CSSW EXPERIMENTAL & MINI COURSE DESCRIPTIONS
Table of Contents

T6009: EXPERIMENTAL SOCIAL WORK COURSES ................................................................. 3
T660B: HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT-B (HBSE-B) ...................... 7
T7114: CLINICAL PRACTICE WITH POPULATION, CLINICAL INTERVENTION MODALITIES, & PROFESSIONAL PRACTICE ISSUES .................................................................................. 9
T7126: SPECIAL TOPICS IN SEA .......................................................................................... 15
T7134: ADVANCED GENERALIST & PROGRAMMING ............................................................. 19

Please note: not all topics are offered every term.
**T6009: EXPERIMENTAL SOCIAL WORK COURSES**

**Advanced Advocacy: Social Change in Action**
This course will first address macro policy and the legislative process thereby setting the stage for policy practice. A micro orientation of policy practice will follow that examines the intersection of empirical research and advocacy strategies as they relate to community-based problems. Much of the class will focus on participatory research and community-based advocacy strategies as a basis for social change. Participatory research and community-based advocacy centralize community stakeholders in defining community problems and developing solutions to those problems.

**Advanced Community Organizing – Tactics in Organizing: Effective Actions for Social Change**
This course examines in depth the range of tactics used successfully in social change movements from demonstrations, press conferences, die-ins, songs, street theater & films, to boycotts, accountability sessions, use of media and more recent internet tactics. Tactics can be an outlet for a group's creativity, anger & vision of a just world. Effective tactics build group power & solidarity and get results. Students will examine the role tactics plays in the success of movements for social change and in how participants feel about themselves; they will learn to plan successful tactics that match up to a group's culture and their resources and that is appropriate to the situation. While this class stands alone, it compliments and builds on Introduction to Community Organizing (course T7330). Students are encouraged to take course T7330 before or concurrent to this class, but it is not a requirement.

**Advanced Research Methods and Statistics for Social Policy Analysis**
This course introduces students to research and statistical concepts using real-world examples that are tailored to the social work profession and hands-on data analysis. The purpose of this course is thus to provide practical experience conducting empirical analyses and to ensure that students are both critical consumers and effective producers of research evidence presented in support of practice or policy arguments. Upon completing this course, students will have the capacity to analyze and evaluate arguments based on descriptive statistics and multivariate regression analysis. Student will also receive hands-on training in the creation of convincing statistical reports, from manipulating datasets to conducting sensitivity analysis and presenting results. This course will be heavily based on using existing datasets for analyses. Students currently engaged in their own research, or research with a CU faculty member, may use data from that project. However, alternative data sets must be suitable for the methods covered in class and approved by the instructor. The instructor will provide datasets for analyses if the students do not have datasets with which to work.

**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.

The Child Welfare System: Current Issues in Policy and Practice
This course is designed for students with a particular interest in child welfare, its current topics in policy and practice, and key tools that support management and program development. Particular focus will be on how these integrate in urban systems and will draw considerably on the New York City experience. This course combines an advanced seminar covering current topics in child welfare with exposing students to the most common methods and tools employed in policy analysis and program evaluation in the child welfare arena. Students will gain critical insights into the issues confronting the current child welfare system while building relevant skills in policy analysis for this field. This will be accomplished through a mix of lectures, readings, in-class activities, guest lecturers, student presentations and policy memorandum or papers.

Conversational Spanish Practicum for Social Workers
A series of 10 classes in conversational Spanish specifically designed to help students to enhance their Spanish language and communication skills in the social service environment. The focus is upon developing social work-related vocabulary and pronunciation. The class will be highly interactive using both discussion and role play formats.

Core Concepts in Child and Adolescent Trauma
**Prerequisite: T7103**
This course introduces students to the common concepts (general theory and foundational knowledge), which inform evidence-based assessment and intervention choice with traumatized children and adolescents. Strength-based practice will be highlighted along with a focus on the identification of protective and promotive factors that foster resiliency and post-traumatic growth, therefore building the student’s empathic understanding of trauma from the child’s perspective and considering how trauma influences the child’s life. This focus on the impact of trauma on the child and family provides a foundation for assessment, crisis intervention, and intervention planning leading to the provision of effective, individually tailored services that reflect the client’s unique needs and strengths, cultural background, developmental level, and life circumstances. The curriculum is based on twelve guiding core concepts developed by a consensus panel of trauma experts in association with the National Child Traumatic Stress Network, in which in-depth case studies about the impact of trauma are presented so that students experience "real" cases as they actually unfold in practice. Each case presents a particular trauma history that is contextualized developmentally and culturally. The cases vary by age from 18 months to 17 years, represent urban, suburban and rural living environments, include a variety of ethnic and racial groups and illustrate a number of different trauma types, including interpersonal trauma such as physical, emotional and sexual abuse, war, and witness to both stranger and domestic violence. The Problem-Based Learning approach used in this course involves students in active, collaborative, team-oriented self-directed learning. In addition to other individual and group assignments, students must complete the Trauma-Focused Cognitive-Behavioral Therapy course available on the web. As this course is part of a larger research study, students will be invited to complete anonymous surveys regarding the course.

Critical Discourse: Teaching to Transgress and Self-Awareness
A key skill set for social workers who will be advocates, societal agents of change, and leaders is the ability to engage, motivate, and teach other practitioners/professionals and community members to confront and redress social injustice and oppression (in their various forms). However, traditional
organizational structures and standard operating procedures may fundamentally be inconsistent and/or undermine the application of social justice theories and frameworks as well as key processes—such as critical thinking and discourse—that foster effective social justice leadership and education. The classroom itself can serve as a model “laboratory” to examine how traditional pedagogical theories, structures, and practices can instantiate a paradox between how social justice is taught versus how it is effectively achieved among the oppressed. Critical conversations and discourse in the context of social justice require attention to power and privilege in a learning environment that challenges and alters the norms of power in the classroom. Furthermore, this course presents the opportunity to implement alternative means of teaching/learning that only focus on forms of oppression (e.g., “isms” such as racism, sexism, ageism, heterocentrism, ableism) that arise during the process of education, but actively explore, practice, and identify pros/cons for alternative pedagogical approaches. This course is designed with the intention for all participants (teaching team—faculty and 2nd year student facilitators) to establish a supportive yet challenging, integrated learning space for participants to explore, engage in critical dialogue, and to critically examine methods for advancing one’s own and others’ self-awareness, motivation, and ability to transgress against various forms of oppression (including and not limited to: race, class, gender, abilities and sexual orientation). The course holds a commitment to process-based learning to elucidate how social identities interact with structural power and privilege. The aim of the process learning in this context is to inform one’s professional identity, commitment to ethical practice and to engage the challenges of living social justice in social work. All participants of the course will engage learning, teaching, and professional skill development in this paradigm.

