

**COURSE DESCRIPTIONS  
&  
STUDY PLANS  
2020**

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## **COURSE DESCRIPTIONS**

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## FOUNDATION YEAR REQUIRED COURSES

### **T6007 Professional Immersion Seminar**

1.5 credits. Required for students in the five-term International Students Program. This seminar addresses a wide range of issues, including acculturation and adaptation to academic study and field education in the United States and New York City; preparation for practicing social work upon return to one's home country after graduation; cultural competence in practicing with diverse client populations and working with diverse colleagues in the United States; and study skills.

### **T7100 Foundations of Social Work Practice: Decolonizing Social work**

3 credits. Students will learn generalist frameworks and skills for social work interventions that contribute to an anti-oppressive social work practice. Emphasis is on how systems of oppression interact with social work practice at the micro-, mezzo-, and macro-levels. Students will gain skills for conducting a structural analysis of their social work practice and self-awareness about how systems of oppression affects their use of skills for generalist social work practice. Social work skills for anti-oppressive practice are developed through the use of experiential exercises and feedback. Field practice is integrated into classroom content and discussion. *(Must be taken concurrently with T6010 Field Education or T6011 Reduced Residency Seminar.)*

### **T7102 Direct Practice with Individuals, Families & Groups**

3 credits. Prerequisite: 7100. This course builds upon the knowledge and skills acquired in T7100. Students learn to critically examine, select, apply, and evaluate major theoretical models of direct social work practice with individuals, families, and groups in a culturally competent manner. Particular emphasis is placed on the linkage between assessment and intervention, the critical evaluation of self in one's own practice, and the use of empirical knowledge to guide practice decisions. *(Must be taken concurrently with T6010 Field Education or T6011 Reduced Residency Seminar.)*

### **T7103 Advocacy in Social Work Practice: Changing Organizations and Communities, Influencing Social Policies and Political Processes**

3 credits. Prerequisites: T7100, T6801. Students will learn to (1) critically analyze and assess organizations, communities, social policies and political systems; (2) develop interventions, advocate for, and work collaboratively to achieve change and build capacity in organizations and communities and to influence social policies and political processes, and (3) extend their understanding of distributive justice, human and civil rights and the dynamics of oppression, and the role of advocacy and social change action in pursuing social and economic justice. *(Must be taken concurrently with T6010 Field Education and T7102, or T6011 Reduced Residency Seminar. RRP students may request an exception to take this course in the Summer, when not enrolled in T6011.)*

### **T660A-C Human Behavior and the Social Environment**

3 credits. (NM). Students are required to complete six credits in the Human Behavior and Social Environment Area. The first semester course adopts a developmental life-course and social systems framework in an examination of environmental and historical influences, current social movements, societal belief systems, social structures, and political processes affect bio-psycho-

social aspects of human development. The course focuses on the application of these theories in tandem with a scholarly examination of social forces that shape human agency, opportunity, health, and behavior. The second semester course requires students to select two 7-week courses on a range of topics all of which have a pronounced focus on issues of power, privilege, oppression, identity, and social justice.

### **T6501 Social Work Research**

3 credits. (NM). Course can be waived by examination. If waived, student will need 3 additional credits in graduate-level coursework. Students will understand and appreciate a scientific, analytic approach to building knowledge for practice and for evaluating service delivery in all areas of practice. Different theoretical bases and methodological procedures for social work research are addressed, as are basic statistical procedures and technological advances in quantitative and qualitative designs. Ethical standards of scientific inquiry are emphasized with attention to protecting and promoting the well-being of vulnerable and oppressed populations. Ultimately, students are expected to be able to access, critically evaluate, and appropriately use empirical research to inform and evaluate their practice with individuals, families, groups, organizations, and communities.

### **T6505 Introduction to Statistics**

No credits. All students are required to complete this course prior to their second year of study. In this course, students acquire the language of statistics and learn the basics of descriptive and inferential statistics. The emphasis of the course is on a conceptual understanding of basic concepts to aid in interpretation. Specific topics include descriptive statistics, standard errors, type I and type II errors, t-test, chi-square, and analysis of variance.

### **T6801 Social Welfare Policy**

3 credits. (NM) Course can be waived by examination. If waived, the student will need 3 additional credits in policy-related graduate-level coursework. This course provides students with an overview and assessment of current domestic social welfare policies and programs, and the factors that influence their development. Special attention is given to income maintenance, personal social services, and in-kind benefits.

## METHOD AREA CONCENTRATION REQUIRED COURSES

### **Advanced Clinical Social Work Practice**

#### **T7113 Advanced Clinical Practice in a Field of Practice**

3 credits. Prerequisites: T7102, T7103. *Open only to students pursuing the Clinical method area.* The course offers students in-depth exposure to differential assessment and intervention. Students register for this course by their designated field of practice: Aging; Contemporary Social Issues; Family and Children's Services; Health, Mental Health and Disabilities; International Social Welfare; School-based and School-linked Services; and World of Work. All sections explore direct practice modalities for individuals, families, and groups: case management; core themes; and a variety of clinical interventions.

#### **T711A-B/T7114 Clinical Practice with Populations, Clinical Intervention Modalities, and Professional Practice Issues**

3 credits. Prerequisite: T7113. *Open only to students pursuing the Clinical method area.* This course builds 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.

#### **T7501 Clinical Practice Evaluation**

3 credits. Prerequisite: T6501. Required for all students in Advanced Clinical Practice. This class introduces students to tools that document the effects of social work intervention and measure the effectiveness of social work practice. Students will learn to: 1) critically assess procedures to identify and clarify problems for intervention; 2) identify and use methods that have proven value from rigorous research when available; and 3) conduct ongoing practice evaluation. They will also learn basic measurement, how to select and use self-monitoring, standardized, observational, and unobtrusive measures of client change along with single case design options, data plotting, and visual analysis of data.

### **Advanced Generalist Practice and Programming**

#### **T6416 Program Evaluation in Social Services**

3 credits. Prerequisite: T6501. Required for all AGPP and SEA students. This course provides a comprehensive overview of social services evaluation. Students will learn to design an evaluation of a social service program, analyze evaluation data using descriptive and inferential statistics, conduct a simplified cost-benefit analysis and explain the limitations of this type of analysis when dealing with human subjects. They will also identify political, organizational, regulatory, and other contextual factors that affect program evaluations. Finally, they will develop client outcome measures for social service programs and explain the uses and benefits of qualitative research methods in the evaluation of social service programs.

**T7133 Advanced Generalist Practice and Programming I**

3 credits. Prerequisite: T7102, T7103. *Open only to students pursuing the AGPP method area.*

Students learn to think and practice as advanced generalist social work practitioners. Emphasis is placed on helping students to develop a conceptual framework with which they can differentially assess the multiple, interrelated interventions needed to respond to clients' issues. The course focuses on advanced direct practice; assessment of the service needs of individuals, families, client populations, and neighborhoods; case management; and community social work with vulnerable populations.

**T713A-B/T7134 Advanced Generalist Practice and Programming II**

3 credits. Prerequisite: T7133. *Open only to students pursuing the AGPP method area.* This course extends 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.

**Policy Practice****T7143 Seminar on Policy Practice I**

3 credits. Prerequisites: T6801, T7103. *Open only to students pursuing the Policy method area.*

This is the first of a two-course sequence in which students will develop knowledge and skills in identifying policy issues, policy analysis, and advocacy. Each student will analyze a policy question over the course of the year, drawing on data and expertise from their field placement and other sources. This first course focuses primarily on issue identification and gathering information for analysis.

**T7144 Seminar on Policy Practice II**

3 credits. Prerequisite: T7143. *Open only to students pursuing the Policy method area.* This the second of a two-course sequence designed to develop knowledge and skills in identifying policy issues, policy analysis, and advocacy. Each student will analyze a policy question over the course of the year, drawing on data and expertise from their field placement as well as other sources. This second course focuses primarily on policy analysis and translating policy analysis into action.

