

Simmons College School of Social Work MSW
Course Descriptions
Spring 2010

Required Courses

SW 401B (Section 2): Social Policy and Services

Prerequisites: SW 401A

You must register for the same section that you attended in the fall semester!

STUDENTS ARE NOT ALLOWED TO SWITCH SECTIONS IN THE SECOND SEMESTER.

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.

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

Prerequisites:

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 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 411B Human Behavior in the Social Environment

Prerequisites: 411A

You must register for the same section that you attended in the fall semester!

STUDENTS ARE NOT ALLOWED TO SWITCH SECTIONS IN THE SECOND SEMESTER.

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.

SW 421B Social Work Practice
Prerequisites: 421A

You must register for the same section that you attended in the fall semester!

STUDENTS ARE NOT ALLOWED TO SWITCH SECTIONS IN THE SECOND SEMESTER.

Only for students who are in field! This two-semester course exposes students to selected practice theories for social workers. Students are introduced to the processes that are common to every client system level: preparation and engagement, differential use of self, assessment, contracting, intervention planning, evaluation, and termination of services. Considered over two semesters are work with individuals, families, groups, and, more briefly, organizations and communities. The broad range of settings, problems, and roles of the practitioner are addressed. Special concerns are social justice and the impact of diversity and oppression for client and worker. Actual practice dilemmas are examined through case discussions, videotapes, role-play, and other exercises.

SW 441 Social Work Research
Prerequisites:

In this foundation 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 446-01 Field Education 1 (1/4/10 – 5/7/10)
Prerequisite: Concurrent with 421 and fall or spring 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 446-02- 16 hour option Field Education 1: Foundation (1/4/10 -8/6/10)
Prerequisite: Concurrent with 421 and fall or spring 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 447 Field Education 2: (1/4/10 – 5/7/10)
Prerequisite: 446, and Concurrent with a clinical practice elective

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 447-02-16 hour option Field Education 2 (1/4/10 -8/6/10)
Prerequisite: 446, and Concurrent with a clinical practice elective.
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 547 Field Education for One-Year Placement Option Students (1/4/10 -8/6/10)

SW 509 Evaluation in Social Work Practice

Prerequisites: 441 & Concurrent 447

This course prepares students in basic principles of practice and program evaluations and their social work practice in agency settings. Using their agency settings as laboratories, students will learn the major approaches to evaluation (needs assessment, process, and outcome) with attention to the struggles, tensions, and ambiguities related to current evaluation models and agency demands for evaluation.

SW 577: Social Work with Groups

Prerequisites: Concurrent 446 or after

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.

This course meets the requirement for a clinical practice elective for those who began the program before Summer 2008.

Elective Courses, Spring 2010

SW 425 Family Approaches in Clinical Social Work

Prerequisites: 411A & B, 421A & B, 446

This course focuses on more advanced ways to conceptualize, assess, and intervene in families. Modern and postmodern theories will be examined, practiced, and critiqued. Practice examples will include nontraditional and traditional families, and applications of family and systems theories to work with individuals and dyads will additionally be discussed. Developing one's own clinical voice and attending to ethnicity, class, and other diversities will be emphasized. Students are encouraged to bring case materials and to take full advantage of varied experiential learning techniques. This course meets the requirement for a clinical practice elective.

SW438 Alcohol, Drugs & Social Work Practice (new title & description)

Prerequisites: 411A & B

The focus of the class is on exploring the nature, etiology and treatment of substance abuse disorders and how they relate to social work practice. Students are introduced to different theories that frame substance abuse treatment models, including harm reduction and the traditional medical model. Students explore self-help programs such as AA and NA and other modes of treatment, including CBT, motivational interviewing, outpatient treatment and psychopharmacology. Policy, prevention and education issues are also addressed. This course meets the requirement for a clinical practice elective.

