

SOCIAL WORK (GRADUATE) (SWGS)

SWGS 0000. Advanced Standing. (31 Credits)

This is a transcript designation representing transfer credit awarded to advanced standing M.S.W. students, which permits them to bypass generalist courses.

SWGS 0766. Maint Matric - No Mentor. (0 Credits)

Students who have been granted permission, for serious personal reasons, to take a leave of absence from the program register for this course each semester.

SWGS 0799. Maint Matric - Mentored. (0 Credits)

Intended for students who have completed all course requirements and require faculty mentoring and the use of the library and other university facilities while completing research and writing the dissertation.

SWGS 0940. Ph.D. Comprehensive Examinations. (0 Credits)

This course is the comprehensive examination registration for doctoral students in social work. As part of the comprehensive examination requirement, the student will demonstrate mastery of a substantive area of social work or social welfare and the ability to design an empirical study. Demonstrating that knowledge will require the student to integrate and synthesize empirical and theoretical knowledge; and critically analyze the existing research, social work practice, and social welfare policy. The analysis will include an examination of substantive gaps and methodological weaknesses in existing research, theory, and policy related to a particular clinical or social welfare issue.

SWGS 6000. Transfer Elective. (3 Credits)

SWGS 6005. Contemporary Social Welfare Policy. (3 Credits)

Students will learn that human rights and justice drive social welfare policies and their implementation at the international, federal, state, and local levels. The course introduces students to the underlying values, assumptions and philosophical perspectives that have influenced the development of the US social welfare system, its goals, policies and programs. Students will learn about policy formulation, analysis, and the role of social work in policy development and implementation within their practice settings at the micro, mezzo, and macro levels. The course introduces students to the historical, social, cultural, political, economic, organizational, environmental, and global influences that affect social policy.

SWGS 6040. Integrating Human Rights and Justice in Practice. (3 Credits)

Every person regardless of position in society or geographic location has fundamental human rights such as freedom, safety and security, privacy, an adequate standard of living, health care, and education. This course introduces students to how social workers may conceptualize the global intersections and interconnections of justice, equality and human rights. Students are introduced to an integrated practice framework that promotes human rights and justice and identifies the root causes of global social issues. They will explore theories that address human need, social, economic, and environmental justice, intersectionality, diversity, and oppression and discrimination. In this course, students learn how to recognize the extent to which a culture's structure and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Students learn to engage in advocacy to advance human rights social, economic, and environmental justice domestically and internationally.

Attributes: CEED, CETH.

SWGS 6305. Social Work Skills Lab. (3 Credits)

This skill-based course is anchored in the knowledge of generalist social work practice. Students will develop competency in performing essential social work skills via simulations, role-plays and peer activities. These skills will be applied to working with client systems including individuals, families, groups, communities and organizations. Case scenarios developed for this course will reflect the realities of contemporary social work practice. The emphasis will be on student performance in using the engagement and intervention skills with various client systems.

SWGS 6320. Social Work Practice With Organizations and Communities. (3 Credits)

This course uses a generalist framework to prepare students for direct social work practice with organizations and communities. Learners explore the theories, knowledge and fundamental skills necessary to practice successfully with organizations and communities. Students will learn the multiple phases of practices from engagement through termination. Students will be introduced to the ethical and legal obligations that guide social work practice with organizations and communities.

SWGS 6323. Social Work Practice With Individuals Across the Lifespan. (3 Credits)

This course uses a generalist framework to prepare students for direct social work practice with individuals. Learners explore the theories, knowledge and fundamental skills necessary to practice successfully with individual clients. Students will learn the multiple phases of practices from engagement through termination. Students will be introduced to the ethical and legal obligations that guide social work practice with individuals.

Corequisite: SWGS 6901.

SWGS 6324. Social Work Practice With Families and Groups Across the Lifespan. (3 Credits)

This course uses a unifying generalist intervention framework to help students make sense of the breadth and depth of the social work profession. The course integrates Human Behavior in the Social Environment (HBSE) theories and constructs across the life course from young adulthood through late adulthood, and end of life. The unifying framework provides clear guidelines for students about each phase of practice when working with families and groups by following a multi-step planned change model. The model includes the practice phases of: preparation, engagement, assessment, planning/contracting, implementation, evaluation, termination/referral and follow-up. This approach allows a wide range of flexibility for the application of theories and specific skills. Students will gain a foundation upon which they can continue to add and build skills. Building on foundational skills introduced in Social Work Practice with Organizational and Communities and Social Work Practice with Individuals Across the Lifespan, this course focuses on two of the five client target levels: families and groups. Following the same multi-step planned change model used, students will learn how to prepare, engage, assess, plan, implement, evaluate, terminate and follow-up when working with families and groups. Knowledge and skills that facilitate the development of interventions that are preventive in nature, target and promote the enhancement of political, economic, physical, mental, social, spiritual and educational well-being will be presented.

