**COURSE LIST**

**SWGS courses**

Note: Undergraduate equivalents to SWGS courses use the subject code SOWK. Course descriptions are otherwise identical.

**SWGS 5000. CH FIRST - CH ABUSE & MAL. (0 Credits)**
**SWGS 5002. LMSW REVIEW COURSE. (0 Credits)**
**SWGS 5100. SEMINAR IN FIELD INSTRUCTION. (0 Credits)**
**SWGS 5500. EXECUTIVE EDUCATION TRAINING. (0 Credits)**
**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 6006. SOCIAL POLICY I: POLICY & PROFESSION. (3 Credits)**
Students will learn that social welfare policies and their implementation at the federal, state, and local levels drive the realization of human rights and justice. The course introduces students to the underlying values, assumptions and philosophical perspectives as well as the social, economic and political factors that have influenced the development of this country’s social welfare system, including its goals, policies and programs. Students will learn about the role of social work in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and ways they can actively engage in policy practice to effect change within those settings. The course introduces students to the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They will also become knowledgeable about policy formulation, analysis, implementation, and evaluation.

**SWGS 6007. Social Policy II: Policy Practice and Human Rights Advocacy. (3 Credits)**
This is the second of two required courses covering content on social welfare policies and services. Building on the first course, this course introduces the knowledge, skills and strategies necessary to examine the impact of specific social policies on clients, agencies, service delivery and practice, and to influence these policies as participants in the major arenas where policy is analyzed, formulated, implemented and changed. This course is offered with a broad focus upon diverse fields of practice or, alternatively with a focus on a specific practice area. Prerequisite: SWGS 6006. This Foundation-level course is usually taken while the student is in the Advanced phase of the program.

**SWGS 6008. SW & THE LAW. (3 Credits)**
The legal foundations for social welfare policies and programs are examined, including the history and development of the rule of the law, civil liberties and civil rights, sources of different systems of law, due process and legal institutions. Special attention is given to professional relations between lawyers and social workers, their differing values and ethical systems and on preparing social workers to practice in and with the courts.

**SWGS 6009. SOC POL ANAL FOR MACRO PRAC. (3 Credits)**
This course further develops the analytical and political skills needed by social work leaders to effectively address the multiple and complex social issues affecting communities, organizations, planning and administration. Students are exposed to advanced policy analysis skills such as fiscal analysis of government budgets and legislative analysis. The course explores the different ways in which social policies are made and implemented at each level of government, and ways in which analysis can be used by administrators, community and organizational practitioners to affect purposeful change. This course builds on basic policy skills and research principles from foundation-year courses by applying them to questions of policy suitability and effectiveness.

**SWGS 6017. EMPOW PR IMMIGR & REFUGE. (3 Credits)**
Empowerment Practice with Immigrants and Refugees is an advanced lecture-seminar course that focuses on critical approaches to practice with/in immigrants and refugees. This course builds on HBSE, social policy, research, and micro and macro practice content in the Foundation Curriculum. This course focuses on: 1) introduction of post-colonial perspective and theoretical representations of immigrant and refugee communities, 2) critical examination of the principles of empowerment practice and understanding of trauma and recovery, 3) effects of displacement and transnational migration on immigrant and refugee individuals and their communities; and 4) social service provision strategies pertaining to working with/in immigrant and refugee communities.

**SWGS 6028. CHILD ABUSE. (3 Credits)**
This course focuses on intervention with abused children and battered women from an ecological perspective. It highlights the need for trauma-specific interventions with individuals and families, as well as system-wide advocacy with social and cultural institutions that contribute to the continuation of abuse within family relationships.

