

***Simmons College School of Social Work MSW
Course Descriptions
Spring 2009***

Required Courses

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

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

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

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

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

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: Foundation (1/5/09-5/8/09)

Prerequisite: Concurrent with Social Work Practice (421B) and fall or spring~ 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 446-02- 16 hour option Field Education 1: Foundation (1/5/09-8/7/09)

Prerequisite: Concurrent with Social Work Practice (421B) and fall or spring~ 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 447 Field Education 2: Concentration (1/5/09-5/8/09)

Prerequisite: 446, Concurrent with Social Work Practice

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: Concentration (1/5/09-8/7/09)

Prerequisite: 446, Concurrent with Social Work Practice

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 (1/5/09-5/8/09)

SW 509 Evaluation in Social Work Practice

This course is 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 2009

SW 425 Family Approaches in Clinical Social Work

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.***

SW 451 Leadership Skills for Social Work Practice

Required for all Year 1 Urban Leadership Program students concurrent with field placement.

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 field placement.

Students must receive permission from Sherdena Cofield 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. ***This course meets the requirement for a social action course.***

SW 458 Child and Family Policy

The focus of this course is on the interaction of child and family policies, practices and services that affect children, youth and families. This course is designed to provide an in-depth analysis of the needs of children and of their families, child and family policy and practices, and an examination of historical and contemporary child and family policies in the United States. This course examines definitions of the family and how such definitions influence the development of policies and services; the history and changing roles, functions and responsibilities of the family, and the challenge faced by children, youth and families today. Societal responses to address the needs of children and families will be explored with a focus on the broad range of child and family policies, services and practices that support family, supplement the roles of family, or substitute for family when families are unable to care for their children. Students are required to identify gaps in services, issues of social injustice or oppression and develop a social action or advocacy agenda to effect improvement in the availability or delivery of services for clients. ***This course meets the requirement for a social action course.***

SW 462 Advanced Clinical Group Work

A variety of theoretical approaches and their applications in clinical group work settings will be discussed. This will include psychodynamic /object relations theory, cognitive-behavioral and dialectical behavioral groups and motivational interviewing techniques as applied in groups. Differential use of self in the various types and stages of group development will be considered both in long term and time limited groups. Case material is used, including students' own material with equal emphasis on didactic and experiential learning. This course meets the requirement for a clinical practice elective. *This course meets the requirement for a clinical practice elective.*

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

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 473 An In-Depth Look at the Clinical Process

This seminar helps advance a student's knowledge of clinical issues of interest. Based on subjects the class chooses, syllabus and reading assignments are developed. Case presentations are used, and frank and open discussion is encouraged. For the main assignment, students study a treatment dilemma of their own choice through review of relevant clinical literature, and by examining their own relationship to the issue. Additionally, each clinical situation is explored from the perspective of social justice. *This course meets the requirement for a clinical practice elective.*

SW 474 Conversational Spanish for Social Workers

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.

SW 475 Narrative Approaches

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

The course focuses on knowledge and skills essential for practice in health care settings including: understanding psycho-social 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

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

S.W. 487 Ethical and Legal Dilemmas:

Introduces students to more systematic ways of thinking about ethical dilemmas and issues at the clinical/legal interface. The instructor, both clinical social worker and lawyer, will introduce the Socratic method and also incorporate issues of particular interest to class participants. Some issues might include confidentiality, informed consent, duty to warn, risk assessment, right to treat, and right to refuse treatment. *This course meets the requirements for a clinical practice elective.*

SW 499 Addressing Violence

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

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.*

IDIV 501 Globalization and Diversity

This course is an intensive examination of the importance of multicultural competence for the graduate professional programs and upper level undergraduates at Simmons College. Undergraduates and students in the graduate schools of Social Work, Management, Library Science and Health Studies will increase their cross-cultural awareness, knowledge and skills to respond appropriately to the problems and opportunities of both domestic and international demographic changes and globalization. Additionally, the multidisciplinary nature of this course provides opportunity for multilevel discussions and interventions (individual, group, organizational and institutional) as students are exposed to problems specific to professional areas other than their own while also investigating the commonality of cross cultural dilemmas in all professions. The class uses the recent hurricane Katrina disaster as a case study that will help integrate multidisciplinary perspectives and bring them to discussion. *Registration will be limited to 5 students from the School of Social Work.*