SW 451 Leadership Skills for Social Work Practice

Required for all Year 1 Urban Leadership Program students concurrent with 446

Leadership opportunities and challenges are encountered by social workers at all levels of organizational structure. This course develops students' capacity to think critically about complex leadership issues and

situations, and to undertake developmentally-appropriate leadership activity. This course meets the requirement for a social action course.

SW 452 Leadership in Action for Social Work Practice

Required for all Year 2 Urban Leadership Program students concurrent with 447, Consent

Required for all Year 2 Urban Leadership Program students concurrent with field placement. Students must receive permission via email from Dawn Belkin-Martinez or Johnnie Hamilton-Mason to register for this course.

The course will focus on applying critical skills necessary for effective leadership. The goal of the course is to integrate leadership theory and practice by examining leadership problems and dilemmas to affect productive resolutions. The course will engage students in practicing specific skills such as conflict management, team building, collaboration, small group work, and giving and receiving feedback. Active participation through role-play, problem based learning, case discussion and presentation is expected.

SW 462 Advanced Group Work with Vulnerable Populations (new title & description)

Prerequisites: 411A & B, 577

This course builds upon the theories and skills learned in SW-577 Social Work with Groups, but takes them to a more sophisticated level. By focusing on vulnerable client systems in an array of settings, students will further develop the capacity to promote mutual aid by responding to and catalyzing group dynamics and process. Additional attention will be paid to the impacts of difference amongst group members, and between the worker and the group members. Through action and reflection, participants will be examining their own group work practice very closely through the use of experiential exercises, journaling, and critical incident analysis, and by hearing about their colleagues' work as well. Students must have taken SW-577, and must have an ongoing group to facilitate or observe in order to benefit from this class. This course meets the requirement for a clinical practice elective.

SW 471 The Role of Religion and Spirituality in Clinical Social Work

Prerequisites: 411A & B

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.

This course meets the requirement for a clinical practice elective.

SW 474 Conversational Spanish for Social Workers

Prerequisites:

This interactive course gives students the opportunity to develop *Conversational Spanish skills* from the start. Social work-related vocabulary and idiomatic expressions are introduced and practiced in authentic, real-life professional situations from the first class. Please note, a verbal proficiency level test must be taken prior to starting the course and a group of students at the similar level is needed to run this class. Students may only take one Spanish class for credit during their program.

This class is an open elective.

SW 475 Narrative Approaches
Prerequisites: 421A & fall 446

Narrative therapy is a collaborative model of treatment in which clients' stories become the centerpiece of the clinical work. In this course you will learn ways of working with individuals, families and groups that are based in having conversations with clients that are co-constructed and open up possibilities. It is an extremely effective, pragmatic approach that can be used in short-term or open-ended treatment. The course incorporates experiential learning and makes use of student case material. This course meets the requirement for a clinical practice elective.

SW 478 Social Work Practice in Health Care
Prerequisites: 421A & fall 446

The course focuses on knowledge and skills essential for practice in health care settings including: understanding psychosocial influences on illness and the disease process; clinical analysis of problems, such as ethical dilemmas or end of life issues; the need to respond quickly in a fast moving system; knowledge in the scientific advances in health care as well as alternative therapies; intervening in multiple systems and the need to approach a situation from both macro and micro perspectives. Practice skills include rapid assessment tools, brief focused treatment, and "care mapping" strategies for a range of acute and chronic health issues across the life span. Course format includes students' case materials, live patient interviews, and guest lecturers. This course meets the requirements for a clinical practice elective.

SW 483 Cognitive-Behavioral Approaches and Treatments
Prerequisites: 421A & fall 446

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 including: substance abuse, anger, interpersonal relationships, stress, anxiety disorders, depression, personality disorders with an emphasis on borderline personality disorder and issues of affect regulation. This course meets the requirement for a clinical practice elective.