**SWGS 6030. DEATH & DYING. (3 Credits)**
This course examines the experience of death as encountered by social workers in clinical practice. The focus is on providing a theoretical base for understanding the psychosocial aspects of loss, death and bereavement across the life cycle. Additional emphases include strategies, techniques and goals of interventions in clinical work with the bereaved.
SWGS 6036. Social Work Practice with Service Members, Veterans and Their Families. (3 Credits)
This course, open to all advanced year social work students, explores the role of social work within the military in meeting the needs of active duty soldiers, veterans and their families. The course begins with an exploration of social work practice within the military from an historical perspective. The changing demographic makeup of the military and the implications for social work practice are also a part of this exploration. Issues related to the development of cultural competence and cultural sensitivity when working with the military are also explored. The course then focuses on developing an evidence-based understanding of the current social service, mental health, and health needs of active duty soldiers, veterans, and their families and the intervention methods being used to respond to these needs. While the needs of soldiers returning from Iraq and Afghanistan are emphasized, the similar and different needs of veterans from previous conflicts are also considered. The challenges being faced by social workers in meeting the needs of military women, single parents, gay and lesbian soldiers and immigrant soldiers and their family members are also explored. Students analyze and critique current methods of intervention at all levels of practice and consider ways that the social work profession could further contribute to meeting the needs of active duty soldiers, veterans, and their families.

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.

Attr.: CETH.

SWGS 6050. HUMAN RIGHTS & SOCIAL JUSTICE. (3 Credits)
Every person regardless of position in society or geographic location has fundamental human rights to 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 or internationally.

Attr.: CEED, CETH.

SWGS 6103. SOCIAL WORK AND AIDS. (3 Credits)
This course focuses on the impact of HIV and AIDS upon individuals, families and communities. A knowledge base from social work, social sciences, psychology, psychiatry, medicine, law and public policy is used to explore policy and practice implications. Advocacy and case management interventions are stressed.

SWGS 6104. SPIRITUALITY & SOC WK PR. (3 Credits)
This course will explore a number of holistic concepts under the definition of spirituality. The many ways spirituality can be used in a variety of social work practice settings will be the main theme. A range of methods of spiritual practice and approaches to healing will be taught.

SWGS 6106. DOMESTIC VIOL:SW & LAW. (3 Credits)
This course, open to both social work and law students, explores the roles of social work and law in the field of domestic violence. The course is based on the premise that increased interdisciplinary understanding will lead to more effective intervention for both victims and perpetrators. Jointly taught by a social work professor and a law professor, the course provides students with both an historical and a contemporary perspective on the social and legal response to domestic violence. An understanding of the practice skills required in the performance of social worker and lawyer roles is emphasized. Specifically, students explore roles in detection, crisis intervention, assessment and intervention. Prerequisite: Completion of the Foundation requirements.

SWGS 6110. FORENSIC SOCIAL WORK PRACTICE. (3 Credits)
Forensic Social Work Practice, prepares social workers to practice at the intersection of social work, public health, and the legal system in order to tackle contemporary social problems, such as health disparities and mass incarceration. Many forensic populations, such as racial and ethnic minorities, at-risk youth, the elderly, veterans, immigrants, LGBTQ persons, persons with disabilities, or those living in poverty or communities of violence often lack access to quality services and political, civil, social, economic, and cultural justice. Course participants learn and apply a human rights legal framework and social justice and empowerment theories to guide multi-level prevention, assessment, and interventions with historically underserved individuals, families, and communities. After completing the course, participants will increase their knowledge, values, and skills for collaborative empowerment practice with forensic populations in diverse practice settings, such as healthcare, social service, and legal settings, including protective services, the courts, and corrections.

SWGS 6208. HUMAN BEHAVIOR: SOCIAL ENVIRONMENT I. (3 Credits)
This is the first of a two-semester course sequence. The course presents content from the behavioral sciences and related professional literature regarding those theoretical constructs and insights most relevant for social work practice. It uses an ecosystems perspective to coordinate and synthesize a broad range of knowledge pertinent to practice concerning the transactional and interactional aspects of large and small systems.

SWGS 6209. HUMAN BEHAVIOR: SOCIAL ENVIRONMENT II. (3 Credits)
The second semester course in the Human Behavior and Social Environment sequence discusses human development over the life course. Similarities and variations in personal and social functioning; in social, cultural and physical environments; in complex organizations and social institutions. All are examined for insights concerning the interplay between people and their environment. This focus includes biological, psychological and sociocultural factors and how the environment affects individual development. Prerequisite: SWGS 6208.
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 and communities. 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 6321. Generalist Practice I with Individuals, Families, Groups, Organizations and Communities. (3 Credits)
This is the first of a three-course sequence that 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 theories and constructs throughout the lifecourse from infancy to old age, death, and dying. The unifying framework provides clear guidelines for students about each phase of practice when working with individuals, 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.