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

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 5 SSW students.*

SW 514: Advocacy & Social Action in Criminal Justice System

This course will focus on policy practice, social justice and injustice, advocacy, and social action in the adult criminal justice and juvenile justice systems in the United States. The course will include an analysis of the purpose, role and functions of the police, prosecutors, courts, probation, jails, prisons, corrections, and community-based programs in society's response to crime, and will include an examination of the historical development of the U. S. adult and juvenile justice systems and social works role in this development. The relationship of the social worker as clinician, policymaker, and advocate in forensic work will be assessed, and ways in which the social work could advocate for and affect policy change will be explored. With broad knowledge of the U. S. justice system, students will be expected to undertake an analysis of contemporary social issues, social problems, human rights violations, and social injustice issues in the justice system and develop a policy or program for change. *This course meets the requirement for a social action course.*

SW 523 Advocacy and Social Action

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. *This course meets the requirement for a social action course.*

SW 528 Child and Adolescent Trauma

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 535 Attachment Across the Life Cycle

Attachment Theory is an interactive and cross-cultural model that takes into account the interplay between internal experience and the emotional-cultural surround. It provides an empirical base for our understanding of human development, motivation, and behavior across the life cycle. Early relationships are the matrix within which culture, self, and world outlook are initially fashioned. The skills and modes of communication acquired through important relationships have a profound effect upon the adult's enduring sense of agency and meaningful engagement with the world. The course will explore cutting edge research and clinical data generated by Attachment Theory. Topics include the earliest infant-caregiver relationship, the development of intersubjectivity, affect regulation, the roots of the narrative structure and their impact upon adult narrative and adult attachment types. This class will consist of a theoretical section followed by application of concepts to student cases. *This course meets the requirement for a clinical practice elective.*

SW 536 Perspectives on Severe Mental Illness

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, psychoeducational, 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

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.*

SW 553 (M): International Social Work: Advocacy and Social Action from a Global Perspective

This three-credit, spring semester course, is designed to allow students to learn in-depth about international social work, social welfare policy, advocacy, and social action from a global perspective. The course includes a Study Abroad trip to Ghana, West Africa during the summer (at an additional fee).

In this course students will learn about international social work and, social welfare services, advocacy and social action practices in Third World, developing countries. Using principles of social justice, human rights, and development as the overarching theoretical frameworks, the course will include content on topics and themes ranging from colonization, globalization and its impact on Third World countries, sustainable development, poverty, discrimination, oppression, and human rights, etc.

This course meets the requirement for a social action course.

This is a Spring Semester course, with travel in the summer. Class meeting dates are Tuesday evenings, from 6:00 – 8:00 PM. Travel dates are May 23 to June 16, 2009. Register through the Study Abroad Office.

Students interested in registering for the spring course but who are not able to travel will be required to develop an alternative project assignment for the course.

SW 553: Non -Travel section of International Social Work: Advocacy and Social Action from a Global Perspective

This three-credit, spring semester course, is designed to allow students to learn in-depth about international social work, social welfare policy, advocacy, and social action from a global perspective.

In this course students will learn about international social work and, social welfare services, advocacy and social action practices in Third World, developing countries. Using principles of social justice, human rights, and development as the overarching theoretical frameworks, the course will include content on topics and themes ranging from colonization, globalization and its impact on Third World countries, sustainable development, poverty, discrimination, oppression, and human rights, etc.

This course meets the requirement for a social action course.

Students interested in registering for the spring course but who are not able to travel to Ghana, West Africa should sign up for this section and will be required to develop an alternative project assignment for the course.