Prerequisite: SWGS 6323.

SWGS 6403. Family Oriented Treatment. (3 Credits)

This course provides an introductory overview of major themes of family intervention. The approach is eclectic and integrates theory and practice. The styles of Ackerman, Satir, Minuchin, Bowen, and others are emphasized.

Attribute: SWIF.

SWGS 6409. Social Work Practice with Older Adults. (3 Credits)

This course focuses on direct practice with older adults and their families. The course examines the aging process, the social context of aging, adaptation to changes associated with aging, and support systems. The interaction of physical, social psychological, and spiritual factors and how they affect aging and adaptation are addressed. The needs and issues encountered by older adults, both within the community and in institutional settings, are examined. Formal and informal caregiver support, and caregiver burden, are included. There is a focus on the role of race, ethnicity, culture, and working with diverse populations. Finally, the social work role in maintaining and enhancing functioning and well-being is an important part of this course. Assessment and interventions that are effective with older adults and their families, across a range of community and institutional settings, are examined.

Attribute: SWIF.

SWGS 6416. Advanced Integrated Practice with Individuals, Families, and Groups. (3 Credits)

This clinical course furthers generalist practice with experience in the use of evidence-based and evidence-informed practice that responds to major mental health concerns. A focus will be developing competence in effective use of self in applying brief treatment modalities that include skills in working with the change process, crisis intervention, interpersonal therapy (IPT), and/or solution-oriented approaches. An introduction to working with clients who have experienced trauma will include the fundamentals of cognitive behavioral models to support use of advanced clinical skills. Students will develop client-service plans based on the selection of appropriate theories, intervention models, and evidence informing interventions, including psychoeducation. Students will gain experience as reflective and collaborative practitioners using a practice orientation that attends to human rights and social justice for diverse individuals, families, groups, and communities.

Attribute: SWIF.

SWGS 6417. Social Work Practice with Substance Use Disorders. (3 Credits)

The issue of substance use disorders has created a serious and widespread public health problem that has a significant negative impact on individuals, families, communities, organizations, and society as a whole. Topics covered in this course include screening, assessment, diagnosis, intervention, and treatment, including gender, age, race, and cultural factors. There will be an emphasis on examining the neurobiological aspects of the development and evidence-based treatment of substance use disorders. There is a focus on the treatment needs of different client populations, including youth, adults, older adults, and family members of individuals with substance use disorders.

Attribute: SWIF.

SWGS 6418. Social Work Practice in Schools. (3 Credits)

This course is a foundation for social work practice within a school setting. Student well-being, social-emotional learning, and mental health are addressed through use of a three-tier approach that includes both prevention and intervention. Assessment guides to support educational planning for special needs and services that include IDEA entitlements will emphasize the role of advocacy to support students' and parents' rights. Evidence-based practice, including solution-focused brief therapy, group work, and psycho-education focus on developing skills for practice. Social work roles also involve professional collaboration with teachers, parents, and administrators to promote engagement and a positive school climate that supports learning.

Attribute: SWIF.

SWGS 6426. Cognitive Behavioral Treatment for Children and Adults. (3 Credits)

This course focuses on the theory and practice of cognitive behavioral social work. Several common problems of children, adolescents, and adults are examined, including aggression, depression, and anxiety disorders. Techniques that effectively treat these problems, such as cognitive reframing, behavior modification, assertiveness training, stress management, the use of homework and bibliotherapy, and the evaluation of practice will be introduced.

Attribute: SWIF.

SWGS 6429. Methods of Group Intervention. (3 Credits)

In this course, students focus on group practice as an integral part of social work intervention. The course covers theories and methods of work with groups for prevention and treatment, and the use of groups in staff and team relationships. Theory and practice are integrated through an eclectic approach. Teaching is augmented by group exercises.

Attribute: SWIF.

SWGS 6434. Evidence-Based Mental Health Practice. (3 Credits)

This course is aimed at developing the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented, evidence-based practices. Students will become familiar with evidence-based practices within a recovery-oriented paradigm as a general approach to practice, as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. It is assumed that students will have a basic knowledge of serious mental illness, however, a review will be provided. Students will learn to examine research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality mental health practice. Each evidence-based practice presented will also be examined for its utility with diverse groups. Providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness is the focus of this course and will be discussed in detail. This is a clinical elective and SWGS6430 Advanced Clinical Assessment and Diagnosis is required.

Attribute: SWIF.

