where it is now? Where is it going? And, how will it get there? Furthermore, SW645 assesses how privilege, oppression, diversity, and social justice (PODS) affect Jewish communal decision-making and related inter-group and inter-organizational relations.

**SW 647: Policies and Services for Social Participation and Community Well-Being**

Subject: Social Welfare Policies and Services

Credits: 3

PreReq: SWPS 530

Applies To &amp; Method Type: Practice Area Concentration, CSS SWPS

This course will survey the policies and services that promote a civil society and enhance human rights in the framework of American democracy. Emphasis will be placed on those policies and services which serve to enhance social participation, economic security, respect for diversity, voluntary action, and community and corporate responsibility. Students will learn to describe and analyze how complex and emerging social problems arise within society, and how social problems impact individuals, groups, organizations, and communities. Programs within various units of government, nonprofit and social service organizations, and corporations will be reviewed. Various partnerships and collaborations among funders and service providers will be examined.

**SW 650: Community Development**

Subject: Community Organization

Credits: 3

PreReq: SOCWK 560 or permission of instructor

Applies To &amp; Method Type: Practice Method Concentration, Advanced CO Methods

This course examines methods of community development as a process in which people join together and develop community-based programs and services at the local level to create community change, with or without assistance by outside agencies. It emphasizes ways in which residents can take initiative, contribute to collective action, and help themselves through community-based business and economic development, health and human services, popular education, and housing and neighborhood revitalization projects. It includes innovative examples of community development in urban and rural areas, as well as examples that involve diverse communities of interest taking into account ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. Special emphasis is placed on initiatives which involve individuals and families in positive pluralist and multicultural efforts to integrate human, social, economic, and community development to build upon their strengths and assets rather than focus solely on their problems and needs.

**SW 651: Planning for Organizational and Community Change**

Subject: Community Organization

Credits: 3

PreReq: SOCWK 560 or permission of instructor

Applies To &amp; Method Type: Practice Method Concentration, Advanced CO/MHS Methods

This course examines planning as a systematic process for community change that promotes social justice and empowerment. The course critically analyzes the sociopolitical and organizational contexts in which planning occurs, as well as major models and methods of planning practice. It presents practical tools for engaging community members, assessing community strengths and needs, setting goals and developing action plans, fostering support and partnerships for implementation, and evaluating and monitoring results. Emphasis is placed on participatory planning processes with marginalized and oppressed groups (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation).

**SW 652: Organizing for Social and Political Action**

Subject: Community Organization

Credits: 3

PreReq: SOCWK 560 or permission of instructor

Applies To &amp; Method Type: Practice Method Concentration, Advanced CO Methods

This course examines methods of organizing people for social and political action on their own behalf or on behalf of others. Students will analyze different approaches to bringing people together for collective action, building organizational capacity, and generating power in the community. The course includes the study of skills in analyzing power structures, formulating action strategies, using conflict and persuasive tactics, challenging oppressive structures, conducting community campaigns, using political advocacy as a form of mobilization, and understanding contemporary social issues as they affect oppressed and disadvantaged communities. Special emphasis will be placed on organizing communities of color, women, LGBT populations, and other under-represented groups in U.S. society.

**SW 654: Concepts and Techniques of Community Participation**

Subject: Community Organization

Credits: 3

PreReq:	SOCWK 560 or permission of instructor
Applies To & Method Type:	Practice Method Concentration, Advanced CO Methods
<p>This course examines concepts and techniques of community participation for diverse democracy. It analyzes the changing context and core concepts of participation, major models and methods of practice, and practical techniques for involving people in organizations and communities. It assesses formal efforts by agencies to involve people in their proceedings, indigenous initiatives by groups to influence institutions and decisions, and their potential for community empowerment and civic engagement in democratic societies which value diversity as an asset. Special emphasis is placed on increasing involvement of underrepresented groups located in economically disinvested and racially segregated areas worldwide.</p>	

<b>SW 655:</b>	<b>Neighborhood Planning (Urban Planning)</b>
Subject:	Community Organization
Credits:	3
PreReq:	Not Available
Applies To & Method Type:	Practice Method Concentration, Advanced CO Methods

<b>SW 657:</b>	<b>Multicultural, Multilingual Organizing</b>
Subject:	Community Organization
Credits:	3
PreReq:	SOCWK 560 or permission of instructor
Applies To & Method Type:	Practice Method Concentration, Advanced CO Methods
<p>This course will examine multicultural, multilingual organizing as a process of promoting intergroup relations and social development at the community level. Included will be content on efforts by diverse groups ( inclusive of the following dimensions: ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation, as well community of residence) to maintain their identities while also interacting and cooperating across cultural boundaries. Students will apply existing practice to multicultural situations and develop emergent skills for the future. This course will examine concepts and techniques of multicultural, multilingual organizing. Relevant strategies and tactics that promote positive intergroup relations and pluralism at the community level will be analyzed (e.g., interethnic planning and multigroup coalition-building). Students will be prepared for the roles that social workers can expect to serve in building a racially, ethnically, and religiously heterogeneous society.</p>	

<b>SW 658:</b>	<b>Women and Community Organizing</b>
Subject:	Community Organization
Credits:	3
PreReq:	SWPS 530 or permission of instructor
Applies To & Method Type:	Practice Method Concentration, Advanced CO Methods
<p>Contemporary feminist thought challenges us to identify and analyze the connections between our day-to-day experiences and social patterns of gender inequality. In this course, we will explore the theory and practice of community organizations using a feminist lens. This lens brings into focus persistent patterns of inequality; it also reveals the persistence of community-based women organizers efforts to create positive change.</p> <p>This course will examine concepts and techniques for organizing women at the community level. Students will learn about major models and methods of practice, intersectional and analytical skills, and roles of women as organizers and constituents of community organizations. Students will identify forces that facilitate and limit organizing of women in the community and will develop action principles for work with women in the community. Critical value and ethical issues for women and men concerned with women's issues and organizing will be explored, in addition to ways to develop alternative approaches to address these issues.</p>	

<b>SW 660:</b>	<b>Managing Projects and Organizational Change</b>
Subject:	Management of Human Services
Credits:	3
PreReq:	SOCWK 560 or permission of instructor; HB 608 recommended
Applies To & Method Type:	Practice Method Concentration, Advanced MHS Methods

Social work programs are focused packages of service delivery whose successful management requires social workers to develop competence to conceive, plan, design, implement, manage, assess, and change them. Central technical skills presented in this course will teach students to visualize and concretize program planning and development (e.g., via flowcharting, Gantt and PERT charts, and quality management tools). Technical elements of program design will be augmented with complementary models and skills, especially those dealing with managing for results vis-a-vis a time deadline, meeting legitimate demands of diverse clients, and adapting to changing environments. The relationship of a particular program to other aspects of the agency's functioning will also be considered (e.g., staff and community participation and decision-making, funding, legitimacy, and support).

**SW 661: Budgeting and Fiscal Management**

Subject: Management of Human Services

Credits: 3

PreReq: SOCWK 560 or permission of instructor

Applies To & Method Type: Practice Method Concentration, Advanced MHS Methods

This course will present the fundamental knowledge and skills needed to develop and manage the budget of a nonprofit social service organization and its programs. Students will learn to use the techniques necessary to:

- 1) Plan, develop, display, revise, monitor, and evaluate a program budget using different kinds of budget formats (e.g. line item, functional, and performance budgets);
- 2) Evaluate past financial performance (e.g. financial statements, financial ratios);
- 3) Evaluate and proposed financial changes for the future, using "what-if" planning and simulations, (including cost analysis, break-even analysis, setting prices);
- 4) Monitor and evaluate the cost-efficiency and cost-effectiveness of a nonprofit program and a nonprofit organization.

Students will be expected to have mastered basic skills in a computerized spreadsheet program (MS Excel) before enrolling in this course.

**SW 662: Management of Information Systems in Human Service Agencies**

Subject: Management of Human Services

Credits: 3

PreReq: SOCWK 560 or permission of instructor

Applies To & Method Type: Practice Method Concentration, Advanced MHS Methods

The development and use of management information systems (MISs) in the human services will be presented in this course with the goal of introducing students to relevant social work knowledge, skills, and practice. Basic principles of information management will be presented and students will apply those principles to the analysis of existing information systems and the planning and construction of information system improvements.

**SW 663: Grantgetting, Contracting and Fund Raising**

Subject: Management of Human Services

Credits: 3

PreReq: SOCWK 560 or permission of instructor

Applies To & Method Type: Practice Method Concentration, Advanced MHS Methods

Human service organizations secure resources through a variety of venues, including fees, grants, contracts, gifts, bequests, in-kind (non-cash) contributions, and investments. Instruction will be provided in assessing an agency's resource mix and how to repackage or expand its revenue streams. Skill development will be emphasized in areas such as grant seeking, proposal writing, presentations, service contracting, campaign planning, campaign management, donor development, direct solicitation of gifts, and planning of fundraising events. This course will also address consumer and third-party fee setting and collection, outsourcing, income investment, and creation of for-profit subsidiaries.

**SW 664: Management of Human Resources**

Subject: Management of Human Services

Credits: 3

PreReq: SOCWK 560 or permission of instructor

Applies To & Method Type: Practice Method Concentration, Advanced MHS Methods

This course will focus on how human service administrators can increase their effectiveness and improve the quality and efficiency of agency staff performance through structured human resource practice methods. This course will present ways to develop an equitable, healthy, and viable workplace for employers and employees. It will explore the role of managers as change agents within organizations and the societal level impact of those changes. Students will learn relevant skills in staff recruitment, hiring, retention and termination, staff development, compensation and performance, and the development of benefit packages. Relevant laws and legislation governing workplace relationships such as the Americans with Disabilities Act (ADA) will also be reviewed.

**SW 665: Executive Leadership and Organizational Governance**

Subject: Management of Human Services

Credits: 3

PreReq: SOCWK 560 or permission of instructor

Applies To & Method Type: Practice Method Concentration, Advanced MHS Methods

This course will examine the attributes, skills, behaviors, problems, and issues associated with higher level administrative roles in human service organizations, both public and private. Several executive functions will be given particular attention, including defining the mission and goals of the organization, mobilizing resources, selecting service technologies and staff, developing the appropriate internal-external structures (i.e., internal structures that link to external contexts), and adapting the organization to changing environments. Various styles of leadership will also be analyzed with special reference to the stages of organizational development. Concomitant with the above executive roles and skills, this course will address strategies for organizational development that are directed toward enhancing adaptability, effectiveness and efficiency in serving clientele, and organizational problem-solving.

