



CSSW
EXPERIMENTAL &
MINI COURSE
DESCRIPTIONS

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T6009: EXPERIMENTAL SOCIAL WORK COURSES

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.

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 relates to budgeting and program development, and 4). be able to develop a viable program budget and budget justification.

Forensic Social Work

This course introduces students to the field of social work and the law – specifically the practice of social work in legal settings. Students will develop competency in forensic social work practice - working knowledge as a practitioner in an interdisciplinary host setting representing clients entangled in legal systems including criminal, civil, family and immigration. Students will develop an understanding of the complexities of the criminal justice system and will develop competency in addressing clients' concerns related to their criminal justice history – pre-arrest, arrest, disposition and re-entry. Similarly, students will gain insight into the filing of Article X petitions in family court and the pathway of a child protection case. This course is a complement to field placements in legal/forensic settings.

Geographic Information Systems (GIS) & Infographics

The course will give students preparation in using data to develop geographical Information systems (GIS) applications for policy analysis, program planning and program evaluation. In addition, students in the course will develop skills in using infographics to present data in ways that are intuitively accessible to decision makers as well as for advocacy and public education. Social workers in policy development advocacy, program development, community organization and other forms of practice will use these skills to make available data accessible to the public process. As part of the course, students will

- Develop an understanding of the uses of GIS and information graphics

- Learn a software system that will support this analysis
- Access and manipulate a data using this software
- Master the ethical issues in using client level data for analysis
- Complete a project that uses these tools to interpret the data
- Present their finding in a public setting as well as on the web.

The course seeks to expand students' skills in manipulating and interpreting data for public use. Students will begin by developing a conceptual understanding of the approaches and will then move to develop skills in using the appropriate software. Students will access and learn the structure of the Robin Hood Data from the Columbia Population Research.

Global Social Policy

In today's globalized world, all countries and regions increasingly share social problems and challenges. The actions and policies of one country not only affect the well-being of its own citizens but that of other countries, either directly or indirectly. Social workers need to gain knowledge about these global social problems and policies and develop competencies to respond to human needs emerging from interdependence between countries and societies. This course provides a foundation for understanding global social problems and social policies; reviews the values and ethics debates rooted in these social problems and social policies; examines the political, economic, and social contexts for the development of these social problems and social policies; introduces the main types of social policies around the world that address common global challenges in aging, health care, education, housing, poverty, and inequality; uses selected countries and regions as examples to provide in-depth understanding and analysis; and explores roles of international organizations in promoting social policies and addressing global social problems. Students are also guided to evaluate the impacts and effectiveness of social policies, either in a single country or comparatively in the global context.

Harm Reduction Policy, Programming and Practice to Tackle the Opioid Epidemic

Drug overdoses have recently become the leading cause of death of Americans under 50. In 2016, 62,000 Americans died from opioid overdoses, 19 percent more than in 2015. Overdose remains the leading cause of death among people who use heroin worldwide. The opioid epidemic is also fueling the intertwined epidemics of HIV and Hepatitis C (HCV) in the U.S. and globally. Tackling the opioid epidemic will require a multi-sectoral systems-level approach that will redress the structural drivers of poverty, unemployment, homelessness, stigma, racism and punitive drug policies as well as ensure equal access to evidence-based pharmacological and behavioral interventions and harm reduction programs across diverse groups. Social work with its unique focus on advancing policy, systems-level and organizational changes and implementing evidence-based interventions may contribute to halting the opioid epidemic and co-occurring HIV and HCV epidemics.

This course is aimed at advancing skills of developing and implementing evidence-based harm reduction individual, community, and policy-level interventions to address opioid misuse and its impact on HIV, Hepatitis C and other drug related harms in the U.S. and in international settings. Harm reduction is both a science and philosophy that embraces multi-level evidence-based policies, programs, and practices, aimed at reducing negative consequences of drug use, spanning from strategies of safer use to managed use to abstinence. Harm Reduction embraces core social work principles by meeting people who use drugs where they are at and affirming them as primary agents of reducing their harms of drug use. Harm reduction practice may range from individual, couple, family, and group practice to community organizing and policy advocacy within a human rights and social justice paradigm. The principles of Harm Reduction demand practitioners to consider the complex interplay of individual,

interpersonal, community and macro-structural factors that shape risk environments and access to prevention, treatment and care for people who use drugs. This approach considers underlying ethical and human rights issues with a focus on redressing racial disparities in accessing services and reversing the deleterious historical effects of institutionalized racism and “War on Drugs” policies on the Black community.

