

REQUIRED COURSES, SUMMER 2009

SW 401B Social Policy and Services

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

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-A focuses on ecological and environmental shaping of behavior, HBSE-B on development through the life cycle. Personal strengths, societal inequities, and the rich diversity of human experience are emphasized. The summer course of HBSE-B will be a web-enhanced learning experience requiring 24 hours of classroom instruction and 4 additional hours of on-line instruction.

SW 414 Assessment and Diagnosis

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

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.

ELECTIVE COURSES, SUMMER 2009

SW438 Clinical Social Work with Alcoholism

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

This course explores newer systematic approaches to work with groups, families, and individuals. Narrative/constructivist approaches that are often applicable to short-term work are examined. Students will also consider what it means to think of treatment as involving the co-construction of new narratives. The course incorporates experiential learning and makes use of student case material. *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 496: Prevention

Effective prevention programs in social work require the social work professional to have an understanding of the elements associated with behavior change and health promotion theory. This course provides the groundwork for understanding, assessing, intervening and applying theories of human behavior of the field of social work. Health promotion and wellness in the social sciences has become essential in our efforts to improve the health of individuals, families and communities. Goals associated with primary and secondary prevention theories/models are to prevent disease and health compromising conditions, reduce risk, and to promote health and wellness.

This course focuses on providing an introduction to emerging models of prevention and how they are incorporated into social work practice and programs, bridging theory and practice. Knowledge and skills associated with these theories/models assists us in understanding why people engage in health risk behaviors and why they choose to adopt/not adopt health protective behaviors. In addition, we will discuss the importance of theory in program development and implementation. Due to the multidisciplinary nature of prevention, readings will cover a wide range of literature. Selected health, behavior, and social problem areas will be highlighted as indicated by student interest. Some course topics include substance abuse prevention, HIV prevention, smoking cessation, violence prevention, sexual health education and other topics.

This course meets the requirement for a clinical practice elective

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. Section Two: 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 society. This course will focus on race, ethnicity, class, the growth of inequality, and strategies that promote social justice within organizations and the larger community. We will examine the US economy and global economies, immigration, and the changing labor movement and ask: What does this mean for you as a social worker? What does this mean for your clients? How does it affect the institutions you work within? What is the constituency for change, and what would a change movement look like? Students will develop 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, and the principles of social capital. 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. Section Three: 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. The course will focus on mental health and substance abuse policy, and policies related to LGBTIQ populations. 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 529 Forensic Social Work with Adolescents & Adults

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

SW 545 Political Action and Strategies for Professional Social Workers

The course is offered by Simmons College Graduate School of Social Work. The course will include seminars and workshops taught by faculty from Simmons College GSSW, George Washington University, and George Mason University. Other speakers will include key leaders and advocates in policy and lobbying organizations, as well as professionals from the National Association of Social Workers. Classes are held in both Massachusetts and in Washington, D.C. The course is designed to help students learn, in depth, about the policy-making process at the federal level, and to develop skills for political action. Other goals include learning about the health care system in the United States and, specifically, the Medicaid Program.

Classes will be held at Simmons College on May 21 & 28 and in Washington, D.C. May 30th-June -6th. Travel and housing expenses are in addition to the course cost. After registering on AARC, students must also fill out an application (included in this packet) and give a \$100 deposit for these expenses by the due

date and make the final payment according to the schedule on the application and **returned to Suzanne Mullarkey in P 408-J.**

This course meets the requirement for a Social Action 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.