**SW 670: Analytic Methods for Social Policy Practice**

Subject: Policy and Evaluation

Credits: 3

PreReq: RES 522 or permission of instructor

Applies To & Method Type: Practice Method Concentration, Advanced SPE Methods

Understanding the major analytic and quantitative tools used by practitioners engaged in assessing or evaluating human service systems is an essential component of social policy practice. This course will emphasize quantitative program analysis, and students will be asked to analyze an area related to a particular social problem. Students will acquire beginning level skills in the use of a wide variety of analytic and quantitative tools, while gaining in-depth skill in a more limited number of tools and techniques. Competence in these skill areas will be gained by completing a major analysis of a social problem area relevant to social welfare policy.

The underlying theme of this course will be how to increase the rationality of the choice process when applied to complex and rapidly changing human service systems. In short, scientific analysis opposed to political analysis or advocacy is emphasized.

**SW 671: Social Policy Development and Enactment**

Subject: Policy and Evaluation

Credits: 3

PreReq: SW560 or permission of instructor

Applies To & Method Type: Practice Method Concentration, Advanced SPE Methods

This course will review the overall design of human service systems, how to plan for and design such systems, how to develop the legislative mandates and regulations that operationalize these designs, and how to facilitate their formal enactment. Students will learn the analytic skills associated with the development of policies that give specification to human service systems, as well as the more interactional skills associated with facilitating the enactment of these policies.

**SW 673: Statistics in Policy Analysis and Evaluation**

Subject: Policy and Evaluation

Credits: 3

PreReq: RES 522

Applies To & Method Type: Practice Method Concentration, SPE Methods



This course is designed to introduce students to statistics and statistical methods. It is intended and designed for students who have little or no familiarity with statistics and who may want to learn at a relatively slow pace so that their knowledge base is built on a solid foundation. The course content will integrate the core themes related to multiculturalism and diversity; social justice and social change; promotion, prevention, treatment, and rehabilitation through the data sets and examples that are used to highlight statistical concepts. Students in this course will acquire the skills to comprehend simple statistical reports related to social policy and program evaluation. Students will be able to assess the value and limitations of rates, measures, and statistical estimates. This course will help students develop the ability to use simple quantitative methods to describe real world situations in social work settings and to make ethical inferences and decisions based on the statistical results. Students will learn to choose methods of statistical analysis to improve social policy decisions and service delivery programs. Students will learn to understand and use appropriate language with their statistical analyses to clarify meaning and to explain the inferences that can be appropriately made from specific data. Finally, students will learn to construct basic reports that include meaningful charts, tables, and graphs for various audiences and that provide text that is appropriate for different audiences.

**SW 674: Community-Based Policy Advocacy**

Subject: Community Organization

Credits: 3

PreReq: SOCWK 560 or permission of instructor

Applies To & Method Type: Practice Method Concentration, Advanced CO/P&E Methods

Community-based policy advocacy will be presented as an empowering process that helps to strengthen intra-group and inter-group solidarity as it challenges and attempts to change oppressive structures, systems, and institutions. In contrast to viewing advocacy in the traditional sense -- as a means by which experts represent group interests in legislative, judicial, and executive settings -- this course will explore ways through which traditionally excluded groups advocate for themselves and, in so doing, help build organizations and develop communities.

**SW 683: Evaluation in Social Work**

Subject: Evaluation

Credits: 3

PreReq: SW522 or permission of instructor

Applies To & Method Type: CSS, CHLDY, AG, HLTH, MHLTH, Evaluation

This course will cover beginning level evaluation that builds on basic research knowledge as a method of assessing social work practice and strengthening clients, communities and their social programs as well as the systems that serve clients and communities. It addresses the evaluation of promotion, prevention, treatment, and rehabilitation services. Students will learn to assess and apply evaluation methods from various perspectives, including scientific, ethical, multicultural, and social justice perspectives.

**SW 684: Community-Based Participatory Research Methods in Social Work**

Subject: Evaluation

Credits:

PreReq: RES 522

Applies To & Method Type:

Community-based participatory research (CBPR) is a partnership approach to research in which academic, community-based and community serving organizations and residents equally share expertise and responsibility for planning, conducting, evaluating and disseminating the results of the research. Knowledge and products gained from the research are directed to improving community well-being. Through readings, speakers and practice with examples from Detroit projects, this course will focus on how CBPR principles transform the process and outcomes of social and health research that lead to increased partner capacities and successful program and policy interventions.

**SW 685: Methods of Program Evaluation**

Subject: Policy and Evaluation

Credits: 3

PreReq: SW522 or permission of instructor

Applies To & Method Type: Practice Method Concentration, Advanced SPE Methods

This course will focus on the use of quantitative and qualitative research methods to monitor and evaluate social services. Students will develop skills in choosing and implementing appropriate evaluation strategies and designs to answer policy and practice questions. Emphasis will be placed on how to select and construct measures and assess their reliability and validity. Students will assess service needs of target populations and communities, monitor the implementation and operation of social welfare programs, and evaluate their impact. Opportunities will be provided to obtain practical experience in data collection, interpretation, presentation and dissemination of evaluation results.

**SW 691: Advanced Field Instruction**

Subject: Social Work

Credits: 1 - 12

PreReq: SOCWK 515 and SOCWK 531

Applies To & Method Type: Advanced Field Instruction, Field

This advanced Field placement instruction will build on the pre-requisite SOCWK 515 foundation field placement instruction. Students will engage in tasks and assignments that reflect a higher level of mastery and independence than at the foundation level. Acquisition of such development occurs through an internship involving experiential learning and professional supervision that will be supplemented by other educational resources.

See specific Practice Method for a more detailed description

**SW 693: Geriatric Integrative Seminar**

Subject: Aging in Families and Society

Credits: 3

PreReq: None

Applies To & Method Type: Elective, AG Methods

The University of Michigan School of Social Work Geriatric Fellowship Integrative Seminar is a multimethods course designed to supplement the Aging concentration curriculum with further information (a didactic component) and indepth case studies/field examples (a practice-based component). The course will cover several thematic Units (successful aging, diversity, physical health, mental health, end of life issues, and health care system/health policy issues), each of which will include a discussion of practice-based interventions from the four concentration methods: Interpersonal Practice (IP), Management of Human Services (MHS), Community Organizing (CO), and Social Policy and Evaluation (SPE). The seminar will also provide a forum in which Geriatric Fellows can receive practical feedback as well as guidance in networking/job search strategies as they near graduation.

**SW 694: Social Work with the Elderly**

Subject: Aging in Families and Society

Credits: 3

PreReq: INTP 521 and SOCWK 560

Applies To & Method Type: Practice Area Concentration, AG Methods

This methods course focuses on intervention with older people at micro and macro levels. The course will build upon foundation coursework theory about human development, personality, and social environment. This content will be integrated with intervention strategies directed toward aging adults, including evidence based interventions and practices. Major areas to be discussed are: coping with age-related changes, caregiving demands, advance directives, guardianship, managed care, elder abuse, case management and advocacy. An emphasis will be placed on addressing participation within the diverse dimensions: including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation.

**SW 696: Social Work Practice with Children and Youth**

Subject: Children and Youth in Family and Society

Credits: 3

PreReq: INTP 521 and SOCWK 560

Applies To & Method Type: Practice Area Concentration, CY Methods

This advanced level methods course in the Children and Youth in Families and Societies concentration builds upon the foundation level practice methods course and prepares students for employment in the many human service delivery systems which address the needs of children, youth, and their families. This cross-cutting skills course encompasses both direct/micro (i.e., assessment, intervention, prevention) and mezzo and macro (program design, evaluation, administration, community organization, policy analysis) practice methods used to address problems presented by or to children and youth in a variety of contexts. The development of social work skills, values, and ethics applicable to promotion, prevention, intervention, remediation and social rehabilitation activities with diverse child and youth populations at all levels of intervention will be emphasized. Evidence-based change interventions that build on strengths and resources of children and their families at all levels of intervention will be examined in order to develop socially just and culturally-competent policies and practice. This course will address the key diversity dimensions (include list) as it relates to children, youth and their families.

**SW 697: Social Work Practice with Community and Social Systems**

Subject: Community and Social Systems

Credits: 3

PreReq: SOCWK 560

Applies To & Method Type: Practice Area Concentration, CSS Methods

This course will prepare students to engage in integrated practice focused on utilizing community and social systems to support and empower individuals, families, and communities and envision and work towards social justice goals. This will include skills for entering, assessing, and working collaboratively with client systems and their social networks, including assessment of power differences and building on diversity within the community. This course will build on practice methods presented in the foundation courses and give special attention to partnership, strengths based, and empowering models of practice and those that further social justice goals. Special emphasis will be placed on conducting this work in a multicultural context with vulnerable and oppressed populations and communities and to identify and reduce the consequences of unrecognized privilege.

**SW 698: Social Work Practice in Mental Health**

Subject: Mental Health

Credits: 3

PreReq: INTP 521

Applies To & Method Type: Practice Area Concentration, MHLTH Methods

This course teaches practice models and methods of intervention for effective social work practice in mental health care, including the promotion of mental health, the prevention of mental illnesses, and the delivery of psychosocial treatment and rehabilitation services. A major focus is on enabling individuals with mental health problems to increase their functioning in the least restrictive environments, with the least amount of ongoing professional intervention, so these individuals maximize their success and satisfaction. This course has a specific emphasis on services to individuals who suffer from severe and persistent mental illness, substance abuse, and/or who are recovering from the effects of severe traumatic events. Interventions relevant to these conditions help individuals develop/restore their skills and empower them to modify their environments so as to improve their interactions with their environments. Culturally competent and gender-specific interventions are a major emphasis of the course, as are special mental health issues for groups who have been subject to oppression. Special attention will be devoted to evidence-based treatments for mental health problems.