Student will learn to assess multi-level needs and strengths of clients and communities affected by the opioid epidemic, to identify, adapt and implement culturally tailored evidence-based interventions and develop policies based on a contextual analysis. Engaging people who use drugs as key stakeholders is instrumental to the design and implementation of programs and policies. Students will also learn to monitor and evaluate outcomes of interventions and policies. This course will be conducted as a seminar with students will learn how to assess different types and level of harm, including opioid misuse, overdose, HIV, and Hepatitis C as well as trauma, mental health conditions, gender-based violence and other comorbid issues. They will also learn how to apply evidence-based harm reduction strategies, taking into consideration cross-cultural issues, racism, stigma, ethical and human rights issues in working with different populations of people who use heroin or other opioids in the U.S. and international settings.

Jordan and Social Work Practice

This course examines social work practice with refugees and displaced people, addressing international laws, social policies, programs and legal issues impacting this population. This course will examine refugee experiences in the recipient countries, including their experiences in labor market, education, health, social services, as well as different issues they face in recipient societies. The course will include analyses of historical response to refugee problems, as well as the response to the recent Syrian refugee crisis. Collective global response strategies will be discussed during the course, while heavily drawing from one of the biggest country-responders to the Syrian Refugee Crisis – Jordan’s experience.

Jordan is one the countries in the Middle East that has been highly responsive to the Syrian refugee crisis, along with Turkey and Lebanon. As of November, 2016 out of 9.5 million people living in the Hashemite Kingdom of Jordan 1.265 million are of Syrian origin (13% of population), half (656 thousands) are registered as refugees. Additionally, more than 2 million Palestinian refugees live in Jordan. The course will address social problems affecting refugees in Jordan, as well as social policies addressing their needs through an in depth understanding of the fields of health, mental health, education, employment, housing, livelihoods, social work among others. Therefore, the course is relevant to all 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 Jordan’s experience with refugee response through its unique and different culture, political and economic climate and response practices. Students will be able to apply the knowledge and skills gained from learning about Jordan’s and global policies and practices with refugees.

Long-Term Care Services and Supports: Policies and Programs

This is an elective, second-year course that is policy oriented, but is open to students from all concentrations who have an interest in the growing field of Long-Term Care (LTC). As a domain, national and state LTC policies can address the means and integration of financing streams, in-home through institutional services and supports, human resources, the use and integration of appropriate assistive technology and universal design, and/or quality assurance mechanisms and processes, all of which currently are not, but should be in synchrony. The course builds upon T6801, Social Welfare Policy, and T6930, Aging Policies, Issues, and Research, offering a deep dive into policies, programs, and, to an

extent, resulting service innovations for persons with limitations in their ability to perform Activities of Daily Living (ADLs) and Instrumental Activities of Daily Living (IADLs). It focuses almost exclusively on those older adults who are aging into physical disability and/or experiencing cognitive impairments as compared to younger and older individuals who age with physical and mental disabilities not typically tied to the aging process. A comprehensive course covering all segments of the population with LTC needs would require significantly more time than is allotted for a semester course. With this caveat, the overarching aim of the course is to enable students to use their understanding of the architecture of LTC as enabled by policy to be able to participate in the development, implementation, and analysis of responsive policies, systems, and services as professional social workers.

Mental Health Policies and Practices in Latin America (NEW)

This course is aimed at developing knowledge and competencies regarding mental health policies and services in Latin America. Here Latin America is considered as a group of 20 countries located in the Western-Hemisphere with history, languages, cultural roots and social practices in common. Over the past 40 years, several such countries have witnessed remarkable mental health reforms that have changed the way mental health care is conceived and delivered in the region. The processes involved in shaping mental health services will be examined from historical and contemporary perspectives. The extent and magnitude of mental health disorders will be addressed by analyzing local evidence from epidemiology, social sciences, and public health. This course will have special consideration of the human rights violations that individuals with mental health problems suffer on a daily basis. A review of the current mental health services in the region will be provided, covering critical topics such as development and implementation of mental health policies (e.g., mental health laws, plans, and programs), service settings and target populations (e.g., primary care, specialized services, emergency services), type of services (e.g., promotion, prevention, and rehabilitation), and service systems (e.g., coordinated health care). Similarities and differences between services in Latin America and the U.S. will be discussed. Special attention will be given to the main mental health gaps identified to date which include, but are not limited to, the insufficient political prioritization and economical investment in mental health, the low rates in service utilization the need of having providers trained in evidence based practices, and the lack of social and clinical participation among clients and relatives. Transformative initiatives aimed to address such gaps will be reviewed in the end.