Cuba and Social Work
Cuba has a population of 11.2 million people with a high percentage of literacy, a rapidly aging population, housing problems, free education and health care, economic fragility and a one party communist regime that is under a United States embargo since 1960. This is a unique and unparalleled situation that impacts all aspects of life including social services and individual and family lives. This course will address social problems, social policy and administration in Cuba through an in depth understanding of the fields of health, mental health, education and social work. Therefore, the course is relevant to each of the fields of practice. The purpose of this course is to provide students an opportunity to gain and experience knowledge and skills through a comprehensive study of Cuba through its unique and different culture, political climate and social work practices. This course will provide a framework on Cuba through an overview of how politics, culture and history have influenced the development of social work as a career and its practice. Ideally, the class and trip will include discussion of clinical, administrative and policy oriented programs and decisions and will attempt to incorporate topics that pertain to children, families, public health, aging and mental health. The execution of social work education and practice in Cuba will be closely considered. The limitations and the strengths of social work practice will be evaluated within the historical and present context of the country. The course will utilize a combination of lectures, class discussions, presentations and guest speakers.

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.

**Mental Health Policy**
This course offers an in-depth examination of mental health policy in the United States. The course will cover the history of mental health policy, its elements, and the process by which such policies are developed. We will examine the components of the mental health service system, their relationship to the nature of mental illness, effective intervention, and their financing. The course will examine population-based mental health policies and mental health in health policy reform. Finally we will discuss how US mental health policy compares with that of other countries. Lectures will be given by the instructor and by leading policy experts in NYS. In addition, class exercises will engage students in the process of policy development.

**Military Social Work**
This series of 5 classes has been specifically designed to help students understand the armed forces environment in which social work is practiced. Each class will focus on one of the five military branches (Air Force, Army, Coast Guard, Marines, and Navy) and will provide information regarding the branch and typical issues that are presented for social work intervention. The course will feature guest lecturers who have served in the military branches. The course does not cover specific social work interventions. It will provide participants with an orientation to the structure, processes, language, culture, and other features associated with each branch of the military. This information is deemed essential for all who are interested in obtaining employment in the Veterans Administration and the social work services of the military.

**Personal Finance Management and Financial Counseling Skills**
Financial counseling – household budget and debt management – is an increasingly important skill set in social service work, as more agencies integrate this service in their client work. This course teaches students specialized skills to understand the fundamentals of managing debt and personal finances as well as how the principles and concepts are applied in their own lives and the lives of their clients. This course is open to all students, but also serves as a prerequisite for second year Policy, SEA and AGPP field placements at the New York City Office of Financial Empowerment. Topics covered will include: goal setting and budgeting; integrating financial goals into other social services; building and repairing credit; consumer protection laws; debt management and bankruptcy; banking services and products; and, negotiations and counseling around financial matters.

**Professional Development and Women from Marginalized Communities**
This course will examine the realities of a profession situated in the heart of the non-profit industrial complex and the impact of such location on the profession, professional self-efficacy, and professional advancement with a specific focus on women from marginalized communities as professional social workers. Students as developing professionals will explore theories of identity development using an oppression framework thus, developing a clear understanding of the many ways systems of oppression intersect to create and reinforce oppression both internally and externally and change the professional development process. The course will provide concrete skills and tools to ensure sustainability in an often turbulent professional landscape.
Self-Awareness: Critical Conversations in a Justice Paradigm

Critical conversations in the context of social justice require attention to power and privilege in a learning environment that challenges and alters the norms of power in the classroom. This course is designed with the intention for all participants (teaching team -- faculty and 2nd year student co-facilitators -- and students) to establish a supportive, integrated learning space for participants to explore, engage in critical dialogue, and to critically examine methods for advancing one’s own and others’ self awareness in relation to how intersecting social identities related to race, class, gender, abilities and sexual orientation interact with structural power and privilege. The course holds a commitment to process based learning. The aim of the process learning in this context is to inform one’s professional identity, commitment to ethical practice and to engage the challenges of living social justice in social work. All participants of the course, students, instructors and student co-facilitators will engage learning in this paradigm.

Working with Individuals and Families Confronting Dementia

The purpose of this course is to introduce social work students to practice with clients affected by dementia. Since they are likely to work with such clients, it is essential for students to develop the knowledge, skills and attitudes necessary for effective clinical social work practice in this area. Dementia is a syndrome creating devastation in nearly every domain of human existence for patients, with serious negative impacts which reverberate through families, communities, and society. This course proceeds from the perspective that dementia should be understood as a bio-psycho-social phenomenon. In order to understand and to respond effectively to the needs of their clients, social workers must appreciate the complex interactions of disease pathology, individual strengths, environmental conditions, informal supports, formal resources, and societal influences. They must be able to identify the most appropriate, evidence-based intervention options for both patients and families throughout the many unpredictable stages of dementia, as well as the benefits and limitations of the full array of formal support systems. This course focuses on the processes of differential diagnosis and assessment, evidence-based psychosocial and pharmacologic interventions and best-practice guidelines, and evaluation of clinical social work practices with persons with dementia and their families.

T660B: HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT-B (HBSE-B)

1.5 credits per section. Prerequisite: T660-A. Open to first-year students only. Students select two seven-week mini-courses.

Conceptualizing Race in America
Description forthcoming

Criminal Justice: Pathways, Structures and Outcomes
This course focuses on pathways to and from the criminal justice system, structures of the criminal justice system, and outcomes generated by the criminal justice system. The course provides students with a comprehensive understanding of the contemporary criminal justice system and social work’s role in shaping it past, present and future. The course seeks to deepen students’ awareness and
understanding of the historical, political, economic, social, and cultural contexts of the criminal justice system. Theories of delinquency and “deviant” career trajectories will be examined from a developmental and life course perspective. Students will be encouraged to design innovative ways of modifying or improving the criminal justice system through effective social work interventions at strategic junctures.

Disabilities
Description forthcoming

Exploring the Social Construction of the Gender Binary
How do people learn gender? How does gender shape our lives and our worldview? How do the intersections of race, ethnicity, and sexuality affect the way gender is experienced and expressed? This course will explore the underpinnings of gender identity construction using an integrated feminist theoretical framework. Basic concepts about gender and human behavior are introduced. Our primary focus will be on gender issues faced by people in the Western world—past, present and future. The course is designed to facilitate greater understanding of the cultural meanings that have been attached to persons presenting feminine and masculine (in addition to those in between), and gendered social inequalities embedded in major social institutions.

Mass Incarceration and Reentry
The course will focus on the issues raised by mass incarceration including the experience of the criminalization of those returning from incarceration and the experience of criminalization of almost one quarter of the adult U.S. population. It will examine the consequences on families, communities and our society at large. The issues of race, the paradigm of punishment, and alternative frameworks, policies and models will be themes in the class. The class will provide social work students with an examination of a central social issue of our time and explore ways in which social work frameworks and skills can address the current social issues raised by the system of mass incarceration.