**SW 699: Social Work Practice in Health Promotion and Disease Prevention**

Subject: Health

Credits: 3

PreReq: INTP 521 and SOCWK 560 or permission of instructor

Applies To & Method Type: Practice Area Concentration, HLTH Methods

This course teaches practice models and multi-level methods of intervention for effective social work practice in health care, including health promotion, disease prevention, assessment, treatment, rehabilitation, continuing care, and discharge planning. Examples of topics covered include the use of the current ICD system in assessment, screening and early intervention, workplace health promotion, crisis intervention, intervention in major catastrophic or chronic diseases such as cancer, cardiovascular disease, HIV/AIDS, and depression; promotion of optimal adaptation to chronic illness through interpersonal, organizational, and environmental interventions; self-help and mutual aid, rehabilitation and continuing care, supporting caregivers and integrative and complementary interventions. Selected issues and methods in supervision and management are addressed, such as individual, peer and workgroup models on practice. The impact of differences in ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation will be examined, as these relate to various health practices, policies and services.

### **SW 700: Treatment Strategies for Sexual Dysfunction**

Subject: Interpersonal Practice

Credits: 3

PreReq: INTP 521

Applies To & Method Type: Elective, IP Methods

This course will address the practice theories and techniques for assessment, evaluation, and treatment of individuals and couples presenting with sexual difficulties. This course will provide grounding in the following perspectives: attachment theory, psycho-sexual development and functioning across the life span, physiology of sexual functioning, contemporary and historic approaches to understanding human sexual behavior, and the interaction of physiology, personality, and social influence in developing a sexual self. Variations in human sexual function and expression will be discussed from physiologic and sociocultural viewpoints. The practice component will address major clinical concepts, including assessment, evaluation, differential diagnosis, and treatment planning. Intervention techniques will be discussed considering their effectiveness with different kinds of sexual problems, in different practice settings, and respecting client differences, including the diverse dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation). The applicability and limitations of different theoretical approaches will be discussed. This course will focus on empirically based models of intervention and the use of evaluative tools in the practice setting.

### **SW 701: Practice in International Social Work**

Subject: Social Work

Credits: 3

PreReq: INTP 521 and SOCWK 560

Applies To & Method Type: Elective, Methods

This course is intended to prepare social work students for involvement in social development interventions in an international arena. This course will focus selectively on the challenges developing countries face in improving the lives of their citizens and the roles social workers can play in solving or successfully addressing them. Among the issues, some of the following are included: provision of basic life necessities, hunger and nutritional insufficiency, education, economic development, the strains related to urbanization and modernization, ethnic conflict, child protection, community and familial violence, environment and community health, organization and administration of human services, and citizen empowerment. Students will learn about strategies used by service providers, institutions, and self-help groups for the purposes of social transformation, community development, and enhancement of individual well-being. Central to the discourse will be an idiographic-nomothetic dialectic which counter-poses what is universal and what is culturally specific about social welfare issues and interventions across countries and regions. Course readings and discussion will begin with a focus on the globalization of selected social problems. An array of skills will be drawn from the traditional practice armamentarium of micro and macro social work methods to communicate to take collective action. Discourse will also focus on ways that these classic approaches must be adapted to increase their relevance for work in developing regions of the world, in international aid or relief organizations, and in programs for immigrants or refugees in this and other more technically developed countries. This course will also teach about newer models of social development and the opportunities these countries have and may offer to social workers working with their people.

### **SW 702: Family Violence Prevention and Intervention**

Subject: Social Work

Credits: 3

PreReq: INTP 521 and SOCWK 560

Applies To & Method Type: Elective, Methods

The focus of this course is on the methods of prevention, intervention and social change used to address and end the major forms of family violence. "Family" is defined broadly to include any intimate relationship. The course will provide overviews of the risk factors and traumatic effects of family violence. There will be an emphasis placed on the special needs of oppressed groups. Most family violence organizations work on multiple levels, such as macro, mezzo, and micro levels, and they frequently come into contact with a variety of fields of service, primarily the legal, health and mental health, housing, public assistance, and child welfare systems. Therefore, models of inter-system and inter-disciplinary coordination will be presented. Illustrations of the integration of micro, mezzo, and macro practice will be given, in particular how dimensions of power, privilege, oppression, and difference influence actions, perceptions, choices and consequences across system levels. The understanding and critical evaluation of theories, policies, organizations, and interventions using scientific principles will be stressed.

**SW 704: Child Advocacy Clinic Seminar (Law)**

Subject: Special Program

Credits: 3

PreReq: None

Applies To & Method Type: Elective

The Child Advocacy Law Clinic provides students with an in-depth, interdisciplinary experience in problems of child abuse and neglect and of children in foster care. The clinic represents parents in one Michigan county, children in another, and the Michigan Child Protection Agency in six counties all in specific child maltreatment and termination of parental rights cases. With close support and supervision of an interdisciplinary faculty, the law student addresses the complex legal, social, emotional, ethical, and public policy questions of when and how the state ought to intervene in family life on behalf of children. Law students will work with practicing professionals, faculty, and students from social work, psychology, pediatrics, and psychiatry. The Child Advocacy Law Clinic seeks to introduce students to their new lawyer identity, the substantive and skill demands of this new role, and the institutional framework within which lawyers operate. The Clinic especially focuses on the relationship between the lawyer and other professionals facing the same social problem. Building on the field experience of actual case handling as a basis for analysis, it seeks to make students more self-critical and reflective about various lawyering functions they must undertake. Students are asked to integrate legal theory with real human crises in the cases they handle. Students will develop habits of thought and standards of performance and learn how to learn from raw experience for their future professional growth.

**SW 706: Building Conflict Management Effectiveness**

Subject: Social Work

Credits: 3

PreReq: INTP 521 and SOCWK 560

Applies To & Method Type: Elective, Methods

This course will provide an overview of conflict management methods congruent with the demands of multiple domains and levels of social work practice. Students in all concentrations must address conflicts arising between people whose lives are interdependent whether they are board members, neighbors, or spouses. The community activist working to develop interorganizational collaboratives and the social work clinician helping individuals and families resolve disputes must both learn about the dynamics of face-to-face conflicts and the range of techniques and strategies available to help prevent, de-escalate, and resolve such differences. This course will offer practical suggestions for both assessment and intervention drawing from micro and macro theory and practice.

**SW 707: Interpersonal Practice with Lesbian, Gay, Bisexual and Transgendered Clients**

Subject: Interpersonal Practice

Credits: 3

PreReq: INTP 521

Applies To & Method Type: Elective, IP Methods

This course will address issues of concern to interpersonal practice clients that identify as Transgendered, Lesbian, Bisexual, Gay, Questioning, or Non Straight (TLBGQNS). This course will build on basic IP skills and knowledge of, primarily, individual therapy. Issues which are of greater concern, or for which services and in some cases, knowledge are lacking for these groups will be reviewed. For example, these issues will include: the development of sexual identity, coming out, social stigma, substance abuse, HIV and AIDS, the interaction of discrimination due to gender and/or ethnicity with the discrimination due to sexual orientation, violence within relationships and violence against these groups, discrimination on the basis of orientation, suicide, family development and parenting, passing and community interaction, and policy. This course will closely focus on skills needed for working with these specific issues.

**SW 708: Special Issues in Interpersonal Violence**

Subject:	Special Program
Credits:	3
PreReq:	None
Applies To & Method Type:	Elective, Methods
<p>This course will focus on issues of relevance for social work in the field of interpersonal violence. The topics will change over time, and thus it will be able to respond to the latest developments in the field. The course will integrate content on privilege, oppression, diversity, social justice, prevention and promotion, and ethics in each topic chosen. The seminal and emerging social science theories and research will be applied to the areas of violence being explored.</p>	

**SW 709: Dialogue Facilitation for Diversity and Social Justice**

Subject:	Special Program
Credits:	3
PreReq:	HB 502
Applies To & Method Type:	Elective, CSS

This course is designed to give students a foundation in the awareness, knowledge, understanding, and skills needed to effectively carry out multicultural social work practice with populations who are culturally diverse in terms of the key diversity dimensions such as "ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation". In particular, students will gain skills in facilitating multicultural group interactions and in resolving conflicts or resistance that may emerge due to cultural misunderstandings or oppressive dynamics. The topics of this course include social identity group development; prejudice and stereotyping and their effects on groups; difference and dominance and the nature of social oppression; our personal and interpersonal connections to power, privilege, and oppression; understanding and resolving conflicts or resistance; methods of dialoguing and coalition building across differences; and basic group facilitation skills and their applications in multicultural settings.

**SW 710: Behavior and Environment**

Subject:	
Credits:	3
PreReq:	Not Available
Applies To & Method Type:	

**SW 711: Complementary Therapies and Alternative Healing (Nursing)**

Subject:	Special Program
Credits:	3
PreReq:	Not Available
Applies To & Method Type:	

**SW 712: Interdisciplinary Course on Palliative and End of Life Care**

Subject:	
Credits:	
PreReq:	Not Available
Applies To & Method Type:	Elective

This course brings together graduate students from various health care professional schools to learn cutting-edge information about palliative and end of life care. Topics such as the history of attitudes toward death and dying, palliative care and hospice models, pain and symptom management at the end of life, delivering bad news, grief and bereavement, spirituality and social, economic and legal issues at the end of life. This course will be taught by expert faculty who represent Schools of Social Work, Nursing, and Medicine with a core conceptual framework of enhancing interdisciplinary learning.

**SW 717: Conceptions, Practical Issues and Dilemmas in Environmental Justice**

Subject:	
Credits:	3
PreReq:	Not Available
Applies To & Method Type:	

**SW 718: Contested Childhood in a Changing Global Order (Anthro)**

Subject:	Human Behavior
Credits:	3
PreReq:	Not Available
Applies To & Method Type:	

**SW 727: Families and Health (Public Health)**

Subject: Human Behavior

Credits: 3

PreReq: None

Applies To &amp; Method Type: Elective, HBSE

This course will examine families as a primary context for understanding health and health-related behaviors. Major topics include: 1) models and theories of the family, 2) history and current status of family-based practice, 3) the impact of demographic trends and their impact on family structure and functioning, 4) family diversity with respect to social status groups, ethnicity, and culture and their implications for understanding health phenomena, 5) families as the context for socialization to health beliefs and practices, 6) the provision of family-based care, and 7) health profiles of family members and their roles.