SWGS 6322. Generalist Practice II with Individuals, Families, Groups, Organizations and Communities. (3 Credits)
This is the second of a three-course sequence that 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 theories and constructs throughout the lifecourse from infancy to old age, death, and dying. The unifying framework provides clear guidelines for students about each phase of practice when working with individuals, 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.

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.

SWGS 6324. SOCIAL WORK PRACTICE WITH FAMILIES AND GROUPS ACROSS THE LIFESPAN. (3 Credits)
This course uses a generalist framework to prepare students for direct social work practice with families and groups. Learners explore the theories, knowledge and fundamental skills necessary to practice successfully with families and groups. 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 families and groups.

SWGS 6403. FAMILY ORIENTED TRMT. (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.

SWGS 6404. CRISIS INTERVENTION. (3 Credits)
This course emphasizes the theoretical base that guides crisis intervention and trauma treatment with individuals, families and groups across the life cycle. Case materials illustrate the assessment and resolution of crisis and trauma in a variety of contexts.

SWGS 6409. PRAC OLDER PEOPLE & FAMS. (3 Credits)
This course focuses on direct practice with older people and their families. The course examines the social context of aging, the aging process, associated changes and the effects on older people and their families. Emphasis is on the nature of support systems and the social work role in maintaining and enhancing older people's functioning and well-being. The role of caregivers, when elders are limited in their capacity to function independently, is examined.

SWGS 6413. CLINICAL SW PRAC 1. (3 Credits)
The first of a two-course sequence in advanced clinical social work practice, this course expands and deepens the knowledge base of generalist practice, emphasizing advanced assessment with clients across the life cycle, and evaluation of practice. Treatment planning with individuals, families and groups are all explored. Special attention is given to the assessment of trauma. Prerequisite: SWGS 6319, 6321, 6322; concurrent field practice is required.
Prerequisites: SWGS 6322 or SWGS 6324 or SWGS 0000.

SWGS 6415. SEM: CLINICAL SW PRAC. (3 Credits)
This required course assists students in integrating the knowledge gained in the required clinical practice courses and in field instruction. By developing and presenting an internship case, students demonstrate their ability to integrate theory and practice. Prerequisite: SWGS 6413; concurrent SWGS 6414 and field practice are required.
Prerequisites: SWGS 6322 or SWGS 6324 or SWGS 0000.
SWGS 6416. ADVANCED INTEGRATED PRACTICE WITH INDIVIDUAL, 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 utilizing a practice orientation that attends to human rights and social justice for diverse individuals, families, groups and communities.
Prerequisites: SWGS 6322 or SWGS 6324 or SWGS 0000.

SWGS 6417. PRAC: ABUSERS ALC & OTHE. (3 Credits)
This course examines the diagnostic and treatment implications for social work practice with alcoholics and those dependent on other drugs. Addictions are viewed from a bio-socio-psychological perspective. The diversified roles of the social worker are emphasized.

SWGS 6418. SCHOOL SOCIAL WORK PRACT. (3 Credits)
This course focuses on the knowledge, values and skills appropriate for social work practice within the school setting. Understanding of the school context and its politics is highlighted. Special attention is given to working with students, teachers, parents and administrators as well as on interfacing with the community. Emphasis is placed on the tasks of social assessment for educational planning, the formulation of goals and objectives, record keeping, accessing school resources and external referrals. Theoretical approaches include problem solving, crisis and role theory, play therapy, brief treatment and group therapy.

SWGS 6420. CLIN SW PRAC II ADULTS & FAM. (3 Credits)
This clinical course furthers generalist practice with experience in the use of evidence-based and 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 crisis intervention, motivational interviewing and solution focused approaches. Introduction to working with trauma, with fundamentals of cognitive behavioral models for at risk populations will provide experience in use of advanced clinical skills. Students will gain experience and develop competence in developing a client service plan based on clinical assessment and case formulation that is the basis for choice of theory and evidence to inform intervention. Applied logic modeling will prepare students to identify clinical process and skills that contribute to specific outcome. Students will gain experience as reflective and collaborative practitioners utilizing a practice orientation that attends to human rights and social justice for diverse individuals, families, groups and communities.
Prerequisites: SWGS 6322 or SWGS 6324 or SWGS 0000.