SWGS 6436. Core Components and Trauma-Informed Practice for Children and Adolescents. (3 Credits)

This course will introduce students to the use of 12 common trauma-informed practice elements, with emphasis on diversity, equity, and inclusion, in the intervention and treatment of traumatized children and their families. The course conceptualizes a trajectory of intervention that considers the impact of trauma, the intervention objective(s) that may be used to ameliorate that impact, and the identification of practice elements that, if used skillfully, will support the intervention objective. The course also highlights how the effective use of common trauma-informed practice elements relies on the interconnection of these factors in the context of a sound therapeutic relationship. This foundation will allow clinicians to move more easily between empirically supported interventions available for diverse children and families impacted by trauma. This course is taught using an inquiry-based learning (IBL) methodology to enhance student engagement and learning. IBL grew out of problem-based learning and presents learners with complex situations that resemble those encountered by practicing professionals. These situations involve multiple decision-making points and require learners to process and integrate case information. The course uses full-length cases to exemplify a range of situations a professional might encounter. These cases vary by type of situation, client population, and the professional decisions needed to provide trauma-informed care.

Attribute: SWIF.

SWGS 6438. Clinical Social Work Practice with LGBTQI Individuals. (3 Credits)

This lifespan-based course examines issues affecting lesbian, gay, bisexual, and transgender (LGBT) individuals and their identities, as well implications for clinical social work practice. Based upon an understanding of the ways in which heterosexism and homophobia are embedded in the social milieu, students will identify strategies for serving these populations. Topics will include the nature of sexual orientation, LGBTQ identity formation, transgender identity, as well as family and relationship configurations. The course will focus on the mental and physical healthcare needs of LGBTQI individuals, the role of religion and spirituality, and possible clinical interventions that increase positive mental and physical health outcomes.

Attribute: SWIF.

SWGS 6439. Evidence-Based Practice with Children and Families. (3 Credits)

The course will provide an introduction to definitions and competencies connected with evidence-based practice (EBP) and an overview of the history, theoretical foundations, and implementation of several nationally (and internationally) acclaimed evidence-based family treatment models. Over the course of the semester, students will receive didactic training in the theory and practice of these treatment models, and hands-on training utilized within the models. Didactic presentation and discussions will be supplemented by case presentations by providers of the models and by testimonials from families that have received in-home services. Students completing the course will be able to distinguish between the different models and have an understanding of the shared core competencies for home-based family therapists, as well as an understanding of evidence-based practice.

Attribute: SWIF.

SWGS 6440. Advanced Clinical Assessment and Diagnosis. (3 Credits)

The course builds on the skills, values, knowledge and processes of the generalist curriculum, serving as a bridge between generalist and advanced assessment theory and practice. Specifically, the course extends the person-in-environment assessment perspective of Generalist Practice with the addition of more intensive assessment of the individual's inner world, including psychodynamic conflicts processes and ego defenses. The course is entitled "Advanced Clinical Assessment and Diagnosis" rather than "Psychopathology" to remind students that clinical assessment need not lead to a diagnosis of mental illness. The course covers practitioner self-awareness; the relationship between mental health and mental illness; risk and resilience; bio-psycho-social-spiritual assessment; a strength-informed cooperative assessment process; a critical use of the DSM-5, and major types of mental illness and their evidence-supported treatments.

SWGS 6442. Social Work Practice and Integrated Behavioral Health. (3 Credits)

This course is designed for students in their specialist year. The course prepares students for direct practice of integrated behavioral health in primary care. Students will become knowledgeable about the roles of behavioral health care providers working in primary care settings, theories and models of care delivery, and systemic and cross-cultural issues affecting health, access to care, and health outcomes. Building upon core competencies from generalist practice, students will develop skills in engagement, assessment, intervention, and evaluation in integrated behavioral health care. Students will develop competencies necessary for supporting individuals experiencing a range of health conditions and across the illness trajectory. They will learn social work roles in integrated behavioral health care and skills required for effective interprofessional practice. The importance of ethics and collaborating with the individuals, families, and the health care team will be emphasized.

Attribute: SWIF.

SWGS 6443. Suicide Assessment and Treatment. (3 Credits)

Most social workers will encounter suicidal clients more than once in their careers. While suicide is the ultimate act we wish to avoid, practitioners must also intervene with non-fatal suicidal behaviors that occur with higher frequency. These include suicidal ideation or thoughts; suicidal verbalization, often in the form of suicide threats; intentional self-harm; and suicide attempts. Research on suicidal behavior now indicates that non-fatal suicidal behaviors are often most effectively reduced via systematic focus and specialized intervention strategies. Understanding the risk factors for and protective factors against suicide is a critical step in this process. A more nuanced understanding of which specific risk and protective factors are relevant for an individual client based on their age, gender, and ethnicity is yet another critical step in arriving at an accurate evaluation of risk. Equally important is to understand how to implement interventions to reduce suicidal behavior. It is the goal of this course to provide the fundamental knowledge needed to conduct an evidence-based suicide risk assessment with clients and to utilize evidence-based practices targeting suicidal behavior. This class will prepare beginning practitioners to assess and manage the clinical risks associated with suicidal behavior as well as expose them to the most recent empirical research advances in treating suicidal behavior.