**SW 729: Multicultural Work with Individuals, Families and Groups**

Subject: Interpersonal Practice

Credits: 3

PreReq: INTP 521 and SOCWK 560

Applies To &amp; Method Type: Elective, IP Methods

This course will focus on how to implement methods that are sensitive to a wide variety of human differences for multicultural social work with individuals, families, groups. Students will learn to apply theories and concepts of culture and other human differences to understand and work with diversity in individual, family, and group functioning. Students will critique prevailing models of multicultural practice in relation to their sensitivity to issues in different groups. Students will be encouraged to deepen their own multicultural competence and consciousness by: 1) learning how to use and adjust for the impact of their own characteristics and experiences on a) their perceptions and values of others' behaviors, and b) the behaviors that clients choose to display in interactions with them; and 2) assessing how the larger contexts of the practice setting and society influence their clients and therapeutic relationships. Students will also learn to assess and address how societal power and status structures and the dynamics of privilege and oppression contribute to the creation of differences, to the types of problems that clients experience, and to miscommunication and distrust in therapeutic relationships.

**SW 730: Practice Seminar in Child Maltreatment: Assessment and Treatment**

Subject: Interpersonal Practice

Credits: 3

PreReq: None

Applies To &amp; Method Type: Elective, IP Methods

This is a methods course intended to develop skills for child welfare practice, with special attention to child maltreatment. Students learn about the various contexts in which child welfare practice takes place and the skills and modalities that are used with children, youth, and families who are the focus of child welfare intervention. This course will prepare students to work with diverse client populations and will help them appreciate the imbalance of power between client and professional. Understanding the needs and responses of involuntary clients is an integral part of the course. Relevant evidence-based practices are taught and child welfare policies and practices are subjected to critical review. The first term will focus on assessment and the second on treatment.

**SW 734: Complementary, Alternative, and Indigenous Healing Systems**

Subject: Special Program

Credits: 3

PreReq: Not Available

Applies To &amp; Method Type:

This course will explore the range of complementary, alternative, and indigenous healing traditions that are found in the United States, and how social work practitioners may collaborate with these various healing traditions. There are many healing systems that exist outside the dominant, Western, scientific health care system such as energy based healing (e.g. qigong, acupuncture, reiki, polarity, reflexology, iridology, etc.) and spirit based systems (e.g. spiritualism, espiritismo, curanderismo, santeria, voodoo, etc.). The underlying premise of the course reflects the principle that various forms of healing are central to clients' cultural values and that knowledge of healing traditions can increase the cultural sensitivity of social work practitioners to various client groups and improve the ability to collaborate with alternative healing practitioners. The course will look at practice case examples in which collaboration between Western credentialed professionals and indigenous healers was central to the helping process and also review the recent research on the efficacy of complementary healing practices that is being generated by U.S. Department of Health and Human Services, Office of Complementary Medicine. This course is an elective and will be taught on a pass/fail grading system.

<b>SW 735:</b>	<b>Development and Health: An International Perspective</b>
Subject:	Social Welfare Policies and Services
Credits:	3
PreReq:	Not Available
Applies To & Method Type:	
<p>This course provides a survey of issues related to socioeconomic development and health from a historical, social and economic perspective. Issues to be discussed include the concept of socioeconomic development as viewed by different schools of economic thought, as well as hypothesized relationships and links between development and health. Measurements and indices of development and health will be examined and their significance discussed in relationship to concepts such as economic welfare and economic growth. The concept of "human development" and the human development index, as well as gender aspects of development and health will be also discussed. The role of international organizations, national governments, NGOs and social movements in development and health will be considered. The goal of the course is to provide a general framework to understand the major issues involved in current ideas regarding the relationship between socioeconomic development and health and to outline the different approaches to these problems in social science.</p>	

<b>SW 739:</b>	<b>Integrative Seminar: Child Maltreatment</b>
Subject:	Social Welfare Policies and Services
Credits:	3
PreReq:	Children & Youth Concentration or instructor's permission
Applies To & Method Type: Elective, SWPS	
<p>This integrative seminar will integrate micro and macro levels of practice; research in child welfare and related fields, as the research relates to all levels of practice; the relationship of child maltreatment and other social problems; and perspectives from several disciplines, specifically social work, other mental health professions, law, and medicine, as these disciplines address problems of child maltreatment and child welfare. The seminar will highlight issues of social justice, disproportionality-particularly the over-representation of children and families of color in the child welfare system, and diverse populations, including children in general and poor children in particular.</p>	

<b>SW 743:</b>	<b>Comparative Cross National Analysis of Social Service Systems</b>
Subject:	Social Welfare Policies and Services
Credits:	3
PreReq:	SWPS 530
Applies To & Method Type: Elective, SWPS	
<p>This course will examine methodologies for cross-national comparative analysis of social service systems and policies in other countries. The relationship of this analysis to issues of social and economic development will also be investigated. Attention will be given to the implications of this analysis for the further development of social services in various countries, including the United States.</p> <p>Particular social service sectors will be chosen to illustrate in-depth the relevance of cross national analysis to solving the problems present in these sectors. Students will become knowledgeable about and able to use at least one model of cross-national comparative analysis and apply this to the circumstances of either one country or one area of the world. Students will also become familiar, within a comparative perspective, with the research approaches that have been or may be utilized to further our understanding of the sector.</p>	

<b>SW 744:</b>	<b>Essentials of Practice in International Health and Social Development (Nursing)</b>
Subject:	Social Work
Credits:	3
PreReq:	Not Available
Applies To & Method Type:	



This course provides an overview of international health and social development, including the impact of globalization. Frameworks are provided for the comparative analysis of health and social development, and the economic, political, policy, and cultural aspects, which influence them. Approaches to interdisciplinary project planning, community building, program implementation, program evaluation, and research in international contexts will be explored. Sustainability of international initiatives and ethics are threads throughout the course. Students are provided the opportunity to examine relevant health and social issues and unique needs of population subgroups during the course, and relate these to their own disciplines and career goals.

**SW 745: Seminar in International Health and Social Development (Nursing)**

Subject: Social Work

Credits: 1

PreReq: Not Available

Applies To & Method Type:

This seminar course is required for students enrolled in the interdisciplinary Certificate in International Health and Social Development. It is intended to serve as a bridge between course work and the internship, and to specifically prepare students for their international practicum. It consists of presentations by faculty, experts in the field of international health, and by students. Topics include presentations and discussions of international research, international program development and evaluation, case studies of international work, reports of students from their practicum work, and discussion of field conditions under which international work is conducted. Students, faculty, and guests will have opportunities to explore areas of mutual interest. Students are required to attend a minimum of 14 hours of seminar sessions to obtain credit for the course.

**SW 746: Internship Int'l Hlth & Soc Developmnt (Nursing)**

Subject: Social Work

Credits: 3

PreReq: Not Available

Applies To & Method Type:

Students design and implement an international internship in health and/or social development along with a faculty mentor in conjunction with enrollment in the Interdisciplinary Certificate in International Health and Social Development. Preparation for the internship will occur through enrollment in the required courses of the Certificate program and in conjunction with faculty and mentors in cooperating international agencies. During their internships, students will have opportunities to work within an interdisciplinary context to explore the health and social systems of the host country, analyze selected health and social issues of the country, understand the contributions of the host agency, and complete pre-negotiated projects which can include research, program planning, program evaluation, provision of specific services, or other work which fits the students background and interests. It is anticipated that the duration of the practicum will be 8 full-time weeks (including orientation and preparation of the final report).

**SW 770: Social Work and the Law**

Subject: Social Work

Credits: 3

PreReq: Not Available

Applies To & Method Type: Elective

This introductory course is designed to provide students with a basic understanding of the law, legal processes, and legal systems as they relate to social work practice as well as to introduce students to the field of forensic social work. Forensic social work is defined by the National Association of Forensic Social Workers as "the application of social work to questions and issues relating to law and legal systems, both criminal and civil." This course is designed to challenge students to think about the variety of ways that social work practice and law intersect. In particular we will cover five major aspects of this intersection: the significance of courts and case law to issues of social justice; the role of social workers as witnesses (lay and expert) in judicial proceedings; judicial advocacy and the role of social workers in class action law suits used for social reform or protection of civil rights; the use (and misuse) of social science by the courts; and legal regulations and case law that impact social work practice. Students should understand that any single week in this schedule could be expanded to a full semester of study. So students are advised to think about each week as an introductory case study to the ideas under investigation in that unit.

**SW 773: Disability Issues: Obstacles and Solution in Today's World**

Subject: Social Work

Credits: 3

PreReq: None

Applies To & Method Type: Elective, Methods

This course will examine the topic of disability from various perspectives, including the historical development of civil rights, the legal framework, the medical model, and how disability is viewed across various cultures. It will examine different types of disabilities, how people with disabilities are treated and denied equal access to programs and employment, and what political/legal recourse is available to address these inequities. The course will also review progress that has been made in the United States regarding the integration of people with disabilities by removing attitudinal and architectural, barriers that they face in daily life. The course will also address how to interact with individuals who have disabilities, the differences between visible and non-visible disabilities, and how disability can affect individuals depending on whether they are children, teenagers or adults. Issues pertaining to dimensions of diversity (e.g., ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) will be given special attention, particularly in areas of policy development and service delivery for people with disabilities.

**SW 790: Advanced Topics in Interpersonal Practice**

Subject: Interpersonal Practice

Credits: 1

PreReq: None

Applies To & Method Type: IP Elective

This course presents advanced topics in interpersonal practice. The topics may include emerging practice methods, advanced application of methods covered in other required methods courses, and applications of methods in specific populations.

**SW 799: Advanced Topics in Macro Social Work**

Subject: Social Work

Credits: 1

PreReq: None

Applies To & Method Type: Macro elective

This course presents advanced topics in macro social work practice. The topics may include emerging macro practice issues and advanced application of specific methods.

**SW 800: Proseminar in Social Work and Social Science**

Subject: Doctoral

Credits: 1-2

PreReq: Doctoral Standing or Permission of Instructor

Applies To & Method Type: Proseminar

This seminar presents and discusses research exemplifying the goals of the Doctoral Program, ethical issues and current concerns in social work, and different practice, policy, and disciplinary perspectives; it also provides opportunities for the development of supportive relationships among students. Students will be introduced to ongoing faculty research relevant to the improvement of social work practice and social welfare programs and policies and to the integration of the theories, methods and knowledge of social work and the social sciences. Research in process will be emphasized to demonstrate how research is conceived, developed, and carried out and to provide exposure to ongoing research with which students might wish to become associated.