SW 499 Addressing Violence
Prerequisites: 411A & B

This seminar is organized into four modules examining violence. In each, the phenomena of violence and contexts that sustain it are explored, the literature and our own clinical and human efforts to make sense of violence examined, and skills and interventions appropriate for clinical practice learned. The intention of the seminar is to deepen student knowledge of violence relevant to social work practice and to assist student mastery of a range of clinical and systemic methods of working with violence. This course meets the requirements for a clinical practice elective.

SW 501 Gerontological Social Work Practice
Prerequisites: 421A & B, 446

This course focuses on common themes in Gerontological social work practice and includes learning about assessments and intervention strategies. The course is intended to help students achieve an in-depth understanding of specific issues related to older adults and their families, supporting successful aging, and promoting the older person's empowerment. Topics such as facts and myths of aging, demographics, diversity of aging, family care-giving, long-term care, elder abuse, death, loss, bereavement, dementia, Alzheimer's disease, depression, sexuality, religion and spirituality are discussed in the context of both policy and practice. Both a macro and a micro perspective are emphasized. While the major focus of course readings is on aging in the U.S., some attention will be given in class lectures to aging around the world and to cross cultural comparisons. Topics that do not appear on the syllabus but are of interest to students may be included in class discussions and can be the

focus of the final required paper. Relevant research will be discussed. The professor will refer students to relevant readings as needed. This course meets the requirement for a clinical practice elective.

SW 507 Developing an Interdisciplinary Approach to Health Management for Older Adults

Prerequisites: 411A & B, 421A & B, 446

Health management for older adults is a major issue in today's society. Policy, economics, organizational structure, and clinical care are intermingled in responding on societal, institutional, and clinical levels. This course challenges creative and inquisitive students to approach the health of older adults by addressing these complex issues. It will focus on effective outcomes and understanding the range of roles professionals may adopt, as well as providing the knowledge base and skill set needed for interdisciplinary professional practice. Students and faculty from various disciplines will use a case study approach as the primary teaching model. The course is taught at the Harvard Medical Education Building on Longwood Avenue. This course meets the requirement for a clinical practice elective. Enrollment is limited to five SSW students.

SW 523 Advocacy and Social Action

Prerequisites: 401A & B

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 wellbeing (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. This course meets the requirement for a social action course.

SW 528 Child and Adolescent Trauma

Prerequisites: 411A & B, 421A & B, 446

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. This course meets the requirement for a clinical practice elective.

SW 536 Perspectives on Severe Mental Illness

Prerequisites: 411A & B, 421A & B, 446

This course is designed to increase interest in and sensitivity to issues related to having a persistent mental illness. We will explore the question of who constitutes those with severe mental illnesses, evaluate historical explanations and address the implication of the stigma associated with the illnesses. The contributions of different theoretical perspectives and how they expand our understanding of these complex situations are discussed. Various models of treatment are presented, including: medications, psychodynamic, psycho-educational, and rehabilitation focuses. The actual experiences of those with the illness and their families will be highlighted through guest presentations and film. Students are encouraged to bring in materials from their field experiences. This course meets the requirement for a clinical practice elective.

SW 539 Social Work in the Schools

Prerequisites: 421A & fall 446

This course is for students who are in or are contemplating a School-based Social Work internship or students interested in School Social Work as a career. This course outlines the unique and demanding role that School Social Workers play in our public schools as the primary providers of mental health services, crisis intervention, teacher training and community and parent outreach. Students in this course will identify and explore critical issues related to School Social Work such as: Confidentiality, School Culture and Climate, Peer Aggression, School Violence and “No Child Left Behind.” Students will learn to create and carry out School-based social work interventions. Students taking this course will be expected to participate in the learning process through discussions, interviews, intervention evaluations and case presentations. This course meets the requirement for a clinical practice elective.