**T7811-T7812 Microeconomics and Macroeconomics and Policy Analysis I & II**

3 credits. Prerequisite: T6501. Required for Policy Practice students. (Students who pursue the International Social Welfare field of practice substitute T7815-T7816.) This course is a year-long sequence. Students registered for this course will also be registered for a corresponding Lab section. The first term focuses on microeconomics and the second on macroeconomics. Students will learn both microeconomic and macroeconomic theories and their applications to public policy. Topics will include demand and supply, equilibrium, price controls, the concept of elasticity, nominal versus real prices, production, technology, scale, cost minimization, monopoly, economic growth, and aggregate demand.

### **T7815-T7816 Economics for International Affairs I & II**

3 credits. Prerequisite: T6501. Required for Policy Practice students in the International Social Welfare Field of Practice. This course is a year-long sequence. Students registered for this course will also be registered for a corresponding Lab section. Students will learn microeconomic and macroeconomic theories and their applications to public policy, with particular attention to macroeconomic theory and international trade. Topics will include demand and supply, consumer theory, producer theory, market efficiency and welfare, perfect competition, monopoly, oligopoly, government intervention into markets, macroeconomic systems, and macroeconomic models.

## **Social Enterprise Administration**

### **T7122 Social Planning and Program Development**

3 credits. Prerequisite: T7103. *Open only to students pursuing the SEA method area.* In this required practice course, students will develop the knowledge base and core competencies necessary to design and acquire resources for social service interventions to meet contemporary needs. Students will utilize case examples and skills presented in class to plan group interventions. They will also have the opportunity to critique a formal program plan, and gain skills in grant writing and other forms of fundraising through formal workshops and exercises. Finally, students will learn how to modify programs and program plans to meet various exigencies that an organization might face due to funding reductions or other difficulties.

### **T7123 Human Resource Management, Supervision, and Staff Development**

3 credits. *Open only to students pursuing the SEA method area.* This course will help students to understand the significant contribution human resources makes to the function of the social agency. Students will explore the options open to administrators in designing human resource strategies that optimize the motivation and creativity of personnel, and maximize the organization's outcomes. The legal environment is reviewed as a context in which this aspect of administrative practice takes place. Basic to this course are the theories of leadership, supervision, and creating a learning culture.

### **T7124 Macro Community Practice**

3 credits. Prerequisite: T6801, T7103. *Open only to students pursuing the SEA method area.* This course will provide 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. Students will learn to apply professional social work practice skills to assessing and developing communities. Case examples of practice models that have demonstrated effectiveness will be discussed.

### **T7125 Financial Management**

3 credits. *Open only to students pursuing the SEA method area.* This course introduces students to the theory and practice of financial management in nonprofit organizations. Students will develop a beginning working knowledge of the elements, concepts, systems, tools and techniques of

financial management. Included are such concepts as accounting, budgeting, resource allocation, problems of fiscal control, fiscal record keeping and reporting, cost analysis, continuation budgeting, and activity-based costing. The course will require use of financial management software, case examples, a required text, lectures, discussions, and journal articles. Students also will use microcomputer-based spreadsheet and word processing software to complete several budget exercises.

### **T712A-B/T7126 Special Topics in SEA**

1.5 credits. *Open only to students pursuing the SEA method area.* Each year there are a number of these seven-week courses offered to allow students to study in a range of substantive areas relevant to SEA. Topics include: developing social enterprise, community organizing, crisis management in organizational settings, and working with NGOs in social development.

### RESEARCH

### **T7501 Clinical Practice Evaluation**

3 credits. Prerequisite: T6501. Required for all students in Advanced Clinical Practice. This class introduces students to tools that document the effects of social work intervention and measure the effectiveness of social work practice. Students will learn to: 1) critically assess procedures to identify and clarify problems for intervention; 2) identify and use methods that have proven value from rigorous research when available; and 3) conduct ongoing practice evaluation. They will also learn basic measurement, how to select and use self-monitoring, standardized, observational, and unobtrusive measures of client change along with single case design options, data plotting, and visual analysis of data.

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3 credits. Prerequisite: T6501. Required for Policy Practice students. (Students who pursue the International Social Welfare field of practice substitute T7815-T7816.) This course is a year-long sequence. Students registered for this course will also be registered for a corresponding Lab section. The first term focuses on microeconomics and the second on macroeconomics. Students will learn both microeconomic and macroeconomic theories and their applications to public policy. Topics will include demand and supply, equilibrium, price controls, the concept of elasticity, nominal versus real prices, production, technology, scale, cost minimization, monopoly, economic growth, and aggregate demand.

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3 credits. Prerequisite: T6501. Required for Policy Practice students in the International Social

Welfare Field of Practice. This course is a year-long sequence. Students registered for this course will also be registered for a corresponding Lab section. Students will learn microeconomic and macroeconomic theories and their applications to public policy, with particular attention to macroeconomic theory and international trade. Topics will include demand and supply, consumer theory, producer theory, market efficiency and welfare, perfect competition, monopoly, oligopoly, government intervention into markets, macroeconomic systems, and macroeconomic models.

### FIELD OF PRACTICE REQUIRED COURSES

**Note:** You may enroll in your preferred section of **SOCW T 69XX**. You will not be required to register for the field of practice area selected on your Field Form (Contemporary Social Issues, The Health Care System, Families, Youth and Children, Aging, International Social Welfare, World of Work, School-Based Services). *Students may only enroll in one field of practice class. Students may not enroll in a second FOP as an elective. The only exception to this is for students completing the International Social Welfare minor, who are required to take T6925 in addition to their selected field of practice.*

#### **T6910 Health, Mental Health, and Disabilities: Issues, Policies, Research, and Programs**

3 credits. Open to M.S. students in the first term of their second-year field placement. This is the required course for students whose field of practice is Health, Mental Health, and Disabilities. This course takes a problem-identification and problem-solving approach to the delivery of social work services in health, mental health, and disabilities, with content about the social policies and organization structures that characterize our current health-care system.

#### **T6920 Family, Youth and Children's Services: Issues, Policies, Research and Programs**

3 credits. Open to M.S. students in the first term of their second-year field placement. This is the required field of practice course for Family, Youth and Children's Services students. The focus is upon policies, systems, and programs that support healthy child development and address individual, familial, and community risk factors. The course examines the historical, legislative, and regulatory framework for service delivery and the interplay between state and family decision making.

#### **T6925 International Social Welfare and Services to Immigrants and Refugees**

3 credits. Open to M.S. students in the first term of their second-year field placement. This is the required field of practice course for International Social Welfare students. Students will survey the field, including activities of intergovernmental and non-governmental organizations operating cross-nationally and of national governments in their interactions with other governments regarding social policies, program, and practice. Social work practice in international agencies and organizations as well as social work training and practice in other countries will be examined.

#### **T6930 Aging: Issues, Policies, Research and Programs**

3 credits. Open to M.S. students in the first term of their second-year field placement. This is the required course for students who have chosen Aging as their field of practice. This course serves as an introduction to the field of practice, providing a general orientation for students who want an exposure to the field and a foundation for those who plan to seek additional competence. Substantive areas covered include demographic profile and trends, theoretical and

developmental perspectives, national policies and current trends, family and intergenerational relations, services systems, and professional roles.

**T6950 Workers and the Workplace: Issues, Policies, Research, and Programs**

3 credits. Open to M.S. students in the first term of their second-year field placement. This is the required field of practice course for World of Work students. The course reviews assumptions and institutions underlying social work in the workplace and focuses on the needs and help-seeking behavior of workers in order to identify implications for social service practice and design of delivery systems. This course examines programs targeted at the labor force, EAPs, and other groups sponsored by unions, industry, and community agencies. Particular attention is given to specific problems such as job jeopardy and affirmative action; child care and the working parent; pre-retirement; disability management; and the clinical, service delivery, and policy skills necessary to address these issues in the world of work. A historical and international perspective is introduced.

