

## Course Directory 2017-2018

### REQUIRED COURSES

#### Foundation Basic (BASC)

##### **BASC 5300. Human Oppression: The African-American and Puerto Rican Perspective**

- 3 credits, Required
- Must be taken prior to the second year of field education

Examines economic, political, social and cultural forces operating at global, national and local levels, which generate and maintain oppression based on race and ethnicity in the United States. The course will focus on the oppression of the Black and Latino populations in the United States, highlighting the African-American and Puerto Rican experiences and perspectives. It will provide a framework for analyzing and understanding oppression. An historical perspective will be utilized to explore past and current oppression related to race and color, culture and ethnicity, social class, gender, sexual/emotional orientation and religion. Intercultural, intracultural, psychosocial, social and political responses to oppression will be addressed throughout the course.

##### **BASC 5301. Special Populations**

- 1 credit
- Co Requisites: CSWK 5340, GRWK 5340, CORG 5340, or POPR 5340 and CSWK 5301, GRWK 5301, CORG 5300 or POPR 5300
- Required of all advanced standing students and must be taken in the summer

The goal of the course is to provide an opportunity for students to understand and to critically analyze human oppression and issues that are relevant to social work practice methods. The course will examine demographic, economic, political, social and cultural forces operating at national and local levels highlighting the African-American and Puerto Rican experiences and perspectives. The focus of the class is the application of the knowledge of special populations to the social work practice methods. The course will combine lectures by the instructor and invited speakers and class discussions. At times, small groups will be used to encourage students to examine their personal and professional interactions with oppression, and to discuss their implications for social work practice.

##### **BASC 5333. Research I: Research Methods for Social Work Practice**

- 3 credits, Required
- Must be taken prior to or concurrent with the 2<sup>nd</sup> semester of first year of field education
- Satisfies one of the prerequisite options for RSCH 5341 Advanced Research: Program Evaluation or RSCH 5342 Advanced Research Topics: Variable Topics

Provides students with an understanding of the basic foundation of social work research. The goal of this introductory course is to enable students to: 1) develop critical thinking and knowledge of the principles and methods of social work research as tools for evaluating their practice; 2) become acquainted with the process and function of research in the advancement of social work theory, knowledge, and practice; 3) value ethical practices in conducting research with diverse individuals and vulnerable populations; 4) judge

the adequacy and value of research findings in social work by the use of generally accepted criteria; 5) incorporate computer-based technology in accessing information; and 6) understand the researcher/evaluator role in social work practice.

## **BASC 5350. Analysis of Social Welfare Policy and Social Service Delivery Systems**

- 3 credits, Required
- Must be taken prior to or concurrent with the 2<sup>nd</sup> semester first year of field education

This course will provide a critical analysis of the historical roots of American social welfare policy, the formulation of policy, and the economic and political determinants of contemporary policy development. Examination and analysis of the inter-relationship between social welfare policy, the service delivery systems, and practice implications for private and public agencies and programs. The course also includes the examination of international issues in social welfare policy and social service delivery. Students will analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political and organizational systems; use them to influence, formulate, and advocate for policy consistent with social work values, and identify financial, organizational, administrative, and planning processes required to deliver social services.

## **BASC 5362. Human Behavior in the Social Environment: Macro and Micro Theories**

- 3 Credits, Required
- Must be taken prior to or concurrent with the 1<sup>st</sup> semester of the first year of field placement

This course emphasizes social work's "person in environment" frame of reference from both micro and macro perspectives. Content areas stressed throughout the course include theories and research about the interdependence and impact of social, political, economic, and cultural contexts on societal and individual well-being. Micro content areas include theories related to the biopsychosocial functioning of individuals, small groups and families in transaction with social, economic, political, and cultural contexts and forces. Cultural and ethnic diversity, institutional prejudice, especially racism and sexism, issues of social, economic and political justice and the process of social change as they impact micro and macro systems will be stressed. Values and ethical issues relevant to macro and micro social work will also be considered.

## **BASC 5390. Macro Foundation Practice**

- 3 credits, Required
- Must be taken with the 1<sup>st</sup> semester of the first year of field placement

The focus of this course is on macro practice foundation knowledge and skills for working with communities, organizations and policy-making processes. Students will be introduced to the unique language and perspective of macro practice as a capacity building and strength based intervention. Content will include definitions of and ways to assess and analyze communities, organizations and policy processes. Emphasis will be given to strategies and tactics for achieving change in communities, organizations and policies to improve services for populations at risk, celebrate diversity and promote distributive justice. The unique ethical and value mandates and dilemmas associated with macro practice will be considered.

## **BASC 5391. Micro Foundation Practice**

- 3 credits, Required
- Must be taken with the 1<sup>st</sup> semester of the first year of field placement.

This course is designed to provide a history of and a foundation for micro social work practice emphasizing ecological, strengths and capacity building perspectives. It provides knowledge, values and skills associated with generalist practice with individuals, families and groups within the context of organizations and communities. The course examines the mission of the social work profession and its value and ethical base, including its commitment to diversity, populations-at-risk and social and economic justice. Attention is given to the phases of the helping process as it applies to individuals, families and groups. Strategies for helping client-systems will include: preparing for practice; developing mutual working agreements; engaging, assessing and formulating goals; implementing interventions; monitoring and evaluating progress; and terminating services. The course emphasizes integration of course content with field experience.

**RSCH 5340. Social Work Practice Evaluation with Macro and Micro Systems**

- 2 credits, Required
- Prerequisite: BASC 5333
- The prerequisites for this course may be met in one of the following ways:
  - 1) Successful completion of (minimum grade of B) a basic undergraduate or graduate social work research course during the previous six years. This includes students who hold a BSW degree.
  - 2) successful completion (C or better) of BASC 5333 - Research I; or
  - 3) successful completion (achieving a score of 70% or better) on a standard competency examination prepared and administered by the research curriculum committee of the School. This examination is no longer offered as an option effective summer 2017.
- Policy Practice students must take this course prior to the Spring semester of their second year or concurrent with their first year field placement.