SW553: International Social Work (new title, description, and prerequisites)

Prerequisites: 401A & B, 411A & B

International social work is a rapidly growing field of practice that focuses on issues, problems and needs of individuals, families, and communities, from a global perspective. Social workers interested in international social work engage in policy practice, advocacy and, social and political action, both in the U. S. and/or abroad, to improve upon the quality of conditions in a society. This year two, social action course, will focus on advocacy and social action from a global perspective. Themes pertinent to international social work in developing countries, such as poverty, hunger, education, globalization, sustainable development, colonialism, and imperialism will be addressed. In addition, the role of civil society, non-governmental organizations, the United Nations, the World Bank, WTO, and IMF in eradicating these conditions will be explored and analyzed using a social justice and human rights perspective in developing countries. In this course, students will also learn about the broad range of what constitutes international social work, social action and advocacy, and the role of social work in promoting change. Students will be required to develop and implement a project that involves some aspect of advocacy and social action. This course meets the requirement for a social action course.

SW 557 Clinical Practice with Immigrants and Refugees

Prerequisites: 421A & fall 446

The global and political debate about immigrants, immigration policy and the environmental context of some of the countries where Massachusetts’s new arrivals come will provide a setting for this course. The population of immigrants and refugees in the United States is growing rapidly. Many social workers practice in settings that serve immigrant and refugee clients. Practice with refugees and immigrants require specialized knowledge about the unique issues of these populations. It also requires specialized adaptations and applications of services and interventions that are grounded in multiculturally sensitive, flexible and when appropriate, community-based methods. This course will provide a comprehensive perspective of social work practice—a perspective that entails examination of the multiple factors that effect immigrants and refugees and relevant practice approaches. Students are expected to continue using a model of problem analysis developed by Freire that encompasses both personal and political aspects of change as an overarching framework for the course. In addition students will learn a conceptual framework of the stages of migration. The framework enables students to examine the interrelationship between the sending and receiving countries and to examine the experiences of individuals in their home countries with their experiences in the new country.

The course draws on multiple theoretical perspectives including empowerment, ecological, psychodynamic and systemic approaches to practice. Knowledge from political science and history, for example, facilitates an understanding of the influence of immigration policy on the lives of immigrants. Concepts drawn from psychology, sociology, and psychiatry, such as stress, life transitions, social networks, trans-nationalism, resilience, post-traumatic stress disorder, explain (in part) aspects of the migration experience. We will also consider concepts from anthropology, different cultural views of health, mental health, help-seeking behavior, family, and child-rearing practice, and gender role behavior. This course meets the requirement for a clinical practice elective.

SW 558 Human Services in Developing Countries/Uganda (Spring-Summer Course)
Prerequisites: 401A

This study abroad is a course credit project which examines the impact of local and global social problems on a developing country, Uganda. The course explores the utilization of various professional methods to promote self-sufficiency, social integration, social change, social action and social justice in a developing country. The focus of this course is to learn how social work practice skills (micro and macro) can be indigenized in a developing country. The students will spend three weeks in Uganda studying social problems and learning about the cultural context of delivery of human services in a developing country. Students will learn about various aspects of international social work from a global perspective.

Course activities include orientation meetings before the trip, visits to Human service agencies, schools, clinics, health and social welfare agencies in urban and rural areas of Uganda, attendance at HIV/AIDS seminars and the development of peer partnerships with service providers and University staff and faculty. There will be an emphasis on the provision of services to people living with HIV/AIDS and Internally Displaced Persons (IDPs).

Planned study abroad: July 11 to August 6, 2010. Classes will be offered during the spring semester (Every other Friday at 1:00 - 2:20 p.m.). A total of 28 contact hours will be given beginning in January 2010. Some of these contact hours will be done more intensively during the month of May and June prior to departure. There will also be post-trip debriefings in September 2010. A final paper will be submitted no later than the 3rd week of classes in fall 2010. A final grade will be posted by October 1, 2010. Registration for this class is through the Study Abroad Office. This course meets the requirement for a social action course.

