

COURSE DESCRIPTIONS

S.W. 200 (3) **Introduction to Social Work.** This course provides a broad survey of the social work profession, its history, and the values and ethics that are fundamental to this profession. An overview of social work theory, practice, policy, research and the diversity of the societal population are integrated in exploring the knowledge, values, and skills base of the social work profession. Students are introduced to generalist social work practice and the use of critical thinking in the helping professions. Students in the course participate in twenty hours of service learning.

S.W. 201 (3) **Introduction to Social Welfare Policy and Services I.** This course acquaints students with the historical development of social welfare; its philosophical and value base; and contemporary social welfare policies, programs and services in the United States. The course provides a multicultural perspective for understanding issues of discrimination and oppression in relation to social welfare systems. It provides students with a global perspective which enables them to better understand the social welfare system in this country. Finally, the course provides an understanding of key social welfare concepts.

S.W. 210 (3) **Social Work Values and Ethics.** This course focuses on the values of the social work profession and the process of ethical decision making in the practice of professional social work. The intent of the course is to provide a foundation knowledge of professional values and ethics in order to develop sensitivity to ethical issues and dilemmas in social work and social welfare. The course concentrates on knowledge about the codes of ethics of the National Association of Social Workers and the National Association of Black Social Workers. Legal issues related to malpractice and liability and ethical issues related to at-risk populations are covered. The course examines personal values as well as societal values and analyzes the interaction and interrelationship of these values with the social work professional values.

S.W. 250 (3) **Theoretical Perspective in Generalist Social Work.** Prerequisites: SW 200, 210. This course outlines the historical development of social work theory. It equips students with a variety of social theories, while fostering a critical analysis in comparing and contrasting those theories and their applications. It provides opportunities for students to utilize theory to analyze different case scenarios at the micro, mezzo, and macro levels of social work practice. It orients students to the conceptual, ethical, and practical basis for analyzing social problems and issues and translating these theoretical constructs into problem-solving methods in social work practice.

S.W. 301 (3) **Human Behavior and Social Environment I.** Prerequisites: Bio 101, He 101, Soc 214, Psy 201, SW 200, 250; Co requisites: SW 210, Psy 216. The first course in human behavior and the social environment orients students to theoretical perspectives regarding the person-in-environment focus upon which social work bases its practice. Systems theory and an ecological perspective with a life-span approach and situational context are utilized to explore the periods from conception through later

adulthood to understand individuals as they develop and have membership in diverse families, groups, organizations and communities. Knowledge of the theories about and the relationships among human biological, social, psychological, cultural, spiritual, and economic systems during these periods of life span development is included and assessed for use in problem-solving at micro, mezzo and macro levels of social work practice.

S.W. 302 (3) **Human Behavior and Social Environment II.** Prerequisites: SW 250, 301 and PSY 216. This second course in human behavior and the social environment expands students' knowledge of theoretical perspectives regarding the person-in-environment focus upon which social work bases its practice. Systems theory and an ecosystems perspective utilizing a situations context to understand individuals as members of social systems such as families, groups, organizations and communities is offered as the organizing framework. A strengths perspective, empowerment, and resiliency are underlying themes. Knowledge of the theories about and the relationships among human biological, social, psychological, cultural, spiritual, and economic systems are included for use understanding human behavior and in problem solving at micro, mezzo, and macro levels of social work practice.

S.W. 305 (3) **Human Diversity and Social Justice.** Prerequisites: SOC 214, PSY 201, SW 200, SW 210: Co-requisites: PSY 216, SW 301. This course focuses on people from diverse backgrounds. It emphasizes populations that are at risk of discrimination and oppression, including the dynamics of these risks and strategies to promote social, economic and political justice.

S.W. 315 (3) **Introduction to Computer Utilization for Social Work Practice and Research.** (Restricted to majors only). This course focuses on developing computer literacy in applications that are relevant to social work practice and research. Computer applications include word processing, data management, and other uses relevant to monitoring direct practice and evaluating agency programs and services. A lab component is offered to provide students with hands-on experience with computers.

S.W. 330 (3) **Child Welfare Services.** The focus of this course is on social welfare programs and services, legislation and policies in child welfare as they relate to children with special needs and their families.

S.W. 338 (3) **Social Welfare Policy and Services II.** Prerequisites: SW 200, SW 201, ECO 211, PS 135. This course focuses on the policy formulation process and evaluates its components. The interaction and relationship between and among the pluralistic social, political, and economic systems and subsystems of society are analyzed. Emphasis is placed upon the egalitarian and humanitarian values that contribute to mutual aid and social justice. Additionally, the course assesses the underlying factors that influence definitions of social problems needing private and/or public solutions. The role that human diversity plays in influencing the social welfare policy decision making

and implementation processes is discussed. The scientific research process and its role in the policy arena are considered.

