

SUMMER 2007 COURSE DESCRIPTIONS

401B Social Policy (REQUIRED COURSE)

Prerequisites: SW401A

The second semester of this course builds on learning from the first, using analytic tools developed in the previous semester to focus on social welfare policies as they affect current social work practice and society. Student task forces are organized to analyze social issues and society's response to them. In both semesters special emphasis is placed on understanding issues of poverty, racism, and other forms of oppression, and on understanding their relationship to social welfare policy.

First & Second Sessions:

401B Wed. 6-8:30pm, Lee

409 Realities of Racism and Oppression in Today's World (REQUIRED COURSE)

Prerequisites: Graduate student status; undergraduate seniors: approval by SSW Associate Dean *before* registration

As an introduction to this intensive examination of the dynamic of various forms of oppression, an "Oppression Matrix" is used to analyze racism from individual, institutional, and cultural perspectives. The words racism and oppression in the course title are deliberate, used to focus on a continual visual stigma, that of color, and the ongoing complex dialogue about race in current society. The course, in exploring whether the cost/impact of white racism to all individuals, whether white or persons of color, will examine various forms of racism/oppression to stimulate critical thinking and provide a framework for confronting racism and oppression more resourcefully on personal and professional levels. Practice issues are examined in relation to multi-level interventions.

First Session:

409-01 Wed., 5:15-9:45pm; TBA 409-02 Th. 9-1:30pm; TBA

Second Session:

409-03 Wed., 5:15-9:45pm; TBA

411 Human Behavior & the Social Environment (REQUIRED COURSE)

Prerequisites: Graduate student status; undergraduate seniors: approval by SSW Associate Dean *before* registration

Theoretical perspectives inevitably inform social work practice. This two-semester course helps the students learn and critically engage with formal theoretical approaches to individuals, families, groups, organizations, and communities. Students learn the language and logic of selected developmental, systemic-ecological, and political approaches to human behavior. HBSE I focuses on ecological and environmental shaping of behavior; HBSE II on development through the life cycle. Personal strengths, societal inequities, and the rich diversity of human experience are emphasized.

First Session:

411-01 Tu/Th., 6-8:30pm; TBA

414 Assessment and Diagnosis (REQUIRED COURSE)

Prerequisites: HBSE (SW411), Year 1 Field (SW446), Social Work Practice (SW421)

Experienced clinicians teach this course on current systems for diagnosis and assessment in mental health. The course addresses the interrelations among biological, psychological, and socio-cultural systems. Students are challenged to learn diagnostic assessment in a way consistent with a multicultural and strengths perspective.

First Session:

414-01 Mon/Wed., 9:30-12noon; Bass

414-03 Mon/Wed., 1-3:30pm; Bass

Second Session:

414-05 Tu/Th., 5:15-7:45pm; Levine

438 Clinical SW with Alcoholism and Other Drug Addictions

Prerequisites: HBSE (SW411), Year 1 Field (SW446), Social Work Practice (SW421) or permission of instructor

Students are introduced to the theory and practice of social work with addictive disorders, using alcoholism as a particular instance. Attention is given to situations where alcohol abuse is a presenting problem, and to those situations where it is present but unacknowledged. Professional relationships with self-help programs and alcoholism counseling are considered, as well as preventive and educational programs, and program and policy issues.

First Session:

438-01 Sat., 9am-3:15pm; Odom

441 Social Work Research (REQUIRED COURSE)

Prerequisites: Graduate student status; undergraduate seniors: approval by SSW Associate Dean *before* registration

In this introductory course, students examine the research process as it applies to the specialized interests and needs of social work. Illustrations are chosen from the studies of social work practice. The course is designed to enable students to be critical consumers of research, to understand the principles and process of research and the evaluation of practice, to become familiar with ethical considerations when designing and implementing a project, and to be capable of participating in practice related research.

First Session:

441-01 Tu/Th., 1:30-4pm; Maramaldi

441-02 Tu/Th., 5:15-7:45pm; Geraty

Second Session:

441-04 Tu/Th., 5:15-7:45pm; Geraty

462 Clinical Social Work with Groups

Prerequisites: HBSE (SW411), Year 1 Field (SW446), Social Work Practice (SW421) or permission of instructor

A variety of group approaches and their applications in relation to client purposes and contexts are discussed, including therapeutic, mutual aid, psycho-educational, and task oriented groups. Differential use of self in various stages of group development is considered as are brief and open-ended groups. Case material is used, including students' own material whenever possible.