SW 561 Social Work Practice with Children in Schools and Therapeutic Settings
Prerequisites: 411A & B, 421A & B, 446

This course is designed to provide social work students with the essential knowledge and skills necessary to work with children, with special emphasis on the significance of the social worker's relationship with the public school. Students will learn the importance of understanding public school policy and building a strong relationship with the school's multidisciplinary team, whether employed within the public school, or as a clinician working in an outside agency on behalf of the child and family.

Topics will include current information about attachment theory and the implications of environmental deficits or traumas on neurological development and emotional well being. Students will learn assessment techniques, and will experience therapeutic strategies using play and art therapy methods. They will create functional behavioral assessments and behavioral intervention plans used in schools, and will study the special needs process, wraparound philosophy, strategies for engaging families and accessing community resources. Finally, students will explore potential leadership roles as facilitators of social competency and preventive programs in which they may reach a great number of children in the community.

SW 566 Play Therapy: Theory and Techniques
Prerequisites: 411A & B, 421A & B, 446

An introduction to a variety of theories and principles of this child focused psychotherapy. Case material, including student's own material will be used. Readings, videos, case discussions, and experiential activities will be used to deepen the student's understanding of theory and technique. Students will be encouraged to gain comfort in their work with children and to explore their own theoretical orientation. Upon completion, students will have a clear foundation from which to treat

children of all ages. This course meets the requirement for a clinical practice elective. This course meets the requirement for a clinical practice elective.

SW 568 Evidenced Based Practice in Substance Abuse

Prerequisites: 411A & B, 421A & B, 446

This course will introduce students to the principles of evidence-based practice. Students will be introduced to several examples of evidence-based practices (e.g., motivational interviewing, AUDIT, BASICS, 3-S Therapy) and asked to consider how they can be applied to their own practice. Increasingly social workers are expected to identify and apply best practices in their work. It is important that this information be adopted with consideration for the current research and knowledge in the area, the context of the client's needs, and the practice environment. Students will have the opportunity to learn for examples of evidence-based practice in substance abuse and apply one in their field placement. The goals are to prepare students to be informed about the benefits and challenges of using evidence-based practice principles in their practice now and after graduation, be able to critically examine the feasibility, appropriateness, and effectiveness of an evidence-based practice and the ability to communicate the rationale for the choice of a particular evidence-based practice. This course meets the requirement for a clinical practice elective.

SW 577: Social Work with Groups

Prerequisites: Concurrent 446 or after

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. This course meets the requirement for a clinical practice elective for those who began the program before Summer 2008.

SW 582 Attachment, Neurobiology, in Social Work Practice

Prerequisites: 411A & B, 421A & B, 446

This course addresses the important influences of early and later attachment relationships on one's cognitive, emotional, relational, and neurobiological development. It looks at the ways that interpersonal, community, and cultural connections serve critical neurobiological functions in regulating a person's sense of security and containment, and capacities to act on her strengths. The class examines contemporary research in attachment theory, interpersonal communication, and brain development to understand many clients' presenting symptoms as products of their having had to adapt to chronic extreme stress with limited essential relational and community resources.

Students look through a lens of interpersonal neurobiology at common child and adult symptoms of post-traumatic stress related learning difficulties, anxiety, and depression; dysregulation of behaviors associated with violence and addiction; and difficulties negotiating relationships. They learn about the brain's ability to change throughout one's life and specific individual and community interventions that promote these changes. Students support each other in actively applying their attachment roles as neurobiological facilitators of their clients' capacities to build more integrated strength-based personal narratives, and to act on the naturally accompanying regulation of behaviors. This course meets the requirement for a clinical practice elective.