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 558 M Spring-Summer Course: Human Services in Developing Countries/Uganda.

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 - August 2, 2009 Classes will be offered during the spring semester (Fridays or Wednesdays 1:00 - 2:20 p.m.). A total of 28 contact hours will be given beginning in January 2008. 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 2009.

A final paper will be submitted no later than the 3rd week of classes in fall 2009. A final grade will be posted by October 1, 2009. **Registration for this class is through the Study Abroad Office.**

This course meets the requirement for a social action course.

SW 565 Applied Theater for Deep Listen

Words and talk don't always work with clients and colleagues. How do you listen in creative ways that enable your clients to feel deeply understood? How do you use creative methods to build trust and interaction in a group?

This course takes powerful tools from the field of theatre and applies it to social work. You do not need to be an actor - you just have to be eager to learn how to be a superb listener! Learn a set of skills you are unlikely to find elsewhere at Simmons, to use with your social work clients, with individuals and with groups, as well as perhaps in your personal life.

You will learn profoundly effective listening techniques from Playback Theatre (a form derived from Drama Therapy), problem-solving skills from Theatre of the Oppressed, and conflict-resolution skills from Nonviolent Communication. You will receive coaching in using these skills and in how to present them clearly, and then experiment with taking one or more of the skills into the field. Near the end of the course we will present our learning to members of the wider community. ***This course meets the requirement for a clinical practice elective.***

The course will run for 4 Saturdays, with sessions running 9:30-4:30pm.

SW 566 Play Therapy: Theory and Techniques

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 567: Social Work Practice and the Criminal Justice System:

This course begins by introducing students to the complexity of the criminal justice system in the US and offers international comparisons with an emphasis on human rights and social justice. Theories of crime, deviance, and social inequality will be examined to provide an understanding of individual and societal factors that bring people into the criminal justice system as offenders and victims of crime, as inmates in correctional settings, and as families or individuals in family or civil courts. A wide array of social work roles and interventions will be explored with a focus on how to survive in criminal justice and corrections settings, how to hold a vision of justice in often unjust situations, and how to work with the complex lives of people involved in the system. Special topics will include: working with female offenders, people with substance abuse and mental health issues who are incarcerated, the role of trauma in the lives of incarcerated populations, and social work roles as victims advocates. ***This course meets the requirement for a clinical practice elective.***

SW 568 Evidenced Based Practice in Substance Abuse

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 573 Clinical Social Work with Children and Families

This course will enhance students' knowledge and skills about clinical social work with children and their families. Using an integrative model, it will help students enhance their capacity to make biopsychosocial assessments of children and develop treatment plans utilizing play therapy, cognitive behavioral therapy, parent guidance, and family therapy. A particular focus will be to expand knowledge about specific social and behavioral problems commonly seen in social work practice, including child abuse, depression and loss, anxiety disorders, and trauma.

Special attention will be given to skill building via case presentations, and videos.

This course meets the requirement for a clinical practice elective.

SW 582 Attachment, Neurobiology, in Social Work Practice

Prerequisites: 421,411,and 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 595 Child and Adolescent Assessment and Diagnosis

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.

Co-instructors: Isa Woldegiorguis, (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 7 and 9

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 2, 9, 23, March 16, 30, April 13

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 Fundraising and Development

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

Tuesday, January 13 9:00 a.m.-4:00 p.m.

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

SW532-01 Demystifying Agency Budgets

Direct practitioners are often confused by agency budgets. In this mini course you will learn to read and understand a standard agency budget. Emphasis will be on key indicators that guide reviewing budgets such as revenues, expenses, cash flow, restricted and unrestricted dollars.

Tuesday, January 6

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

Instructor: Eva Boyce, Chief Financial Officer, GLAD, Inc.

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.

Two Mondays, May 4 and 11

6:00-9:00 p.m.

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

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

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 24, 5:00-9:00 p.m. and

Saturday, April 25, 9:00 a.m.-5:00 p.m.

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