Attribute: SWIF.

SWGS 6445. Social Work Practice in Healthcare. (3 Credits)

This course focuses on clinical social work practice in health care settings using a biopsychosocial–spiritual approach with an emphasis on gaining skills in assessing and intervening with individual patients and family members. Students will learn about best practices in patient-centered care and issues in health care across the life span. They will learn what it's like to work on an interdisciplinary team and how to work in different health care settings. Students will gain an awareness of the issues in health care and social work practice in relation to age, gender, gender identity, and expression, sexual orientation, disability, socioeconomic class, ethnicity, and social justice related to disenfranchised populations. Students will learn about social determinants of health, health care disparities, health literacy, and health promotion. Health care across the lifespan and with different cultural groups will be examined. Students will understand the impact and meaning of serious and life limiting health conditions in individuals and families, including the psychosocial and spiritual issues. Students will learn about the values and ethics for the profession in health care practice, common ethical dilemmas in health care, and how to assess and address ethical dilemmas. Self-care strategies are discussed.

Attribute: SWIF.

SWGS 6446. Evidence-Based Practices in Forced Migration. (3 Credits)

Over the past decade, the number of people with lived experiences of forced migration has increased exponentially. The United States, partly due to its geographic location, is the world's top migrant destination. The mental health consequences of forced migration cannot be understated. And—while the social/emotional/psychological distress forced migrants experience may be mitigated by resilience and capacity to adapt and recover—without properly implemented mental health intervention, this vulnerable and marginalized group continues to be exposed to and affected by migration-related trauma. This course focuses on the evidence-based practices for addressing mental health and well-being among forced migrants. Students will learn several of the theories, principles and assumptions, strategies, techniques and skills associated with key evidence-based models of practice, and their application to this highly marginalized and vulnerable population. Role-play and class demonstration will be used to illustrate the course material. Students will develop new skills to effectively work with and support individuals with lived experience of forced migration.

Attribute: SWIF.

SWGS 6471. Palliative Social Work. (3 Credits)

This course prepares social workers for basic clinical skills in providing palliative care to individuals who are seriously ill or at end of life and their families. This course covers: the historical, medical, legal, fiscal, and ethical context of palliative care; settings and models of palliative care delivery; the role of the social worker on the interdisciplinary palliative care team; clinical skills, including communication with persons with serious illness, their family members, interdisciplinary team members, and other service providers; assessment and supportive counseling; goals of care, advance care planning, and shared decision-making; palliative care across the life cycle; the social work role in pain and symptom management; cultural dimensions of palliative care; spirituality in palliative care; challenging ethical issues; self-care; and the future of palliative social work.

Attribute: SWIF.

SWGS 6472. Grief, Loss and Bereavement. (3 Credits)

This course will investigate: the theoretical framework(s) for understanding grief, loss and bereavement; review multiple experiences/ definitions of grief; address the impact of both culture and religion on the grief experience; review complicated and uncomplicated grief in adults; and address the basics of childhood and adolescent grief. The course will also introduce various counseling intervention techniques, and present a sample of complementary and cognitive focused interventions.

Attribute: SWIF.

SWGS 6474. Comparative Models of Interventions with Individuals. (3 Credits)

This course provides an overview of the principles, theoretical premises, and practices of a select sample of current theories and methods of intensive interventions with individuals. The course will examine and provide a critical assessment of theories, including psychodynamic and self-psychologically informed interventions, attachment theory and its relationship to clinical practices, and trauma treatments such as EMDR and Somatic Experiencing treatments. Additionally, it will look at the role of cognitive-behavioral and dialectical behavioral treatments.

Attribute: SWIF.

SWGS 6598. International Audit. (0 Credits)

Audit of a GSS course at an international campus.

SWGS 6605. Community Organizing. (3 Credits)

This course provides a history of community organizing, especially in the context of the social work profession and as a way of meeting the needs of vulnerable and at-risk populations and communities. Focus is on the various community organizing models and the array of roles and functions of community organizers. Emphasis is on practice strategies and tactics for assessing, planning, implementing, and evaluating community organizing projects and campaigns.

Attribute: SWOC.