This course focuses on the development of knowledge, attitudes and skills appropriate to the ongoing critical evaluation of social work practice with small and large systems from diverse populations. This course will prepare students to integrate evaluation methods into assessment, planning, intervention and evaluation of their professional social work practice. This course provides students with the knowledge to develop skills for evaluating practice through the use of evaluation designs appropriate for use in micro and macro level practice.

**RSCH 5341. Advanced Research: Program Evaluation**

- 3 credits, Required
- Prerequisite: BASC 5333
- The prerequisites for this course may be met in one of the following ways:
  - 1) Successful completion of (minimum grade of B) a basic undergraduate or graduate social work research course during the previous six years. This includes students who hold a BSW degree.
  - 2) successful completion (C or better) of BASC 5333

This course focuses on the development of knowledge, attitudes and skills appropriate to the ongoing critical evaluation of social work practice with systems from diverse populations. Social workers have a responsibility to evaluate their individual practice effectiveness and the effectiveness of interventions used with clients in accord with both the ethical standards articulated in the NASW Code of Ethics as well as the accountability standards required by agencies and other funding sources. This course will prepare students to integrate

evaluation methods into assessment, planning, intervention and evaluation of their professional social work practice. This course provides students with the knowledge to develop skills for evaluating practice through the use of evaluation designs. Students will learn to employ these designs and to analyze the data drawn from these designs in order to inform professional practice decision-making.

## **RSCH 5342 Advanced Research Topics: Variable Topics**

- 3 credits, Required
- Prerequisite: BASC 5333
- The prerequisites for this course maybe met in one of the following ways:
  - 1) Successful completion of (minimum grade of B) a basic undergraduate or graduate research course during the previous six years. This includes students who hold a BSW degree
  - 2) Successful completion (C or better) of BASC 5333

Variable topics in research methodology that provides advanced skills and knowledge for social work practice. Course topics could include applied qualitative research, participatory action research, historical methods, and statistics in social work research.

## **Field Education (FED)**

### **Field Education Seminar:**

**FED 5301 (Fall 1st year) Field Advising Seminar I**

**FED 5302 (Spring 1st year) Field Advising Seminar II**

**FED 5310 (Fall 2nd year) Field Advising Seminar III**

**FED 5311 (Spring 2nd year). Field Advising Seminar IV**

- 1 credit each year, Required (Credit recorded in the Spring semester)
- Co Requisites: FED 5351 with FED 5301; FED 5352 with FED 5302;

\*CSWK 5353, GRWK 5353, CORG 5353, ADMN 5353, POPR 5353 with FED 5310; and

\*CSWK 5354, GRWK 5354, CORG 5354, ADMN 5354, POPR 5354 with FED 5311

The purpose of this seminar is to help students prepare for and make optimum use of their field education experience. Areas of seminar content will include such topics as the roles and responsibilities of the student within the agency setting; exploration and development of learning contracts; and the educational assessment of self as a learner in the profession. The seminar will be used to identify issues that arise in the field and ways to deal with these.

\*Course descriptions for Field Education III and Field Education IV are listed separately under each concentration.

### **FED 5340. Field Practicum Extension (by Advisor approval only)**

- Variable credit course: 1-4 credits

The purpose of this course is to allow for those students who are required to take an additional year of field, register for a course titled, Field Practicum Extension. It also is available for any other instance where a student is required to log field hours and the incomplete is not appropriate. This course does not substitute a required elective, nor does it substitute the 4 credit field course.

## **FED 5350. Field Advising Seminar for Summer Block**

- 1 credit
- Co Requisites: CORG 5355 or IGFP 5355

Field Advising Seminar for well-prepared students who have completed all course requirements except the second year of field education and the appropriate concentration course.

## **FED 5351. Field Education I**

- 4 credits, Required
- Fall semester of the first year of field education.
- Pre or Co Requisites: BASC 5362 (or BASC 5360 & 5361)
- Co Requisites: FED 5301, BASC 5390, BASC 5391

Teaches students basic skills in social work practice with systems of all sizes including individuals, groups, organizations, and communities. This field experience course provides the foundation for the development of advanced skills in specific social work methods.

## **FED 5352. Field Education II**

- 4 credits, Required
- Spring semester of the first year of field education.
- Co Requisites: FED 5302, IGFP 5301, CORG 5301 and CORG 5300, or POPR 5301 and POPR 5300

Continues to develop basic skills in social work practice with systems of all sizes, while adding increased emphasis on the students' development of skills in the students' concentration.

## **Administration (ADMN) – Last offering of courses is for 2017-2018 academic year** **Concentration Courses**

### **ADMN 5301. Managing People: Communication Skills in Supervision, Personnel Management and Leadership**

- 3 credits, Required for ADMN students
- Prerequisites: BASC 5360, BASC 5361, BASC 5390, BASC 5391, FED 5351 and FED 5301
- Co Requisite: FED 5352 and FED 5302

This method course in administration covers leadership theory and analysis, supervision, personnel/human resource management, with emphasis on interactional skills. The aim of the course is to prepare students to function effectively in supervisory and administrative roles and to use themselves in creative professional ways in exercising leadership in human service settings.

### **ADMN 5302. Managing Money: Financial Management Strategies and Fiscal Responsibilities for Social Administrators**

- 3 credits, Required for ADMN students
- Co Requisite: ADMN 5353 and FED 5310

This course instructs on the fundamental principles and processes in financial management processes, budgeting systems, preparation and execution of budgets, basics of accounting, use of computer spread sheets, managerial accounting, financial statements, cost analysis, inventory and fixed asset accounting,

funding sources, financial performance measures, internal control and external audits, fiduciary relationships and responsibilities, liabilities in 501(c) 3, ethics in finance, collaborating and leveraging of resources.

### **ADMN 5303. Creating and Managing Opportunities in the Organization's Internal and External Environment**

- 3 credits, Required for ADMN students
- Co Requisite: ADMN 5354 and FED 5311

The course focuses on selected internal and external challenges and opportunities for the social work administrator. These include staff relations and organizational climate, the use and organization of the organization's physical environment, the voluntary board, public relations, and strategic alliances. The course gives students opportunities to develop a range of knowledge and skills in work with staff, volunteers, the media, and partners in the community to maximize opportunities to enhance the organization and its services to clients and the community.