**SW 801: Research Internship**

Subject: Doctoral

Credits: 1-8

PreReq: Doctoral Standing or Permission of Instructor

Applies To & Method Type: Research Internship

**SW 802: Research Internship**

Subject: Doctoral

Credits: 1-8

PreReq: Doctoral Standing or Permission of Instructor

Applies To & Method Type: Research Internship

**SW 803: Research Internship**

Subject: Doctoral

Credits: 1-8

PreReq: Doctoral Standing or Permission of Instructor

Applies To & Method Type: Research Internship

**SW 806: Youth and Community**

Subject:	Doctoral
Credits:	3
PreReq:	Doctoral Standing or Permission of Instructor
Applies To & Method Type: PIP	
<p>Why is it that in some of the world's most racially segregated and economically disinvested areas, there are young people creating community change? What are some strategies for involving young people in the decisions that affect their lives? What would happen if society viewed young people as positive resources and community builders rather than as social problems and passive recipients of services? This seminar considers the changing context of youth and community, models and methods of age-appropriate and culturally-competent practice, roles of youth and adults as collaborators, psychosocial effects of organizational and community initiatives, and future perspectives of research and action in a diverse democratic society. Readings will draw upon diverse professional fields and academic disciplines, such as education, social work, urban planning, public health, and public policy in addition to political science, psychology, sociology, and anthropology.</p>	

**SW 808: Ecological Approaches to Early Mental Health: Developmental Theory to Intervention Evaluation**

Subject:	Doctoral
Credits:	3
PreReq:	Doctoral Standing or Permission of Instructor
Applies To & Method Type:	
<p>This course will present contemporary knowledge and research on the development of young children as well as factors that promote mental health and prevent mental disorders. Ecological theories of development involving parents, families, and cultural context will be presented. Child-centered and relationship centered classification systems of early mental health problems will be discussed and evaluated. The theory and practice of early intervention will examine as a method for improving early mental health. This course also will examine issues that affect the evaluation of prevention services for children and their families. Students will learn to critically assess evaluation methods and findings in early mental health literature. Among the topics to be covered include the following: Transactional Model; Regulation Problems; Diagnostic Schemes; Attachment Theory; Family Functioning; Childrearing Practices; Representational Models; Cultural Context; Mental Health Assessment Strategies; Child Focus, Caregiver Focus, Relationship Focus, Contextual System Focus; Prevention and Early Intervention Approaches; and Prevention and Early Intervention Evaluation.</p>	

**SW 810: Principles and Processes of Individual Change**

Subject:	Doctoral
Credits:	3
PreReq:	Doctoral Standing and prior study in the individual area or Permission of Instructor
Applies To & Method Type: PIP	
<p>Review and critical analyses of interventions with individuals, which are intended to produce individual change or the necessary conditions for such change, are the primary focus of this course. Practice principles, methods, and processes utilized in assessment and intervention will be critically analyzed for such factors as adequacy for practice, empirical bases, assumptions, outcomes including effectiveness and efficiency, and areas requiring further research and development. Selected models and methods will be discussed with one criterion being empirical support; among the approaches to be considered are the psycho social, behavior modification, cognitive-behavioral, self-awareness promotion, task implementation, contingency management, and problem-solving training procedures. Additional coverage will include the relationship of individual procedures to intervention with families and groups; the models' generalizability to diverse populations, such as those with minority, ethnic, and gender status; prevention of dysfunction and enhancement of individual competence; and ethical and value issues.</p>	

**SW 811: Group Intervention for Individual and System Change**

Subject:	Doctoral
Credits:	3
PreReq:	Doctoral Standing and prior study in the group area or permission of instructor
Applies To & Method Type: PIP	

This course reviews and critically analyzes contemporary group methods utilized to achieve individual and/or system change. Empirical and theoretical bases for assumptions and outcome research at the individual, group and larger system levels will be discussed. Topics will include major models and procedures as applied to the behaviors of individual members, modification of group structures, processes, norms, tasks, and reciprocal interactions between the group and its environment. Attention will be paid to qualitative and quantitative methods of collecting data; how group interventions lead to changes in targets of change; the effects of minority, gender and ethnic composition upon group functioning; the use of groups for remediation, competence building, enhancement, and prevention; areas requiring further research; and ethical and value issues. Students will have the opportunity to work on a model of group practice related to their areas of interest as a class project.

**SW 812: Couples, Marital and Family Intervention**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing and prior study in the family area or permission of instructor

Applies To & Method Type: PIP

This course focuses on review and critical analysis of the main theoretical positions and contemporary developments in marital and family intervention in terms of adequacy for practice, empirical basis, and outcome research. Gaps in knowledge will be identified and relevant social science knowledge incorporated. Topics will include contemporary assessment methods and the main models, modes, and methods of marital and family intervention, such as intergenerational, structural, strategic, and behavioral, and narrative approaches. Minority, ethnic, and gender issues; value and ethical concerns; linkages to other intervention levels; and prevention of family dysfunction and enhancement of family competence will be discussed. In addition, students will learn the fundamentals of grant writing as applied to couples, marital, and family issues.

**SW 814: Community Intervention**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or permission of instructor

Applies To & Method Type: PIP

This course examines community interventions as methodologies of planned social change. It analyzes the changing context of practice, major models and methods, and the uses of empirically-based research to formulate and evaluate general practice propositions and action guidelines. Models of planned change to be analyzed may include mass mobilization, social action, citizen participation, political advocacy, popular education, and neighborhood development. Methods to be examined may include skills of assessing community conditions, formulating action strategies, and building supportive organizations. Course materials draw on recent research and case studies in public and private settings, in health, housing, and other human services, and in a variety of territories from neighborhood to nation in industrial and developing areas. Emphasis is placed on problems and issues of economically oppressed people, African-Americans, women, and other groups, in addition to ethical and value aspects of practice, in multicultural communities.

**SW 815: Policy Analysis, Development and Implementation**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or permission of instructor

Applies To & Method Type: PIP

A policy is 1) an idea, which is 2) a guide to action and which 3) is approved by legitimate authority. It exists on the individual level (a will, for example, or New Year's Resolutions posted on the fridge) as well as at community, organizational and societal levels. This course focuses on two general areas of relevance to policy. One is the substance of policy (policy realms). The other is policy process - the transformation of problems, issues and ideas into policy options, the making of policy decisions, the translation of policy into program and the evaluation of policy/program elements and impacts. Each area has its own issues, but they come together as well (some realms may, for example, have different policy process structures than others. Realms will be considered, among others, are male violence, social exploitation, control of substances (alcohol), self harming behavior, the right to die, personal ownership of scarce organs (kidney, etc.) and parenting. A focal policy idea - the parents license - will be used to illustrate some of the value conflicts in policy creation that make the policy makers not a happy one. Other issues - such as "How does 'something' become a 'problem' needing 'policy' anyway?" will be considered.

In terms of policy process, a template involving problem, option, decision, implementation and evaluation will be applied. This phase model has interphase and intraphase issues of importance. In addition, attention will also be paid to the role of policy history, and policy purveyors (policy analysts, policy partisans, policy

makers, policy evaluators) in policy realms and processes.

**SW 816: Racial, Ethnic and Gender Issues in Intervention**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing in SW or permission of instructor

Applies To & Method Type: PIP

Intervention methods are critically examined as they relate to racial, gender, and ethnic status of clients. Social science theory and research relevant to the identification of problems experienced by target groups and to status, effects on psychosocial interventions will be reviewed. Attention will be on the effects of status and power differentials linked to racial, ethnic and gender status's of clients on the development and implementation of interventions at various levels in the social system. Cultural assumptions and discrimination that influence the definition and nature of problems, health, and competence, and the nature of interventions will be analyzed. Although attention will be given primarily to ethnicity and gender, these issues will be explored in a way that extends their applicability to other status differences and to sexual orientation. Key literature from social work, epidemiology and the social sciences will be covered to prepare students to design, implement, and evaluate interventions which address the problems of high risk or under-served groups. Throughout, ethical and value issues will be integrated into course content.

**SW 817: Preventive Intervention**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or permission of instructor

Applies To & Method Type: PIP

Critical review and analysis of prevention theory, intervention methods, and programs. Preventive intervention refers to activities designed to prevent the development of problems by identifying risk factors and reducing causes of problems and/or by promoting factors that enhance well-being and the adaptive functioning of individuals, groups, and larger social systems. Major topics will be effectiveness, empirical bases for underlying assumptions, and the design, delivery and evaluation of preventive intervention methodologies. Subsidiary topics may include the history and context of preventive intervention and its relationship to social work, social planning, and public health; identification of relevant bodies of knowledge; assessment and goal setting strategies; types of preventive programs; and research and utilization techniques for furthering knowledge and developing new or revised preventive intervention techniques. The identification of populations-at-risk and underserved and programs for these groups will also be a focus. Ethical and value issues and key research questions and gaps in our current knowledge will be identified.

**SW 818: Women and Employment Policy (Public Policy)**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or permission of instructor

Applies To & Method Type: PIP

This course is in three sections. In the first section we review the literature on sex differences in biology, socialization and legal treatment to assess what these differences are, what causes the differences, and how these differences contribute to or justify sex-based wage and occupation differences. We will pay careful attention to MacKinnon's arguments about sex and the legal system.

In the second section, we examine and evaluate the major economic, sociological and psychological explanation of wage differences and the evidence for these explanations.

In the third section, we will investigate five areas of public policy and employment: comparable worth, affirmative action, sexual harassment, fetal vulnerability, sexual orientation and employment discrimination.