**T6960 School-Based and School-Linked Services: Issues, Programs, and Policies**

3 credits. Open to M.S. students in the first term of their second-year field placement. This is the required course for students who have chosen School-based and School-linked Services as their field of practice. Students will examine the school as a host setting for the delivery of social work services. Issues and policies that impact the delivery of both educational and social service programs are analyzed from a research-based perspective.

**T6970 Contemporary Social Issues: Issues, Policies, Research and Programs**

3 credits. Open to M.S. students in the first term of their second-year field placement. This is a required course for students who have chosen Contemporary Social Issues as their field of placement. Students examine the etiology and epidemiology of homelessness, violence, and substance abuse; related policy issues, service systems, and settings; and the rapid changes occurring in these areas. Students will be provided with a framework for addressing other contemporary problem areas as social work practice evolves.

## FIELD EDUCATION

### **T6010, T6020 Field Education**

Each term: 4.5 credits; Reduced Residency students may take T6020 for 4 credits (3 days/week in field) or 6 credits (4 days/week in field). Open only to full-time students who have been admitted to the M.S. degree program. Required for all M.S. degree candidates. Field education is a central component in each student's professional education, and requires 21 hours a week for all four terms of the full-time M.S. degree. Placements provide a range of experiences to integrate with theoretical learning from class work and to develop knowledge, values, and skills for social practice.

### **T6011 Reduced Residency Field Education Seminar**

1.5 credits. Reduced Residency students are required to take this two-term course in conjunction with T7100 (Foundations of Social Work Practice); T7102 (Direct Practice); and T7103 (Advocacy in Social Work Practice). Focusing on the body of knowledge, skills, and values that underpin and parallel course work, this seminar addresses the particular needs of the Reduced Residency student by integrating course concepts with field experience, emphasizing the socialization of the student toward the profession, and increasing his/her understanding of the societal and organizational contexts of the work. The format encourages learning flexibility, maximum student participation, and student support system development. This courses meets one hour per week during the Fall and Spring terms.

### **T6012 Advanced Standing Field Education Seminar**

3 credits. This seminar addresses the particular needs of Advanced Standing Students. The seminar provides a context and tools to deepen, critically reflect upon, and integrate each student's learning about the professional use of self in practice and the field. Also included is the review and exploration of professional social work identities within historical and current contexts, and an examination of the multiple professional identities that are inherent in all areas of social work practice.

## ELECTIVES

### **T6133 Social Work Practice with Women**

3 credits. Prerequisite: T7100. This course focuses on problems faced by women and the practice implications at both the direct practice and planning/administrative levels. Students will explore new approaches to practice with women in different roles and stages of life, as well as in specialized populations such as abused partners, female offenders, rape victims, and women with addictions.

### **T6205 Social Work Practice with Children**

3 credits. Prerequisite: T7100. Students study assessment and intervention with children and their parents; differentiation between socio-cultural, developmental, functional, and organic deviations and variations; and various techniques and skills (e.g., play, dramatization, and verbalization) that can be helpful when working with children.

### **T6212 Introduction to Military Social Work**

3 credits. This course teaches students to identify the 'do's and don'ts' for providing social work services to military service members and their families. The impact of frequent deployments, high operational tempo, and facing hostile fire has created a large active duty population in need of social work services. This class includes information about cultural competence in a military context, the impact of combat and deployment stressors on members of the military and their families, and the linkage between social welfare policy and clinical social work practice.

### **T6213 Social Work with Veterans**

3 credits. The purpose of this course is to introduce social work students to the culture, history, policies, programs, and issues that face different generations of the United States military veterans and their families. This course will provide the essential background and knowledge base necessary to assist military veterans and their families through appropriate referrals for social and medical services. The military veteran community will be examined using both micro and macro lenses in order to provide an overarching understanding of the complex matters faced by today's military veterans, their families, and communities.

### **T6214 Social Work Practice with Families**

3 credits. Prerequisite: T7100. Students study the objectives and characteristics of family treatment as well as the role of the worker and techniques commonly used. Relevant concepts about family as a social system, interactional processes, social class, and role conflicts, individual psychodynamics and situational variables are examined in terms of various types of family treatment reported from practice.

### **T6305 Comparative Group Approaches**

3 credits. Prerequisite: T7100. This is a seminar in the theory and practice concepts and techniques in various models of group work practice and other group approaches relating to current conceptual and practice experiences. Comparison is with reference to the professional task, its techniques and skills, the nature of motivation, learning, behavior change, and resistance; group formation, phase of development, and the individuals in the group.

### **T6418 Personal Finance Management & Counseling**

3 credits. This course teaches students specialized skills to assist clients in understand the fundamentals of managing debt and personal finances. The focus of the class is on financial empowerment, financial counseling and asset building. Students will learn how to integrate financial empowerment practice into an array of different social service programs. Topics covered in the class include goal setting and budgeting, building and repairing credit, consumer protection laws, debt management and bankruptcy, asset building and banking services, and negotiation skills around financial matters.

### **T7302 Social Work Practice in Alcoholism and Other Chemical Dependencies**

3 credits. Prerequisite: T7100. This course deals with the scope of the problem, current theories and controversies in the field of alcoholism. Focus is placed on assessment and interventive strategies in services to individuals, families and groups. Clinical issues of denial, enabling, counter transference, along with issues of culture, staffing patterns, social work role, and resource funding, are emphasized.

### **T7303 Social Work Practice in Group Formation and Development**

3 credits. Open to second-year students and to first-year students with the instructor's permission. This is a seminar in the distinctive knowledge and skills in social work practice with groups. Group formation, internal group problems, and development of mutual aid processes are emphasized. Objective is to increase conceptual and skill competence. Current field assignment to a group is required.

### **T7305 Social Work Practice and Human Sexuality**

3 credits. Prerequisite: T7100. An introduction to human sexuality in the context of social work practice, this course prepares students to assume a significant role in helping clients to deal with issues of human sexuality. The student is encouraged to address the affective, cognitive, and clinical components of practice and to apply them in their practice.

### **T7307 Social Work Practice in the AIDS Epidemic**

3 credits. Prerequisite: T7100. The course focuses on enabling, mediating, and advocating intervention for HIV-affected populations, and provides a unique opportunity to unite case and cause.

### **T7380 Social Work Practice in Bilingual Contexts**

3 credits. Prerequisite: T7100. This course covers theories and methods of providing social services in clients' native languages; issues related to bilingual/bicultural social work practice; collaborating with clients' social networks and institutional environment (e.g. schools, hospitals, other agencies); and the impact of formal and informal social policies and institutions on bilingual/bicultural clients.

### **T7311 Social Work Practice and Domestic Violence**

3 credits. Prerequisite: T7100 & 7102. Students examine the issue of violence against women in families. The demographics of the population, theories of domestic violence, crisis intervention, and short- and long- term clinical issues will be examined, as will service modalities for women victims and survivors, batterers, and their children.

### **T7312 Social Work Practice with Lesbian, Gay, Bisexual and Transgender Clients**

3 credits. Prerequisite: T7100. All social workers in all fields of practice serve clients who are gay or lesbian. Because of the negative stigma society places on gay and lesbian clients, many face numerous difficulties that require social support and intervention. Students will examine approaches to practice with gay men and lesbians in different roles and stages of life as well as in specialized populations such as gay and lesbian adolescents, parents, and older adults.

### **T7313 Dementia**

3 credits. Prerequisite: T7100. This course introduces 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.

### **T7314 Spirituality and Social Work Practice**

3 credits. Prerequisite: T7100. The experience and impact of spirituality and religion in the lives of individuals, families, groups, communities, and organizations in our society will be examined. Practice within a context of diverse populations will be addressed. Attention will be given to different approaches to spirituality and to plural religious perspectives.

### **T7320 Adult Psychopathology and Pathways to Wellness**

3 credits. Prerequisite: T7100. Designed to give students an overall view of the psychopathology demonstrated by patients with the major psychiatric conditions, this course emphasizes background information concerning concepts of diagnosis in their historical context, and current concepts using specific psychopathological criteria to reach a diagnosis as expounded by DSM IV. This course is strongly recommended for clinical students, especially Health, Mental Health, and Disabilities.