### **POPR 5310. Program Planning, Development and Evaluation\***

- 3 credits, Required for ADMN students
- Prerequisites: ADMN 5301
- Co Requisite: ADMN 5353 and FED 5310

\*This course is required of all students in Administration, Community Organization, and Policy Practice. The Pre and Co Requisites for this course differ for each of these concentrations.

Program Planning, Development and Evaluation covers a broad range of knowledge and skills needed to develop sound program proposals and to plan, manage, and evaluate social programs. These include assessing social and community needs; setting goals within the context of strategic plans; writing measurable objectives; designing program implementation and evaluation strategies, developing a program budget, and identifying funding sources. The course will address value and ethical issues in program development, as well as constraints and opportunities that support or constrain program planning.

### **ADMN 5353. Field Education in Administration III**

- 4 credits, Required for ADMN students
- Prerequisites: FED 5352 and FED 5301
- Co Requisites: FED 5310 and ADMN 5302

Focuses primarily on the student's concentration, emphasizing preparation for competent, advanced specialized practice.

### **ADMN 5354. Field Education in Administration IV**

- 4 credits, Required for ADMN students
- Prerequisites: ADMN 5353 and FED 5310
- Co Requisites: FED 5311 and ADMN 5303

Focuses primarily on the student's concentration, emphasizing preparation for competent, advanced specialized practice.

## Casework (CSWK) – Last offering of courses is for 2017-2018 academic year Concentration Courses

### **CSWK 5301. Casework Helping Process: The Work and Ending Phases**

- 3 credits, Required for CSWK students
- Co Requisites: FED 5352 and FED 5302

The course builds upon foundation theory of ecological strengths and capacity building perspectives and the method base of social work practice. Course content focuses on the interventive facet and transactional nature of the casework process in helping people with a wide range of life transition stressors and environmental obstacles. Substantial attention will be paid to working with people of special populations. Students will focus upon the development of critical thinking and decision-making skills and the ability to be self-observant and self-analytic within all dimensions of casework practice.

### **CSWK 5302. Casework Practice Approaches: Differential Applications**

- 3 credits, Required for CSWK students
- Co Requisites: CSWK 5353 and FED 5310

This course builds upon knowledge, skills, and values developed previously and deepens the understanding of theoretical, method, and empirical bases of casework practice, while maintaining simultaneous concern for people and environments. The course examines the ways that assessment and interventive strategies are informed by different theoretical orientations and research findings. Students continue to develop skills related to work with special populations and to develop professional self-awareness.

### **CSWK 5303. Casework with Vulnerable and Resilient Populations**

- 3 credits, Required for CSWK students
- Co Requisites: CSWK 5354 and FED 5311

This course consolidates casework theory and methods established in the prior casework courses. The unifying concept in this course is the application of differential casework interventions with vulnerable and resilient populations over the life course. The course will also focus on contemporary issues and ethical dilemmas affecting professional function, roles and identity. Students are challenged to locate and critically examine empirical and practice theory literature necessary for working with different populations.

### **CSWK 5340. Skills Laboratory in Casework Practice**

- 1 credit
- Co Requisites: CSWK 5301 and BASC 5301
- Required of all advanced standing CSWK students and must be taken in the summer

This course builds upon casework interviewing, assessment, and intervention skills developed in the student's BSW coursework and fieldwork. Students will have the opportunity to identify, practice, and critique a range of assessment and intervention skills. Students will use materials and cases from the concurrent CSWK 5301 course to further develop casework skills.

### **CSWK 5345. Clinical Conditions with Children and Adolescents**

- 3 credits
- Co Requisite: CSWK 5353 and FED 5310

- Students in the Casework concentration are required to take this course or CSWK 5346. Casework students may take both courses using one of them toward elective credit. Students from other concentrations who meet the prerequisites may take this course as an elective.

This is a practice course, which pays equal attention to the values, skills, and knowledge required for social work practice with children, adolescents, and their families. These youth have a range of bio psychosocial problems related to mental disorders. Students will learn a range of assessment and intervention skills and will become familiar with current psychiatric classification systems, such as the Diagnostic and Statistical Manual (DSM) and the International Classification of Diseases (ICD). Students will demonstrate the ability to access the most recent empirical and practice knowledge, and to develop skills related to work in a variety of mental health settings. Mental disorders will be learned within the context of larger bio psychosocial systems. Attention is paid to differences based upon such variables as age, gender, ethnicity, race, religion, sexual orientation, and physical ability.

### **CSWK 5346. Clinical Conditions with Adults and Older Adults**

- 3 credits
- Co Requisite: CSWK 5353 and FED 5310
- Students in the Casework concentration are required to take this course or CSWK 5345. Casework students may take both courses using one of them toward elective credit. Students from other concentrations who meet the prerequisites may take this course as an elective.

This is a practice course, which pays equal attention to the values, skills, and knowledge required for social work practice with adults and older adults who have a range of bio psychosocial problems related to mental disorders. Students will learn a range of assessment and intervention skills and become familiarized with current psychiatric classification systems, such as the Diagnostic and Statistical Manual (DSM) and the International Classification of Diseases (ICD). Students will demonstrate the ability to access the most recent empirical and practice knowledge and to develop skills related to work in a variety of mental health settings. Mental disorders will be learned within the context of the larger bio psychosocial system and attention is paid to differences based upon such variables as age, gender, ethnicity, religion, sexual orientation, and physical ability.

### **CSWK 5353. Field Education in Social Casework III**

- 4 credits, Required for CSWK students
- Prerequisites: FED 5352 and FED 5302
- Co Requisites: FED 5310 and CSWK 5302

Focuses primarily on the student's concentration, emphasizing preparation for competent, advanced specialized practice.