Micro to Macro Approaches to Understanding LGBTQ Communities
Description forthcoming

Power, Privilege, and Systems of Oppression
Power, Oppression, and Privilege (POP) is a space where we will analyze our identities and their connection to larger society. We will look at the different ways power is experienced in our society and how power ebbs and flows situationally and across the life span—from within, with other, and over others. We will have deep and reflective discussions and activities about our experiences in relationship to cognitive/physical ability, race, gender, sexuality, religion, and other systems of privilege and oppression. This course seeks to deepen our understanding of the ways identities are deeply intersectional and can both oppress us and give us privilege that oppresses others. Within these systems of oppression, we will examine areas such problematic language, appropriating struggles, broadening intersections, media literacy, and take these examinations beyond the classroom and apply what is learned in the course to real-world, non-academic situations in order to affect genuine change; how to create more conscious people and, in turn, increase the number of activists/advocates in our world. Critical thinking and engagement is an overarching goal of this course. We will create a safe space and a space of hope and inspiration: where we can dream, heal, innovate, and continue all the work that is already being done to make social change.

Race, Criminalization, Punishment and Human Rights
This course aims to present a genealogy of the prison and its evolving use in relation to criminalizing people of color in the United States, which has led to socio-economic degradation, social exclusion and mass incarceration. It also steps outside the existing structure to ask foundational questions: (1) what is the purpose of punishment; (2) does prison serve that function; (3) how is human development impacted by the process of prisonization; (4) would human developmental capabilities best be served by adopting a human rights-based correctional system; (5) what existing models, international and otherwise, can offer positive examples.

Religion and Spirituality
Theories abound regarding our conceptualization of the religious and spiritual dimensions of human psychosocial and personality development. A holistic approach to understanding of what it means to be human includes exploring the relationship between the mind, body and spirit. This course will examine some of the theories of (Freud, Erickson, Fowler and others) regarding spirituality and religion as components of human development and their influence on the formation of human identity and behavior. Using lectures, case examples and small group discussions students will mine the value of religious and spiritual dimensions of psychosocial theories of human development for social work.

Stigma, Discrimination and Mental Health
This class, Stigma and Mental Health, is designed to provide students with a theoretical and practical understanding of the concept of mental health stigma and its impact on the life course of individuals with mental illness, their loved ones, and on our society at large. Drawing from public health, psychology, sociology and social work literature, the course will utilize a conceptual framework that considers the roles of social stratification, power, and privilege as fundamental causes of mental health stigma and discrimination. Through these interdisciplinary lenses, the course will help students to answer two fundamental questions: 1) Why does mental health stigma exist? 2) What can be done about mental health stigma? The course will cover several topics including: An historical overview of societal knowledge, attitudes and behaviors toward mental illness; definitions and theoretical understanding of key concepts including stereotyping, prejudice, discrimination and different types of stigma; examination of evidence of mental health stigma across individual, public and professional domains; micro-to-macro level strategies to combat mental health stigma.

T7114: CLINICAL PRACTICE WITH POPULATION, CLINICAL INTERVENTION MODALITIES, & PROFESSIONAL PRACTICE ISSUES

1.5 credits per section. Prerequisite: T7113. Open to Clinical students only. These courses build on the general framework of Advanced Clinical Practice (T7113) to address problems in a particular field of practice. Students select two seven-week mini-courses in which they consolidate their developing knowledge and skills through in-depth study of service delivery to specific client populations, the application of specific intervention methods, or selected clinical practice issues. Topics are updated annually to reflect new developments in clinical practice.
Addressing the Type 2 Diabetes Epidemic: Clinical Practice with Children and Their Families
Social workers can play a critical role in combatting the type 2 diabetes epidemic currently overwhelming families and healthcare systems in the US and worldwide. This class examines the clinical skills needed to help families set goals, problem solve and foster meaningful behavioral change. The systems involved in both creating and potentially resolving this epidemic, including government policy, insurance and food manufacturing interests and environmental factors are explored. The highly interactive format of the class is designed to provoke self-examination and develop creativity in one's approach to social work.

Clinical Practice with Couples
This purpose of this course is for students to acquire the knowledge and clinical skills necessary to work with couples. Course material will center on experiential learning that will include VITAL exercises and role-plays. Lectures and discussion will draw from systems, cognitive-behavioral, social-constructionist, psychodynamic and narrative theories. Emphasis will be placed on understanding and intervening using appropriate theoretical perspectives, as well as working with diverse populations including gay and lesbian couples, couples of color and cross-cultural couples. Students will develop knowledge and skills for practice with specific problem areas such as chronic illness, and abuse. Issues of gender, class, age, culture and ethnicity will be emphasized. Students will be encouraged to present their own cases whenever possible.

Coming Home: Policies, Programs, & Practice Relating to People Returning from Incarceration
The class will focus on the issues raised by the large numbers of people returning home from prison and jail each year: what are the laws and social policies that shape the experience of reentry; what are the needs of the individuals returning home; and what are issues faced by the families, communities and society as a result of the large reentry population. The class will examine models designed to meet the challenges resulting from the mass incarceration policies that have created the "reentry" phenomenon.

Complicated Grief Treatment
The purpose of this course is to introduce senior social work masters students to knowledge about attachment, loss and complicated grief, and to the principles, strategies and techniques of complicated grief treatment (CGT), an evidence-based approach developed by the instructor. CGT was tested in a prospective, randomized controlled trial and found to be more effective than interpersonal psychotherapy in reducing symptoms of complicated grief. Two further studies of this treatment are currently underway. One focuses on older adults and the other examines CGT when administered with antidepressant medication compared to placebo. An optional field trip to the research site is available as a part of this course.

Coping with Life-Threatening Illness
This course is designed to provide a framework for clinical practice with individuals and families who are coping with a life-threatening physical illness. The course will enhance the skills and knowledge base of clinical practice students and may be particularly useful to those students concentrating in the health, mental health and disabilities or family and children's services fields of practice. Life-threatening physical illness is surrounded by a complex set of issues that will be addressed throughout the course. These include medical treatment choices, sociocultural forces that shape care provision and coping, multicultural perspectives on illness and death, psychosocial challenges and tasks associated with developmental stages, countertransference and stresses connected with this type of work. Social work skills vital in health care practice will be examined including biopsychosocial assessment, interventions including discharge planning, case management, advocacy and outreach, interdisciplinary collaboration,
crisis intervention, supportive, grief and bereavement therapy, and psychoeducation. Values and ethics in clinical practice will be openly discussed as the health care environment is rapidly changing.

