

## **FALL 2009-FOUNDATION YEAR COURSE DESCRIPTIONS**

### ***SW 401(Sections A and B): Social Policy and Services-2 semesters needed***

This two-semester course is an introduction to social welfare policy, and to the historical and contemporary forces that have shaped its evolution. The first semester focuses on the history of social welfare in the United States. Basic conceptual tools for analysis of social policy are introduced with a focus on the relationship of social policy to social work. The second semester of the 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.

### ***SW408 Oral Presentation Skills***

**Prerequisites: Urban Leadership students only**

Social Workers often need skills in public speaking to effectively perform their roles. In case presentations, board meetings, legislative hearings, and team meetings, social workers must communicate their ideas in a clear and succinct manner. This course addresses the basics of public speaking, types of speeches, and helps prepare students for presentations that are either prepared or spontaneous.

*Instructor: Alexis Chen Johnson, Presentation Skills Specialist, So to Speak Consulting.*

### ***SW 409 Realities of Racism and Oppression in Today's World***

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.

### ***SW 411(Sections A fall and B spring) Human Behavior in the Social Environment -2 semesters needed***

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.

**YOU MUST REGISTER FOR THE SAME SECTION THAT YOU ATTENDED IN THE FALL IN THE SPRING SEMESTER! STUDENTS ARE NOT ALLOWED TO SWITCH SECTIONS IN THE SECOND SEMESTER.**

### ***SW 421(Sections A and B) Social Work Practice-2 semesters needed***

**Prerequisite: concurrent Field (446)**

This two-semester course exposes students to selected practice theories for social workers. Students are introduced to the general processes that are common to every client system level: preparation and engagement, differential use of self, assessment, contracting, intervention

planning, intervention evaluation, and termination of services. Considered over two semesters is work with individuals, families, groups and, more briefly, organizations and communities. The broad range of settings, problems, and roles of the practitioner are addressed. A special concern is the impact of diversity and oppression for client and worker. Actual practice dilemmas are examined through case discussions, videotapes, role play, and other exercises.

**YOU MUST REGISTER FOR THE SAME SECTION THAT YOU ATTENDED IN THE FALL IN THE SPRING SEMESTER! STUDENTS ARE NOT ALLOWED TO SWITCH SECTIONS IN THE SECOND SEMESTER.**

***SW 441 Social Work Research***

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.

***SW 446 (sec 01 for 24 hours & 02 for 16 hours) Field Education Year 1: Foundation***

**Prerequisite: Concurrent with Social Work Practice (421A) and Social Work with Groups (577)**

Students in the field must always be concurrently in a class which addresses practice issues and is taught by a social work professor. \*Note: Section 01 is for students doing a 24 hour per week or regular field placement and section 02 is for students doing a 16 hour per week field placement. The field department must approve all 16 hour placements prior to a student registering

***SW 577: Social Work with Groups***

**Prerequisites: Concurrent with Field Education (446 Field Foundation Year) and Social Work Practice (421 Foundation Year)**

This course is an exploration of the ways in which groups can bring clients together to support, challenge, and create meaningful connections with each other. Through mutual aid, which privileges the group members' voices and innate skills as the natural and most potent resource for support and change, group members can learn the skills that will enable them to improve the relationships in their lives, be more empowered as individuals and community members, and mobilize for social change. Students will concurrently build theoretical and skills-based knowledge and will practice and reflect on various techniques that will enable them to facilitate groups in a wide array of settings across client populations. Facilitation of a group in the field or regular access to observing a group in the field is required.