SWGS 6615. Supervision & Staff Development. (3 Credits)

In this course, students examine supervision and staff development as management functions in diverse agency settings and within the context of social work values and ethics. The philosophy, functions, principles, and methods of supervision as well as staff development and training are covered. Emphasis is given to the knowledge and skills required to motivate and retain an effective and multicultural workforce, and to effectively supervise varying levels of staff (volunteers, nonprofessionals, professionals) during turbulent times.

Attribute: SWOC.

SWGS 6622. Advanced Integrated Practice With Organizations and Communities. (3 Credits)

This course prepares social work practitioners who operate within and through frameworks of human rights, social, economic and environmental justice, and empowerment practices. Learners will be trained to engage in social change at all levels of society in order to become social workers who are committed to equity all forms. By cultivating advanced community and organizational practice skill development, the course focuses on transforming and enhancing capacities in communities and organization through inclusive and collaborative strategies while increasing access to resources innovations and collaborations. A multidimensional model of organizational and leadership practice within a macro practice lens is used to organize and integrate theories, research, and content. Emphasis is on learning to implement changes within macro level contexts that is consistent with social work values, human rights, social justice and equity.

Attribute: SWOC.

SWGS 6624. International Social Development and Capacity Building. (3 Credits)

This course aims to expand students' understanding of the global context and to equip students to work with diverse communities locally or internationally. International social development increasingly becomes the core component of change, hence the essence of social work as a profession with international coherence and global reach. As small communities everywhere are part of larger machinery affecting the social and economic tapestry of the world, it is crucial for social work professionals to gain a better understanding of significant global issues, and to be prepared to engage in global social development, as agents of change. The course will focus on enhancing students' skills in the areas of community building, community needs assessment and capacity mapping, community organizing, stakeholder analysis, and advocacy. The course is designed around the following themes: (1) international social development and social work, theoretical perspectives, and the roles of a social worker in the global context; (2) globalization, global issues, and the consequences of these issues for communities and their residents from an international perspective; (3) human rights and the implications of choosing to become an agent of change from a human rights perspective; and (4) international social development: current approaches, best practices, and future trends. This is an administrative elective.

Attribute: SWPP.

SWGS 6625. Fundraising. (3 Credits)

A significant portion of work in the social welfare arena involves the nonprofit sector, which depends on philanthropic resources and public funding to function and survive. Resource development in the nonprofit sector relates to every dimension of social work practice. On a micro level, funding supports the direct services provided by social workers and other human service professionals. On a macro level, organizational administrators and community leaders collaborate with foundations and other philanthropic entities to support organizational, community, and societal change. This course introduces students to resource development and stewardship via two predominant channels: fundraising and grant making. The course emphasizes supporting the well-being of vulnerable populations. In addition to the development of foundational knowledge and concrete skills, the course conceptualizes philanthropy and fundraising within the framework of human rights, social justice and the NASW Code of Ethics.

Attribute: SWOC.

SWGS 6702. Advanced Integrated Policy Practice. (3 Credits)

This advanced policy practice course builds on the competencies acquired in the foundation year. The course introduces a rights-based approach to policy practice and advocacy. Using human rights principles, students will learn how to use specific policy analysis frameworks to plan for and develop advocacy strategies that facilitate social change. Students will learn and apply specific advocacy skills, addressing policy issues in community, organization, and legislative settings.

Attribute: SWPP.

SWGS 6705. Comparative Social Welfare Policy and Advocacy. (3 Credits)

In this course, students explore the similarities and differences among helping systems in the United States and other societies. This includes consideration of historical, economic, political, and social forces that influence the nature and functioning of those systems. Other topics covered include social development and the globalization of social problems.

Attribute: SWPP.

SWGS 6707. Forced Migration and Social Work Policy and Practice. (3 Credits)

This course is defined by two elements: (1) It is grounded in the lived experiences of forced migrants in general, and asylum seekers in particular; and (2) it maintains an interdisciplinary focus. The first element is manifested by the fact that the course content is developed in collaboration with women asylum seekers and advocates, as well as service providers—using the Merging of Knowledge (MoK) approach. Women asylum seekers will co-facilitate the learning process. For the second element, students will engage with immigration lawyers, trauma-informed mental health service providers, educators, and economists in a learning experience that will prepare them to work across disciplines and understand the complex and interwoven aspects of migration. The course will introduce general concepts; theoretical frameworks; global and local migration policies; and a rights-based policy analysis framework. The course will challenge students to think critically on specific migration-related issues and respective current policy challenges, preparing them to work in the migration sector and improve protections for forced migrants.

Attribute: SWPP.