Dialectical Behavior Therapy
Most clinicians will see a number of individuals who fit these behavior patterns in practice as they are high health resource consumers. The treatment model taught in this class, Dialectical Behavior Therapy (DBT), is the intervention for this disorder with the largest body of supporting empirical data; as such it has evoked the interest of hospitals and agencies facing the need for more proceduralized intervention programs. It is an integrative cognitive-behavioral treatment which has been experimentally tested with multiple populations demonstrating severe and complex disorders. DBT has been designated by the APA as one of the empirically demonstrated effective interventions for Borderline Personality Disorder. It has also been demonstrated as effective in randomized clinical trials with substance-abusing BPD clients, geriatric individuals suffering from depression, binge-eating disordered women and inpatient and outpatient adults and adolescents suffering from severe disorders. Numerous outpatient and inpatient treatment programs use this treatment model, including several in the NYC metropolitan area. The model is highly appropriate for social work practice due to its biosocial explanation of dysfunction, the focus on client environment invalidation as a problem antecedent (and as a target for intervention), and the use of a strong problem-solving framework.

EBP with Couples A: DEBI Skill Introduction [1st subterm]
The purpose of this course is for students to examine and learn the theoretical background, session by session content, and key facilitation skills necessary to facilitate a web-based, evidence-based behavioral intervention for the prevention of sexually transmitted diseases, including HIV. ‘Connect’ is a six-session program, provided to heterosexual men or women together in a couple-based modality. See http://www.effectiveinterventions.org for more information on Connect. It is one of the 29 Centers for Disease Control and Prevention (CDC) DEBIs (Diffusion of Evidence Based Interventions), packaged and diffused nationally to community based organizations and health departments. The intervention teaches couples communication techniques and HIV/STI risk reduction knowledge and skills, while exploring gender and power dynamics in their relationship that may be barriers to safer sex. During these 7 weeks students will master content and key skills for facilitation, role playing individual skills in class. Please see http://www.youtube.com/watch?v=P7QGV6jNsTw for more information on the program.

EBP with Couples B: DEBI Intensive [2nd subterm; prerequisite: DEBI Skill Introduction *]
This course builds on EBP with Couples: DEBI Skill Intro. The purpose of this intensive, clinically-focused course is for students to actually implement and receive feedback on their implementation of the web-based version of Connect, the CDC DEBI. During this 7-week mini-course students will work towards certification to implement this DEBI. Students work in triads, creating weekly videotaped role plays of whole sessions and receiving peer and instructor critiques on a weekly basis for improvement and refinement of performance and skills-building. Once completed, students would have received the equivalent to the 4 day training required of field-based clinicians to be certified to implement the program in their agencies.
* Please note that if most students are unable to enroll in both sections, we may translate both sections into the A version, offering the skill intro

Harm Reduction with Drug Users: Domestic and International Issues
This course is aimed at advancing generalist practice and program skills to assess multi-level needs and strengths of drug-involved clients, to identify and employ different evidence-based prevention and treatment interventions based on needs assessment and to monitor and evaluate outcomes of
interventions. The spectrum of harm reduction strategies reviewed in this course will span from individual to community to macro-level approaches that consider the interplay of multi-level risk and protective factors that influence drug use, HIV and other co-occurring problems. Students will learn how to assess different types and level of harm, including HIV, sexually transmitted infections, Hepatitis C, overdose, sex work and violence, and how to work collaboratively with consumer groups and community leaders to develop harm reduction strategies that address cultural context, stigma, and ethical and human rights issues with different populations of injection and non-injection drug users in the U.S. and international settings.

**Interpersonal Psychotherapy:**
Interpersonal psychotherapy (IPT) is a treatment modality originally developed collaboratively by a social worker and psychiatrist. The approach is based on principles that integrate the social model and the disease model of depression. IPT is a short term approach in which the therapist works simultaneously on depressive symptoms and a targeted interpersonal problem(s) using flexible supportive techniques. IPT is proven efficacious and effective, and has been studied in a wide range of cultures and socio-economic groups, for adults and adolescents with mood disorders. It is used in both individual and group modalities. Course material will include a discussion of major depression using a disease and social model. Lectures and discussion will focus primarily on strategies and techniques used in interpersonal psychotherapy. Students will be expected to develop beginning-level competency in clinical skills that are used in interpersonal psychotherapy.

**Mindfulness: Evidence-based Practice and Practical Applications**
Mindfulness interventions, and supporting research, have increased exponentially in the past 10 years. Mindfulness is taught worldwide in multiple settings including schools, prisons, out-patient and in-patient health care, and pre-deployment military settings. In addition, there is increasing evidence that mindfulness practices can assist the clinician by preventing burn out, improving patient care and job satisfaction. While mindfulness is frequently grouped among other interventions, such as CBT; unlike other interventions, it works best when the grounded in a personal practice of formal and informal meditation, mindfulness, and yoga. This class will integrate the practices of Mindfulness-based Stress Reduction (MBSR), a group formatted by Jon Kabat-Zinn over 30 years ago, allowing students to understand mindfulness from the inside out. MBSR and other programs tailored for specific populations such as Mindfulness-based Cognitive Therapy have shown consistent, reliable and reproducible evidence of reductions in numerous and varied medical and psychological symptoms and conditions including chronic pain, anxiety and depression as well as increased immune responses and self efficacy. The course will also review the most current evidence, including studies that demonstrate the links between mindfulness and increases in the brain’s “grey matter” and slowing or reversing cellular aging (telomere length).

**Motivational Interviewing**
Motivational Interviewing belongs to a category of motivational enhancements and interventions aimed at increasing clients' commitment to change. It draws on strategies from strengths-based (solution-focused) and empowerment social work practice, humanistic psychology (client-centered counseling), narrative and cognitive therapy, as well as systems theory. In this seven week practice course on working with multiple client populations, we will explore the theories of motivation and focus on the facilitative skills involved in building motivation to change, maintaining behavior change, as well as overdose and relapse prevention.

**Psychoeducation: Applications for Practice, Program Development, & Training**
Psychoeducation is a construct that fits well with a social work perspective because it focuses on strengths, ongoing assessment, power and advocacy for the participants, and collaboration and parity between practitioner and person or group. The model draws on theories that encompass health and mental literacy and education as well as clinical, group, and community practice in a social justice context. Psychoeducation has been applied in areas ranging from severe mental illness and trauma to physical illness and family preservation. It has been widely used with US Veterans and their families. While models need to be tailored to fit each set of circumstances, the dynamic issues; that is, the focus on strengths, coping skills, stress management, problem solving, self-efficacy and self-advocacy are quite similar across a range of situations and systems. This course focuses on both prevention and intervention strategies—using psychoeducation as a creative model for advocating for and collaborating with individuals, families, group and communities through applied practice, program development, staff training, and community partnership and outreach. Applications for supervision and program sustainability are also addressed.

**Sexual Violence**
This course explores the incidence, prevalence and impact of sexual violence. Current biopsychosocial theories of trauma that attempt to explain short and long-term effects of and responses to sexual violence will be analyzed and evaluated. The clinical and empirical knowledge base that informs and guides the assessment and treatment of children, adolescents and adults who have experienced sexual violence will be examined for its strengths and limitations, including social and institutional conditions that impinge upon service delivery. Special emphasis will be on professional risk management, experience with vicarious trauma, and transference and countertransference phenomena as they affect practice with this population.