Second Session:

462-01 Mon/Wed., 5:30-8pm; Grumbach

471 Spirituality in Clinical Social Work Practice

Prerequisites: HBSE (SW411), Year 1 Field (SW446), Social Work Practice (SW421) or permission of instructor

What does it mean to integrate spirituality into one's social work practice? What models and forms of spirituality are appropriate and meaningful today? This seminar addresses how to best define, integrate, and use spiritual practices that will uphold the integrity and authenticity of the client, community, and practitioner. Readings, discussion, case presentations, and experiential exercises are used to deepen one's comfort level with spirituality in social work practice.

Second Session:

471-01 Th., 12-4:30pm; Martin

474 Conversational Spanish for Social Workers

Prerequisites: None

Students will be pre-tested before being assigned to a course section. Taught by language instructors from the Berlitz Language Center, these courses give students the opportunity to develop conversational Spanish skills. There are twelve levels of proficiency in the Berlitz system ranging from beginning Spanish to fluent. Social work-specific vocabulary is introduced at levels 3 and 4, enabling students to learn useful vocabulary and phrases for their work.

First Session:

474-01 Mon/Wed., 6-8:15pm; TBA

Second Session:

474-02 Mon/Wed., 6-8:15pm; TBA

483 Cognitive-Behavioral Approaches and Treatment

Prerequisite: HBSE (SW411), Field (SW446) and Social Work Practice (SW421)

The object of this course is to provide a working knowledge of the basic principles and specific techniques of a contemporary multi-modal approach to cognitive-behavioral therapy with consideration of its integration with other therapeutic approaches. Treatment models are presented issues including: substance abuse, anger, interpersonal relationships, stress, anxiety disorders, depression, personality disorders with an emphasis on borderline personality disorder and issues of affect regulation.

First Session:

483-01 Mon/Wed. 5:15-7:45pm, Sweetland

523 Advocacy and Action for Professional Social Workers (SOCIAL ACTION COURSE)

Prerequisite: Social Policy (SW401A & SW401B) or Policy (401)

The focus of this course is to discuss relevant theories and strategies of social and political action that promote social justice within organizations and the larger community. In this course students will gain understanding of policy practice theory and skills in regard to social, economic, political, and organizational systems, and will use this knowledge to then influence, formulate, and advocate for policy changes to meet the needs of clients. They will develop the skills to create change at the client, agency, community, and/or societal level that is founded on the principles and ideals of social, distributive, political, and economic justice.

Where advocacy assumes that people have rights, and those rights are enforceable, social action involves a coordinated and sustained effort to achieve institutional change to meet a need, solve a social problem, or correct an injustice to improve and/or enhance the quality of human life and individual well-being (Baker, et al.). This effort may occur at the initiative and direction of professional social workers, or it may occur through the efforts of individuals directly affected by the problem or policy change. Professional social workers must utilize their clinical skills, knowledge, and differential use of self to critically assess values and to evaluate needs and gaps in services for our constituents.

First Session:

523-01 Tu/Th., 5:15-7:45pm; Georges

524 Critical Issues in Child Welfare Practice

Prerequisites: HBSE (SW411), Year 1 Field (SW446), Social Work Practice (SW421) or permission of instructor

This course provides students with an opportunity to explore a number of critical and emerging practice models within the field of child welfare. These models will be examined within the context of the laws and policies that guide them and the research that informs them. Students will critically analyze these models and their potential to improve the capacity of the child welfare system to address the safety, permanence, and well-being needs of the children it serves. The development of these models will be explored within the context of the driving forces that promote and the barriers that restrain their acceptance, development, and implementation. Cultural competence will be a consistent lens through which these models and the child welfare system will be examined. Among major topics included are:

- Structured decision-making models that support the child welfare agency's ability to make consistent and well-founded decisions regarding child safety in different settings and across the life of a case.
- Prevention and family support models that build on community collaboration and strengths-based approaches to meeting the full range of family needs.
- Inclusive and culturally competent models for working with families of children who may not be safe in their own homes including kinship care, family group decision-making, enhanced visitation and family involvement in the placement, and the placement of siblings together.
- Effective models for decision-making and planning to support the timely achievement of permanency for children in out-of-home care including concurrent planning, coordinated work with the legal system, and creative and culturally competent recruitment of alternative permanent resources for children of all ages and special needs.
- Enhanced funding strategies for child welfare services that maximize public and private sources of revenue and cost-effective models of service delivery.

The roles that child welfare professionals perform as advocates for, implementers of, and leaders in systems change efforts at the agency and broader systems levels.

