

*Simmons College School of Social Work MSW*  
*Course Descriptions*  
*Spring 2011*

**Required Courses**

**SW 401A: Social Policy and Services -2 semesters required (This section is only for Students beginning the program in January)**

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.

**SW 401B: 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 411A-01: Human Behavior in the Social Environment (HBSE) -2 semesters required (This section is only for Students beginning the program in January)**

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 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 (1/4/11– 5/7/11)**

*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 (1/4/11 -8/6/11)**

*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 447-01 Field Education 2: Concentration (1/4/11 – 5/7/11)**

*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 (1/4/11 -8/6/11)**

***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 (1/4/11 -8/6/11)**

**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 2011***

**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.***

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

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 field placement. UL students only*

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 Dawn Belkin-Martinez or Johnnie Hamilton-Mason to register for this course. UL students only.*

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)**

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**

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 474B: Intermediate Spanish for Social Workers (1 credit enrichment course)**

Students in this course will focus on further developing their listening, speaking, reading, and writing skills through a variety of activities. They will continue to study grammar and vocabulary and increase their Spanish language skills for active communication in social work and health care settings. The course will begin with a general review of elementary Spanish grammatical structures (simple verb tenses such as Present/Past & Future). Students will increase their verbal and listening comprehension skills, practice intermediate level Spanish vocabulary, health-care and social work-related vocabulary, and complex grammatical structures necessary to communicate effectively in a wide variety of situations in social, health-care, and social work settings.

**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. This is an enrichment course and will not count as an MSW elective.**

## **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 482: Domestic Violence and Family Welfare**

This course is concerned with intimate partner violence with particular attention to the meaning of such violence in and for families. We will look at this subject both as social work practitioners and as people with an academic or research interest. Students will learn about current criminal justice, child protective, and health system responses to domestic violence, and will practice interviewing skills. We will also consider some of the important controversies in the field. Each student will select, study, and write about a particular topic or area. *This course meets the requirement 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.*

## **SW 494: Multiple Faces of Trauma**

The focus of this elective is understanding trauma: theoretically and clinically. It considers trauma in various contexts and in relation to various vulnerable populations: people at war, women, residents of violence-torn communities. Recently traumatized individuals are considered as well as those affected by earlier trauma. Students explore some of the theoretical and clinical controversies in the field and are asked to apply their learning to case situations. *This course meets the requirement for a clinical practice elective.*

## **SW 501: Social Work Practice with Older Adults**

This course is intended to ignite and support students' interest in gerontological social work practice, and to provide a solid foundation for assessment and intervention with older adults in direct service settings. Students will develop their ability to respectfully engage a broad range of older clients, will build bio-psychosocial assessment and treatment planning skills, will learn intervention skills and approaches that will enable them to effectively intervene to address common presenting problems, will develop greater understanding of clinical/ethical issues that are specific to treatment with elders, will build specialized knowledge for practice, and will increase their familiarity with various gerontological social work practice roles and settings. Each class will include time for informal case presentations, allowing students to share their work and its challenges and to take part in collective problem solving in order to build their repertoire of practice skills. They will be expected to engage with older adults and geriatric practitioners and to conduct independent investigations regarding common presenting problems and treatment options. Active participation in class is encouraged: students will regularly present to each other regarding what they are learning

through their independent investigations and engage in experiential learning such as role play. *This course meets the requirement for a clinical practice elective.*

### **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 (1/27/11 - 5/10/11).** *This course meets the requirement for a clinical practice elective. Enrollment is limited to 5 SSW students. Contact Professor Peter Maramaldi at [peter.maramaldi@simmons.edu](mailto:peter.maramaldi@simmons.edu) if you wish to take the class. This is a consent class.*

### **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.*

### **SW553: International Social Work**

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 554: Healthcare Policy and Social Action**

In this course students will gain understanding of health care policy and health care services in the U. S. The culture of illness and society's response to health care needs of individuals will be examined. We will also examine historical and contemporary health policy, as well as social, economic, political, and cultural theories of health and illness, poverty and social justice related to affordability, availability and accessibility of health care services. Managed care models, health maintenance organizations, community health centers, and private practice in health care, financing health care through private and public funding streams (e.g., Medicaid, Medicare, SCHIP, Employer provided, etc) will also be analyzed for their utility. This course will focus on theories and practice of advocacy and, social and political action that promote social justice within organizations, the larger community, and society. Students will apply the knowledge gained to formulate, influence, and advocate for policy changes in health care delivery at the organizational and/or state and federal level. *This course meets the requirement for a social action elective.*

### **SW 561: Social Work Practice with Children in Schools and Therapeutic Settings**

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

### **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 577: Social Work with Groups**

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 578: SW Practice and 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 582: Attachment, Neurobiology, in Social Work Practice**

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**

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

### **SW 587: Neurobiology of Dual Diagnosis for Social Workers: Assessment and Treatment**

This course will explore the connection between severe and persistent mental illness and drug use. About one-third of adults with a mental disorder, also have a co-occurring substance use disorder. The course will focus on: 1) those with pre-existing mental disorders, and 2) those whose mental disorders are substance induced. Concurrently, the course will examine how drug use can aggravate a mental illness or mask it. We will examine biological underpinnings of addiction and mental illness and how heredity/environmental factors promote and sustain substance dependence. The course will examine the various treatment models, including psychopharmacology, and the obstacles to treatment including stigma of addiction/mental illness and the reduction of inpatient facilities and day treatment programs that traditionally provide addiction services. ***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, (Jane Doe, Inc.); Mary Gilfus, (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, to graduate students from any part of Simmons and undergraduates with consent of the instructor. 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 6:00-8:00 PM. This is the third year of this class, funded as a pilot for a national curriculum.

For more information, visit the Family Violence Prevention Fund's website: [www.endabuse.org](http://www.endabuse.org) and [www.schechterfellowship.org/](http://www.schechterfellowship.org/), or contact the Family Violence Prevention Fund via Leiana Kinnicutt, at [Leiana@endabuse.org](mailto:Leiana@endabuse.org)

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

## **Urban Leader Mini Courses, Spring 2011**

*\*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.

W 9:00-4:00 1/5/2010

F 9:00-4:00 1/7/2010

*0 credits. Urban Leadership Program students. If the needs of the Urban Leadership students are fulfilled, this class may be open to interested MSW students.*

### **SW 530- (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. .

M 6:00-8:00 2/7/2011

2/14/2011

2/28/2011

3/14/2011

3/21/2011

4/4/2011

*0 credits. Urban Leadership Program students. If the needs of the Urban Leadership students are fulfilled, this class may be open to interested MSW students.*

## **Urban Leader Elective Mini Courses**

### **SW 531-01 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.

T 9:00-4:00 1/4/2011

*0 credits. Urban Leadership Program students. If the needs of the Urban Leadership students are fulfilled, this class may be open to interested MSW students.*

### **SW 532-01: 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.

W 9:00-4:00 1/12/2011

**0 credits. Urban Leadership Program students. If the needs of the Urban Leadership students are fulfilled, this class may be open to interested MSW students.**

**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.

S 9:00-4:00 1/8/2011

*0 credits. Urban Leadership Program students. If the needs of the Urban Leadership students are fulfilled, this class may be open to interested MSW students.*