**Social Work Treatment with Sexually Abused Children and Adults**
This course explores the incidence and prevalence of sexual abuse and its impact across life stages and within specific populations. Current biopsychosocial theories of trauma will be analyzed and evaluated as they relate to social work treatment of children and adults who have been sexually abused. Through readings, class discussion, and expert guest lecturers, the class will address assessment, treatment approaches, therapeutic techniques, and monitoring and evaluation. The broader social and institutional conditions that help shape the experience of victim, abuser, and therapist will be examined and processed each week. Special emphasis will be placed on the implications and challenges of work with a sexually abused population within the forensic setting.

**Theories and Intervention for Loss, Grief, and Bereavement**
This course examines theoretically-informed assessment and intervention strategies for individuals and families confronting a major loss. Characteristics of uncomplicated and complicated grief, the interface of trauma and grief, and associated risk and protective factors for healthy adjustment to loss will be explored. Factual and fictional clinical material will be used to elaborate evidence based and expert consensus based intervention strategies and techniques.

**Theory and Treatment of Suicidal Behavior**
Most social workers will encounter suicidal clients more than once in their careers. While suicide is the penultimate act we wish to avoid, practitioners must also intervene with deliberately self-injurious behaviors that occur with higher frequency. These include suicidal ideation or thoughts; suicidal verbalization, often in the form of suicide threats; intentional self-harm (whether or not there is intent), 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. This class will prepare beginning practitioners to assess and manage the clinical risks associated with self injurious and suicidal behavior as well as expose them to the most recent empirical research advances in preventing and treating suicidal behavior. Objectives Specifically, the students who successfully complete this course will learn about: 1) the incidence and prevalence of various self injurious and suicidal behaviors in different demographic and diagnostic groups 2) current controversies in the field 3) methods to identify and assess suicidal and other self-injurious behaviors 4) assessment of suicide risk; immediate risk management strategies 5) functional analysis and selection of intervention targets related to suicidal behavior 6) designing intervention plans, including consultations, for managing the suicidal client in a multidisciplinary setting 7) the role of hospitalization and alternatives in preventing suicide 8) intervention strategies used to reduce chronic suicidal behavior 9) the impact of suicide on survivors and postvention intervention strategies.

Understanding Depression
Depression is highly prevalent, recurrent, and chronic condition affecting individuals across the lifespan. The World Health Organization has reported that depressive disorders are one of the leading causes of disease worldwide with over $83 billion in economic costs (Ustun et al., 2004). This course will provide an overview of current findings on the prevalence, risk and protective factors for depression across the lifespan. Utilizing a developmental affective neuroscience framework, we will review current findings on the etiology and treatment of affective disorders. Significant attention will be placed on differential diagnosis and assessment, and evidence-based treatment and preventive interventions as the following questions are addressed: (1) What is depression? (2) What does it look like across the lifespan? and (3) What are the gold standard treatment and preventive interventions?

Working with LGBTQ Individuals and Couples
This course will emphasize relational and affirmative models of clinical practice with LGBTQ individuals and couples. A post-modern perspective on gender will be used to inform appropriate clinical interventions. Students will learn to identify and distinguish for this population--normal developmental process from psychopathology. The experiences of transference and countertransference, including therapist self-disclosure will be highlighted. The clinical implications of timing of "coming out" throughout the life cycle will be examined. Role play will provide access to the similarities and differences among these groups and their heterosexual cohorts. A written case presentation will be required.

Social Work with Latino Populations
This class is designed to provide students with a comprehensive understanding of social work practices with the Latino population across the life-span. This course seeks to deepen students’ awareness and understanding of the historical, political, economic, social, and cultural contexts of the Latino population. Students will gain practice-based knowledge by critically examining the variety of practice frameworks, socio-ecological concepts and theories (e.g., acculturation social stratification, racial and ethnic identity), and cultural constructs that informs culturally-competent social work practices with different Latino groups. This knowledge will then be applied to understand the array of psychosocial issues (e.g., health and mental disparities, violence, discrimination) impacting the Latino population across the life span. The course focuses upon identifying and critically evaluating evidence-based practices and approaches for working with the Latino population in major social work practice areas (e.g., mental health, health, children, youth and families, gerontology).
T7126: SPECIAL TOPICS IN SEA

1.5 credits per section. Prerequisite: T7100. Open to SEA students only. These courses build on the general framework of the SEA curriculum, allowing students to study in a range of substantive areas relevant to SEA. Students select two seven-week mini-courses in which they consolidate their developing knowledge and skills through in-depth study of developing social enterprise, community organizing, crisis management in organizational settings, and working with NGOs in social development.

Asset Development and Microfinance: Innovation, Policy, and Practice
This seven-week course is designed to provide students with knowledge and skills needed for practice in the asset-building policy and microfinance fields as complements to income-related support policies. Similar to an international social development-focused course, the perspective of this mini-course is that there is a lot in common between “asset-poverty” in the western industrialized countries and “asset-poverty” in the transitional and poor developing countries. Against that backdrop, the course covers asset-development and microfinance innovations, research and policy development in selected western industrialized countries (e.g., the United States, Canada, and the United Kingdom) as well as policy and program development in selected countries in Asia (e.g., Singapore and Bangladesh), Latin and South America (e.g., Colombia, Brazil and Mexico); and sub-Saharan Africa (e.g., Uganda and Nigeria). Multiple theoretical and practical approaches will be covered that inform the nature and scope of asset building and microfinance development. The course will provide an overview of social justice and economic issues that underpin social work and policy practice in this area. The content for this course will be presented in a framework that stresses the interconnectedness of asset-building innovations, research, policy, and practice. The course builds on both the core curriculum and the foundation courses in the Social Enterprise Administration, and Social Policy Practice concentrations. Students will be expected to demonstrate basic understanding of issues in social policy, planning, research and at least the beginning skills in the use of comparative social policy methodologies in addressing issues related to asset-development. Special emphasis will be given to relevant evidence-based models for practitioners across multiple levels with an emphasis on their application to a variety of oppressed and disadvantaged populations. The course will also emphasize capacity building and social change. The course will also address the relationship of asset-development and microfinance, with social work ethics and values as related to race, gender, social class, culture, ethnicity, religion, age, sexual orientation, and physical and mental ability. In this seven-week course, students will demonstrate the ability to apply the course objectives in discussions, exercises, and course projects.