S.W. 385 (3) **Social Work Practice I.** Prerequisites: SW 200, 210, 301; Co requisite: SW 302. (Restricted to majors only.) This course is the first of the required practice courses designed to provide the necessary knowledge, skills, values and ethics to prepare students to function as generalist social work practitioners. It focuses on the relationship-building and problem solving skills necessary for social work practice with individuals, families and groups.

S.W. 390 (3) **The Black Experience.** This course covers the historical development and contributions that have provided the foundation of the black experience in social work. It discusses the unique manner in which African Americans practice "black experience-based social work." Based on the spiritual and blues traditions, the course offers a social work technique to work with African American individuals and families, groups, and communities. The roles of African American people in social work are explored. Emphasized are such factors as education, housing, the family, employment and the impact of racism.

S.W. 402 (3) **Leadership and Management Skills.** A broad survey of the administrative and management theories associated with the knowledge base of the social work profession. This course focuses on organizational and agency structure in relation to the delivery of services. It develops leadership skills and a systematic approach to management of workloads. Theories of management and motivation are considered in relationship to operation of organizations and agencies.

S.W. 405 (3) **Community Organization and Development.** As one of the primary social work methods of practice, community organization is experiencing a revival in urban and rural areas in this country. This course assists social workers and other helping professionals respond to the resurgence of interest in this area, this course is offered. The focus is "the community as the client" and it is both didactic and experiential in structure. The history, theories, and models of community organization practice are reviewed. The functions and roles of human service professionals in macro practice are examined. The primary emphasis is the areas of practice and strategic practice approaches.

S.W. 410 (3) **Social Legislation.** Description and analysis of laws and court decisions relating to social, economic and legal problems in American society are studied in this course. The legislative process for addressing these problems is also studied.

S.W. 420 (3) **Behavior Modification for Social Workers.** Social work students develop skills in using learning theory to modify human behavior. This course introduces a practical approach to assessment and intervention in achieving stabilization and behavioral change. The focus is upon overt behavior exhibited by clients whom the social worker encounters in practice.

S.W. 421 (3) **Teenage Sexuality and Teenage Parenting in Urban Centers.** An investigation of those social, psychological, educational, and/or economic factors which influence teenagers toward sexual activity, pregnancy, marriage, pregnancy termination, etc. Emphasis is also placed on functional research relative to understanding the adolescent mind in urban centers, the unique problems and needs of the adolescent, and those social services in urban centers which attempt to meet the needs of adolescents.

S.W. 430 (3) **Family Treatment.** This course provides information about the theory and process of family therapy. The course offers a presentation of the major theoretical underpinning and clinical practices in the family treatment field today.

S.W. 435 (3) **Family Violence.** In recent years the family has become one of the most violent social institutions in this country. This course increases student knowledge and awareness of domestic violence in all its forms: child and adolescent abuse and neglect, spouse abuse (women and men), and elderly abuse. The social and historical background of family violence is examined. Emphasis is also placed on the extent and seriousness of the problem. Current legislation, programs and services and intervention strategies are reviewed.

S.W. 436 (3) **Child Abuse and Neglect: Protective Services.** This course focuses specifically on the complex problems of child abuse and neglect. It covers the incidence, causes, symptomatology and types of child abuse and neglect with critical study of child sexual abuse. State-of-the-art research and approaches to treatment utilizing a multidisciplinary perspective (legal, medical, educational and social services) are included.

S.W. 445 (3) **Introduction to Social Gerontology.** This course is designed to give students a general overview of social gerontology as a branch of knowledge in the field of gerontology. Social gerontology concerns itself with psychosocial and economic aspects of the aged individual and the social problems encountered from living in both formal and informal societal groupings. The interaction of these aspects and groupings and the services established and considered for the aged through public and social policy are discussed.

S.W. 446 (3) **Adult Development: Young Adulthood, Middle Years and Aging.** This course focuses on current and past theories in adult development. It highlights the changes in society and how these changes impact on adulthood for young adults, middle-age and older persons as stages of development. The processes of adult development are explored from a psychological perspective.

S.W. 447 (3) **Clinical Intervention with the Elderly.** The most important goal for human service professionals is to improve the quality of life for older people through effective intervention on their behalf. This course focuses on skill development and knowledge and understanding of older persons' behavior through the public health model of preventive intervention at the primary, secondary, and tertiary levels.