SWGS 6710. Advocating for Justice in Child, Youth and Family Policies. (3 Credits)

This advanced policy practice course builds on the competencies acquired in the foundation year. The course introduces a rights-based approach to child, family, and youth policy practice and advocacy. Using human rights principles, students will learn how to use specific policy analysis frameworks to plan for and develop advocacy strategies that facilitate social change to enhance the well-being of children, youth, and families. Particular emphasis will be placed on policies affecting services provided by community-based agencies, child welfare services, and the juvenile justice system. Students will develop critical frameworks for assessing the strengths and weaknesses of the policies, organization, and delivery of child-oriented social services through a rights-based framework to achieve social, economic, or environmental justice. Illustrative international comparisons of services and policies for families with children and youth will be examined through a focus on U.S. policy and services. Students will consider the differential impact of child, youth, and family policies and services on the poor; race and ethnic groups; and gay, lesbian, bisexual, and transgender youth by identifying the mechanisms in these policies and services that support existing privilege, power dynamics, and oppression, and by developing an awareness of ways to promote social justice goals within these systems. Students will learn and apply specific advocacy skills, addressing policy issues in community, organization, and legislative settings.

Attribute: SWPP.

SWGS 6715. Health Care Policies and Advocacy. (3 Credits)

This advanced policy practice course builds on the competencies students acquire in their generalist year. The course focuses on healthcare policies and advocacy and expands upon the rights-based approach to policy practice in health care. Students will actively participate in analyzing existing disparities in health and health care and the causes of these disparities by reviewing the evolution and interactions of federal, state, local government, and private policies. The course will address the current system and its challenges and opportunities, highlighting the importance of affordability, accessibility, quality, and availability. Students will learn to apply rights-based advocacy skills, addressing policy issues in the community, organizational, and legislative settings.

Attribute: SWPP.

SWGS 6803. Applied Social Work Research and Evaluation. (3 Credits)

This course introduces students to social work research. It focuses on the scientific method from the process of developing knowledge to critically evaluating research. Students will learn about formulating a research question; research methodology, including study design, sampling, measurement, and data collection methods; ethical issues in research; and understanding how to read and understand research reports and publications.

SWGS 6805. Science and Psychotherapy. (3 Credits)

This course explores the interconnections of science and the practice of psychotherapy. Topics include psychotherapy outcome, process, and neuropsychological research; the debate over manualized therapy and common factors; clinical use of measures; research on the impact of gender identity, race/ethnicity, sexual orientation, and social class on therapy process and outcome; and implications of psychotherapy research for the diverse practice roles of social workers.

Attribute: SWRE.

SWGS 6806. Program Evaluation. (3 Credits)

The use of evaluative research in social welfare planning, program development and theory building is examined. Recent evaluations of social work practice, including interventions on a social policy, neighborhood, family and individual level, are reviewed. Traditional research designs are considered, but emphasis is placed on emerging models of evaluation. Course is appropriate for students preparing for direct service practice. Note: Research students, with approval from the director of the doctoral program, may enroll in the SWGS 7000 course series listed in the Doctoral Course Offerings.

Attribute: SWRE.

SWGS 6807. Qualitative Inquiry in Social Work Practice. (3 Credits)

This course is devoted to qualitative inquiry in social work as a method to promote individual and community well-being and empowerment. Students will become more competent in using a variety of traditional and emerging qualitative approaches. These methods include narrative, phenomenology, grounded theory, ethnography, practice and arts-based action, and participatory action research. The course prepares students to engage in qualitative research aiming to explore the issues experienced by oppressed individuals, groups, and communities. The course also addresses how to translate research findings into practice.

Attribute: SWRE.

SWGS 6814. Advanced Integrated Practice Evaluation and Research. (3 Credits)

This course focuses on intervention and program evaluation research. Students will develop skills in designing evaluation strategies to provide evidence for practice. The course will include how to critically analyze, monitor, and evaluate interventions and program processes and outcomes. Application of findings to improve practice effectiveness at the micro, mezzo, and macro levels will be discussed.

Attribute: SWRE.

SWGS 6901. Generalist Field Instruction. (3 to 4.5 Credits)

Generalist Field curriculum is designed to facilitate students' mastery of the fundamentals of social work practice and the acquisition of the nine professional practice competencies required by the Council of Social Work Education (CSWE). Students are provided a minimum of 450 hours structured across two academic semesters in a vetted agency that provides generalist level learning opportunities to successfully demonstrate Generalist level social work practice competence. This includes 7 two-hour Field Advisement sessions where students will meet for group advisement with their assigned Field Advisor. The Field Advisement sessions serve as a forum for support to help students successfully complete Field Education. Four sessions will be held during semester one and three sessions in semester two during their Generalist Field Education.

Prerequisite: SWGS 6323 (may be taken concurrently).

Corequisite: SWGS 6911.