Boundary Management of Human Service Organizations
This course will expose students to one of the main tasks of managers in nonprofit and public human service organizations – managing the boundary between the organization they manage and others. One of the primary responsibilities of top managers is to make certain that the organization has the resources it needs to perform its work. These resources include funding, cooperative relationships and reputation. These resources often include some formal contract or less formal inter-organizational working agreement, which may include participation in system-level coordination and planning efforts. Graduates of the SEA program may be working in organizations on both sides of these relationships. For example, the organization in which they manage may be the contractor, i.e., the recipient of funds for services or goods they render, or the contractee, i.e., the purchaser of services or goods. Contractors typically are nonprofit or for-profit organizations and contractees typically are governments or foundations. Increasingly, however, nonprofit and for-profit human services sub-contract with other
nonprofit and for-profit organizations for a portion of their operation (i.e., substitute contracts for vertical integration).

**Building Personal Capacities as a Manager**
Managers across sectors, in large, mid-size, and small organizations, international, national and local, rely on their human capacities and skills to manage the challenging, enlivening, and sometimes enervating circumstances that constitute the dynamics of an organization. This course will focus directly on identifying and building students’ personal capacities and skills as managers. Informed by evidence and best practices, skill development will include: awareness of self and other in management relationships; attending to inclusion and exclusion patterns and alliances to heighten individual and collective performance; effective communication skills and strategies — within and across cultures — in organizational management context; coaching; conflict management; ethical decision making, problem solving and creating innovation; building effective teams; using one’s influence effectively, and caring for oneself and others in the process.

Fundamentally, this course will emphasize the professional use of self as a manager. Students will be charged to integrate the ethics, values, and principles of the social work profession with applied knowledge of the above listed skills. Teaching methods will include some lecture, active individual and group/team skill building exercises, role play, video analysis, and group presentations. Students will be assigned to teams and each team will create challenging scenarios for class members to practice specific management skills. Students will provide coaching and performance feedback with aim to enhance learning effectively. There will be 360 feedback provided by and for students and teams.

**Development**
Through this course, students will develop an inventory of skill for meeting the challenges of effective fundraising. Effective fundraising and program development requires sophisticated methods of identifying, cultivating and soliciting potential funders. This course provides an overview of the specific techniques and required processes social workers in leadership positions must master in order to succeed in securing new program dollars from government, foundations and private donors. Various fundraising vehicles are surveyed and participants will learn to apply fundraising strategies as they balance a wide array of organizational needs. Relationship building, the funding solicitation and selection process, the psychological dynamics and the realities of asking for money are examined as students refine their skills through the development of a fundraising strategy.

**Disaster Preparedness & Management: Leading Organization through Crisis**
Managers of organizations across sectors are increasingly called upon to design, train and implement disaster management protocols. This course will focus on emerging knowledge regarding types and phases of disaster; design of disaster plans that integrate the culture of the organization, anticipated human and business impact, responsibilities to constituents and consumers and communities reliant upon the organization; training of staff, assignment of roles and readiness assessments; risk communication strategies; and attention to the manager’s personal needs and care strategies in the face of crisis. Human and organizational resilience and strength in face of disaster are central to the disaster management approach taught in this course. Social workers in management and leadership roles bring perspective the disaster preparedness, planning and response. Students will be charged to integrate social work knowledge, skills, and values through all aspects of this course with particular attention to human relationship skills. Teaching methods will include lecture, role plays, large and small group exercises that will include the development of scenarios with an experiential component designed
by the students to be practiced by the class participants. Planning and preparedness skills will be applied and practiced accordingly.

**Economics for Social Workers**
This 7-week course will provide an introduction to fundamental economic concepts and theories relevant to the social work profession. Students will learn basic concepts and language from microeconomics, macroeconomics, and behavioral economics. Each concept will be discussed in relation to a social and economic development case study of interest to social workers. The course is intended for students who do not have prior training in economics.

**Effective Leadership and Board Management**
The external practice environment for human service organizations has dramatically changed over the last quarter-century. Privatization and the contracting out of client services, fiscal and budgetary constraints, decentralization and devolution of government authority, performance measurement initiatives, and increased inter-agency collaboration all have substantively impacted and altered traditional leadership roles and functions associated with the effective management of human service organizations. As a result of these contextual challenges effective leadership and board management have become increasing important for many both public and non-profit human service organizations. This course will review major concepts and findings from the leadership and non-profit board literature. The course intends to describe, analyze, and evaluate the effectiveness of various models/theories germane to these areas. Students will be expected to demonstrate a basic understanding of these literatures and an ability to apply this knowledge to case studies that highlight these critical issues.

**Introduction to Community Organizing**
This course provides students with theoretical, conceptual and practice models as they relate to community development. The course explores the role of community organizations in community development. It focuses on assessment of a neighborhood: its human, physical and institutional characteristics. Although the main focus of the course is on cities and rural areas in America, attempts will be made to relate these to international settings. The course will offer the social administration students the opportunity to apply professional social work practice skills related to assessing and developing communities. Practice models, which have been tested and shown to work, will be discussed (e.g. Urban renewal models such as the use of empowerment zones, Community Reinvestment Act, etc).

**Managing in Health Care Delivery Systems**
Managing in Health Care Delivery Systems for Social Enterprise Administration provides an overview of current and changing management and administration practices in American health delivery systems, including hospitals, nursing homes and mental health organizations. The impact of changing laws and consolidation of providers into a new health care paradigm will be explored. Students will examine and review management and discuss the current and rapidly changing health care field in the wake of the Affordable Health Care Act.

**Managing NGOs**
In the last twenty years, non-governmental organizations (NGOs) have acquired a central role in international social development. Few governmental and multinational organizations would dispute that NGOs deserve to be heard. It is probably a sign of their prominence that when institutions like the World Bank and IMF make their routine rounds to developing countries, they often meet with NGOs. This course is designed to give students the conceptual and practice skills they need in working with international governmental and non-governmental organizations (including civil society) in advancing
the notion of social entrepreneurship development and administration within the western industrialized countries, the transitional economies and the poor developing countries. Specifically, the course seeks to help students interested in social enterprise development and administration to understand their role in planning, developing and administering non-governmental organizations aimed and improving the socio-economic wellbeing of individuals at national levels using social entrepreneurship models.

Similar to an international social development-focused course, the perspective of this course is that there is a lot in common between “working with NGOs” in the western industrialized countries and “working with NGOs” in the transitional and poor developing countries. The course focuses on how to apply social entrepreneurship models to address global poverty, social injustices and inequality. The course builds on both the core curriculum and the foundation courses in the Social Enterprise Administration, Social Policy Practice and AGPP concentrations. Students will be expected to demonstrate basic understanding of issues in social planning, community development and at least the beginning skills in the use of comparative social planning methodologies in addressing social development. The underlying premise of the course is that it is essential for social enterprise administrators to take a leading role not simply in managing and administering social enterprise endeavors, but also in coming up with “innovative ideas” that would address the challenges to social development.