**SW 819: Well-being and Mental Health in Sociocultural Context**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or permission of instructor

Applies To & Method Type: PIP

How are well-being, mental health, and mental illness defined? How common are problems? What is meant by resilience? To what extent are well-being, mental health and mental illness cultural syndromes? What is known about the antecedents and consequences of well-being, mental health, and mental illness? The goals of this course are twofold. First, the course provides a broad overview of definitional issues and descriptions (what is poverty? what is mental health? mental illness?); epidemiological data and methods; and theories of etiology. Second, the course sets the stage for critical review of research in this area by focusing both on what is known and what is as yet unexplored, including questions about the interface between research and theorizing on well-being and mental health as compared with research and theorizing on mental illness. Cultural assumptions, and for out-groups, stigma, stereotyping and discrimination that influence the definition and nature of problems, what is meant by health and competence, and the nature of interventions will be analyzed. Special emphasis will be placed on the interactive effects of poverty and mental health. Students will choose a particular topic within well-being, mental health and mental-illness for the focus of their final paper or group project.

### **SW 820: History and Philosophy of Social Welfare**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or permission of instructor

Applies To & Method Type: SSS

This seminar traces the interrelated development of social policy, the philosophy of social welfare, and the evolution of the social work profession in the United States. It analyzed the values and assumptions that form the foundation of existing services and institutions, and explores the social, economic, political, and cultural contexts in which they have developed. The seminar will explore the evolution of cash assistance and social service provision in light of the nation's enduring legacy of inequality, racism, and sexism. It will also examine those aspects of U.S. social welfare development that are unique and those it shares with other industrialized countries.

The seminar will focus in depth on such topics as:

- " The emergence and transformation of the concept of the welfare state
- " The development of social services from a multicultural perspective
- " The role of women in the development of U.S. social services
- " The differentiation of functions among the public, nonprofit, and for-profit sectors
- " Different interpretations of the evolution of the social work profession
- " The changing role of research and interdisciplinary influences in constructing the knowledge base of social services and social policies.
- " The role of historical research in tracing the emergence of U.S. social services and placing contemporary issues in their historical context

The course is open to doctoral students in all departments and programs. Students in history, political science, sociology, and anthropology may find the course of particular interest. Master's students in social work, urban planning, public policy, nursing, women's studies, African American studies, and other related fields may also enroll with the permission of the instructor.

### **SW 822: Structure of the Contemporary US Social Service System**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or permission of instructor

Applies To & Method Type: SSS

Contemporary public and private social services structures and processes in the U.S. are examined. Interactions within and between the human service professions, the policy arena, and social service agencies and systems will be considered. The role of evaluation research in shaping policy and services will be included and particular focus will be on how social services are evolving in the context of the 1996 overhaul of public welfare.

Some of the thematic questions for the course are how to best characterize the "welfare and human service state" in the U.S., what are the promising trends in service delivery organization, what are the major challenges for research to improve access to and outcomes of social services? Students will develop theoretical, conceptual, and analytic skills for use in description and analysis of some of the major social service systems, such as public assistance, employment training, child welfare, family support and child and youth services. Students will evaluate the performance and potential of these various systems to resolve social problems.

**SW 823: Comparative Cross National Analysis of Social Service Systems**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or permission of instructor

Applies To & Method Type: SSS

Methodologies for cross-national comparative analysis of social service systems and policies in other countries will be examined. The relationship of this analysis to issues of social and economic development will also be investigated. Attention will be given to the implications of this analysis for the further development of social services in various countries including the United States.

Particular social service sectors will be chosen to illustrate in depth the relevance of cross-national analysis to solving the problems present in the sector. Students will become knowledgeable about and able to use at least one model of cross-national comparative analyses. The students will also become familiar within a comparative perspective with the research approaches that have been or may be utilized to further our understanding of the sector.

**SW 824: Clinical Services Research: Quality, Effectiveness, Outcome**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or permission of instructor

Applies To & Method Type: SSS

What works, for whom, under what circumstances? The course will examine qualitative, historical, and quantitative research on the quality, effectiveness, and outcome of clinical services to persons with mental illnesses over the past 100 years. The primary focus will be on: 1) varying theoretical approaches to conceptualizing, measuring, treating and rehabilitating persons with mental illnesses (and how each is influenced by medical, social, economic, professional and political factors); and 2) the theoretical and practical issues in designing and conducting research on the effectiveness and outcomes of clinical services. The guiding framework for the course is a clinical services approach which emphasizes how the organization of care influences the kinds and effectiveness of clinical care. Questions and topics addressed within this framework include the following: What are the research findings on hospital based care, community care, deinstitutionalization, dehospitalization, homelessness, jails and prisons? How do social welfare and medical systems interrelations influence access, quality, effectiveness and outcome? How organizational, economic, legal, medical, social policy, and social factors influence access to care and the kinds and effectiveness of clinical services provided to persons with mental illnesses, as well as their racial/ethnic characteristics. How varying social conditions and processes such as poverty, deinstitutionalization (dehospitalization) and homelessness are related to differing theoretical conceptions of mental illnesses and specific social policies that influence the fragmentation or integration of needed services or the focus on acute care vs. rehabilitation and community functioning. The origin and implications of the recent emergence of family and consumer organization as major participants in the provision of care, along with mental health professionals. What are the implications of the extant research for social work practice? What is the research needed to improve social work practice and clinical services for more effective care and rehabilitation? Under what conditions will direct service practitioners incorporate research findings into their work with the mentally ill?

**SW 825: Historical and Contemporary Issues in Social Work and Social Welfare**

Subject:

Credits: 3

PreReq:	Doctoral Standing or permission of instructor
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Applies To & Method Type:	SSS
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This course centers on the examination of the purposes of social welfare and social work and how they have reflected different philosophical and ideological positions, diverse class, racial, ethnic, and cultural perspectives, and the particular historical contexts in which they emerged. It covers long standing conflicts and tensions in the field such as the role of social responsibility vs. social control, how needs are recognized and determined, the nature of helping, perspectives on social justice and charity, the professional role of social workers, and organizational arrangements for social work and social welfare. The focus of this course is on the development of U.S. social welfare and social work with a comparative, cross-national and multicultural lens.

<b>SW 828:</b>	<b>The Black Church and Faith-Based Human Development, Economic Empowerment and Community Revitalization</b>
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Subject:	Doctoral
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Credits:	3
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PreReq:	Doctoral Standing or permission of instructor
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Applies To & Method Type:	SSS
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This course examines the past, present, and future role of the Black Church as participant and catalyst for human development, economic empowerment and community revitalization in African American communities. The course will 1) explore the historical foundation of the Church's economic development mission; 2) examine current economic and social conditions that motivate the Church's involvement in local economic development; 3) describe a conceptual framework within which to categorize and develop faith-based economic development endeavors; 4) investigate the strengths, weaknesses, opportunities, and threats of Church involvement in community development; 5) highlight successful models of Church-initiated development.

<b>SW 829:</b>	<b>Special Seminars in Social Service Systems</b>
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Subject:	Doctoral
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Credits:	1-3
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PreReq:	Doctoral Standing or permission of instructor
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Applies To & Method Type:	SSS
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Special Seminars in Social Service Systems --- These seminars cover variable topics related to faculty and student analysis of critical and emerging issues. Related to specific social problems and to social services systems established to address these problems. Possible topics include: care-giving in post industrial society; privatization of social service system; social control and the social services; special problems and/or populations; deinstitutionalization and the development of community-based care; women, work, and welfare; and comparative analysis of social service systems.

<b>SW 830:</b>	<b>Advanced Methods in Clinical Research</b>
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Subject:	Doctoral
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Credits:	3
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PreReq:	Doctoral Standing and one grad level course in stats a/o research design, or permission of instructor
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Applies To & Method Type:	Research Methods
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In this course, students will learn about standard models of research for developing new knowledge of the outcomes and processes of direct practice. The course will critique examples of a variety of designs, including: group experimental and quasi-experimental designs; single-subject experimental designs; and qualitative models, in which clinical data drawn from single cases or small samples are synthesized. Issues in selecting outcome and process measures will be reviewed. The assumptions and range of applicability of the research methods will be examined, in particular their applicability across diverse racial and cultural groups and gender. The relationship between theory and practice evaluation, ethical considerations, the impact of research on the treatment process, and the issues in dissemination will also be covered.

<b>SW 831:</b>	<b>Research Methods for Evaluating Social Programs and Human Service Organizations</b>
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Subject:	Doctoral
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Credits:	3
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PreReq:	Doctoral Standing, one grad level stats course, and a basic understanding of multivariate analysis, including ANOVA and multiple regression/correlation, or permission of instructor
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Applies To & Method Type:	Research Methods
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The course is an advanced seminar on the practice of program evaluation: techniques and issues. Course content will include a brief overview of theoretical approaches to evaluation and evaluation typologies: such as, implementation evaluation, process (formative) evaluation, summative evaluation, availability criteria, rational vs. utilization-focused evaluation and the use of program theory. A major focus of the course will be on evaluation design selection, based on: evaluation questions, stakeholder interests, resource lev-els, feasibility, expected utilization, timeliness, and other concerns. Included in this will be specific focus on the quantitative vs. qualitative debate and on ethical and other issues involved in experimental designs and random assignment. The course will also focus on the conduct of evaluation, with an emphasis on maintaining quality and minimizing bias. We will discuss the pro's and con's of alternative data collection techniques, such as using agency data or clinical records, interviews, surveys, analysis of secon-dary data, focus group methods, use of key informants. Finally, we will discuss methods to enhance the utilization of evaluation, including its use in social change. Throughout all course content, the need for an awareness of the impact of factors reflecting mul-ticultural perspectives, and politicized positions as well as gender, social class and other disenfranchised statuses will be highlighted. The course is intended to be interactive; examples and applications of course concepts will be frequently presented in lectures and discussions. The course is designed for individuals, who are/will be conducting, teaching, or utilizing evaluation research in human services and should provide an opportunity to integrate social work practice and coursework in an evaluation design or other product.

**SW 832: Research Methods for Social Policy Analysis**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing and one grad level stats course or permission of instructor

Applies To & Method Type: Research Methods

This course covers research methods for assessing the nature and extent of needs for social intervention, evaluating the success or failure of existing social welfare policies, and determining the anticipated consequences of alternative policies and interventions. Also considered will be values and assumptions underlying policies and research, similarities and differences between methods for developing social policy knowledge and those for basic knowledge development, strategies to promote utilization and dissemination of research results, and methods of studying community, regional, national, and comparative international policies.