SWGS 6902. Specialist Field Instruction. (3 to 4.5 Credits)

The Specialist Field curriculum is designed to extend the nine professional practice competencies required by the Council of Social Work Education (CSWE) Generalist level competencies. Students are provided a minimum of 500 hours structured across two academic semesters in a vetted agency that provides generalist level learning opportunities to successfully demonstrate Specialist level social work practice competence. This includes 7 two-hour Field Advisement sessions where students will meet for group advisement with their assigned Field Advisor. The Field Advisement sessions serve as a forum for support to help students successfully complete Field Education. Four sessions will be held during semester one and three sessions in semester two during their Specialist Field Education.

Corequisite: SWGS 6912.

SWGS 6911. Generalist Field Advisement Sessions. (0 Credits)

The Field Advisement Sessions are designed to help students integrate coursework with their field work practicum, and to support students' field work experiences. Because integration of knowledge and skills is a personal and experiential process, discussion topics often emerge from the students' learned experiences. As a result, session topics are not taught didactically. Field Advisement Sessions help students reflect on the skills they are developing by comparing practice experiences among their peers, integrating classroom learning with practice, and applying critical thinking skills to their practice and professional development. Through peer-learning, process recordings, presentations, and reflective journals, students will critically reflect upon their learning of professional social work practice utilizing skills including critical thinking, self-awareness, applying ethics and values, and culturally-responsive practice. Field Advisement Sessions are also designed to promote students' development of a professional identity, as well as help them wrestle with the challenges inherent in applying the theoretical to real-world practice experiences.

Corequisite: SWGS 6901.

SWGS 6912. Specialist Year Advisement Sessions. (0 Credits)

The Field Advisement Sessions are designed to help students integrate coursework with their field work practicum, and to support students' field work experiences. Because integration of knowledge and skills is a personal and experiential process, discussion topics often emerge from the students' learned experiences. As a result, session topics are not taught didactically. Field advisement sessions help students reflect on the knowledge and skills they are developing and discussing practice experiences among their peers, integrating classroom learning with practice, and applying critical thinking skills to their practice and professional development. Through peer-learning, process recordings, presentations, and reflective journals, students will critically reflect upon their learning of professional social work practice including critical thinking, self-awareness, applying ethics and values, and culturally-responsive practice in the specialist field. Field advisement sessions are also designed to promote students' development of a professional identity, as well as help them with the challenges inherent in applying the theoretical to real-world practice experiences.

Corequisite: SWGS 6902.

SWGS 7002. Adv Stat in Soc Welf. (3 Credits)

Building on SWGS 7012, this course covers such topics as ANCOVA, MANCOVA, linear regression methods, logistic regression, and an introduction to path analysis. The course links theory, statistics, hypothesis testing and measurement. Students are expected to be proficient in the use of SPSS statistical package.

SWGS 7003. Qual Meth SW Research. (3 Credits)

This course explores the conditions under which qualitative research methods are desirable and feasible, the nature of qualitative information, and the relationship between the researcher and the research subject. Methods of qualitative research, as well as the process of developing inferences from findings are examined.

SWGS 7004. Philosophy of Science. (3 Credits)

This course examines theory and theory development and their roles in social work. Focus is on social work epistemology, salient issues in social work theory, and the critical appraisal of ways of knowing.

SWGS 7005. Theories of Social Work. (3 Credits)

This course explores, critically examines and compares the major theories of social work practice with individuals. It covers the historical contexts in which theories emerged, their underlying assumptions and their empirical support. The course draws on the works of major social work thinkers as it spurs students to consider implications for theory development and research.

SWGS 7007. Advance Social Work Practice. (3 Credits)

This course focuses on the use of translational research, development, evaluation research, and complex and chaotic systems theories to advance social work practice. The focus will be on social work practice within a human rights and social justice framework in diverse settings with marginalized and diverse populations (i.e., agencies, hospitals, residential settings, and communities).

SWGS 7012. Statistics I. (3 Credits)

This course introduces the statistical techniques most commonly used in social welfare research. The course will include the following topics: an introduction to descriptive and inferential statistics, level of measurement, frequency distribution, cross-tabulations, measures of central tendency, parametric vs. nonparametric statistics, normal curve, z scores, confidence intervals, introduction to significance testing, t scores, chi square, correlation and one way ANOVA. Computer analysis using statistical software is taught with an emphasis on interpretation of results.

SWGS 7102. Organizational Theory. (3 Credits)

This course examines the major theoretical perspectives that describe and explain organizational behavior and organizational processes, including classical, human relations, political economy and organizational culture approaches. Emphasis is placed on the application of organizational theory to human service organizations and the management of them.