**Managing Organizational Change**
Change including new regulations, new information technology, new funding sources, new missions among others, has been identified as a constant in the environment of the social service sector, representing a challenge to managerial efforts to operate agencies that deliver quality services effectively and to gain commitment from staff members. Performance based contracting, that specifies the expected outcome, has become a top priority among the many recent changes faced by social agencies. Agencies unable to respond to these new directions will find their funding threatened or will be unable to access new financial resources. This course will examine the forces restraining and promoting change and will consider what it takes to achieve and support the necessary change in the policies and procedures in social agency settings to create a future oriented focus. Using a systems approach to problem solving and program development, the content will focus on strategies that prepare students to understand and intervene at the individual, organizational and community level with initiatives that are a key to supporting organizational change. The class assignment will require students to work in teams by field of practice to develop a plan for an agency to achieve a needed change.

**Marketing and Social Marketing**
Effective marketing strategies have become increasing important for many both public and non-profit human service organizations. This course will review major concepts and findings from the marketing and social marketing literature. The course intends to describe, analyze, and evaluate the effectiveness of various models/theories germane to these two areas. Students will be expected to demonstrate a basic understanding of these literatures and an ability to apply this knowledge to the development of a marketing and social marketing plan.

**Microfinance**
This course will provide an introduction to the role of microfinance in economic and social development. Students will develop an understanding of a variety of microfinance approaches and products, including credit-led and savings-led microfinance programs administered by formal and semi-formal microfinance institutions, as well as community-based approaches such as Rotating Savings and Credit Associations (ROSCAs) and Accumulated Savings and Credit Associations (ASCAs). The course will address key trends
in the microfinance sector, the macro context of microfinance, and regulation of microfinance institutions. Throughout the class, particular attention will be paid to the gendered dimensions of microfinance.

**Social Enterprise Business: Planning & Implementation**

This course is designed to expose students to social enterprise businesses as another option for meeting the needs of mission-based organizations. The course utilizes a case-based and skill-development approach in the context of a seminar. Critical topics include: planning, funding options and evaluation methodologies, and the cases utilized include U.S. and international examples as well as various examples of product and service businesses. Students will be provided with additional resource to deepen their skills and knowledge at the conclusion of this foundation-setting course.

**Social Justice in Education**

This course is designed to build knowledge about how global challenges of oppression and poverty are deeply connected to educational systems, programs and policies. Students interested in social enterprise development and administration will gain critical insights into the issues of inequality confronting the educational system while building relevant skills in how to design, implement and evaluate a combination of innovative approaches that promote social justice through education. Students will contribute to an ongoing dialogue about social justice education theory and practice and identify how they can have more potent and sustained impacts for justice, fairness and equality. This will be accomplished through a mix of lectures, readings, in-class activities, guest lecturers, student presentations and policy or program analysis.

**Staff Development, Training, and Coaching**

This course will help students understand how to identify the gaps in staffing competencies and know how to design, test, implement and evaluate a combination of approaches that will assure that employees develop and reach their own career goals and have the knowledge and skill to meet organizational needs. A wide range of internal and external resources will be explored and styles of supervision, coaching and mentoring will be practiced through experiential exercises. Students will design a training program to meet a need identified at their field sites.

**T7134: ADVANCED GENERALIST & PROGRAMMING**

**1.5 credits per section. Prerequisite: T7133. Open to AGPP students only.** These courses extend the advanced generalist practice conceptual framework to program development and supervision and includes program design and conceptualization; with community and task groups for social action and organizational change; clients care in the context of cause and function; and social work practice with organizational groups. The course consists of two seven-week segments. The first seven weeks focuses on program development and evaluation and grant writing. In the second seven weeks, students select a topic either in AGPP and professional practice issues or in AGPP within and across populations.

**Coming Home: Policies, Programs, & Practice Relating to People Returning from Incarceration**

The class will focus on the issues raised by the large numbers of people returning home from prison and jail each year: what are the laws and social policies that shape the experience of reentry; what are the needs of the individuals returning home; and what are issues faced by the families, communities and
society as a result of the large reentry population. The class will examine models designed to meet the challenges resulting from the mass incarceration policies that have created the "reentry" phenomenon.

**Connect: Selection, Training, and Implementation of an Evidence-Based, Couple-Focused HIV/STI Prevention Program**
The purpose of this course is to learn how to identify the need for, select, prepare to implement and to sustain implementation of an evidence-based behavioral intervention for the prevention of sexually transmitted diseases, including HIV. ‘Connect’ is a six-session program, provided to heterosexual men or women together in a couple-based modality. See [www.effectiveinterventions.org](http://www.effectiveinterventions.org) for more information. It is one of the 29 Centers for Disease Control and Prevention (CDC) DEBIs (Diffusion of Evidence Based Interventions), packaged and diffused nationally to community based organizations and health departments receiving funds from the CDC. The intervention teaches couples communication techniques and HIV/STI risk reduction knowledge and skills, while exploring gender and power dynamics in their relationship that may be barriers to safer sex. Course material will focus on program development and sustainability elements such as needs assessment, staff selection, training, supervision, program evaluation and monitoring. Course will also address the theory-base and skills needed to implement the program. Video viewing and experiential exercises (i.e., role plays) will be used to help students integrate course goals.

**Cross-System Practice with Veterans**
This course will provide a framework for advanced generalist practice with veterans and their families. Emphasis will be placed on understanding the acute, cumulative, and ongoing cross-systems challenges facing veterans post-deployment. These include human rights, stigma, diversity, access to care, treatment, and rehabilitation choices, and socio-cultural forces that hinder and facilitate healthy re-entry into everyday life. The empirical knowledge base that informs and guides the assessment and theory-based interventions of veterans will be examined and critiqued in the context of risk and protective factors that hinder and facilitate mental and physical health and functioning.

**Group Interventions in AGPP**
The purpose of this course is to increase the students' knowledge about and skill in social work with groups. Building on the themes introduced in AGPP, this mini-course is designed to assist students in acquiring the necessary skills to move from theory to practice and programming in their fieldwork and consequently in their professional lives as social workers. Central to this mini-course is developing a solid understanding of group intervention within the context of social work practice and especially on making the connections among direct, family, group work and community organizing across systems levels. Group work history, the nuts and bolts of pre-planning and implementing groups; current types of group practice (from task to research to psychotherapy to activity); group interventions role in managed care; and how to integrate groups into agency and community practice are all topics to be covered in this mini-course.

**Harm Reduction with Drug Users: Domestic and International Issues**
This course is aimed at advancing generalist practice and program skills to assess multi-level needs and strengths of drug-involved clients, to identify and employ different evidence-based prevention and treatment interventions based on needs assessment and to monitor and evaluate outcomes of interventions. The spectrum of harm reduction strategies reviewed in this course will span from individual to community to macro-level approaches that consider the interplay of multi-level risk and protective factors that influence drug use, HIV and other co-occurring problems. Students will learn how to assess different types and level of harm, including HIV, sexually transmitted infections, Hepatitis
Motivational Interviewing
Motivational Interviewing belongs to a category of motivational enhancements and interventions aimed at increasing clients' commitment to change. It draws on strategies from strengths-based (solution-focused) and empowerment social work practice, humanistic psychology (client-centered counseling), narrative and cognitive therapy, as well as systems theory. In this seven week practice course we will explore the theories of motivation and focus on the facilitative skills involved in building motivation to change, maintaining behavior change, as well as overdose and relapse prevention.