### **T7330 Introduction to Community Organizing**

3 credits. This course provides an overview of contemporary community organizing practice in the United States. The course will cover: defining what community organizing is and identifying its value base; exploring the strategies, tactics and activities of organizing; reviewing its historical roots; and considering the various ways communities engage in organizing and in the broader social justice movement. Students will examine skills and techniques for effective organizing, including building a membership base, developing ordinary people as community leaders, and running member-led issue campaigns.

### **T7340 Evidence Based Practice for Persons with Serious Mental Health Conditions**

3 credits. Prerequisite: T7100 and T7320. This course is aimed at developing the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented, evidence-based practices. Students will become familiar with evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. Providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness is the focus of this course and will be discussed in detail.

### **T7612 Ego Psychology and Object Relations Theory**

3 credits. Prerequisite: T7100. The purpose of this course is to provide students with an accessible introduction to ego psychology and object relations theories and to enable them to begin to apply concepts of these theories in practice. The course reviews the development and evolution of these psychoanalytically oriented theories from the time of Freud through their contemporary conceptualizations and applications.

### **T7613 Advanced DBT Seminar**

3 credits. Prerequisite: T7100. 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.

### **T7614 Behavioral Health in Corrections**

3 credits. Prerequisite: T7102. This course provides an in-depth study of selected behavioral health dysfunctions, and associated evidence-based interventions, that disproportionately affect men and women who are incarcerated in criminal justice settings. Topics covered in the class include the incidence and prevalence of mental health and other behavioral disorders among incarcerated populations, understanding the correctional environment and their administrative and service structure, and specific evidence-based interventions for use in correctional settings.

### **T7620 Core Concepts in Child & Adolescent Trauma**

3 credits. Prerequisite: T7102, open to Advanced Clinical Practice students in their concentration year. This course will introduce students to the common concepts (general theory and foundational knowledge), which informs evidence-based assessment and intervention 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 resilience and post-

traumatic growth. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events including, but not limited to natural disasters, war, abuse and neglect, medical trauma, and witnessing interpersonal crime (e.g. domestic violence) and other traumatic events. The course will highlight the role of development, culture and empirical evidence in trauma-specific case conceptualization and treatment planning. It will address the level of functioning of primary caregiving environments and assess the capacity of the community to facilitate restorative processes.

### **T7820 International Social Development Practice**

3 credits. Prerequisite: T6801. This is an advanced level course designed to give the students the practice skills they need to advance international social development within western industrialized countries, transitional economies and poor developing countries. The course focuses on how to address global poverty, social injustices, inequality, and working with diverse populations distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age and national origin. The course builds on both the core curriculum and the foundation courses in the policy practice, social enterprise administration, and AGPP method concentrations. Students will be expected to demonstrate basic understanding of international social welfare issues, and at least beginning skills in the use of comparative methods in analyzing a cross-national social development policy or program of particular interest to them.

### **T7136 Advanced Clinical and Community Practice in AGPP**

3 credits. Prerequisite: 7100. This course provides a comprehensive overview of clinical skills with individuals, families, groups, and communities with the Generalist Practice lens of work across different system levels. Advanced generalist practitioners are challenged to intervene with a set of clinical skills that transcend individual transactions. These skill sets will also apply to mezzo level interventions such as groups, communities, and organizations. This course will help students develop these skill sets and apply them in each of the system levels appropriate.

### **T7315 Financial Management for AGPP**

3 credits. Prerequisite: Open to AGPP students in their concentration year. This course explores 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. Upon completion of the course, students should be familiar with basic financial statements, human resource management, budget planning and preparation as it relates to program planning and implementation.

### **T6603 Developmental Aspects of Adolescence: Theoretical and Intervention Perspectives**

3 credits (NM). Prerequisite: T660A-B. A developmental approach to adolescent psychopathology based on extensive readings and clinical discussion is studied. Subphases of adolescence and developmental deviations and implications for social work practice are also considered.

### **T6604 Normal and Pathological Aspects of Childhood**

3 credits (NM). Prerequisite: T660A-B. This course takes a developmental approach to childhood psychopathology from infancy until adolescence. Biological and environmental influences on

psychopathology, current concepts in using psychopathological criteria for diagnosis, issues of co-morbidity and of continuity and discontinuity of disorders are addressed from the developmental perspective. Actual case material is used to illustrate various clinical entities and to relate them to situations confronting the social worker.

### **T6610 ISMs Laboratory**

3 credits. This course fosters students to challenge bias, prejudice, and forms of discrimination that operate in the lives of social workers and our clients. As a "laboratory," learning begins with hands-on participation in a series of interactive exercises designed to elicit and deconstruct dynamics of racism, sexism, ageism, ableism, heterosexism, classism, etc. Each activity is followed by a facilitated exploration and critical analysis of the experiential process. An emphasis is placed on professional and personal insight and skill with regards to culturally/contextually competent practice, processing of charged issues, and use of self. This course is well-suited for students who are authentic, willing to take risks, and committed to becoming effective agents of change towards social justice.

### **T6620 Teaching to Transgress**

3 credits. Prerequisite: T660A. This course is designed to enable students to engage CSSW faculty in critical dialog about how traditional pedagogical theories, structures, and practices and practices can instantiate a paradox between how social justice is taught versus how it is effectively achieved among the oppressed. Students will develop their skills for initiating and facilitating critical conversations and will increase in their self-awareness as it relates to professional social work practice.

### **T6720 Race & Representation**

3 credits. This course will examine the role of race and legal discourse upon the evolution of the criminal punishment system in the United States from the inception of the penitentiary in 1790 to the current incarceration explosion. It aims to relate the current system of American criminal punishment to its racial and class-based applications. Embedded in the class discussions is the clear application of this knowledge to social work, particularly in the formation of advocacy and policy agendas.

### **T7308 Seminar on U.S. Immigration**

3 credits. Prerequisite: T6801. This course provides students with theoretical, analytical, and research tools to study immigration in the United States. Topics of the course include the dynamics of immigration policy making and the demographic, fiscal, political and economic impacts of immigration. Students will develop competencies for communicating the effects of immigration to policymakers and to the public.

### **T7803 Homelessness: Policy and Program Perspectives**

3 credits. Prerequisite: 6801. This course provides a framework for analysis of policy and programs related to the problems of homelessness in America. Current policy is examined from a historical perspective; and discussion focuses on the implications of differing views on alternative problem definitions for policy and shifts in various programs, policies, and services currently being delivered to homeless people. Case material is presented.

### **T7805 Federal Policy**

3 credits. Prerequisite: T6801. This course aims to further knowledge of the formal structures and dynamics of federal departments and agencies in the executive and legislative branches of the U.S. government. The course examines formal and informal strategies, mechanisms, and processes that influence how major policy and program initiatives are developed, enacted, or rejected. The contributions of rules and regulations and quality assurance requirements are also reviewed.

### **T7806 Mental Health Policy**

3 credits. Prerequisite: T6801. This course provides an overview of mental health policy in the United States. It covers the history of mental health policy, current policy, and policy debates, and the process by which policies are developed. The course provides an overview of the public and private mental health service systems and how mental health services are financed.

### **T7506-T7507 Advanced Research and Statistics and lab**

3 credits. Prerequisite: T6505. 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.

## **SPECIALIZATION COURSES**

### **Law Minor**

#### **T7901 Legal Foundations for Social Workers, I**

3 credits. This course, the first of a two-term sequence for candidates in the Law Minor program, provides an overview of the methods by which law is created and changed. Emphasis is placed on how legislation is drafted and case law is decided. General legal concepts relevant to the substantive areas of law in which social workers frequently practice are also covered.