SW 584 Clinical Practice with Individuals: A Psychodynamic Model

Prerequisites: 411A & B, 421A & B, 446

In this course, we will explore ways of using psychodynamic theory to inform work with individual adults within the matrix of social work values and interest in context, diversity and social justice. Psychodynamic theory offers rich and complex ways of understanding human behavior and interaction. It is useful in many clinical settings - in brief encounters as well as long-term work. It can be an aid in building strong relationships with clients and a means of understanding and managing one's own reactions to different clients. This course will offer a review of recent developments and trends in psychodynamic theory. We will discuss psychodynamic formulation and consider key concepts in treatment such as transference, countertransference, enactment, working through and affect. We will look at psychodynamic approaches to trauma, crises and desperate situations and the unique aspects of dynamic work with people stressed by poverty. The class will employ a seminar format with lectures and class discussion of readings. Students' cases will be used to show the application of these ideas and students will be expected to present their clinical work. The major assignment will involve in-depth research into a clinical concept (of the student's choosing) and a discussion of the application of this concept to one or more of the student's cases. Wednesday mornings, 8:30-10:30, taught by Ruth Dean. Please write to ruth.dean@simmons.edu for questions. This course meets the requirement for a clinical practice elective.

SW 585 UnDoing Racism and Social Justice
Prerequisites: 409

This course will focus on skills and actions for students who will learn specific strategies to facilitate and create UnDoing Racism initiatives in their communities and respective social service agencies. The course is an outgrowth of the Dynamics of Racism and Oppression course and is based on of Simmons College School of Social Work's Academy* on UnDoing Racism and the People's Institute philosophy and model.

Students will be encouraged to partner with each other and with other community based institutions such as churches, NGOs, as well as, public and private organizations. A service project activity that the group will plan and implement together will be the ultimate outcome. This course meets the requirement for a social action course.

GOALS

1. be able to identify instances of racism and recognize the effect of racism on themselves and on their environment
2. Learn a framework for leading others in addressing racism
3. Use this knowledge to change behaviors and attitudes
4. Have meaningful, comfortable, and confident interactions across racial lines and promote positive change in agencies and communities

FACULTY:

Gary Bailey, MSW, ACSW He is currently an Associate Professor at Simmons College Graduate School of Social Work where he chairs the Dynamics of Racism and Oppression Foundation sequence and is the Academy's Coordinator and is a Clinical

Associate Professor at the Simmons School of Health Studies. Professor Bailey is the Chair of the Simmons College Black Administrators, Faculty and Staff Council (BAFAS).

Dr. Johnnie Hamilton-Mason teaches Advanced Clinical Practice, HBSE, Leadership, Political Strategies for Clinical Social Workers, Practice with Immigrants and Refugees, and Qualitative Research. In 2005 she co-founded the SSW's Pharnal Longus Academy for Undoing Racism and currently serves as the co-director of the Urban Leadership Program.

SW 595 Child and Adolescent Assessment and Diagnosis
Prerequisites: 411A & B, 421A & B, 446, 414

The course will provide students with the skills and abilities to conduct clinical assessments with children and adolescents using a biopsychosocial developmental framework, specifically focusing on

case formulation and diagnosis. The course will provide an overview of major diagnostic categories in child psychopathology. Attention will be given to the dynamics of development and culture, and to the interrelations among biological, psychological, and social/cultural systems. Teaching techniques include didactic presentations, case examples, videos, guest lectures, and class discussions. This course meets the requirement for a clinical practice elective.

SW 598 Leadership Development in Anti-violence Work: The Susan Schechter Social Action Seminar.
Prerequisites:

Co-instructors: Isa Woldegiorgis, (Director of Policy and Systems Advocacy, Jane Doe, Inc.); Ann Fleck-Henderson, (Professor, School of Social Work).

Collaboratively sponsored by the Family Violence Prevention Fund, The Susan Schechter Leadership Development Fellowship and Simmons College School of Social Work, this interdisciplinary seminar is open, with consent of the instructor, to graduate students from any part of Simmons. We encourage those with experience and interest in the fields of domestic violence and child abuse to register. We will study the movement to end violence against women and its connections to issues of race and poverty. Students will identify emerging issues relevant to their work and develop an action project, doing some independent library and field research. Our leadership model is based on the work of Susan Schechter, a feminist pioneer in the anti-violence movement. Through the Family Violence Prevention Fund, we will have access to a network of national leaders in the anti-violence movement. This course meets the requirement for a social action course.