Program Development
This course builds on and develops the themes introduced in T7133, helping students acquire the competencies to move from cause to function in their practice. The process includes program conceptualization and design, setting goals and objectives, proposal preparation, tasks and impediments associated with program implementation, monitoring and evaluation. In addition, students learn how to allocate funding for programs.

Implementing an Evidence-Based Intervention (EBI) in Community Practice Settings
The purpose of this course, targeted to AGPP students, is to learn how to: identify the need for, select, prepare to implement and sustain implementation of an evidence-based behavioral intervention in a human services agency. Course content will enhance skills for identifying and adapting best practices for program development across systems. The course will distinguish between the theory base and skills needed to conduct a selected program and the theory and skills (implementation practice strategy) required to succeed in adapting, adopting and implementing a program. Emphasis is on implementation approaches. Elements of the implementation practice process will include needs assessment, staff selection, training, supervision, program evaluation and monitoring. Reading, discussion, presentations, video viewing and experiential exercises will be used to help students integrate course goals. To illustrate theory, framework, and strategies in practice, the instructor will examine the adaptation and implementation of Connect, a six-session program provided to heterosexual men or women together in a couple-based modality to prevent sexually transmitted diseases, including HIV. See www.effectiveinterventions.org for more information. Connect is one of the Centers for Disease Control and Prevention (CDC) DEBIs (Diffusion of Evidence Based Interventions), packaged and diffused nationally to community based organizations and health departments receiving funds from the CDC.

Intensive Program and Proposal Development
Like the 7-week 7134A Program and Proposal Development course, this full-semester intensive course moves the T7133 group assets and needs assessment projects into program development and preparation of a grant proposal for private foundation funding. The additional 7 weeks of the course will further solidify students' skills in 1) setting program goals and measurable objectives; 2) designing interventions that are fully aligned with the organization's mission, resources and capacities and which can be seamlessly integrated with exiting services and resources; and 3) developing empowerment evaluation and monitoring procedures that achieve transparency and accountability to the people, community, and funder. Students will also have the opportunity to revise and polish the written grant proposal, shaping it for submission to an identified potential funder and pitching it to grant makers. Note that the course has been designed to allow students to continue working on their 7133 group
project with their other group members who may choose to take the 7-week 7134 A program and proposal development course. Below is a brief description of the 15-week Program and Proposal Development course.

**Psychoeducation: Applications for Practice, Program Development, & Training**
Psychoeducation is a construct that fits well with a social work perspective because it focuses on strengths, ongoing assessment, power and advocacy for the participants, and collaboration and parity between practitioner and person or group. The model draws on theories that encompass health and mental literacy and education as well as clinical, group, and community practice in a social justice context. Psychoeducation has been applied in areas ranging from severe mental illness and trauma to physical illness and family preservation. It has been widely used with US Veterans and their families. While models need to be tailored to fit each set of circumstances, the dynamic issues; that is, the focus on strengths, coping skills, stress management, problem solving, self-efficacy and self-advocacy are quite similar across a range of situations and systems. This course focuses on both prevention and intervention strategies—using psychoeducation as a creative model for advocating for and collaborating with individuals, families, group and communities through applied practice, program development, staff training, and community partnership and outreach. Applications for supervision and program sustainability are also addressed.

**Social Work in the Bilingual Context: Multicultural Perspectives in Social Work Practice**
This course covers theories and methods of providing social services in clients’ native languages in collaboration with clients’ social networks and institutional environment (e.g. schools, hospitals, and other agencies). In the context of multiple languages students will develop an understanding for the diverse groups of people defined by gender, ethnicity, race, national origin, sexual orientation, income, physical and mental ability, age and religion. Students will begin to explore how societal power and status may affect the services provided to people from varied languages and cultures and the types of problems that clients experience that may lead to, miscommunication and distrust in therapeutic relationships. Additionally, students will examine the role, function, and effects of oppression in society as it relates to social and economic justice.

**Social Work with Latino Population**
This class is designed to provide students with a comprehensive understanding of social work practices with the Latino population across the life-span. This course seeks to deepen students’ awareness and understanding of the historical, political, economic, social, and cultural contexts of the Latino population. Students will gain practice-based knowledge by critically examining the variety of practice frameworks, socio-ecological concepts and theories (e.g., acculturation social stratification, racial and ethnic identity), and cultural constructs that informs culturally-competent social work practices with different Latino groups. This knowledge will then be applied to understand the array of psychosocial issues (e.g., health and mental disparities, violence, discrimination) impacting the Latino population across the life span. The course focuses upon identifying and critically evaluating evidence-based practices and approaches for working with the Latino population in major social work practice areas (e.g., mental health, health, children, youth and families, gerontology).

**Supervision & Staff Development**
The purpose of this course is to introduce students to a spectrum of knowledge, skills, methods, structures and values associated with supervision and staff development among social work professionals. The readings, theoretical and applied discussions and practice in class will be supplemented by the discussion of student learning experiences in internships and/or the workplace.
The emphasis will be on using individual, group and peer supervision and staff development strategies to enhance services and program development across systems levels and to build skills, knowledge and strengths among supervisees. Topics covered will include strategies for building knowledge exchange, mutual respect and dialogue through supervision and training, challenges associated with power and authority within supervision, ethical challenges, social justice and anti-oppressive perspectives, cross-cultural applications and considerations, the role of both vicarious trauma and vicarious resilience in training and supervision, and personal and interpersonal development within supervisory and organizational structures.

**Trauma Interventions Across Systems and Populations**
This course is designed to familiarize the student with various social, economic, personal and political presentations of trauma that may influence social work service delivery. The goal of exploring these issues is to raise awareness, increase sensitivity, identify systems and populations affected, and gain command of a range of interventions to address trauma in various contexts. Client care will be addressed within the context of individual, community and organizational programs and interventions. For many of the groups served by social workers, trauma is a regular occurrence. Research suggests that vulnerable populations experience a greater degree of disruption in their lives and work than less vulnerable populations.

**Working with Latino Populations**
This course is designed to provide students with an understanding of social work practices with the diverse and vibrant Latino population. Students will gain practice-based knowledge by examining a variety of practice frameworks, socio-ecological theories, and cultural constructs that inform culturally competent social work practices with Latinos. The course includes an evaluation of evidence-based practices used in major social work areas (e.g., mental health, health, children, youth and families and gerontology) to work with Latino individuals, families, and communities.