Motivational Interviewing (Online)

Motivational interviewing (MI) is a collaborative, person-centered form of guiding to elicit and strengthen motivation for change. 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, you need opportunities to practice skills and obtain feedback. This course provides hands-on experience to practice and evaluate MI skills. The goal of this course is to give students an understanding of the basic principles of MI and to become fluent in a few key skills of this method. Students also will learn to contrast MI with other therapeutic methods, and some common myths associated with it. Finally, students will be examining some of the research concerning the effectiveness of MI and the hypothesized mechanisms that explain its usefulness.

Restorative Justice Theory and Practice

The course will focus on understanding the theory and varied practices of restorative justice and how they are being used as alternatives to retributive and punitive responses to social problems and

individual, communal and institutional harm. It will provide an understanding of the values and principles of RJ, and the most commonly used RJ models and where they are being used. It will support students in understanding their own relationship to conflict and teach students how to facilitate restorative justice process using peacemaking circles. Issues of power, privilege, oppression and identity will be substantial themes throughout the course, both in understanding the need for RJ, how RJ can address them, and the ways in which these issues arise in facilitation and the RJ movement. In addition to understanding RJ, the course will also provide students with a critical analysis of other theories and practices of conflict resolution including meditation, transformative justice, truth and reconciliation and transitional justice, and how all of these relate to addressing individual, communal and institutional harm. Finally, the course will discuss how social workers can use restorative justice in a variety of settings.

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: one in the first half of the semester and one in the second half of the semester.

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

The course adopts a Developmental Life Course Perspective (DLCP) (Elder, 1988) that situates the aging process within a socio-historical context. Individuals develop and age within a series of relationships that evolve across time, both shaping and being shaped by the individual. This network of relationships is itself situated at a historical time and cultural location that have a reciprocal influence on the individual. This course provides the foundation knowledge for self-reflective practice with individuals, families and groups in their interactions with environmental factors and social systems. The purpose of the course is to engage the student's "sociological imagination" about human behavior, deepening students' understanding of the impact of the environment on the individual generally and at various stages of the human life course. Within this context, developmental trajectories and processes are examined. This course is conceived as an essential foundation for social work practice as it embodies the person in environment perspective. Although social work practice is not directly discussed in this course, students will be asked to reflect upon their assumptions about how the social environment impacts developmental phases and trajectories. Students then will be more able to use the concepts of the DLCP to guide their direct practice work. To this end, broad concepts such as race, risk, resilience, power and privilege are examined.

Disrupting Unjust Systems with Design Thinking (NEW)

Bias and structural discrimination permeate all facets of life in the United States and perpetuate unjust systems. From bias in policing practices, discrimination in workforce hiring and advancement, to differential medical care for patients, unjust systems adversely affect the lives of millions of Americans. In order to effectively disrupt unjust systems, individuals need to be able to identify, understand and address the underlying barriers by applying an innovative design lens to create interventions to overcome the structural discrimination. Students in Disrupting Unjust Systems with Design Thinking will explore and learn about innovative approaches to identifying, analyzing, and combating discrimination and unjust systems. The course will combine lecture, discussion and interactive dialogue with experts looking at discrimination through a multi-disciplinary lens including impact litigation, legislative and judicial change, advocacy, design thinking, behavioral design, social science, data, and technology. Students will evaluate structural and individual causes of discrimination and develop the hands-on skills to design an intervention to address a type of discrimination of their choosing.

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.

Gender & Sexuality (online and residential)

In this course, we will examine the role that the social environment plays in the formation of gender and sexual identities. We will explore how gender and sexuality relate to other categories of social identity and difference, such as race and ethnicity, economic and social standing, class and disability and recognize intersectionality of gender and other identities and the ways in which this impacts marginalization. We will begin the course with an exploration of critical theory, looking at foundational theories of gender and queer identity development. Students will learn to develop a gender and/or sexuality analysis, and to critically conceptualize the utility of queer theory and feminist theory within social work practice. Then, we will use the DLCP as a framework for exploring how an individual's socio-historical context influences this development. We will end briefly by discussing the implications that our study has on the structure of social inequalities as they relate to social justice-oriented social work practice.