### **CSWK 5354. Field Education in Social Casework IV**

- 4 credits, Required for CSWK students
- Prerequisites: CSWK 5353 and FED 5310
- Co Requisites: FED 5311 and CSWK 5303

Focuses primarily on the student's concentration emphasizing preparation for competent, advanced specialized practice.

## Community Organization (CORG) Concentration Courses

### **CORG 5300 Advanced Macro Practice**

- 3 credits, Required for CORG students
- Prerequisites: BASC 5362 (or BASC 5360 & 5361), BASC 5390, BASC 5391, FED 5351 and FED 5301
- Co Requisite: FED 5352 and FED 5302

This required course for all Community Organization and Policy Practice students outlines the field of macro practice, including Community Organization, Policy Practice, and Administration. This initial course provides a contemporary and historical overview of how the macro practice methods independently and collectively can be leveraged for social change. It provides a foundation for addressing ethical obligations and challenges in macro practice, with particular focus on historically oppressed populations. In addition, students will gain an understanding of the role of leadership and use of power in community organizations and policy and practice.

### **CORG 5301. Essential Theory & Intervention Practice in Community Organization**

- 3 credits, Required for CORG students
- Prerequisites: BASC 5362 (or BASC 5360 & 5361), BASC 5390, BASC 5391, FED 5351 and FED 5301
- Co Requisite: FED 5352 and FED 5302

This course builds on content covered in micro and macro foundations of social work practice and reviews in greater depth, community organization history, values and assumptions, Rothman models of organizing, roles of the community social worker and strategies used by community organizers to bring about change. The course will promote in-depth understanding of the various types of communities and enhance skills for community analysis. Essential information for grassroots organizing and community and coalition building will be covered. It will incorporate content on providing community based services to oppressed population groups, including leadership development and advocacy. Furthermore, it will highlight the importance of power theory and dynamics in selecting models and strategies for intervention. The importance of relationship building and attention to process tasks and goal achievement will be covered. This course must be taken with a community organization field placement.

### **CORG 5340. Skills Laboratory in Advanced Macro Practice**

- 1 credit
- Co Requisites: CORG 5301 and BASC 5301
- Required of all advanced standing CORG students and must be taken in the summer.

The Skills Laboratory in Advanced Macro Practice is a one-credit course taken during the summer session. The course builds upon the theory and knowledge essential to macro practice and focuses on macro practice skills. Skills are organized around transitioning from direct practice to advanced organizing, grant writing, interactional, communicational, political, and advocacy skills.

### **CORG 5370. Grassroots Neighborhood Organizing**

- 3 credits, Required for CORG students
- Co Requisites: CORG 5353 and FED 5310

Provides intensive instruction for students who wish to become practitioners or trainers in grassroots neighborhood model of organizing. Examines Alinsky's model of organizing and the refinement of that model.

### **POPR 5310. Program Planning, Development and Evaluation\***

- 3 credits, Required for CORG students
- Co Requisite: CORG 5353 and FED 5310

Program Planning, Development and Evaluation covers a broad range of knowledge and skills needed to develop sound program proposals and to plan, manage, and evaluate social programs. These include assessing social and community needs; setting goals within the context of strategic plans; writing measurable objectives; designing program implementation and evaluation strategies, developing a program budget, and identifying funding sources. The course will address value and ethical issues in program development, as well as constraints and opportunities that support or constrain program planning.

### **POPR 5312. Political Advocacy in Community Organization and Policy Practice\***

- 3 credits, Required for CORG & POPR students
- Co requisites: CORG 5354 and FED 5311 or POPR 5354 and FED 5311
- The course is only offered in the spring since the Connecticut Legislature is in session during this time.

Content will cover diverse challenges that affect different political decision-making groups, including executive, legislative, judicial branches of government, and the private/public sector of agency decision-making. The course focuses on various ways macro practitioners use power and political advocacy strategies, such as lobbying, preparing and delivering testimony to a public policy making group, forming and maintaining coalitions, and participating in progressive electoral politics, to improve the life situations of populations at risk.

### **CORG 5353. Field Education in Community Organization III**

- 4 credits, Required for CORG students
- Prerequisites: FED 5352 and FED 5302
- Co Requisites: FED 5310, CORG 5370 and POPR 5310

Focus primarily on the student's concentration, emphasizing preparation for competent, advanced specialized practice.

### **CORG 5354. Field Education in Community Organization IV**

- 4 credits, Required for CORG students
- Prerequisites: CORG 5353 and FED 5310
- Co Requisites: FED 5311 and POPR 5312

Focus primarily on the student's concentration, emphasizing preparation for competent, advanced specialized practice.

### **CORG 5355. Block Placement in Community Organization**

- 8 credits

- Prerequisites: FED 5352 and FED 5302
- Co Requisites: CORG 5300 and FED 5350

Field Education in Community Organization for well-prepared students who have completed all course requirements except the second year of field education and the appropriate concentration course.

## **Group Work (GRWK) – Last offering of courses is for 2017-2018 academic year** **Concentration Courses**

### **GRWK 5301. Essentials of Social Group Work Practice**

- 3 credits, Required GRWK students
- Prerequisites: FED 5351 and FED 5301
- Co Requisites: FED 5352 and FED 5302

The course is designed to provide knowledge, theories, and practice principles common to social group work. Focuses on knowledge and practice methods that are used to identify and understand procedures and processes essential to planning, developing and working with small groups in various agency-based settings, dealing with a range of issues and diverse peoples. Social and behavioral sciences and group work literature, empirical data and practice wisdom serve as the foundation for organizing course content and activities.

### **GRWK 5302. Differential Group Work: Populations and Settings**

- 3 credits, Required GRWK students
- Co Requisite: GRWK 5353 and FED 5310

Designed to increase the depth of understanding of the content of GRWK 5301: Essentials of Social Group Work Practice. This course focuses on the application of group work processes, properties and group work skills to group work practice with groups that are established for different purposes and with populations that differ according to age, culture and need for group work services. This course will also examine the impact of different settings as the context for group work practice.