Second Session:

524-01 Mon/Wed., 5:30-8pm; Calhoun

528 Child and Adolescent Trauma

Prerequisites: HBSE (SW411), Year 1 Field (SW446), Social Work Practice (SW421)

An advanced seminar addressing psychological, sociological, legal, and ecological aspects of family violence in its varied forms, especially in the sexual, physical, and psychological abuse of children and adolescents, as well as wife battering. Theories of and research on intrafamilial and extrafamilial abuse are discussed. Counter-transference phenomena are identified and alternate forms of treatment are explored.

Second Session:

528-01 Mon/Wed., 1-3:30pm; Sanford

529 Forensic Social Work with Adolescents and Adults

Prerequisites: HBSE (SW411), Year 1 Field (SW446), Social Work Practice (SW421)

This seminar is designed for students in placement at or considering a career in the criminal justice system. Juvenile delinquency and adult sociopathy will be given equal focus. Teaching methods will include lecture, videos and case presentations, and will explore both the characterological issues of people who commit crimes as well as effective interventions. The work of forensic social work experts, specifically Jim Garbarino, James Gilligan, and Reid Meloy, will be examined and discussed.

Second Session:

529-01 Mon/Wed., 9-11:30am; Sanford

545 Political Action and Strategies for Professional Social Workers

Prerequisite: Social Policy (SW401A & SW401B)

This three credit elective course in political action and strategies for professional social workers will focus on policy-making, advocacy, and political leadership in social work. The course is designed to help students learn, in depth, about the policy-making process at the federal level, and to develop skills for leadership and political action.

The course will focus on the Medicaid program— the administrative and legislative roles in the development of this program, its implementation, and proposals for its expansion or retraction. In addition, the relationship between the federal and state government in its implementation will be discussed.

The course is offered jointly by Simmons College School of Social Work and Salem State College School of Social Work. The course will include seminars and workshops taught by faculty from Simmons College, Salem State College, George Washington University, and George Mason University. Other speakers will include key leaders and advocates in policy and lobbying organizations in Massachusetts and Washington, D.C., as well as professionals from the National Association of Social Workers. Classes will be held at Simmons College on May 23 & 30 and in Washington, D.C. June 2-9.

This course meets the requirement for a Social Action elective.

Additional fees and travel expenses will be added to the tuition of this course. See the attached registration form for more details. The registration form must be completed and returned with a \$100 deposit to complete registration for this course.

First Session:

545-01 Wed., 6-9pm; Hamilton-Mason, Bailey

561 Working with Exceptional Children in Schools and Agencies

Prerequisite: HBSE (SW411), Year 1 Field (SW446), Social Work Practice (SW421) or permission of instructor

In this course, we will be studying children with a variety of cognitive, physical, emotional and social challenges as we work with them in agencies and school systems. Understanding these children—and their families—as a vulnerable population, we will explore ways that we, as social workers can foster an environment for optimal learning, both academically and socially for these children. We will examine the school system, explore family relationships, and utilize teachers and other school and agency personnel to help these children to grow. What are some of the ways family members cope with a member with a disability? What are the differences between families with an open versus a closed communication system, and how might that impact families which are coping with a child with a disability? How can we assess the strengths as well as the vulnerabilities of a given child? How does being a member of a culturally marginalized group contribute to strengths and difficulties that a child with challenges, and the family may face? This course is for social workers who are interested in working with children with special needs in a variety of settings. Prerequisite: previous or concurrent field placement (not necessarily in a school).

First Session:

561-01 Mon. 2-4:30pm, Th., 5:15-7:15pm; Whitman-Raymond)

563 Collaborative Approaches to Family Therapy

Prerequisites: HBSE (SW411), Year 1 Field (SW446), Social Work Practice (SW421) or permission of instructor

Collaborative approaches to therapy assume that our clients have expertise regarding their needs and how their families work, as well as the tools necessary to move in their preferred direction. This framework means that the Social Worker's role is close to that of a consultant, who has the skills to facilitate the family's recognition of their strengths, including ways in which the family is already working well, and ways of leveraging these successes to address areas where the family is challenged.

This course will offer approaches to treatment and assessment that utilize strengths-based perspectives to help families articulate their values and intentions, and then use their values and intentions as a platform from which to move in preferred directions. Through readings, lecture, discussion, and practical exercises, students will be immersed in a collaborative worldview, one that many find refreshing and yet daunting at first to integrate into practice because of our culture's affinity for problem-saturated models. To facilitate students' shift to collaborative practice, the course will introduce students to several collaborative frameworks and associated methods.

First Session:

563-01 Th. 9-1:30pm; Peters