#### **T7902 Legal Foundations for Social Workers, II**

3 credits. Prerequisite: T7901. This course is the second of a two-term sequence required for Law Minor candidates. The course reviews fundamental constitutional and other legal doctrines such as due process and equal protection and law as it relates to specific client groups, including children, persons with mental illness, older adults, and public welfare recipients. The course emphasizes advocacy skills and is designed to facilitate interdisciplinary collaboration between social workers and lawyers.

### **Dialectical Behavior Therapy**

#### **T7613 Advanced DBT Seminar I**

3 credits. Prerequisite: DBT Fellows program participant. Students register for T7613 in the spring and fall semesters. It fulfills the function of a DBT consultation team, a structure of DBT treatment, to increase the fidelity to the DBT model, to provide support and motivational enhancement to team members, and to provide ongoing consultation in the application of standard DBT to complex agency practice settings.

## MINI-COURSE (half-term) COURSE DESCRIPTIONS

### **T600A-B/T6009: Experimental Courses (Electives)**

#### **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.

#### **Engaging Fathers in Children Youth and Families**

This course provides a foundation for engaging fathers in children youth and family services. The course reviews: the policy and legislative history of father engagement in various services; the theories of father engagement; discusses male gender role identities as a context for engaging fathers; the influence of father characteristics (age, race/ethnic, marital status, sexual orientation) on child development; defines cultural humility as an approach through which social workers can engage fathers who differ by age, race/ethnicity, marital and residential status, and sexual orientation in children's and family services; importance of father involvement and effective engagement of fathers in special circumstances (e.g. teen, resistant, and incarcerated fathers); strategies for engaging nonresident fathers. Finally, the course focuses on engaging fathers in general social services and in two critical areas in children and family services: the child welfare system and the child support enforcement system.

#### **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.

Students 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.

### **Human Rights and Social Work**

This course will provide the theoretical, conceptual, and practical foundation for social workers to understand, assess, and apply human rights principles in their work. Students will examine relevant human rights instruments, theories and debates, and through case studies, informational interviews and group work, will explore how international human rights principles, tools and frameworks have and can be applied to social work practice at the micro, mezzo and macro levels, in both domestic and international settings. The course will enhance students' abilities to think analytically about the value of a human rights-based approach to addressing current problems and challenges in social work practice, with a focus on gaining practical skills and engaging in critical self-reflection.

### **Introduction to Advocacy in Emergent Technology, Digital Media and Society**

This course is designed to build a critical foundation for understanding the interplay of digital technologies and society and the important role of social workers in this space. Providing an overview of the history, students will investigate and critique contemporary emergent technologies in a social context, and explore their use in advocacy efforts. The course uses interactive lecture, discussion, readings, and guests speakers from technologists in the field.

### **Introduction to Dissemination and Implementation Research: Translating Evidence into Social Work Practice**

While we have made tremendous scientific progress in evidence-based social work, public health and medicine, there is a large gap between research and practice. It takes 15 to 20 years for scientific knowledge and discoveries to translate into evidence-based policies and programs that impact widespread population health. An emerging science receiving wide attention across fields seeks to eliminate this gap and facilitate the successful and practical dissemination, implementation and sustainability of evidence-based programs and interventions. This course will introduce social work students to the field of Dissemination and Implementation research and science, to prepare them as practitioners and researchers on how to apply scientific advances in 'real world' settings, with a focus on domestic issues in the United States, as well as, examples of international studies carried out by the course presenter in Central Asia, the Middle East and GCC states. Through readings, discussion, lectures, CSSW research examples and application, students will learn how to: examine the evidence base of effective interventions and policies; critique and design research studies for the purpose of dissemination and implementation; and evaluate the organizational, political, contextual, social, provider/practitioner, and population factors influencing dissemination, implementation and sustainability in public health, community, healthcare, and social service settings.

As part of the course students will work towards the ability to:

- Explain the current state and terminology of dissemination and implementation research and why this area is critical to advancing social work practice and public health.
- Evaluate the evidence-base of effective interventions and policies.
- Identify the multi-level (e.g. organizational, political, cultural, patient/practitioner) factors that influence the dissemination, implementation and sustainability of evidence-based programs and policies across different settings (e.g. healthcare, community, public health, social service and mental health settings).
- Apply theories and frameworks that can be used to inform dissemination, implementation, and sustainability.

- Evaluate various study designs, approaches, strategies and outcomes that can be appropriately applied in implementation science.
- Develop a rigorous and systematic plan for dissemination, implementation and sustainability of an evidence-based intervention or policy

### **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 of 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 Policy in Latin America**

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 of 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 in 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 specific 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.

### **Psychosocial support to survivors of persecution and forced displacement**

This course prepares students to work clinically with survivors of persecution, torture and forced displacement, through a culturally-informed and trauma-informed lens. The course introduces legal definitions of a refugee and torture; immigration policies and practices related to asylum, the refugee experience, and detention in the United States for asylum seekers; and humanitarian emergency guidelines and protocols including the Inter-Agency Standing Committee (IASC) Guidelines on Mental Health and Psychosocial Support in Emergency Settings, the World Health Organization (WHO) Psychological First Aid model, and the WHO and United Nations High Commissioner for Refugee (UNHCR) mental health Gap Action Programme - Humanitarian

## Intervention Guide (mhGAP-HIG)

The course focuses on the application of 3 theoretical concepts – trauma-informed care, culturally-informed care, and resilience - to social work practice with refugees, asylum seekers, asylees, and undocumented survivors of persecution and forced displacement to the United States. Practice at all phases of the clinical relationship – engagement and assessment, ongoing care, and termination – will be discussed. Emphasis is placed on community- and clinic-based practice in the United States, however international community-based and refugee camp-based practice in Africa and Asia will be discussed as well.

### **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.

### **Social Work Practice with Survivors of Persecution and Forced Displacement**

The course prepares students to work clinically with international survivors of persecution, torture and forced displacement (e.g. refugees, asylum seekers and asylees) through culturally-informed and trauma-informed lenses. The course introduces students to legal definitions, immigration policies and practices, and humanitarian emergency guidelines and protocols that impact survivors and the services available to them during and after their forced displacement.

The course focuses on social work practice application of 3 theoretical concepts – trauma-informed care, culturally-informed care, and resilience – with refugees, asylum seekers, asylees, and undocumented survivors of persecution and forced displacement in the United States. Practice at the beginning phase (i.e. engagement and assessment), middle phase (i.e. ongoing care), and end phase (i.e. termination) of the clinical relationship will be covered. Application of critical reflexivity and anti-oppressive frameworks in clinical and supervisory relationships will be discussed throughout the course. Practice in community- and clinic-based settings in the United States will be emphasized, however international community-based and refugee camp-based practice in Africa and Asia will be discussed as well.

Analysis of current events related to survivors of persecution and forced displacement around the world will be incorporated into the course through discussion of micro, mezzo, and macro factors and implications.

The course will cover the impact of working with survivors of persecution and forced displacement on the service providers who provide direct care. Each student will develop a personal provider wellbeing plan in the first class that they will monitor throughout the course.

## T660B-C: Human Behavior and the Social Environment-II (HBSE-II)

**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 its 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.

### **T711A-B/T7114: Clinical Practice with Populations, Clinical Intervention Modalities, and 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.

## [T712A-B/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 at 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*.

### [T713A-B/T7134: Advanced Generalist Practice and 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.

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**STUDY PLANS**

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## TWO-YEAR AND 16-MONTH PROGRAM

### FIRST YEAR

The number of electives that are required will vary depending on the student's chosen method area concentration. Please note that this is just the minimum number of electives a student must take to complete their degree and concentration requirements. Students may opt to take more electives, particularly if they are pursuing a minor or other specialization:

<b>Clinical</b>	3 electives	9 pts.
<b>AGPP</b>	3 electives	9 pts.
<b>Policy Practice</b>	2 electives	6 pts.
<b>SEA</b>	0 electives	0 pts.