### **GRWK 5303. Advanced Group Work Practice Methods and Techniques**

- 3 credits, Required GRWK students
- Co Requisites: GRWK 5354 and FED 5311

The overall emphasis of this course will be on a critical analysis and sound examination of the social group work method, its underlying theories, knowledge, research supported practices, ideological commitments, and basic tenets and principles. The primary focus is on the development of advanced practice methods and techniques.

### **GRWK 5311. Group Processes**

- 3 credits, Required GRWK students
- Required course for students in the Group Work concentration. May be taken in the Non-Degree program or any semester matriculated.

The purpose of this course is to help students develop a conceptual frame of reference for understanding small group processes. The focus of study is mainly on establishing a theoretical and conceptual

appreciation of how small groups function. Students will develop an increasingly wide range of conceptual tools to identify and assess group processes. Students will gain a better understanding of small group interaction as it impacts individuals, interpersonal relationships and interactions with others beyond the group. Experiential as well as didactic study methods will be used.

### **GRWK 5340. Skills Laboratory in Social Work Group Practice**

- 1 credit
- Co Requisites: GRWK 5301 and BASC 5301
- Required of all advanced standing GRWK students and must be taken in the summer

The Social Group Work Skills Laboratory is a one-credit course taken in conjunction with GRWK 5301 Essentials of Social Work Group Practice during the summer session. The course builds upon the theory and knowledge in the Essentials of Social Group Work class and focuses on beginning group work skills. Skills are organized around ongoing group development with emphasis on pre-planning and goal setting, facilitating beginning, middle and ending stages of groups, understanding multi-cultural factors that impact groups, identifying and working with various group roles and managing conflict. Skills are based on the standards of group work practice and the ethics and values of the social work profession.

### **GRWK 5353. Field Education in Social Group Work III**

- 4 credits, Required GRWK students
- Co Requisites: FED 5310 and GRWK 5302

Focuses primarily on the student's concentration, emphasizing preparation for competent, advanced specialized practice.

### **GRWK 5354. Field Education in Social Group Work IV**

- 4 credits, Required GRWK students
- Co Requisites: FED 5311 and GRWK 5303

Focuses primarily on the student's concentration, emphasizing preparation for competent, advanced specialized practice.

### **Individual, Group, & Family Practice (IGFP)**

#### **Concentration Courses**

### **IGFP 5301. Practice with Individuals, Groups and Families**

- 3 Credits, Required for IGFP students
- Co Requisites: FED 5352 and FED 5302

This course provides an in-depth exploration of the skills of working with individuals, groups and families. Social work practice with individuals emphasizes the interdependence between assessment and intervention, the transactional nature of helping, and monitoring and evaluation of practice. Social work practice with groups focuses on types of groups, leadership, forming and beginning the group, the role of mutual aid and use of program activities. Practice with families give emphasis to the family as a functional unit and the diversity of life style and structure and its capacity to respond to the needs of its members and changing environmental factors.

### **IGFP 5302. Advanced Practice with Individuals, Groups and Families: Theoretical Approaches**

- 3 credits, Required for IGFP students
- Prerequisite: IGFP 5301
- Co Requisites: IGFP 5353 and FED 5310

IGFP 5302 provides an overview of theoretical approaches to working with individuals, groups and families. The course aims to help students to think critically about the use of theory in practice, evidence based practice, and ways of learning and knowing, including use of supervision. It introduces students to psychodynamic, attachment, cognitive, and behavioral, as well as solution-focused approaches and motivational interviewing. The course addresses the stages of group development, group dynamics and other content related to social work practice with groups. The course identifies theoretical frameworks such as systems, multisystemic and attachment on which family practice approaches are based.

### **IGFP 5303. Advanced Practice with Individuals, Groups and Families, Across Settings and Populations**

- 3 credits, Required for IGFP students
- Prerequisite: IGFP 5302
- Co Requisites: IGFP 5354 and FED 5311

IGFP 5303 builds upon content learned in previous IGFP courses about practice with individuals, groups and families within the context of oppression and privilege, while integrating core concepts related to trauma, strengths, resilience, and empowerment. This course has a primary focus on the differential knowledge and skills needed to work effectively in various fields of practice (e.g., health care, schools, and the criminal justice, child protection, substance abuse and mental health systems). It also addresses systems of care, interdisciplinary teams, and policies impacting social work within each field of practice, as well as common clinical approaches and other interventions with the populations served in these settings.

### **IGFP 5355. Block Placement in Individuals, Groups, and Families**

- 8 credits
- Prerequisites: FED 5352 and FED 5302
- Co Requisites: IGFP 5302, IGFP 5303 and FED 5350

Field Education in Individuals, Groups, and Families for well-prepared students who have completed all course requirements except the second year of field education and the appropriate concentration course.

### **Policy Practice (POPR)**

#### **Concentration Courses**

### **POPR 5300. Advanced Macro Practice**

- 3 credits, Required for POPR students
- Prerequisites: BASC 5362 (or BASC 5360 & 5361), BASC 5390, BASC 5391, FED 5351 and FED 5301
- Co Requisite: FED 5352 and FED 5302

This required course for all Community Organization and Policy Practice students outlines the field of macro practice, including Community Organization, Policy Practice, and Administration. This initial course provides a contemporary and historical overview of how the macro practice methods independently and collectively can be leveraged for social change. It provides a foundation for addressing ethical obligations and challenges in macro practice, with particular focus on historically oppressed populations. In addition, students will gain an understanding of the role of leadership and use of power in community organizations and policy and practice.

**POPR 5301. Policy Practice: Process and Finances**

- 3 credits, Required for POPR students
- Prerequisites: FED 5351 and FED 5301
- Co Requisites: FED 5352 FED 5302
- BASC 5350 is a Pre or Co Requisite for this course

Builds on the concepts and interventions presented in the HBSE and foundation practice courses, and BASC 5350 Analysis of Social Welfare Policy and Social Delivery Systems. Course content includes the definition of policy practice, the phases of policy practice and the skills needed for policy practice especially advanced analytical and interactional skills, including the conscious use of self in practice, as well as persistence, creativity, and pragmatism and taking appropriate risks in the pursuit of policy practice goals. Students will be introduced to the complexity of social service funding, including sources of funds and the mechanisms of transferring funds to social service programs. Emphasis will be given to the use of policy practice to achieve distributive justice, implement, and evaluate effective social service policies for populations at risk. Ethical requirements and dilemmas in policy practice will be integrated throughout the course.

