CSSW
T6009 EXPERIMENTAL & MINI COURSE DESCRIPTIONS
FALL 2015
Behavioral Health in Corrections
The purpose of this course is to provide an opportunity for in-depth study of selected behavioral health dysfunctions and psychosocial interventions that disproportionately affect men and women who are incarcerated in criminal justice settings. It also addresses the environment of prison, including correctional programming, administration, careers, and vulnerabilities of those who work in these settings. The focus on this particular setting allows students to consolidate and deepen their developing evidence-based treatment knowledge and skills through closer examination of clinical issues associated with providing services across levels of programming to this client population. The criminal justice system has a tremendous impact on disadvantaged populations, and whether working in correctional settings or not, professional social workers experience the intersection between social service and criminal justice systems in their everyday practice with clients. The focus of this course will be primarily on adults in correctional settings as the issues surrounding juvenile incarceration and confinement are too complex to be subsumed under the same course title. There will however be some recommended readings on interventions in the juvenile justice system.

Federal Policy
This course aims to further students’ knowledge of the formal structures, foci, and dynamics of federal departments and agencies in the executive and legislative branches of government. It examines formal and informal strategies, mechanisms, and processes that influence whether, what, when, and how major policy and program initiatives are developed, considered, enacted, and framed through rules and regulations for implementation. Students will analyze a specific federal policy, Executive Branch budget requests associated with the policy, appropriations that enable the implementation this policy or program, and implementation rules and regulations based upon available documentation. Staff and former staff of members of the U.S. Congress/Senate; Executive Branch departments, independent agencies, and offices; think tanks; and national associations will be invited to help illuminate the intricacies of the policy and budget proposal formulation, deliberation, modification, adoption, and implementation processes. They will help to clarify practices driven often by tradition, not by formal mandate or by evidence-based research. Students are asked to be open to multiple perspectives in discussions and will be expected to respectfully engage with differing partisan orientations. The course was designed to accompany the Fisher-Cummings Washington Fellows Program.

Because of guest speakers’ competing legislative, policy development, constituent, and campaign demands, please expect the possibility of modifications to the class schedule. Students should note that there is a possibility as well that the invited speakers may be asked to present to the entire School during the noontime preceding the class.

Financial Management for AGPP
This seven-week course will explore financial management in the context of advanced generalist practice and programming, the basics of personnel management as it relates to program development, and basic budget planning and preparation in the context of program development, community outreach and collaboration, and evaluation and proposal writing. The instructor will utilize practical lectures as well as a combination of small group discussions, hands-on exercises, and workplace material to assist student learning. Students should be prepared to fully participate in group discussions and presentations. Assignments will be tied to the core topic areas. Upon completion of the course students should be familiar with basic financial statements, personnel management, and budget planning and preparation. Students will have a working knowledge of the material and be able to utilize material in future coursework, program development, and community building. They will also: 1) be familiar with financial statements, 2) be able to identify accruals or deficits in the context of budgeting, 3) understand the concepts of indirect and indirect costs as they relate to budgeting and program development, and 4) be able to develop a viable program budget and budget justification.
Motivational Interviewing
MI is a collaborative, person-centered form of guiding to elicit and strengthen motivation for change. MI has been tested in more than 190 outcome trials. Meta-analysis supports the efficacy of the approach with various at-risk or vulnerable populations. There are more than 800 articles and chapters on the approach. MI has been implemented in local, state, national and international social welfare and health care settings. The methods are specifiable and verifiable, grounded in testable theory, generalizable and transportable across problem areas and diverse groups. They are complementary or adaptable to other methods such as CBT and pharmacotherapy, as well as employed as a stand-alone approach in certain kinds of settings. Moreover, there are evidence-based methods of learning MI. To obtain proficiency in MI, students need opportunities to practice skills and obtain feedback. The lab provides hands-on experience to develop, hone and evaluate MI skills.

The lab is aimed at training masters level social work students in motivational interviewing (MI) strategies. The intent of the course is to give social work students skills in key methods of motivational interviewing. The lab will train students in state-of-the-art, evidence-based techniques and procedures in motivational interviewing. It will be comprised of learning and practicing specific components of MI (e.g., reflective listening). By participating in the lab, students are expected to become familiar with present state of the knowledge of MI and have demonstrated skill in MI techniques.

Seminar on U.S. Immigration
The aim of this course is to advance understanding of U.S. immigration by providing students with theoretical, analytical, and research tools to study immigration. The questions that we will seek to answer during the course of the semester include: Why do people migrate? Who migrates? What has been the influence of U.S. immigration policy on immigration? How do interest groups and public attitudes influence immigration policy? How does immigration influence US-born workers, in particular low-skilled workers? What are the macroeconomic effects of immigration? What are the limitations of immigration control in a globalized economy? Topics include: history of U.S. immigration, social policies towards immigrants and refugees, the economics of undocumented immigration and border control, current debates on immigration policy and social policies towards immigrants, and immigration in a globalized world economy.