SWGS 7200. Soc Pol Theo & Analysis. (3 Credits)**SWGS 7202. Bioethics Principles. (3 Credits)**

This course will include an overview of the philosophical foundations of the principles of medical ethics and present a methodology for their employment in the attempted resolution of these questions. Of particular importance will be consideration of the issues of patient and professional autonomy, confidentiality, informed consent, distributive justice and the movement toward managed care, euthanasia and physician assisted suicide. The course will be conducted as a seminar centered on the analysis of case studies.

Attribute: HECS.

SWGS 7300. Internship. (3 Credits)

This course or SWGS 7301 provides social work experience for non-M.S.W. doctoral students in a research, policy-making or educational setting. Can be taken during a regular semester or during the summer semester for 140 hours.

SWGS 7301. Internship. (6 Credits)

This course provides experience for non-M.S.W. doctoral students in a research, policy-making or educational setting. It can be taken for two semesters, during the academic year or summer session, for 280 hours in lieu of SWGS 7300.

SWGS 7302. Internship. (0 to 6 Credits)

This two semester course provides experience for doctoral students in a practice, research, policy-making or educational setting. It can be taken for two semesters during the academic year or summer session, in lieu of SWGS 7300 or 7301.

SWGS 7408. Indepn't Stud Child/Fam. (3 Credits)

This course is designed to assist students in further developing their understanding of problems and issues in services to children and families. The student, with the aid of a mentor, will select one area of special interest for extensive reading, study, and investigation.

SWGS 7605. Social Work Education. (3 Credits)

This course examines the principles, policies, philosophies and processes of learning and teaching in social work. It reviews the historical evolution of social work education and develops implications for classroom and field instruction.

Attribute: SOIN.

SWGS 7616. Ind'l Study in Mental He. (3 Credits)

This course is designed to assist students in deepening their understanding of problems and issues in mental health. The student, with the aid of a mentor, will select one area of special interest for extensive reading, study and investigation.

SWGS 7700. Survey Research Methods. (3 Credits)

This course examines methods used in descriptive research, including descriptive research designs, principles of causality, sampling data, data collection and ethical issues.

SWGS 7710. Experimental Research Mtds. (3 Credits)

This course examines experimental and quasi-experimental designs, experimenter and statistical controls, threats to internal and external validity, and strategies for analyzing significance and effectiveness of outcomes.

SWGS 7720. Measurement. (3 Credits)

This course examines quantitative and qualitative approaches to data collection in social work research. Among the topics covered are scale construction, case studies, qualitative approaches to data collection and use of existing records. Data analysis is linked to principles of measurement and measurement theory.

SWGS 7730. Data Management & Analysis. (3 Credits)

This course covers topics related to data management and analysis, including using data files, calculating sample size, preparing data analyses plans, and maintaining the quality of one's data at each phase of the research enterprise.

SWGS 7740. Grantsmanship. (3 Credits)

This seminar will cover the knowledge and skills necessary to prepare grant applications for both government and foundation funding; covering applications for applied research projects as well as those proposing program demonstrations, clinical trials and evaluation.

SWGS 7781. Poverty and Race. (3 Credits)

This course provides an overview of U.S. social policies. It reviews the evolution of American social welfare policies, social welfare theories, and examines the condition, conceptual framework and empirical evidence of policies that target poverty in the United States. Particular emphasis is placed on the impact of policies on marginalized and disenfranchised populations.

SWGS 7782. Policy Implementation. (3 Credits)

Drawing on theories of implementation and innovation, this course provides an in-depth examination of policy implementation in different fields of practice. It focuses on factors that promote and hinder policy implementation, as well as the historical contexts in which major policies have been implemented.

SWGS 7783. Policy Analysis Seminar. (3 Credits)

Using available frameworks for policy analysis, this course encourages students to critically analyze existing policies. It considers the implications of these analyses for the study of policy development, implementation and evaluation.

SWGS 7800. Research Practicum. (0 Credits)

This one semester course is designed to provide advanced year students with practical experience in social work research. Students are expected to work under the supervision of a faculty member on some aspect of an ongoing research endeavor.

SWGS 7801. Teaching Practicum. (0 Credits)

This one semester course is designed to provide advanced year students with practical experience in teaching at a graduate or undergraduate level. Students may fulfill this requirement by teaching a graduate or undergraduate level course or by working as a teaching assistant for a faculty member for seven hours per week.

SWGS 7950. Doctoral Foundation Seminar I. (3 Credits)

SWGS 7960. Foundations Seminar II. (3 Credits)

Part II of a two semester course that will orient first year doctoral students to the social work scholarly community. The course will cover topics such as: Understanding human rights, social, economic and environment justice; Ecosystem and micro/mezzo and macro perspectives.

SWGS 8999. Independent Study. (3 to 9 Credits)

Independent Study.