Global Aging

This HBSE-B course focuses on trends of global aging and relevant coping strategies through readings, class discussion, lectures, and student research. The course covers the topics including global aging trends, governmental policies, social services, families and caregiving, age-friendly environments and cultural competence in the aging world. By the end of this course, the students should be able to understand the phenomenon of global population aging, think critically about issues related to population aging in different countries, and apply a scientific and analytic approach to the study of social and health aspects of older adulthood across the world.

Global Health (online)

This course will introduce students to key global health concepts, histories, and frameworks through interactive live session and instruction. Course content will provide students with foundational knowledge on global health through a survey of contemporary topics including but not limited to: the foundations of global health; the global burden of disease; culture, society, human behavior, and global health; global gender disparities; the global burden of health due to humanitarian crises; and the implications of global health programs, policies, and interventions. Understanding that students will have varied backgrounds and levels of knowledge on the subject matter, the course will incorporate multidisciplinary approaches in conjunction with applicable social work values to examine current global health challenges and issues. The following section describes the learning outcomes specific to this course.

Human Trafficking

The purpose of this course to provide future social workers with a holistic understanding of human trafficking across the globe with specific attention to scope of the problem in the United States and in New York City, a primary destination and transportation hub for trafficking across the country. In this class, participants will develop an understanding of the various subtypes of human trafficking with greater focus on sex and labor trafficking, gain understanding of the various vulnerabilities that place individuals at risk for exploitation or victimization, explore the emotional and psychological consequences the population endures, and delve into the various models of response to this complex phenomena including international, federal, and state legislation as well as an examination of the criminalization, legalization, and abolishment approaches to prostitution to combat sex trafficking. The course will explore the structural and social conditions that create both the breeding ground and the barriers for this population with particular attention to elements such as racism, poverty, discrimination, stigma, inequality, gender oppression, immigration and center on the social work practice areas to advocate and serve the trafficked population.

Immigrants & Their Families

This course aims to advance knowledge about social behavior and well-beings of international immigrants and their families. The lectures and readings cover multiple theories and perspectives explaining decisions of migration and experience of immigrants across life span, challenges and coping strategies of individuals in the context of international migration, and family relationships across the host and home countries. The primary outcome of this course will be that students could utilize the content that they learn in the seven weeks to assess and analyze the barriers and strengths of an immigrant and his or her family. To prepare students for working with immigrant clients in their future practice, the instructor will assign weekly assignment of case analysis.

LGBTQ Communities: Micro to Macro Approaches

This particular class is designed to provide students with a comprehensive understanding of social work practices with the LGBTQ population across the life-span. This course seeks to deepen students' awareness and understanding of the historical, political, social, and cultural contexts of the LGBTQ population. Students will gain practice-based knowledge by critically examining the variety of practice frameworks, socio-ecological concepts and developmental theories and cultural constructs that informs culturally-competent social work practices with different LGBTQ groups. This knowledge will then be applied to understand the array of psychosocial issues (e.g., health and mental health disparities, violence, discrimination) impacting the LGBTQ population across the life span. The course focuses upon identifying and critically evaluating evidence-based practices and approaches for working with the

LGBTQ population in major social work practice areas (e.g., mental health, health, children, adolescents, families, gerontology).

Mass Incarceration and Re-entry

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.

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.

Queer Theory

This course is designed provide students with an introduction to queer theory, or more accurately, queer theories. During the course, we will critically examine the social construction of identities and the underlying and/or attendant roles and beliefs that are social constructed and result in power, privilege, and oppression. Finally, we will seek to employ or develop alternative theories, models, and/or frameworks that can discursively produce greater social justice for those who find themselves non-normative. The course will start with gender, sexuality, and ability as a historical starting point, but will seek to encourage and enhance queer thinking to a broader spectrum of social issues relevant to course participants and other social workers.

Racial Identity Development

When was the first time you realized what race you were? What were your initial feelings and thoughts about your race? While social work practice often examines how race operates as a risk or protective factor for societal outcomes for individuals, it is rare that we look at how the principles of the developmental life course function as risk or protective factors for our racial identity development. This course will examine the stages of racial identity development on a continuum, typically beginning from a lack of awareness of our own racial background to an awareness and integration of our race into a sense of who we are. Appropriate language and classroom expectations will be established to move the conversation forward; while using our own personal experiences, racial affinity breakout groups, and

lecture on racial identity development theory to deepen our self-awareness around our current racial identity. This course will bridge our newly developed awareness around our racial identity with our social work practice, offering future and current social workers an opportunity to move further away from our own racial implicit biases and move more towards racial justice in our practice.