Interventive activities and case studies are utilized in this course to develop skills for working with the elderly in institutions and in the community.

S.W. 448 (3) **Public Policy Issues in Aging.** This course provides an analysis of legislative policy and organized human welfare services and resources for the elderly as a social group in society. The political, economic, and social realities of aging that identify the elderly as requiring public policy solutions are examined. The framework of analysis includes the legitimacy of aging as a social problem, and the social functioning of the overall society and its subcomponents such as the family, the individual and other social, political, economic and cultural institutions.

S.W. 449 (3) **Independent Study: Special Topics in Aging.** A primary focus of this course is its emphasis on special topics in aging to insure development of knowledge in the behavioral, biological, clinical, and social sciences. In this regard, with faculty direction, students explore, build upon and increase the knowledge base in aging and individual well-being. Students engage in research and independent study in specific areas of interest in gerontology and translate research findings into policy and practice.

S.W. 450 (3) **Social Work in Health Related Fields.** This course is designed to help students develop knowledge, skills and attitudes necessary to work in health related fields. Two broad areas of concern in this course are: (1) social work in medical and psychiatric settings, and (2) delivery of health care services. Though general in scope, the course enables students to acquire knowledge in problem solving and analyzing service systems.

S.W. 455 (3) **Research Methods in Social Work.** Prerequisites: SW 250, 302, 385; Co requisites: SW 486, Statistics Option. (Restricted to majors only.) This course focuses on the practical methods of research which entry-level social workers can incorporate into their practice environment. It reviews the fundamental theoretical frameworks, research concepts and the research process from the point of view of problem-solving. Students obtain the knowledge needed to monitor their practice, evaluate agency programs and understand the ethical use of social work research.

S.W. 460 (3) **Professional Development in Human Services – Summer Institute.** Prerequisite: Permission of the Program Director. This institute examines a variety of issues concerning the role of the human service professional in bringing about changes. Each institute has a different focus based on expressed student and community needs.

S.W. 465 (2) **Professional Development and Licensure Preparation.** Prerequisite: Permission of instructor. (Restricted to majors only.) This course enhances and extends the student's knowledge of the social work process. It includes a review of knowledge acquired in the areas of practice, assessment, human behavior, policy, research, administration, cultural diversity, and social work values and ethics. Orientation to the social work licensing exam process is also offered.

S.W. 480 (3) **Independent Study**. This course permits students to study in-depth social work related issues. A student may enroll in independent study for reading, writing, or field experience based on personal interest. Flexibility in the program is increased and student independence is enhanced.

S.W. 485 (3) **Skills in Interviewing**. Prerequisites: SW 302, 385. (Restricted to majors only.) This course introduces essential communication skills and techniques, along with the pitfalls most commonly encountered in building helping relationships as a social work generalist practitioner. Emphasis is directed to the skills needed in interviewing individuals, families, small groups and organizational and community systems. This course builds upon the assessment knowledge acquired through the biopsychosocial study of human behavior and the social environment.

S.W. 486 (3) **Social Work Practice II**. Prerequisites: SW 200, SW 301, 302, 385; Co-requisite: SW 485. (Restricted to majors only.) This course is a continuation of Social Work Practice I in the development of the generalist worker. It focuses on social work practice skills with organizations and communities, and includes a thirty-hour service learning component. .

S.W. 489 (9) **Field Instruction**. Prerequisites: All social work required courses and all liberal arts prerequisites and co-requisites for these courses. Co-requisite: SW 499. (Restricted to majors only; malpractice insurance required.) Field instruction enables students to integrate and apply to social work practice the knowledge, skills, values and ethics obtained in the social work foundation courses. Agency-based learning experiences are provided which allow students to develop generalist practitioner skills for social work practice with diverse individuals, families, small groups, organizations, and communities including populations at risk of injustice, oppression, and discrimination, are provided. Each student completes a minimum of 500 hours in a community agency.

S.W. 499 (3) **Seminar in Issues and Problems of Professional Social Work**. Prerequisites: All social work required courses and all liberal arts prerequisites and co-requisites for these courses. Co-requisite: SW 489. (Restricted to majors only.) This integrative seminar is an extension of the field instructional process and is dependent upon the field instructional learning experiences for considerable teaching content. This seminar serves as the bridge between the educational process and entry-level professional social work practice. Additionally, the course provides information for students who wish to pursue graduate professional education. It provides a forum for the discussion of practice-related issues and the integration of social work knowledge, skills, values and ethics. The seminar also emphasizes the importance of the evaluation of one's own practice and the use of research skills in program evaluation.