Course Number	Course Name	Credits
<b><i>1st Term</i></b>		
T0008	Motivational Interviewing Lab	0.0
T6505	Introduction to Statistics	0.0
T660A	Human Behavior and the Social Environment - A	3.0
T6801 [1]	Social Welfare Policy	3.0
T7100	Foundations of Social Work Practice	3.0
T6501 [1]	Social Work Research	3.0
T6010	Field Education	4.5
<b><i>2nd Term</i></b>		
T660B	Human Behavior and the Social Environment - II <i>First half of the semester</i>	1.5
T660C	Human Behavior and the Social Environment - II <i>Second half of the semester</i>	1.5
T7102	Direct Practice	3.0
T7103	Advocacy in Social Work Practice	3.0
T6010	Field Education	4.5
<i>[1] This course may be waived by examination. If waived, student will be required to take an elective in its place.</i>		

[CLICK HERE FOR FINAL YEAR BY METHOD AREA.](#)

## 5-TERM INTERNATIONAL PROGRAM

### FIRST YEAR

The number of electives that are required will vary depending on the student's chosen method area concentration. Please note that this is just the minimum number of electives a student must take to complete their degree and concentration requirements. Students may opt to take more electives, particularly if they are pursuing a minor or other specialization:

<b>Clinical</b>	2 electives	6 pts.
<b>AGPP</b>	2 electives	6 pts.
<b>Policy Practice</b>	1 elective	3 pts.
<b>SEA</b>	0 electives	0 pts.

Course Number	Course Name	Credits
<b><i>1st Term - Fall</i></b>		
T6505	Introduction to Statistics	0.0
T6007	Professional Immersion Seminar	3.0
T660A	Human Behavior and the Social Environment - I	3.0
T6801 [1]	Social Welfare Policy	3.0
T6501 [1]	Social Work Research	3.0
<b><i>2nd Term - Spring</i></b>		
T0008	Motivational Interviewing Lab	0.0
T660B	Human Behavior and the Social Environment - II <i>First half of the semester</i>	1.5
T660C	Human Behavior and the Social Environment - II <i>Second half of the semester</i>	1.5
T7100	Foundations of Social Work Practice	3.0
T6010	Field Education	4.5
<b><i>3rd Term - Summer</i></b>		
T7102	Direct Practice	3.0
T7103	Advocacy in Social Work Practice	3.0
T6010	Field Education	4.5
<i>[1] This course may be waived by examination. If waived, student will be required to take an elective in its place.</i>		

[CLICK HERE FOR FINAL YEAR BY METHOD AREA.](#)

**EXTENDED PROGRAM**

**PRE-FIELD EDUCATION PHASE; FIRST YEAR (PART TIME)**

Extended Program students may also take electives in a fourth year, part-time, if necessary. The number of electives that are required will vary depending on the student's chosen method area concentration:

<b>Clinical</b>	3 electives	9 pts.
<b>AGPP</b>	3 electives	9 pts.
<b>Policy Practice</b>	2 electives	6 pts.
<b>SEA</b>	0 electives	0 pts.

Course Number	Course Name	Credits
<b><i>Fall Term</i></b>		
T6505	Introduction to Statistics	0.0
T660A	Human Behavior and the Social Environment - I	3.0
T6801 [1] -OR-	Social Welfare Policy	3.0
T6501 [1]	Social Work Research	3.0
<b><i>Spring Term</i></b>		
T660B	Human Behavior and the Social Environment - II <i>First half of the semester</i>	1.5
T660C	Human Behavior and the Social Environment - II <i>Second half of the semester</i>	1.5
T6801 [1] -OR-	Social Welfare Policy	3.0
T6501 [1]	Social Work Research	3.0
<i>[1] This course may be waived by examination. If waived, student will be required to take an elective in its place.</i>		
<i>NOTE: Students who do not take HBSE-A in the Fall should register for HBSE-A in the Spring and plan to take HBSE-B in the Summer session or subsequent Fall term.</i>		

**FIELD EDUCATION PHASE; SECOND YEAR (FULL-TIME)**

Course Number	Course Name	Credits
<b><i>Fall Term</i></b>		
T0008	Motivational Interviewing Lab	0.0
T7100	Foundations of Social Work Practice	3.0
T6010	Field Education	4.5
	Elective*	3.0
<b><i>Spring Term</i></b>		

T7102	Direct Practice	3.0
T7103	Advocacy in Social Work Practice	3.0
T6010	Field Education	4.5

*NOTE: Extended students may request to begin first-year field education in January, instead of Fall, and follow a similar field schedule as 16-Month Program students, completing that first year of field education in the Spring and Summer terms.*

[CLICK HERE FOR FINAL YEAR BY METHOD AREA.](#)

REDUCED RESIDENCY PROGRAM
**PRE-RESIDENCY; FIRST YEAR (PART-TIME)**

Course Number	Course Name	Credits
<b><i>Fall Term</i></b>		
T6505	Introduction to Statistics	0.0
T660A	Human Behavior and the Social Environment - I	3.0
T6801 [1] -OR-	Social Welfare Policy	3.0
T6501 [1]	Social Work Research	3.0
<b><i>Spring Term</i></b>		
T660B	Human Behavior and the Social Environment - II <i>First half of the semester</i>	1.5
T660C	Human Behavior and the Social Environment - II <i>Second half of the semester</i>	1.5
T6801 [1] -OR-	Social Welfare Policy	3.0
T6501 [1]	Social Work Research	3.0
<i>[1] This course may be waived by examination. If waived, student will be required to take an elective in its place.</i>		

**PRE-RESIDENCY; SECOND YEAR (PART TIME)**

Course Number	Course Name	Credits
<b><i>Fall Term</i></b>		
T0008	Motivational Interviewing Lab	0.0
T6011*	Reduced Residency Field Education Seminar	1.5
T7100	Foundations of Social Work Practice	3.0
	<i>Elective***</i>	3.0
<b><i>Spring Term</i></b>		
T6011*	Reduced Residency Field Education Seminar	1.5
T7102	Direct Practice	3.0
T7103**	Advocacy in Social Work Practice	3.0
<i>*T6011 is taken for 1.5 points each term for two terms – Fall and Spring – for a total of 3.0 points.</i>		
<i>**T7103 may be taken in the Summer session prior to entering the residency year.</i>		
<i>*** Elective: Reduced Residency students must enroll in one more elective than will required for their particular chosen method area.</i>		

A minimum of 24 points, but no more than 33 points, may be earned prior to the residency year. Fewer points may be required prior to starting the field education year if transfer credits from another graduate program have been granted.

## **Residency Phase**

During the residency year, students enroll in the method area practice courses, a field of practice course as determined by their field placement, a second-year research course, and any remaining electives. During this period, students attend school on a full-time basis during the day and complete 900 hours of field education, enrolling for 12 points over the year.

Students may choose the three-day per week field education model, and take T6020 Field Education for 4 points in the Fall, Spring and Summer terms. Or they may choose the four-day per week field education model, and take T6020 for 6 points in the Fall and in the Spring. A four-day a week model is illustrated by method area below. See the *Field Education Manual* and Field Education section in the *Student Handbook* for more information.

**NOTE: Starting in Fall 2018, RRP students in qualifying agencies may be able to take T6020 for 6 credits in the Fall and Spring terms, with 14 of their 28 hours/week consisting of their current job duties. Students must follow the Field Education Department's guidelines for seeking approval for this option.**

[CLICK HERE FOR FINAL YEAR BY METHOD AREA.](#)

**ADVANCED STANDING PROGRAM**

Course Number	Course Name	Credits
<b><i>Summer Term</i></b>		
T6505	Introduction to Statistics	0.0
T6012	Advanced Standing Field Seminar	3.0
T7105	Advanced Integrative Seminar	3.0

**Organized by Method Area and Field of Practice**

The number of required electives varies depending on the student's chosen advanced practice method concentration and BSW transfer credits. Please note that this is just the minimum number of electives a student must take to complete their degree and concentration requirements. Students may opt to take more electives, particularly if they are pursuing a minor or other specialization:

<b>Clinical</b>	2 electives	6 pts.
<b>AGPP</b>	2 electives	6 pts.
<b>Policy Practice</b>	1 elective	3 pts.
<b>SEA</b>	0 electives	0 pts.