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.

Resilient Aging

This course provides an overview of resilience and vulnerability in older adults, using a bio-psycho-social framework. Students will be encouraged to understand resilience across diverse older adult populations, considering the impact of social, historical, cultural, and biological aspects of aging. Theories of aging, theories of resilience, and current research findings will be applied to understand resilience in older adults. The unique strengths and needs that older adults bring to social, community, and professional relationships will be explored, particularly as they inform social work approaches.

Social Determinants of Substance Use and its Consequences

Utilizing a social determinants perspective that examines individual, interpersonal, community and macro-structural factors that shape health, this course examines causes, consequences and responses to substance use. From the “crack epidemic” that wasn’t to the current opioid epidemic, public discourse around drug use is steeped in stigma and discrimination and too often fails to account for the complexities that underlie who uses drugs, the social and health consequences of drug use, and vast inequities in treatment and care. Taking an interdisciplinary approach, this course highlights three main lenses through which to understand and respond to substance use – public health/medical science, legal/criminal justice, and social justice. An examination of intersecting issues, including racism, gender, sexuality, mental health, homelessness, and violence, will serve as a means to understand how unjust policies and practices differentially affect populations and lead to inequities in health.

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.

Trauma and its Impact

This course examines the concept of trauma and its impact on individuals and families who have experienced interpersonal violence. The complexity of trauma and the dynamics of interpersonal violence – including domestic violence and sexual assault – and the factors that contribute to or thwart traumatization will be explored. The evolution of trauma-informed practice and care, particularly the relationship between traumatic experience, post-traumatic stress disorder (PTSD) and addiction, will be examined as a reflection of a radical shift in socio-ecological, cultural, and psychological thinking; as well as recent developments in clinical research. Implications for assessment, intervention, and advocacy will be examined. Case studies, current events, and multi-media presentations will be incorporated to illustrate concepts and further understanding. Within the classroom, there will be a primary focus on maintaining a safe and confidential atmosphere, respectful of diverse perspectives and experiences, with considered pacing of the trauma information presented.

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. Students must register for one mini-course in the first half of the semester and one in the second half of the semester.*

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.

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

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.

Intro to Complicated Grief

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.

Introduction to DBT Skills

This course is designed to provide beginning familiarity with skills training in Dialectical Behavioral Therapy (DBT), an evidence based treatment initially developed for chronically suicidal individuals with Borderline Personality Disorder that has since been adapted for numerous complex diagnoses and populations. Students will be taught theory, practice, and techniques related to conducting skills training and running DBT skills groups. Students will become familiar with research and evidence supporting the use of DBT skills training with various populations, as well as the adaptation and future directions of

treatment. Lecture, demonstration, role play, discussion, multimedia, and discussion will be used as primary teaching methods. As skills training is one of the four treatment modalities within DBT, it is not expected that students will gain full competence to deliver comprehensive treatment to adherence, but rather will gain the necessary knowledge and clinical strategies to utilize DBT skills in an applied setting or seek out further training.

Intro to Grief Therapy

Social workers are the primary providers of grief therapy and yet there is little in the social work curriculum devoted to this topic. This mini-course fills that gap by presenting an approach that is informed by our proven efficacious treatment for complicated grief. You will learn to work in ways that ease distress and foster resilience. Our goal is to engender optimism about grief therapy which comes from knowing how to manage your own reactions to loss and death and from having knowledge and skills to work effectively with bereavement. With this in mind, we designed the course to build self-awareness, knowledge and skills that can prepare you to work effectively with clients who are struggling with difficult losses.

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.

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.

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).

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.

Suicide Risk Assessment

This course is designed to prepare future social workers to effectively and confidently evaluate clients' suicidal risk, develop and communicate intervention plans and refer clients with suicidality to appropriate support services. We will explore suicide prevention and intervention from several lenses, which will be informed by historical and theoretical underpinnings. Through lecture, discussion, practice activities and critical thinking, we will use these foundations to support our understanding of best practices and effective techniques for treatment of suicidality.

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?