SWGS 6421. CLIN SW PRAC II ChiL YTH & FAM. (3 Credits)
Clinical Social Work Practice II with Children, Youth, and Families uses a developmental framework within a dynamic ecosystems perspective that is trauma-informed as a foundation for advanced clinical practice. Attachment theory anchors assessment and intervention with preschoolers and their families; theories and models of play therapy and social competency are examined as ways to promote social and emotional mental health for school-aged children. Intervention with adolescents focuses on individual youth as well as family system intervention, group practice in school and residential contexts, and community-based multi-system models. The role of prevention, early intervention, and trauma-specific interventions are explored in relation to children, youth and their families. This advanced clinical practice course focuses on the use of evidence to inform practice and the implementation of evidence-based treatment models as they support best-practices. This course aims to create reflective practitioners who can make differential assessments, understand the use and purposes of different modalities of intervention, and learn to develop integrated treatment interventions that are theoretically informed and research-based. The multiple modalities examined in this course include culturally responsive work with parent-child dyads, psycho-education for multi-family groups, parent education, individual, group and family interventions as well as community based practices.
Prerequisites: SWGS 6322 or SWGS 6324 or SWGS 0000.

SWGS 6422. INDIV ORIENTED TREATMENT. (3 Credits)
This course provides an overview of the principles, premises and practices of a selected sample of current theories and methods of intensive individual treatment. Examining and comparing the clinical dimensions of history-taking, diagnosis, symptomatology, time and relationship, it focuses on critical appraisal of commonalities and differences across theories with a view toward developing an integrated approach to direct social work treatment of individuals.

SWGS 6426. SOC WK PRAC WITH ADOLESC. (3 Credits)
Adolescence is explored within a developmental context in this course. The importance of maturational norms, family dynamics, class and cultural factors and peer group influence are examined. Particular attention is paid to adolescents at psychosocial risk and to the development of assessment and intervention skills with the adolescent client.

SWGS 6429. METHS OF GROUP INTERVENT. (3 Credits)
This course focuses on group practice as an integral part of social work intervention. It includes 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.

SWGS 6430. ADVANCED CLINICAL ASSESSMENT AND DIAGNOSIS I. (3 Credits)
This course builds on and extends the person-in-environment and ecosystems assessment perspectives of Generalist Practice, specifically by adding assessment of ego functions and defenses, unconscious processes, and internal conflicts. The course also presents critical understanding and utilization of the DSM-5.
This course continues the work of biopsychosocial assessment from a social-work value base that was presented in Advanced Clinical Assessment and Diagnosis I. After a review of the core human rights and social justice values that serve as foundation for both 6430 and 6431, it focuses on specific areas of biopsychosocial well being and illness, beginning with those first observable in childhood and adolescence. In subsequent modules, the biopsychosocial functioning related to confronting trauma, connecting to reality, relating to others, managing the body experience, being cared for, and responding to the vicissitudes of life. The course presents the skills and knowledge for the differential assessment of people across the life span, emphasizing the importance of recognizing both strengths and vulnerabilities at all ages and in all areas of functioning. As in Advanced Clinical Assessment and Diagnosis I, at the conclusion of the course students should be able to: complete comprehensive assessments of mental well mental illness in various areas of biopsychosocial functioning; create working case formulations based on their assessments; critically utilize the DSM-IV when appropriate; and identify empirically informed interventions relevant to their case formulations and diagnoses.

This course will emphasize the application of relational theories of attachment theory, ego psychology, object relations theory, self psychology and women's relational theory to social work practice. Risk and protective factors in child development will also be considered. Case materials of children, adolescents and adults will be discussed.

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 as a pre- or co-requisite, 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 there is a prerequisite SWGS6430 Advanced Clinical Assessment and Diagnosis.