Meeting time: Thursdays 5:30-7:30 PM. To register for this consent course, send a brief statement of interest to Ann Fleck-Henderson, at ann.fleck-henderson@simmons.edu. Your statement should include your hopes for learning in the seminar and your experience in this area. Also include your full name and student ID number. Consent will be based on your statement and on creating a diversity of people and professions. Ann will notify you whether or not consent to take the class has been granted, and if it is granted you will be registered for the class.

Urban Leader Mini Courses, Spring 2009

*Courses subject to change at any time.

SW407-01 Community Politics

This course orients students to the structure and function of government at the federal level. Topics will include an introduction to key concepts of government and the relationship of federal, state, and local levels. Current news and events will help illustrate how work gets done.

Wednesday and Friday, January 6, 2010 and January,8, 2010

9:00 a.m.-4:00 p.m.

Instructor: Catherine Paden, Ph.D., Assistant Professor of Political Science Simmons College
SW530- (01 & 02) Introduction to Grant Writing

This course exposes students to the principles and skills necessary for effective grant writing. Course topics include the identifying the priorities of funders, developing ideas for a winning proposal, and writing succinctly and clearly. Each student prepares a grant proposal for the final course assignment.

Six Mondays, February 1, 8, 22, March 15, 29, April 12

6:00-8:00 p.m.

Instructors:

Section 01~Dale Patterson, Grant Writer/Manager, Boston Public Library Foundation
Section 02~ Monte Pearson, Director of Development Perkins School for the Blind

Urban Leader Elective Mini Courses

SW531-01 Key Concepts for Fund Raising and Development

Raising unrestricted dollars for agency budgets is a crucial skill in today's practice world. Focusing on the practitioner as fund raiser, students will learn about social entrepreneurship and the key factors for making fund raising decisions.

Tuesday, January 5, 2010

9:00 a.m.-4:00 p.m.

Instructor: Kelly Gaule, Director of Development, AIDS Action Committee

SW534-01 Introduction to Supervision

This mini course will focus on the fundamentals of supervision including assessment of supervisees, contracting, assignments, and supervision techniques and strategies.

Thursday, January 12, 2010 and Wednesday, January 13, 2010

6:00-9:00 p.m.

Instructor: Pamela Rheaume, MSW, Training Coordinator, Massachusetts Department of Children and Families

SHS 581-02 Negotiation Theory and Practice: Basic Principles and Key Skills

*Please note this is an SHS course and list under School of Health Studies on AARC.

Due to the ubiquitous nature of negotiation, it is an absolute necessity that people in virtually any profession must at least have a basic understanding of the negotiation process. The skills associated with effective negotiation are also applicable to other organizational situations such as teamwork and other collaborative ventures. Through experiential learning exercises and simulations, students in this course will be challenged to absorb these theories and skills and translate them into a form that is applicable to their personal and professional lives.

Register for Section 2 only (SHS 581-02)

Friday, April 16, 2010, 5:00-9:00 p.m. and

Saturday, April 17, @010, 9:00 a.m.-5:00 p.m.

Instructor: Joshua Weiss, Ph.D. Associate Director, Global Negotiation Project, Harvard University.

SW 586-01 Entrepreneurship

Being an excellent leader in this new world economy requires entrepreneurial thinking and action. The non-profit and socially minded profit arenas especially demand creativity and innovation in determining and delivering on the mission of the organization (through full or part-time work). Whether you plan to start your own social service organization or work your talent in an existing one, this introduction to entrepreneurship and creativity in idea generation and decision making will give you useful tools and food for thought.

Tuesday, January 12, 2010, 9:00 a.m. – 4:00 p.m.

Instructor: Teresa Nelson, Ph.D.

Elizabeth J. McCandless Chair in Entrepreneurship Director of the Entrepreneurship Program Simmons College School of Management