**POPR 5302. Policy Practice: Careers, Contexts and Quantitative Analysis**

- 3 credits, Required for POPR students
- Prerequisites: POPR 5300, POPR 5301, POPR 5310, POPR 5353, FED 5310, and RSCH 5340
- Co Requisites: POPR 5354 and FED 5311

The course begins with a unit of content on quantitative analysis in policy practice. Students will be helped engage in career planning for policy practitioners. Current and critical issues such as the growth of faith-based and profit-making social service strategies will be debated. Other topics will include creativity the use of the media and public relations expertise, cutting edge social theories, micro and macro economic theories, and global economic policies and how they impact social service policies. Students will be expected to demonstrate an ability to integrate and critically evaluate their practice skills as they prepare to leave the program. Emphasis will be given to the use of policy practice intervention strategies to achieve distributive justice and effective service policies for populations at risk. Ethical requirements and dilemmas in policy practice will be integrated throughout the course.

**POPR 5310. Program Planning, Development and Evaluation**

- 3 credits, Required for POPR students
- Co Requisites: POPR 5353 and FED 5310
- Pre or Co Requisite: RSCH 5341 or RSCH 5342

Program Planning, Development and Evaluation covers a broad range of knowledge and skills needed to develop sound program proposals and to plan, manage, and evaluate social programs. These include assessing social and community needs; setting goals within the context of strategic plans; writing measurable objectives; designing program implementation and evaluation strategies, developing a program budget, and identifying funding sources. The course will address value and ethical issues in program development, as well as constraints and opportunities that support or constrain program planning.

**POPR 5312. Political Advocacy in Community Organization and Policy Practice**

- 3 credits, Required for CORG & POPR students

- Co requisites: CORG 5354 and FED 5311 or POPR 5354 and FED 5311
- The course is only offered in the spring since the Connecticut Legislature is in session during this time.

Content will cover diverse challenges that affect different political decision-making groups, including executive, legislative, judicial branches of government, and the private/public sector of agency decision-making. The course focuses on various ways macro practitioners use power and political advocacy strategies, such as lobbying, preparing and delivering testimony to a public policy making group, forming and maintaining coalitions, and participating in progressive electoral politics, to improve the life situations of populations at risk.

### **POPR 5340. Skills Laboratory in Advanced Macro Practice**

- 1 credit
- Co Requisites: POPR 5301 and BASC 5301
- Required of all advanced standing POPR students and must be taken in the summer.

The Skills Laboratory in Advanced Macro Practice is a one-credit course taken during the summer session. The course builds upon the theory and knowledge essential to macro practice and focuses on macro practice skills. Skills are organized around transitioning from direct practice to advanced organizing, grant writing, interactional, communicational, political, and advocacy skills.

### **POPR 5353. Field Education in Policy Practice III**

- 4 credits, Required for POPR students
- Prerequisites: FED 5352 and FED 5302
- Co Requisites: FED 5310 and POPR 5310

Focus primarily on the student's concentration, emphasizing preparation for competent, advanced specialized practice.

### **POPR 5354. Field Education in Policy Practice IV**

- 4 credits, Required for POPR students
- Prerequisites: POPR 5353 and FED 5310
- Co Requisite: FED 5311 and POPR 5302

Focus primarily on the student's concentration, emphasizing preparation for competent, advanced specialized practice.

## **ELECTIVE COURSES**

### **Casework (CSWK)**

#### **Elective Courses**

### **CSWK 5345. Clinical Conditions with Children and Adolescents**

- 3 credits
- Prerequisites: FED 5351 and FED 5301
- Co Requisite: Field Placement

- Students in the Casework concentration are required to take this course or CSWK 5346. Casework students may take both courses using one of them toward elective credit. Students from other concentrations who meet the prerequisites may take this course as an elective.

This is a practice course, which pays equal attention to the values, skills, and knowledge required for social work practice with children, adolescents, and their families. These youth have a range of bio psychosocial problems related to mental disorders. Students will learn a range of assessment and intervention skills and will become familiar with current psychiatric classification systems, such as the Diagnostic and Statistical Manual (DSM) and the International Classification of Diseases (ICD). Students will demonstrate the ability to access the most recent empirical and practice knowledge, and to develop skills related to work in a variety of mental health settings. Mental disorders will be learned within the context of larger bio psychosocial systems. Attention is paid to differences based upon such variables as age, gender, ethnicity, race, religion, sexual orientation, and physical ability.

### **CSWK 5346. Clinical Conditions with Adults and Older Adults**

- 3 credits
- Prerequisites: FED 5351 and FED 5301
- Co Requisite: Field Placement
- Students in the Casework concentration are required to take this course or CSWK 5345. Casework students may take both courses using one of them toward elective credit. Students from other concentrations who meet the prerequisites may take this course as an elective.

This is a practice course, which pays equal attention to the values, skills, and knowledge required for social work practice with adults and older adults who have a range of bio psychosocial problems related to mental disorders. Students will learn a range of assessment and intervention skills and become familiarized with current psychiatric classification systems, such as the Diagnostic and Statistical Manual (DSM) and the International Classification of Diseases (ICD). Students will demonstrate the ability to access the most recent empirical and practice knowledge and to develop skills related to work in a variety of mental health settings. Mental disorders will be learned within the context of the larger bio psychosocial system and attention is paid to differences based upon such variables as age, gender, ethnicity, religion, sexual orientation, and physical ability.