This course will introduce students to the common concepts underlying evidence-based treatment for traumatized children and adolescents, using a case analysis format. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events including, but not limited to natural disasters, war, abuse and neglect, medical trauma and witnessing interpersonal crime (e.g. domestic violence) and other traumatic events. The course will highlight the role of development, culture and empirical evidence in trauma-specific interventions with children, adolescents and their families. It will address the level of functioning of primary caregiving environments and assess the capacity of the community to facilitate restorative processes.

This 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.

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.

Audit of a GSS course at an international campus.

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.

This course examines 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.
SWGS 6616. PROG & PROPOSAL DEV. (3 Credits)
Students learn, step-by-step, to develop and prepare proposals, design programs, seek foundation funding and respond to grant requests. Attention is given to what makes programs and proposals effective and would enhance the likelihood of funding. Emphasis is on how program proposals relate to both organizational mission and funding interests and offer opportunities to serve underserved, neglected, vulnerable and at-risk populations.

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.
Prerequisites: SWGS 6322 or SWGS 6324 or SWGS 0000.

SWGS 6624. INT SOCIAL DEV-GLOBAL CXT. (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 a 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.

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.

SWGS 6626. SOCIAL INNOVATION: THEORY AND PRACTICE FOR CHANGE MAKERS. (3 Credits)
SWGS 6627. Leadership and Macro Practice 1. (3 Credits)
frameworks of human rights, social and economic justice, and empowerment. Our students will become social workers who are committed to social change in all forms, transforming and building capacities in communities and organizations, through inclusive and collaborative strategies, via anti-oppressive practices, increasing access to resources, innovations, and collaborations.
Prerequisites: SWGS 6322 or SWGS 6324 or SWGS 0000.

SWGS 6628. Leadership and Macro Practice 2. (3 Credits)
The two-semester Leadership and Macro Practice course prepares social work practitioners who operate from the frameworks of human rights, social and economic justice, and empowerment. Our students will become social workers who are committed to social change in all forms, transforming and building capacities in communities and organizations, through inclusive and collaborative strategies, via anti-oppressive practices, increasing access to resources, innovations, and collaborations.

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.
Prerequisites: SWGS 6322 or SWGS 6324 or SWGS 0000.

SWGS 6705. COMP INTL SOC WELF. (3 Credits)
This course explores the similarities and differences among helping systems in the United States and other societies. This includes consideration of historical, economic, political and social forces which influence the nature and functioning of those systems. Other topics covered include social development and the globalization of social problems.

SWGS 6801. Social Work Practice in Research 1. (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. This course focuses on: problem formulation; research methodology, including study design, sampling, measurement, and data collection; and ethical issues in research.
SWGS 6802. Social Work Practice in Research 2. (3 Credits)
In this second course in the foundation research sequence, students implement the proposed class research projects. The course includes content on data collection and analysis, how to interpret the theoretical and practical meaning of findings for social work practice, and how to report on and present data. Basic computer skills and statistical concepts (SPSS) are presented through "hands on" training in the computer laboratory. Prerequisite: SWGS 6801.

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 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.

SWGS 6812. ADVANCED RESEARCH I. (3 Credits)
This is the first of a two-course sequence in which students design and conduct an original research project submitted as a master's thesis. The course focuses on techniques of a literature review, definition of a research problem, hypothesis formulation, design of data collection instruments and writing a research proposal. Prerequisite: SWGS 6805 (unless a waiver has been obtained by examination); concurrent field practice required.

SWGS 6813. ADVANCED RESEARCH II. (3 Credits)
This is the second of a two-semester sequence in which each student completes an original research project as a master's thesis. The course focuses on advanced data analysis using statistical software, including data management, data transformations, presentation of data using tables and graphs and report writing. Prerequisites: SWGS 6805 (unless a waiver has been obtained by examination) and SWGS 6812; concurrent field practice is required.

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.
Prerequisites: SWGS 6322 or SWGS 6324 or SWGS 0000.

SWGS 6901. FIELDWORK AND INTEGRATIVE SEMINAR 1. (3 to 4.5 Credits)
Actual practice with a limited work load under close supervision designed to assist the student in applying theory to practice and to enable the student to master fundamentals of generalist practice. Includes 10 two-hour seminar sessions. Fourteen hours per week from September through July; 21 hours per week from September through May.