<b>ADVANCED CLINICAL PRACTICE</b>		
Course Number	Course Name	Credits
<b><i>1<sup>st</sup> Term - Fall</i></b>		
T7113	Clinical Practice in a Field of Practice – Aging/Gerontology	3.0
T7501	Clinical Case Evaluation	3.0
T69XX	Choose one from: T6910, T6920, T6925, T6930, T6950, T6960, T6970	3.0
T6020	Field Education	4.5
<b><i>4<sup>th</sup> Term - Spring</i></b>		
T711A Mini Course	Clinical Practice with Populations, Clinical Intervention Modalities and Professional Practice Issues ( <i>First Half of the Semester</i> )	1.5
T711B Mini Course	Clinical Practice with Populations, Clinical Intervention Modalities and Professional Practice Issues ( <i>Second Half of the Semester</i> )	1.5
T6020	Field Education	4.5
TXXXX	Electives	As Needed

<b>ADVANCED GENERALIST PRACTICE &amp; PROGRAMMING (AGPP)</b>		
Course Number	Course Name	Credits
<b>3rd Term - Fall</b>		
T6416	Program Evaluation	3.0
T7133	Advanced Generalist Practice & Programming I	3.0
T69XX	Choose one from: T6910, T6920, T6925, T6930, T6950, T6960, T6970	3.0
T6020	Field Education	4.5
<b>4th Term - Spring</b>		
T713A Mini Course	Advanced Generalist Practice & Programming II – Proposal Development ( <i>First half of the semester</i> )	1.5
T713B Mini Course	Advanced Generalist Practice & Programming II – Topic of interest ( <i>Second half of the semester</i> )	1.5
T6020	Field Education	4.5
TXXXX	Electives	AS NEEDED

<b>POLICY PRACTICE</b>		
Course Number	Course Name	Credits
<b>3rd Term - Fall</b>		
T7143	Seminar on Policy Practice I	3.0
T7811	Microeconomics & Policy Analysis	3.0
T7813	Microeconomics & Policy Analysis Lab	0.0
T69XX	Choose one from: T6910, T6920, T6925, T6930, T6950, T6960, T6970	3.0
T6020	Field Education	4.5
<b>4th Term - Spring</b>		
T7144	Seminar on Policy Practice II	3.0
T7812	Macroeconomics & Policy Analysis	3.0
T7814	Macroeconomics & Policy Analysis Lab	0.0
T6020	Field Education	4.5
TXXXX	Elective	AS NEEDED

<b>POLICY PRACTICE – International Social Welfare</b>		
Course Number	Course Name	Credits
<b>3rd Term - Fall</b>		
T7143	Seminar on Policy Practice I	3.0
T7815	Microeconomics for International Affairs – I	3.0
T7817	Microeconomics for International Affairs – I Lab	0.0
T6925	International Social Welfare	3.0

T6020	Field Education	4.5
<b>4th Term - Spring</b>		
T7144	Seminar on Policy Practice II	3.0
T7816	Macroeconomics for International Affairs – II	3.0
T7818	Macroeconomics for International Affairs – II Lab	0.0
T6020	Field Education	4.5
TXXXX	Elective	AS NEEDED

<b>SOCIAL ENTERPRISE ADMINISTRATION (SEA) **</b>		
Course Number	Course Name	Credits
<b>3rd Term - Fall</b>		
T7122	Social Planning and Program Development	3.0
T7123	Human Resource Management, Supervision and Staff Development Macro Community Practice	3.0
T7124	Macro Community Practice	3.0
T69XX	Choose one from: T6910, T6920, T6925, T6930, T6950, T6960, T6970	3.0
T6020	Field Education	4.5
<b>4th Term - Spring</b>		
T6416	Program Evaluation	3.0
T7125	Financial Management	3.0
T712A Mini Course	Special Topics in Social Enterprise Administration ( <i>First half of the semester</i> )	1.5
T712B Mini Course	Special Topics in Social Enterprise Administration ( <i>Second half of the semester</i> )	1.5
T6020	Field Education	4.5
<p><b>**Advanced Standing students who choose the Social Enterprise Administration method will be required to take 36 points of coursework at CSSW (rather than the 33 normally required), in order to fulfill the requirements of this particular method.</b></p>		

**TRANSFER PROGRAM**
**ORGANIZED BY METHOD AREA**

The number of required electives varies depending on the student's chosen advanced practice method concentration and total transfer credits. Please note that this is just the minimum number of electives a student must take to complete their degree and concentration requirements. Students may opt to take more electives, particularly if they are pursuing a minor or other specialization:

<b>Clinical</b>	3 electives	9 pts.
<b>AGPP</b>	3 electives	9 pts.
<b>Policy Practice</b>	2 electives	6 pts.
<b>SEA</b>	0 electives	0 pts.

<b>ADVANCED CLINICAL PRACTICE</b>		
Course Number	Course Name	Credits
<b><i>3rd Term - Fall</i></b>		
T7113	Clinical Practice in a Field of Practice – Aging/Gerontology	3.0
T7501	Clinical Case Evaluation	3.0
T69XX	Choose one from: T6910, T6920, T6925, T6930, T6950, T6960, T6970	3.0
T6020	Field Education	4.5
	Elective	As Needed
<b><i>4th Term - Spring</i></b>		
T711A Mini Course	Clinical Practice with Populations, Clinical Intervention Modalities and Professional Practice Issues ( <i>First half of the semester</i> )	1.5
T711B Mini Course	Clinical Practice with Populations, Clinical Intervention Modalities and Professional Practice Issues ( <i>Second half of the semester</i> )	1.5
T6020	Field Education	4.5
	Electives	As Needed

<b>ADVANCED GENERALIST PRACTICE &amp; PROGRAMMING (AGPP)</b>		
Course Number	Course Name	Credits
<b><i>3rd Term - Fall</i></b>		
T6416	Program Evaluation	3.0
T7133	Advanced Generalist Practice & Programming I	3.0

T69XX	Choose one from: T6910, T6920, T6925, T6930, T6950, T6960, T6970	3.0
T6020	Field Education	4.5
	Elective	As Needed
<b>4th Term - Spring</b>		
T713A Mini Course	Advanced Generalist Practice & Programming II – Proposal Development ( <i>First half of the semester</i> )	1.5
T713B Mini Course	Advanced Generalist Practice & Programming II – Topic of interest ( <i>Second half of the semester</i> )	1.5
T6020	Field Education	4.5
	Electives	As Needed

<b>POLICY PRACTICE</b>		
Course Number	Course Name	Credits
<b>3rd Term - Fall</b>		
T7143	Seminar on Policy Practice I	3.0
T7811	Microeconomics & Policy Analysis	3.0
T7813	Microeconomics & Policy Analysis Lab	0.0
T69XX	Choose one from: T6910, T6920, T6925, T6930, T6950, T6960, T6970	3.0
T6020	Field Education	4.5
	Elective	As Needed
<b>4th Term - Spring</b>		
T7144	Seminar on Policy Practice II	3.0
T7812	Macroeconomics & Policy Analysis	3.0
T7814	Macroeconomics & Policy Analysis Lab	0.0
T6020	Field Education	4.5
	Elective	As Needed

<b>POLICY PRACTICE – International Social Welfare</b>		
Course Number	Course Name	Credits
<b>3rd Term - Fall</b>		
T7143	Seminar on Policy Practice I	3.0
T7815	Microeconomics for International Affairs – I	3.0
T7817	Microeconomics for International Affairs – I Lab	0.0
T6925	International Social Welfare	3.0
T6020	Field Education	4.5

<b>4th Term - Spring</b>		
T7144	Seminar on Policy Practice II	3.0
T7816	Macroeconomics for International Affairs – II	3.0
T7818	Macroeconomics for International Affairs – II Lab	0.0
T6020	Field Education	4.5
TXXXX	Elective	AS NEEDED