### **Direct Service (DSEL)**

#### **Elective Courses**

### **DSEL 5310. Current Trends in Family Intervention: Evidence-Based and Promising Practice Models of In-Home Treatment**

- 3 credits, Elective

This course exposes students to several nationally acclaimed Evidence-Based Practice (EBP) treatment programs for families that are widely practiced. Students are introduced to competencies associated with EBP and an overview of several empirically supported therapy programs that are designed to address serious psychiatric, behavioral and/or substance abuse concerns in children and adolescents including Multisystem Therapy (MST), Multidimensional Family Therapy (MDFT), Intensive Home Child and Adolescent Psychiatric Services (IICAPS), Functional Family Therapy (FFT) and Brief Strategic Family Therapy (BSFT). Case presentations from local providers of these models and testimonials from families who have received in-home services will be included in classroom activities.

## **DSEL 5320. Direct Practice in School for Children with Educational Disabilities and their Families**

- 3 credits, Elective
- Fulfills one of the state requirements for School Social Worker certification - Approved by the Bureau of Certification and Professional Development

The practice of social work in schools requires that the social worker possess knowledge and skills to provide social work services for students with educational impairments and their families. To provide such service, the social worker must be able to engage in effective partnerships with parents and other multi-disciplinary team members and possess a repertoire of interventions appropriate for this population. Presents and discusses controversies and issues relative to labeling and testing procedures, such as the impact of racial and ethnic differences. Covers six areas of impairment as designated by law (Emotionally Impaired, Mentally Impaired, Learning Disabled, Autistic Impaired, Physically and Otherwise Health Impaired, and Speech and Language Impaired). Stimulates further study in impairment areas and lays a basic knowledge and skill foundation of social work services appropriate for these populations.

## **Group Work (GRWK)**

### **Elective Courses**

#### **GRWK 5311. Group Processes**

- 3 Credits, Elective

The purpose of this course is to help students develop a conceptual frame of reference for understanding small group processes. The focus of study is mainly on establishing a theoretical and conceptual appreciation of how small groups function. Students will develop an increasingly wide range of conceptual tools to identify and assess group processes. Students will gain a better understanding of small group interaction as it impacts individuals, interpersonal relationships and interactions with others beyond the group. Experiential as well as didactic study methods will be used.

#### **GRWK 5342. Group Work Practice in Therapeutic Settings**

- 3 credits, Elective
- Prerequisite: GRWK 5301 or CSWK 5301
- Open only to all MSW students with the permission of the instructor

This course is designed to provide a theoretical base and group work practice skills for working with populations who have been diagnosed with a clinical condition(s). The course will focus on understanding how to use a strength-based, recovery oriented therapeutic group to foster the social and emotional growth that will promote optimal functioning and prevent relapse in persons with clinical conditions. Biological, behavioral, cognitive-behavioral and psychodynamic theories will be used to understand factors that contribute to clinical conditions and to develop the type of therapeutic group that responds to the social and emotional needs of the members of the group. Focus will be on diverse settings (in- patient, out-patient, prison, residential half-ways houses) where clients with clinical conditions are served in open-ended and closed groups. DSM V will be used to develop diagnostic skills and understanding.

**Individuals, Groups and Families Practice (IGFP) – These courses will be offered starting Fall 2018, in the meantime, they can be taken under casework or group work.**

## **IGFP 5311. Group Processes**

- 3 Credits, Elective

The purpose of this course is to help students develop a conceptual frame of reference for understanding small group processes. The focus of study is mainly on establishing a theoretical and conceptual appreciation of how small groups function. Students will develop an increasingly wide range of conceptual tools to identify and assess group processes. Students will gain a better understanding of small group interaction as it impacts individuals, interpersonal relationships and interactions with others beyond the group. Experiential as well as didactic study methods will be used.

## **IGFP 5342. Group Work Practice in Clinical Settings**

- 3 credits, Elective
- Prerequisite: FED 5351 and FED 5301
- Students in the IGFP concentration can take this course as one of their required concentration courses.
- Students from other concentrations who meet the prerequisites may take this course as an elective with permission of the instructor to enroll.

This course is designed to provide a theoretical base and group work practice skills for working with populations who have been diagnosed with a clinical condition(s). The course will focus on understanding how to use a strength-based, recovery oriented therapeutic group to foster the social and emotional growth that will promote optimal functioning and prevent relapse in persons with clinical conditions. Biological, behavioral, cognitive-behavioral and psychodynamic theories will be used to understand factors that contribute to clinical conditions and to develop the type of therapeutic group that responds to the social and emotional needs of the members of the group. Focus will be on diverse settings (in- patient, out-patient, prison, residential half-ways houses) where clients with clinical conditions are served in open-ended and closed groups. DSM V will be used to develop diagnostic skills and understanding.

## **IGFP 5345. Clinical Conditions with Children and Adolescents**

- 3 credits, Elective
- Prerequisites: FED 5351 and FED 5301
- Co Requisite: Field Placement
- Students in the IGFP concentration can take this course as one of their required concentration courses.
- Students from other concentrations who meet the prerequisites may take this course as an elective with permission of the instructor to enroll.

This is a practice course, which pays equal attention to the values, skills, and knowledge required for social work practice with children, adolescents, and their families. These youth have a range of bio psychosocial problems related to mental disorders. Students will learn a range of assessment and intervention skills and will become familiar with current psychiatric classification systems, such as the Diagnostic and Statistical Manual (DSM) and the International Classification of Diseases (ICD). Students will demonstrate the ability to access the most recent empirical and practice knowledge, and to develop skills related to work in a variety of mental health settings. Mental disorders will be learned within the context of larger bio psychosocial systems. Attention is paid to differences based upon such variables as age, gender, ethnicity, race, religion, sexual orientation, and physical ability.

## **IGFP 5346. Clinical Conditions with Adults and Older Adults**

- 3 credits, Elective
- Prerequisites: FED 5351 and FED 5301
- Co Requisite: Field Placement
- Students in the IGFP concentration can take this course as one of their required concentration courses.
- Students from other concentrations who meet the prerequisites may take this course as an elective with permission of the instructor to enroll.