SWGS 6902. FIELDWORK & INTEGRATIVE SEMINAR 2. (3 to 4.5 Credits)
Actual practice with a limited work load under close supervision designed to assist students in applying theory to practice and to enable students to adapt fundamentals of practice to a particular concentration and field. Includes 10 two-hour seminar sessions. Prerequisite: SWGS 6901; Advanced Standing students are exempt from this prerequisite. Fourteen hours per week from September through July; 21 hours per week from September through May.

SWGS 6903. FIELDWORK & IS 1 ONLINE. (3 or 4.5 Credits)
SWGS 6904. FIELDWORK & IS 2 ONLINE. (3 or 4.5 Credits)
SWGS 6907. FIELD PRACTICUM LABORATORI. (0 or 3 Credits)
This required laboratory course for students who enter as experienced employees in the social services complements the Generalist Social Work Practice with Individuals, Families and Groups I and II. The focus is on the integration of classroom learning with practice. Assignments are closely related to issues covered in these practice classes. Class participation, process recording, presentations, role-playing and focused journal writing are important tools in the course. Upon satisfactorily completing this course, students will receive three credits and will be eligible for SWGS 6908, Combined Field Work in the following academic year.

SWGS 6908. COMBINED FIELD WORK. (7 or 8 Credits)
Open only to students admitted to the Experienced and Employed Social Service Practitioner plan, this course combines a review of fundamentals of practice with a focus on applying fundamentals in a particular concentration and field of practice. Students are in placement 28 hours per week from September through May, and are required to attend 10 two-hour seminar sessions during the work day or in the evening. Prerequisite: SWGS 6907.
Prerequisite: SWGS 6907.

SWGS 6911. FOUNDATION FIELD INSTRUCTION. (0 to 5 Credits)
SWGS 6912. ADVANCED FIELD INSTRUCTION. (0 to 5 Credits)
SWGS 6918. COMBINED FIELD INSTRUCTION. (7 or 8 Credits)
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 7006. PROGRAM PERFORMANCE/PRACTICE. (3 Credits)
Evaluation of program performance and practice.

SWGS 7007. EVIDENCE IN SOCIAL WORK. (3 Credits)
This course reviews and critically appraises the evidence base for social work practice theory. Topics covered include the nature of evidence, theories of change, research on social work's effectiveness, and frameworks for the analysis of social work practice theory.

SWGS 7008. FAMILY AND GROUP WORK. (3 Credits)
This course parallels in format and structure SWGS 7005. In it, students examine the major theories of group work and family practice, the evidence base for practices, and innovations in practice, research and theory.

SWGS 7011. STATISTICS LAB. (0 Credits)
This lab class is taken with SWGS 7012, Statistics I.

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 7013. STATISTICS 2 LAB. (0 Credits)
This lab class is taken with SWGS 7002, Statistics II.

SWGS 7102. ORGANIZATIONAL THEORY. (3 Credits)
This course examines in depth the philosophy, principles, processes of social work education and develops implications for classroom and field setting. This course reviews the historical evolution of learning and teaching in social work. It reviews the historical evolution of social work education and develops implications for classroom and field instruction.

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.

SWGS 7302. INSTRUCTION. (0 to 6 Credits)
This 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. INDEPENDENT STUDY. (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 7409. CHILD & FAMILY MH POLICY. (3 Credits)
SWGS 7420. RES IN MH/FAM/CHILDREN. (3 Credits)
This course examines current research in policy, service delivery and practice in mental health and with children and families. Emphasis is placed on the identification of necessary knowledge, research gaps and the application of effective research methods. This course may be substituted for SWGS 7403 or SWGS 7614 in the curriculum.

SWGS 7502. POLICY DEVELOPMENT. (3 Credits)
This course focuses on major policies determining entitlements for older persons in the United States, roles of governmental and private sectors, inequities in American society affecting older persons. A second focus is on comparative analysis of gerontological social policy in other countries, including Third World nations. A third component is the synthesis of strategies for effective social policy for older persons.

SWGS 7503. RESEARCH ISSUES AGING. (3 Credits)
This course includes a survey of practice and theoretical knowledge of aging developed through research efforts. Work will focus on the content and the methodology of research studies and their contributions to theory, policy and practice in the field of aging. Emphasis is on identification of knowledge in aging and application of research methods.