<b>SOCIAL ENTERPRISE ADMINISTRATION (SEA)</b>		
Course Number	Course Name	Credits
<b>3rd Term - Fall</b>		
T7122	Social Planning and Program Development	3.0
T7123	Human Resource Management, Supervision and Staff Development Macro Community Practice	3.0
T7124	Macro Community Practice	3.0
T69XX	Choose one from: T6910, T6920, T6925, T6930, T6950, T6960, T6970	3.0
T6020	Field Education	4.5
<b>4th Term - Spring</b>		
T6416	Program Evaluation	3.0
T7125	Financial Management	3.0
T712A Mini Course	Special Topics in Social Enterprise Administration ( <i>First half of the semester</i> )	1.5
T712B Mini Course	Special Topics in Social Enterprise Administration ( <i>First half of the semester</i> )	1.5
T6020	Field Education	4.5
<p><b>**Advanced Standing students who choose the Social Enterprise Administration method will be required to take 36 points of coursework at CSSW (rather than the 33 normally required), in order to fulfill the requirements of this particular method.</b></p>		

**ACCELERATED POLICY PROGRAM**

Course Number	Course Name	Credits
<b><i>1st Term- Fall</i></b>		
T0008	Motivational Interviewing Lab	0.0
T660A	Human Behavior and the Social Environment - A	3.0
T6801 [1]	Social Welfare Policy	3.0
T7100	Foundations of Social Work Practice	3.0
T7811 Δ	Microeconomics & Policy Analysis	3.0
T7813	Microeconomics & Policy Analysis Lab	0.0
T6010	Field Education (2.5 days/week)	4.5
<b><i>2nd Term - Spring</i></b>		
T7102	Direct Practice	3.0
T7103	Advocacy in Social Work Practice	3.0
T7506	Advanced Research Methods & Statistics for PP	3.0
T7507	Advanced Research Methods & Statistics Lab	0.0
T7812 Δ	Macroeconomics & Policy Analysis	3.0
T7814	Macroeconomics & Policy Analysis Lab	0.0
T6010	Field Education (2.5 days/week)	4.5
<p><i>[1] This course may be waived by examination. If waived, student will be required to take an elective in its place.</i></p> <p><i>Δ In lieu of T7811 &amp; T7812, students who plan to pursue the International Social Welfare Field of Practice course must take T7815 &amp; T7816 Economics for International Affairs I &amp; II, and the corresponding labs.</i></p>		

<b>POLICY PRACTICE – ACCELERATED POLICY</b>		
Course Number	Course Name	Credits
<b><i>3rd Term - Fall</i></b>		
T7143	Seminar on Policy Practice I	3.0
T69XX	Choose one from: T6910, T6920, T6925, T6930, T6950, T6960, T6970	3.0
T6020	Field Education	4.5
	Elective	As Needed
<b><i>4th Term - Spring</i></b>		
T7144	Seminar on Policy Practice II	3.0
T6020	Field Education	4.5
	Elective	As Needed

## FINAL YEAR – ALL PROGRAMS

*Excluding DBT, Accelerated Policy, Advanced Standing and Transfer.*

*(NOTE: T6020 Field Education credits will be either 4 or 6 credits per term for Reduced Residency students. Please refer to information on page 8.)*

The number of required electives varies depending on the student's chosen advanced practice method concentration and total transfer credits. Please note that this is just the minimum number of electives a student must take to complete their degree and concentration requirements. Students may opt to take more electives, particularly if they are pursuing a minor or other specialization:

<b>Clinical</b>	3 electives	9 pts.
<b>AGPP</b>	3 electives	9 pts.
<b>Policy Practice</b>	2 electives	6 pts.
<b>SEA</b>	0 electives	0 pts.

<b>ADVANCED CLINICAL PRACTICE</b>		
Course Number	Course Name	Credits
<b><i>3rd Term - Fall</i></b>		
T7113	Clinical Practice in a Field of Practice – Aging/Gerontology	3.0
T7501	Clinical Case Evaluation	3.0
T69XX	Choose one from: T6910, T6920, T6925, T6930, T6950, T6960, T6970	3.0
T6020	Field Education	4.5
	Elective	As Needed
<b><i>4th Term - Spring</i></b>		
T711A Mini Course	Clinical Practice with Populations, Clinical Intervention Modalities and Professional Practice Issues ( <i>First half of the semester</i> )	1.5
T711B Mini Course	Clinical Practice with Populations, Clinical Intervention Modalities and Professional Practice Issues ( <i>First half of the semester</i> )	1.5
T6020	Field Education	4.5
	Electives	As Needed

<b>ADVANCED GENERALIST PRACTICE &amp; PROGRAMMING (AGPP)</b>		
Course Number	Course Name	Credits
<b>3rd Term - Fall</b>		
T6416	Program Evaluation	3.0
T7133	Advanced Generalist Practice & Programming I	3.0
T69XX	Choose one from: T6910, T6920, T6925, T6930, T6950, T6960, T6970	3.0
T6020	Field Education	4.5
	Elective	3.0
<b>4th Term - Spring</b>		
T713A Mini Course	Advanced Generalist Practice & Programming II – Proposal Development ( <i>First half of the semester</i> )	1.5
T713B Mini Course	Advanced Generalist Practice & Programming II – Topic of interest ( <i>First half of the semester</i> )	1.5
T6020	Field Education	4.5
	Electives	As Needed

<b>POLICY PRACTICE</b>		
Course Number	Course Name	Credits
<b>3rd Term - Fall</b>		
T7143	Seminar on Policy Practice I	3.0
T7811	Microeconomics & Policy Analysis	3.0
T7813	Microeconomics & Policy Analysis Lab	0.0
T69XX	Choose one from: T6910, T6920, T6925, T6930, T6950, T6960, T6970	3.0
T6020	Field Education	4.5
	Elective	As Needed
<b>4th Term - Spring</b>		
T7144	Seminar on Policy Practice II	3.0
T7812	Macroeconomics & Policy Analysis	3.0
T7814	Macroeconomics & Policy Analysis Lab	0.0
T6020	Field Education	4.5
	Elective	As Needed

<b>POLICY PRACTICE – International Social Welfare</b>		
Course Number	Course Name	Credits
<b>3rd Term - Fall</b>		
T7143	Seminar on Policy Practice I	3.0

T7815	Microeconomics for International Affairs – I	3.0
T7817	Microeconomics for International Affairs – I Lab	0.0
T6925	International Social Welfare	3.0
T6020	Field Education	4.5
<b>4th Term - Spring</b>		
T7144	Seminar on Policy Practice II	3.0
T7816	Macroeconomics for International Affairs – II	3.0
T7818	Macroeconomics for International Affairs – II Lab	0.0
T6020	Field Education	4.5
TXXXX	Elective	AS NEEDED

<b>SOCIAL ENTERPRISE ADMINISTRATION (SEA)</b>		
Course Number	Course Name	Credits
<b>3rd Term - Fall</b>		
T7122	Social Planning and Program Development	3.0
T7123	Human Resource Management, Supervision and Staff Development Macro Community Practice	3.0
T7124	Macro Community Practice	3.0
T69XX	Choose one from: T6910, T6920, T6925, T6930, T6950, T6960, T6970	3.0
T6020	Field Education	4.5
<b>4th Term - Spring</b>		
T6416	Program Evaluation	3.0
T7125	Financial Management	3.0
T712A Mini Course	Special Topics in Social Enterprise Administration ( <i>First half of the semester</i> )	1.5
T712B Mini Course	Special Topics in Social Enterprise Administration ( <i>First half of the semester</i> )	1.5
T6020	Field Education	4.5
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DIALECTICAL BEHAVIOR THERAPY (DBT)

**DBT Study Plan:** <http://blogs.cuit.columbia.edu/dbt/program-requirements/>

DUAL DEGREE STUDY PLANS

Dual Degree Study Plan: <https://socialwork.columbia.edu/wp-content/uploads/dual-degree-study-plans.pdf>