The focus of the course this term will be on techniques to draw policy relevant inferences from data sets such as surveys. The course will review the fundamentals of regression analysis, bivariate and multivariate. Then we will focus on statistical inference using data sets with multicollinearity of variables in situations where theory provides only minimal guidance of how to deal with that. The emphasis will be on clarity of basic concepts, intuitive understanding of techniques, and explaining regression results, both coefficients and statistical tests, to non-technical policy decision makers. The course will also deal with power and limits of benefit cost analysis and related economic methods of policy analysis.

**SW 834: Interdisciplinary Approaches to Violence and Mental Health Research**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or permission of instructor

Applies To & Method Type:

Trainees will complete this three-credit seminar in their first term. It will include: a panel of faculty and students from related training programs (e.g., Gender & Mental Health) explaining the process of inter-disciplinary scholarship and frameworks they have found useful; presentations by our faculty and advanced students of their research that exemplify interdisciplinary scholarship; the strengths and limitations of broad frameworks for understanding violence; methods used by different research traditions to understand violence; common ethical and practical dilemmas in violence research; and examples of culturally competent research. The nested ecological framework will be the primary organizing framework. Trainees and faculty will describe the research traditions most closely aligned with their professions and disciplines and begin the process of comparing and contrasting different paradigms, research traditions, and general theories. Qualitative and quantitative methods will be covered and examples will be given of their integration in faculty research projects.

The ecological framework will help students move beyond the research traditions of their own disciplines and the specific theories and methods tied to these traditions. For example, as we cover risk markers for violence such as alcohol, personality disorders, jealousy, peer pressure, and media violence exposure, we illustrate how they can each be explained with theories from multiple levels of the social ecology. Students will place the theory with which they are most familiar in the ecological framework and begin to entertain other perspectives. Because of its breadth, the ecological framework helps trainees to consider other perspectives—from specific ways to alter a principle of their main theoretical orientation, to integrating parts of it with other theories, considering a wholly different perspective, or re-interpreting theories through a macro theory (e.g., feminist theory, empowerment theory, etc).

As an outcome, when developing their own research studies, trainees are better equipped to test competing hypotheses from different levels, to include variables from different ecological levels in their design, and to think about alternative explanations. Synthesis sometimes occurs through the use of a general theory like general systems theory or the theory of planned behavior.

### **SW 835: Applied Research in Aging I**

Subject: Doctoral

Credits: 1-3

PreReq: Doctoral Standing or permission of instructor

Applies To & Method Type: Research Methods

This year-long seminar is designed to develop research competence in applied settings. During the fall term, the seminar will focus on research related to substantive and theoretical issues involved in exploring the relationship between aging and the health of older people (i.e., race/ethnicity, extreme old age, poverty, stress and coping and mental health). This seminar is primarily designed for pre- and post-doctoral fellows on the NIA project on Social Research Training on Applied Issues of Aging. Other pre- and post-doctoral participants are welcome after prior consultation with one of the instructors. During the Winter term, each student develops a product using applied research concepts.

**SW 836: Applied Research in Aging II**

Subject: Doctoral

Credits: 1-3

PreReq: SW835

Applies To &amp; Method Type: Research Methods

This year-long seminar is designed to develop research competence in applied settings. During the fall term, the seminar will focus on research related to substantive and theoretical issues involved in exploring the relationship between aging and health and health care. This seminar is primarily designed for pre and post-doctoral fellows on the NIA project on Social Research Training on Applied Issues of Aging. Other pre- and post- doctoral participants are welcome after prior consultation with one of the instructors. During the Winter term, each student develops a product using applied research concepts

**SW 837: Strategies and Issues for Community Based Research**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or permission of instructor

Applies To &amp; Method Type: Research Methods

Interest in ways in which scholars and citizens can collaborate in efforts to improve our society is growing. This interest has contributed to the development of courses and programs here at Michigan and nationwide that link universities and communities I collaborative parternships. This interdisciplinary seminar focuses on one aspect of this collaboration-community -based research- to explore ways in which faculty and students can work effectively with constituencies in geographic communities, communities of interest, and organizations. This seminar is designed to support the development of new ideas, to identify cross-cutting issues for community collaborations, and to contribute to the development of research skills in this area for students and faculty alike.

**SW 838: Special Seminars in Research Methods for Social Practice and Policy**

Subject:

Credits: 1-3

PreReq: Doctoral Standing or Permission of Instructor

Applies To &amp; Method Type: Research Methods

These seminars cover variable topics related to particular research strategies, designs, techniques and skills needed to social work and social welfare knowledge. They include topics relevant to: the advancement of knowledge about practice interventions, the organization if service delivery and social welfare policies; evaluation of practice, programs, and policies; the formulation and development of innovative practice interventions, service delivery systems, and social welfare policies through social research and developmental research. Courses may deal with research methods relevant to particular loci for social work and welfare, including clinical settings, social programs, human service organizations, and social policy. All courses will address questions of ethics and values and methods to evaluate the impact of various practices and policies on particular subgroups.

**SW 839: Special Seminar: Qualitative Methods**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or permission of instructor

Applies To &amp; Method Type: Research Methods

This course is designed as an introductory doctoral seminar to the qualitative research process. We will examine the family of research strategies that fall under the rubric of qualitative inquiry (such as auto-ethnography, ethnography, narrative analysis, text or discourse analysis, visual analysis, case study, grounded theory, oral/life history, focus groups, phenomenology, symbolic interactionism, participatory action research, etc.). Course topics include: the role of qualitative research in social work and applied domains, critical examination of the ontological, epistemological and theoretical underpinnings of qualitative approaches, framing qualitative research questions, positionality and the role of the researcher, ethical and political issues unique to qualitative work, research design (we will select one or two for in-depth coverage), collecting and managing non-numeric empirical evidence, approaches to analysis, computer assisted software, issues in "writing up" qualitative studies, finding scholarly publication and conference outlets for qualitative work and criteria for assessing the quality of qualitative studies. Student projects will include work with the three primary sources of empirical evidence in qualitative designs: interviews, observations, and documents (or other social artifacts). Throughout the term particular emphasis will be placed on meaning-making, perception, and stand-point in knowledge creation and development.

**SW 840: Individual and Family Functioning and Well-Being**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or permission of instructor

Applies To &amp; Method Type: Social Context

This course analyzes the antecedents and consequences of alternate conceptualizations of individual and family well-being through the life span. Attention will be given to: diverse values, perspectives and ideologies relevant to conceptualizations of individual and family well-being, operational definitions of these conceptualizations, the evidence on the antecedents and consequences of well-being as variously defined, and the implications of the above for social work and social welfare. Internal and external antecedents and levels will be critically reviewed, particularly differential implications for each gender, and for various racial and ethnic groups. Antecedents that might be investigated are: psychological, physical, and genetic factors; ethnic/racial/national differences in socialization processes; the family as a mediator of processes of the organizations and communities of which individuals are a part; economic conditions, cultural factors, and political structures, which impinge on a society's capacity to foster individual well being in various societal subgroups. Possible conflicts between individual and family well-being will be considered as will those between individual or family well-being and the ability of organizations, communities, and societies to survive and meet their own goals. Implications of the analyses for future research and social work interventions will be examined.

**SW 842: Social Equality and Equity**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or permission of instructor

Applies To &amp; Method Type: Social Context

This course focuses on variations in the structure of opportunity and outcomes within the U.S. The form inequality may take and conceptions of inequality and inequity will be examined. Attention will be given to: 1) the effects of diverse values, perspectives, and ideologies on conceptualizations of social equality and equity; 2) operational definitions of these conceptualizations; 3) the antecedents and consequences of equality/inequality and equity/inequity as variously defined; and 4) the implications of the above for social work and social welfare. Current levels of inequality in the U. S. will be assessed by critically reviewing the historical data on inequality using various alternative measures. Comparative analysis of empirical work on inequality within the U.S. will be used as a basis of examining debates about the relative costs and benefits of particular levels of inequality and about the trade-offs between equality and other social goods. Key research issues and gaps in knowledge will be identified.

**SW 843: Poverty, Discrimination, and Health/Mental Health Disparities**

Subject: Doctoral

Credits:

PreReq: Doctoral Standing or permission of instructor

Applies To &amp; Method Type: Social Context

This course examines social and environmental factors contributing to racial/ethnic and gender disparities in health and mental health, with an emphasis on the effects of poverty and discrimination. Using a lifecourse perspective that integrates biological and social risk and protective processes (Kuh et al., 2003), the etiology, course and outcome of specific health and mental health problems will be examined in depth. Examples include depression, post-traumatic stress disorder and substance abuse, HIV/AIDS, obesity and eating disorders, disparities in pregnancy outcome, and breast and prostate cancer. Current conceptual and methodological issues and controversies will be addressed. Examples include defining and measuring poverty and discrimination; ecosocial theory and biological expression or "embodiment" of poverty and discrimination (Krieger, 2002); accumulation of risk, critical and sensitive periods, transitions and turning points; psychoneuroendocrine processes; and gene-environment interactions. Racial/ethnic and gender differences in health/mental health care beyond those attributable to known access-related factors will also be explored, including patient-level factors such as mistrust and provider-level factors such as bias, stereotyping, and uncertainty (IOM, 2003). Implications for social work, social policy, and social justice will be addressed throughout.

**SW 844: Encountering Social Work: Ethnographic Inquiry into Social Welfare Systems and Services**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or permission of instructor

Applies To &amp; Method Type:

## formerly: Childhood and Culture

This seminar brings critical cultural theory and ethnographic method to bear on understanding social work discourse and practice. We will explore the "invention" of social work in historical and political context; examine certainties that have informed understandings of social problems and empowerment that have shaped social work theory and practice. Case studies addressing the place of social work in larger projects of colonialist and capitalist expansion will provide an entry point for encountering social work in an international context. We will also consider social work models within cultural and national contexts, and alternative approaches to envisioning social welfare. Seminar participants will develop research skills needed to carry out ethnographic study of social work settings and practices; engage in field work experiences; and prepare a proposal for future research. The ethical and political implications of ethnographic inquiry will be addressed from both social work and anthropological perspectives.