SWGS 7508. THEORIES OF PROFESSIONAL DEVELOPMENT. (3 Credits)
This course will focus on different theories on aging and the range of programs which have developed to meet the differential needs of older people. Practice issues relevant to diverse older populations such as the frail elderly; healthy, active older persons; ethnic and racial minorities; and isolated persons will be discussed. Emphasis will be placed on emerging theories on aging and research efforts designed to expand knowledge of the aging process.

SWGS 7509. INDEPENDENT STUDY. (3 Credits)
This course is designed to assist students in further deepening their understanding of problems and issues in gerontology. 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.

SWGS 7606. TECHNOLOGY FOR THE PROFESSION. (3 Credits)
This course examines in depth the philosophy, principles, processes and pragmatics of teaching and learning in classroom and field setting. Emphasizes 1) educational concepts, premises, models, frameworks and 2) planning effective curriculum and teaching strategies.
SWGS 7610. WOMEN AND POVERTY. (3 Credits)
This course will focus on low-income women in the USA. Attending to the multidisciplinary dimension of race, class and gender, the course will explore ways in which poverty affects quality of life, opportunities, choices and human potential. Contemporary policy issues will be explored and varied social change strategies critically analyzed for their potential in achieving economic justice for women.

SWGS 7616. INDL 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 7620. THEORIES IN MH/PSYCH DEV. (3 Credits)

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. GRANTSMANSHP. (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.
NPLD courses

NPLD 5300. Leadership I. (5 Credits)
This course provides an introduction to different types of organizations (For-Profit, Non-Profit, etc.) and an examination of the structure, context and culture of organizational life. Students also examine different leadership theories and types, and will reflect on the characteristics of relationships in different organizations and how they develop and change. Particular attention is paid to helping leaders and/or aspiring leaders develop a conscious use of self as an essential skill of leadership and in advancing strategic organizational relationships. Ethics and professional behavior is integrated throughout the course as a critical element of competent leadership. The concepts of power and social exchange are introduced and considerable time is devoted to helping students analyze the dynamics of power and reciprocity within organizations. Finally, the course provides a comprehensive exploration of the practical skills related to supervision and the responsibilities and characteristics of the supervisory role. Included are the challenges related to issues of authority, confidentiality and trust, establishing role legitimacy, and decision-making, staff/collegial relationships, professional development and promotion, and discipline and termination of supervisees. This course provides the necessary prerequisite content for the courses Leadership II and Leadership Lab II.

NPLD 5310. Leadership Lab I. (2 Credits)
The Leadership Lab I is structured to work in tandem with the Leadership I – NPLD 5300 – course. The purpose of this Leadership/skills development lab is to provide students with a guided experience in reflecting on themselves and how they use themselves in a transactional manner in building and extending organizational relationships. The format of the Leadership Lab I will involve sequential in-class assignments – including role plays - which will be prepared, and presented in the lab setting and will help students to better translate theory into real world application. Following each short presentation/role play, the lab participants will critique the presentation/role play and offer suggestions for the students’ consideration. Leadership Lab mentors will guide these discussions ensuring maintenance of constructive group processes. Following this process, the students will be required to write up a subset of their assignments to be presented to the class and mentor as a final assignment for grading.

NPLD 5320. Ethics, Compliance, and Fiscal Management. (3 Credits)
This course focuses on the planning, reporting, and financial decision making in nonprofit organizations. First we address the business planning process, with special attention being paid to unique issues facing nonprofits, and budgeting for social change projects; next we focus on developing operating budgets, managing working capital, and analyzing organizational fiscal health. Additionally, this course explores ethical and compliance consideration for nonprofit leaders focusing on the ethical dilemmas inherent in managing a nonprofit organization. Together we explore how personal values and the authority of one’s position impact ethical decision making; gaining insight into current ethics issues and the systemic challenges of managing ethically in any organization.