Use of Self: What We Bring to Social Work Practice: A Critical Look at Professional Use of Self

This course seeks to provide you with a context and tools to integrate and deepen your learning about the professional use of self in practice. You will use literature to critically examine situations from practice that involve controversy or uncertainty about how personal experiences, losses, values, race, culture, personality, beliefs, etc. have influenced or might be used differentially in the clinical process. You will examine readings on countertransference and consider the relevance of this concept across social work settings and practice approaches. For example, we will consider clinical situations where you find it difficult to determine how to assess or make clinical use of strong reactions evoked in you by a person who is seeking help from you and whom you are seeking to help. We will also consider how to make proper use of similarities between ourselves and our clients in experiences, values, race, culture, etc., and examine how and when we share aspects of our own experiences or beliefs with a client. The multi-dimensional aspects of power in the helping relationship will be considered critically as we examine your own experiences in practice. Throughout, the dimension of time will be considered for its impact on professional use of self, with particular attention to brief service.

This course will contribute to your professional development only if you apply the concepts and strategies discussed in the reading to your own practice. Because students will be asked to draw frequently and heavily on their process recordings, please make sure that you continue to complete recordings on at least some of your current cases.

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. Students must register for one mini-course in the first half of the semester and one in the second half of the semester.*

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.

Corporate Social Responsibility (NEW)

Corporate Social Responsibility (CSR) means something different in every industry and at every company. Taught by practitioners in the field, this course will explore the controversial question: “Can corporations make a positive social impact?” This course is designed for those interested in bringing the social work lens to business and will explore a variety of industries and the reality of working in the CSR field

Development/Fundraising

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.

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 increasingly 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.

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 increasingly 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.

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 Enterprise Business - International

Social enterprise (SE) exists in both formal economies and in informal, transitional and developing economies. This course is designed to expose students to social enterprise businesses in international settings as another option for alleviating poverty, providing access to life-saving technologies, or meeting the needs of mission-based organizations and their clients. The course will give an overview of SE that compares and contrasts models that seek to integrate partnership and innovative approaches and aim at poverty alleviation and various forms of local empowerment. It will also introduce students to concrete challenges to sustainable development interventions and the role of social entrepreneurs in managing, addressing, and resolving such challenges. The course utilizes a case-based and skill-development approach in the context of a seminar. Critical topics include planning, funding options, evaluation methodologies, sustainability, and exit strategies.

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.

Understanding Yourself 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 the aim to enhance learning. There will be 360 feedback provided by and for students and teams.

Social Entrepreneurship: A Global Perspective

Social entrepreneurship combines innovation, opportunity, and resourcefulness to solve some of the world's most pressing social, economic, and environmental problems. To achieve their goals, social

entrepreneurs create ventures that may be for-profit, non-profit, or take a newer legal form. However these initiatives are structured, their priority is to use market activities to shift paradigms resulting in an improved quality of life. Social entrepreneurs purposefully disrupt existing systems, form partnerships across sectors, and manage multiple bottom lines [1]. This course will attempt to define social entrepreneurship, evaluate various innovative social ventures against the field's most current criteria, and examine how these entrepreneurs tackle our most challenging problems. The class will learn how to identify social problems and gain community ownership of solutions through conducting a needs assessment. We will explore the challenges social start-ups face as they begin and, then subsequently, as they scale-up their ventures. We will compare and contrast social enterprises with charities, foundations, government agencies, and traditional businesses. We will learn how to measure social impact. We will discuss the technical aspects of starting, funding, and managing a social purpose organization. The course will conclude a pitch deck to a venture capitalist.

[1] Adapted from Dr. Pamela Hartigan's fall 2011 syllabus entitled: *Social entrepreneurship: A global perspective*.

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. Students must register for one mini-course in the first half of the semester and one in the second half of the semester.*

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.

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

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.

Lankuntuwakan

The central Lenape idea of Lankuntuwakan comprises relationship, kinship, peace and a deeper understanding of well-being: We are made of the Earth, the sun, and each other; we exist through our composition of these parts. These aspects of ourselves are essential to our existence, both as individuals and organized societies, and our relation to them determines our well-being. Lankuntuwakan is the ancient Lenape way of life which still informs culture and actions for wellbeing. Two contemporary streams of thinking and actions, that of living Land acknowledgment (as restorative practice and restorative justice) and (re)generative cultures are largely aligned with Lankuntuwakan. In our time of globalization, climate change, indigenous resurgence and concentration camps, Lankuntuwakan is all the more relevant as a means to inform solutions.

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 and Proposal 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.

Program and Proposal Development (Intensive)

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 existing 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.

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 and Its Impact

Description is forthcoming.