**SW 845: Seminar in Organizational Studies (Bus Ad)**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or permission of instructor

Applies To &amp; Method Type: Social Context

ICOS, or the Interdisciplinary Committee on Organizational Studies, has the single goal of enhancing the University of Michigan's strength as a world center for interdisciplinary research and scholarship on organizations. We seek to enrich the intellectual environment of Ph.D. students and faculty interested in organization studies, by increasing the quality, breadth, depth, and usefulness of organizational research. The Seminar brings together top organizational researchers to present their work. Any and all members of the University community are welcome to attend, whether or not they are registered for the 1-4 credit course in the School of Social Work, Information (702) and Business Administration (840). Social Work students enrolling will write their assignments on social work relevant topics.

An ICOS video library of past seminars (1994-1998) is available through the Film and Video Library and is listed on Mirllyn. RealAudio recordings of our lectures began in the Winter of 1998. There is a list of these RealAudio sessions from which you can play them back over the WWW with accompanying slides and photos. They are also accessible by clicking on presentation titles in the syllabi of current and previous semesters.

**SW 846: Poverty, The Underclass and Public Policy I**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing (2nd year) or permission of instructor

Applies To &amp; Method Type: Social Context

This seminar will examine the nature and extent of poverty in the U.S., its causes and consequences, and the antipoverty effects of existing and proposed government programs and policies. The types of questions to be addressed include the following: What is poverty? Who is in the underclass? Why is poverty so persistent? Why are poverty and unemployment rates for minorities so high?

What are the goals and purposes of social welfare programs? how did they grow and what did they accomplish during the War on Poverty and Great Society era? What is the feminization of poverty? What are its causes and consequences? What will workfare programs accomplish? What are the interrelationships between poverty, family structure, labor market conditions and public policies? Is there a culture of poverty? Is poverty passed on from generation to generation?

One goal of this course will be to encourage doctoral students to undertake research in this area. During the winter semester, a research seminar (Social Work 847) will be offered to students who have completed the first semester course and who wish to prepare research papers and dissertation proposals in the area.

Students will be provided with access to many of the same data sets used by the authors whose work will be studied in the first semester.

**SW 848: Psychosocial Factors in Mental Health and Illness**

Subject: Doctoral

Credits:

PreReq: Doctoral Standing or permission of instructor

Applies To & Method Type: Social Context

Selected advanced topics including problems of diagnosing psychopathology through community surveys, psychosocial predictors of mental illness, primary prevention and coping with undesirable life events. This seminar brings together a multidisciplinary set of faculty and students from social work, sociology, psychology, health behavior and health education, psychiatry, and epidemiology to present and discuss recent research on the social and psychosocial sources of mental and physical health. Substantively, the seminar will focus on the role of psychosocial and social structural factors in the etiology and course of health and illness, including the study of life events, chronic role strains, resources for adapting to potential stressors, and the actual process of coping and adaptation. The application of social epidemiology to problems of service utilization may also be considered.

**SW 849: Special Seminar in the Social Context for Practice and Policy**

Subject: Doctoral

Credits: 1-3

PreReq: Doctoral Standing or permission of instructor

Applies To & Method Type: Social Context

This seminar covers particular aspects of individual and family well being, social participation, social equity and equality, responses to social trends, or other human conditions that may influence social work and social welfare. The seminar will consider the influences of diverse ideologies and values on conceptualizations of these conditions, operational definitions of the variables considered, an analysis of antecedents and consequences of the conditions, and implications for social work and social welfare of the above. Students will analyze how social units are affected by and respond to current or emerging social trends. Selected trends will provide the substantive theme, addressed with five foci: the trend's nature and antecedents, its consequences for particular social units, social problems/opportunities created by it, responses of various social units to those problems/opportunities, and implications for social work and social welfare in responding to the trend

through innovative policies, programs, and treatment methods. Differential effects of the trend on subgroups such as minorities, women and the elderly will be of special interest. Topic selection criteria will include:

timeliness, relevance to problems/opportunities of importance to social work/social welfare, and congruence with faculty scholarly work.

**SW 858: Poverty and Inequality (Public Policy)**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or permission of instructor

Applies To & Method Type: PIP

This course analyzes the conditions and causes of poverty within the United States and the variety of

economic, social, and political responses to poverty which have occurred in recent decades. The bewildering number of anti-poverty programs that have been tried in the last 20 years underscores the extent of disagreement about the causes of poverty, the situation of the poor, and the role of the government in encouraging income redistribution and social change. The first part of the course explores the problem of poverty, including a discussion of various causal theories about poverty and the underlying implications of these theories. The second part of the course analyzes specific problems and policy proposals, with particular attention to the most recent round of legislative reforms in anti-poverty programs since the mid-1990s.

**SW 860: Special Seminar: Translational skills: The Real World, Research Plan, Research Method Interface**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or Permission of Instructor

Applies To &amp; Method Type: PIP

Theory-based preventive interventions involve (1) developing a series of smaller scale studies that together constitute an evidence base for theory of change, (2) developing an intervention based on these studies, (3) piloting, refining, and testing the intervention, then bringing it 'to scale'. This course focuses on steps two and three of this process. It asks the question once the theory is in place and the intervention designed (on paper), then what? To take the next steps of implementing and testing a preventive intervention, researchers need to develop a community-researcher interface that is supportive of pilot and development work. This often means gaining entry to settings not familiar to academic researchers where the researcher frequently is seen as "the other." Successful field research intervention studies need to develop a service/evaluation team that is usually interdisciplinary and able to function well in carrying out a new and innovative project, which requires adherence to a program model as well as to a research design that typically involves random assignment. Moreover, moving into the field often requires funding, meaning that writing grant applications to get external funding for preventive intervention research is also a necessity. This class is about the skills needed to translate theory about how to prevent mental health problems or promote well-being into a research protocol that can be funded and tested. Further, the course will address topics in replication and dissemination, as well as questions of how to successfully disseminate so as to change established practices and how much in replication should reflect fidelity to the original model, versus adaptation to local circumstances.

**SW 870: Democracy: Ethnography & Soc Theory (Anthro)**

Subject: Doctoral

Credits:

PreReq: Doctoral Standing or permission of instructor

Applies To &amp; Method Type: Social Context

This seminar offers new ways of viewing democracy by exploring the intersection of theoretical currents and ethnographic research. Students will read a series of rich ethnographic accounts on themes including participation, international aid organizations, globalization, social movements, and electoral processes. The ethnographies will also generate discussion about engaged research and the work of indigenous intellectuals. We will relate these accounts to theoretical currents including governmentality, hegemony, deliberative democracy, public sphere, civil society, and transnationalism. Readings will cover many parts of the world, and are intended to interest students working in the United States as well as internationally. Classes will primarily involve discussion of assigned texts. Requirements include active participation in class discussion, a presentation of the readings (one week), weekly on-line response papers, and a final essay or take-home exam.

**SW 871: Anthropology & Soc Work Seminar (Anthro)**

Subject: Doctoral

Credits: 3

PreReq: Not Available

Applies To &amp; Method Type: Social Context

This seminar is a foundation course for students in the joint Anthropology/Social Work Program. The readings bring together social theory and ethnographic accounts of contemporary social issues. Topics, chosen to illustrate the intersection of the two fields and to bring together faculty from both schools, may include medicine and health, human and civil rights, urban neighborhoods, immigration, race, ethnicity, and gender.

Beyond the joint Anhtropolgy/Social Work students, the course is expected to attract joint Social Work/social science students from other disciplines, as well as graduate students in anthropology, political science, sociology, psychology, economics, and other fields. The course will include events such as guest speakers, works in-progress discussions, reading group, etc.

**SW 872: Social Work and Anthropology Seminar**

Subject: Doctoral

Credits: 1-3

PreReq: Doctoral standing or permission of instructor

Applies To &amp; Method Type:

This seminar will be a forum in which students will share their ongoing process of developing the intersection of social work and anthropology. The course is for joint doctoral students at all stages of their work, including course work, grant writing, research, dissertation writing. Components of the course may include the following: discussions of works-in-progress presented by student participants, readings of publications by graduates of the program, dialogues between social work and anthropology faculty, and guest speakers.

**SW 873: Theories of Change**

Subject: Doctoral

Credits: 3

PreReq: Doctoral Standing or permission of instructor

Applies To & Method Type: Social Context

This seminar is designed to synthesize different social work areas -- such as work with individual and groups, communities, agencies and organizations, governmental structures, policy-makers and agenda-shapers -- with different disciplinary perspectives through a focus on theories of change. The seminar includes historical and contemporary perspectives on the development of these theories and their relationship to social work theory and scholarship.

**SW 900: Preparation for Candidacy Evaluation**

Subject: Doctoral

Credits: 1-8

PreReq: Doctoral Standing and permission of instructor

Applies To & Method Type:

**SW 971: Directed Reading**

Subject: Doctoral

Credits: 1-4

PreReq: Doctoral Standing

Applies To & Method Type:

Provides Doctoral students with intensive individual study under the direction of appropriate Social Work and Social Science faculty members.

**SW 973: Directed Reading**

Subject: Doctoral

Credits: 1-4

PreReq: Doctoral Standing

Applies To & Method Type:

Provides Doctoral students with intensive individual study under the direction of appropriate Social Work and Social Science faculty members.

**SW 974: Directed Reading**

Subject: Doctoral

Credits: 1-4

PreReq: Doctoral Standing

Applies To & Method Type:

Provides Doctoral students with intensive individual study under the direction of appropriate Social Work and Social Science faculty members.

**SW 975: Directed Research**

Subject: Doctoral

Credits: 1-4

PreReq: Doctoral Standing and permission of instructor

Applies To & Method Type:

Provides doctoral students with individual research under the direction of appropriate faculty members. Supervised individual or project field research in social settings.

**SW 977: Directed Research**

Subject: Doctoral

Credits: 1-4

PreReq: Doctoral Standing and permission of instructor

Applies To & Method Type:

Provides doctoral students with individual research under the direction of appropriate faculty members. Supervised individual or project field research in social settings.



<b>SW 990:</b>	<b>Dissertation-Precandidate</b>
Subject:	Doctoral
Credits:	1-8
PreReq:	Doctoral Standing not yet admitted to candidacy
Applies To & Method Type:	

<b>SW 995:</b>	<b>Dissertation-Candidate</b>
Subject:	Doctoral
Credits:	8
PreReq:	Not Available
Applies To & Method Type:	

U-M SSW HomeContact Information

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