NPLD 5400. Leadership II. (5 Credits)
This course introduces the skills of strategic thinking and decision-making. Compared are traditional approaches to organizational strategic planning and contemporary ‘evergreen’ models. The key elements of the organizational strategic process are examined such as environmental scanning, internal and external evaluations, and the importance of conducting accurate needs/resource assessments. Stressed is the interrelatedness of critical factors in accurately assessing both opportunities and threats for an organization. The importance of risk management and social impact are examined and students are introduced to the concepts of social innovation and entrepreneurship as well as the role and application of technology in today’s nonprofit organizations. Each of these concepts and components are considered with respect to organizational commitments to social justice. Finally the course devotes specific attention to the role of leaders in contributing to both the overall strategic direction of an organization, specific program development and implementation, and the relationship between the two. Students will engage a detailed examination of the elements and skills of program planning and program evaluation. In preparation for the Leadership III course this course concludes with an introduction into organizational problem assessment and the processes of organizational change.

NPLD 5410. Leadership Lab II. (2 Credits)
The Leadership Lab II is structured to work in collaboration with the Leadership II – NPLD 5400 course. The purpose of this Leadership/skills development lab is to provide students with a guided experience in reflecting on themselves as leaders and how they use their authority and role as a leaders in contributing to organizational strategic processes. The format of the Leadership Lab will involve sequential in-class assignments, which will be prepared, and presented in the lab setting. Following each presentation, the lab participants will critique the presentation and offer suggestions for the students’ consideration. Leadership Lab mentors will guide these discussions ensuring maintenance of constructive group processes. Following this process, the students will be required to write up a subset of their assignments to be presented to the class and mentor as a final assignment for grading.

NPLD 5420. Fundraising and Resource Development. (3 Credits)
This course provides students with an introduction to development, an overview of fundraising processes and systems, and the framework through which angers can determine the efficiency and effectiveness of various tactics for increasing revenues in a nonprofit organization. The course will focus on infusing social justice and advocacy themes, issues and concepts into fundraising programs. Students will understand the role of the staff and board in the development program.
NPLD 5500. Leadership III. (5 Credits)
This course is designed to help students/leaders learn how to function as agents of change within their own organizations. Examined are the tools of organizational change and the complexities of navigating relationships, issues of power and authority, and organizational stress inherent in all processes of change. This advanced course requires students to integrate and apply the theory, skills and insights they have gained in the prerequisite courses Leadership I and II (5300 and 5400). A culminating course project is the primary vehicle for teaching students how to conceptualize the process and skills associated with instituting organizational change. Within their current organizations, students are required to initiate actual change that transcends the scope of their formal authority. When individuals are challenged to operate outside their formal organizational role they are also required to attend to a different order of insight and level of sophistication that goes beyond their familiar and sanctioned role/authority. Building on their prior analyses, students are guided in the real-time application of change skills as they plan, introduce, implement, evaluate and institutionalize organizational change (person, procedure, structure).

NPLD 5510. Leadership Lab III. (2 Credits)
The Leadership Lab III is structured to work in tandem with the Leadership III – NPLD 5500 course. The purpose of this Leadership/skills development lab is to provide students with a guided experience in reflecting on themselves as leaders and agents of change in their organizations. The Leadership Lab III also provides a space for reflection on the student's culminating program project (final assignment in Leadership III course). The format of the Leadership Lab will involve sequential in-class assignments, which will be prepared, and presented in the lab setting. Following each presentation, the lab participants will critique the presentation and offer suggestions for the students' consideration. Leadership Lab mentors will guide these discussions ensuring maintenance of constructive group processes. Following this process, the students will be required to write up a subset of their assignments to be presented to the class and mentor as a final assignment for grading.

NPLD 5520. Executive Board Relations: Engagement, Development, and Renewal. (3 Credits)
The course will cover key legal requirements – based on state and federal law - that are peculiar to nonprofit organizations. The course will also discuss “good governance” best practices and due diligence in the selection of directors, along with the relationship between failures of governance and legal or ethical breaches, and reflect on ways to promote ethical conduct. The Fiscal Management section of the course will provide students with the necessary expertise to understand the unique financial issues facing nonprofit organizations, to analyze organizational fiscal health and make sound financial decision to advance the mission of the nonprofit organization.

NPLD 8999. Independent Study. (1 to 3 Credits)