This is a practice course, which pays equal attention to the values, skills, and knowledge required for social work practice with adults and older adults who have a range of bio psychosocial problems related to mental disorders. Students will learn a range of assessment and intervention skills and become familiarized with current psychiatric classification systems, such as the Diagnostic and Statistical Manual (DSM) and the International Classification of Diseases (ICD). Students will demonstrate the ability to access the most recent empirical and practice knowledge and to develop skills related to work in a variety of mental health settings. Mental disorders will be learned within the context of the larger bio psychosocial system and attention is paid to differences based upon such variables as age, gender, ethnicity, religion, sexual orientation, and physical ability.

## **IGFP 5365. Family Therapy: Theory and Practice**

- 3 credits, Elective
- This course is not available every year. Students should currently be in field practice or employed in a casework-oriented agency. Non-Casework students may take casework courses for elective credit if classes are not filled and prerequisites are met. Approval must be granted by the course instructor, the advisor and the Office of Student & Academic Services.

Provides knowledge of significant theories, theorists, practice skills and techniques for family therapy, as well as the growing professional self-awareness of the practitioner. Provides: a) opportunities to study the use of family practice with particular problem situations; b) critical analysis of changes in current theories, emerging theories and integration of theories; c) analysis of research in family practice; and d) an ongoing seminar for discussion of cases.

## **Human Behavior (HBEL)**

### **Elective Courses**

## **HBEL 5300. Substance Abuse I: Introduction to Alcohol and Other Drugs**

- 3 credits, Elective
- Students interested in pursuing the Clinical Social Work license upon graduation should enroll in this course

Examines the special issues and problems in dealing with alcohol and drug abuse. Focuses on developing a conceptual framework of drug abuse and addiction; major classifications of drugs; examining high risk populations with an emphasis on their unique problems and needs; integrating knowledge with practice by giving careful consideration to treatment issues such as identification, assessment, referral, therapeutic strategies, treatment modalities and settings; providing information on the role of federal, state, and voluntary organizations which impact on prevention, education and treatment programs.

## **HBEL 5301. Substance Abuse II: Treatment and Prevention of Alcohol and Other Drug Abuse**

- 3 credits, Elective
- Prerequisite HBEL 5300

Builds upon HBEL 5300, an overview of the various classes of drugs and the acute and chronic effects of drugs on human behavior and the body. Focuses on traditional and new intervention techniques that could be applied to social work practice. Provides knowledge of clinical applications and the empirical validation of effectiveness of major intervention strategies used in treatment of addictions.

## **HBEL 5327. The Black Experience and Its Consequences for Practice**

- 3 credits, Elective

Considers the Black Experience from historical, social, political, and economic perspectives. Addresses the evolution of male/female roles and relationships, the genesis of Black family patterns, and the consequences for social work practice. Examines the impact of poverty and discrimination in a context of international and national cultural factors.

## **HBEL 5328. Ethnic Minorities and the Social Work Profession: The Puerto Rican/Latino/a Experience**

- 3 credits, Elective

Considers the Puerto Rican/Latino experience in the United States from the historical, social, political, economic, and cultural perspectives. Examines the impact of poverty, migration, and discrimination on individuals, families and communities. Addresses Latino cultural values/practices so that students can use such knowledge in providing services to Puerto Ricans/Latinos in both micro/macro settings. The course offers panel presentation by Latino leaders, professionals, and community residents on relevant social issues affecting Latino populations.

## **HBEL 5344. Aging and Mental Health**

- 3 credits, Elective

Uses ecological theory as a framework for understanding the psychological processes of adaptation and the mental health needs of the elderly. Analyzes various service arrangements in terms of their usefulness in rehabilitation and prevention.

## **HBEL 5352. Death and Dying**

- 3 credits, Elective

Focuses on dying as experienced by persons of all ages (not only the elderly) and on its psychological concomitants, such as rage and grief, bereavement and mourning; suicide and suicide prevention; dying as a career with identifiable states, as well as the concept of death as a social phenomenon.

## **HBEL 5357. Social Gerontology**

- 3 credits, Elective

Considers the societal aspects of aging, including the social psychological concomitants of adjustments, changing roles, and systems of social relationships. Includes an overview of the economic aspects of aging and the service delivery system.

**HBEL 5367. Culture and Health/Mental Health Disparities: Micro and Macro Perspectives**

- 3 credits, Elective

This course will examine health/mental health disparities as it relates to contemporary micro and macro practice with diverse populations. The objective of the course is the examination and analysis of the interrelations among differential diagnosis, culture, and varying treatment strategies. The content will cover important aspects of health and intersectionality of factors such as: wellness and disease, social determinants of health, contemporary socio-political factors, and agendas that shape how health care services are delivered and accessed. We will explore current domestic and international health epidemics, discuss their implications for populations that are at risk, and the professional communities' responses to them.

**HBEL 5370. The LGBT/Q Experience: Sexual and Gender Diversities**

- 3 credits, Elective

This course addresses both micro and macro issues that these historically oppressed and marginalized populations have, and in many cases, continue to face. This course will cover topics ranging from social, sexual and gender identity development to historical and current social justice movements.

**HBEL 5373. Leadership Development in Anti-Violence Work: The Susan Schechter Social Action Seminar**

- 3 credits, Elective
- Enrollment Criteria: Permission of Instructor Required

This interdisciplinary seminar is open to UConn graduate students. The course examines the movement to end violence against women, children, families, and in communities; as well as, the connection of violence to race, discrimination and poverty. Course will draw on the Susan Schechter leadership model to facilitate grass root leadership development that addresses such areas as: domestic/intimate partner violence, family and community violence, or child abuse. Instructors will mentor students to develop an action plan, drawing on research and field interviews related to their interested area of violence. Course will offer presentation by guest anti-violence leaders and professionals.

**HBEL 5376. Puerto Rican and Latina Women and Their Reality**

- 3 credits, Elective

Emphasizes the double oppression that the Puerto Rican woman faces. Analyzes the double burden that she confronts when seeking to maintain her identity as a Puerto Rican and as a woman in a society which discriminates against both groups. Equal emphasis is placed on issues of racism, classism, and heterosexuality since these issues create an even stronger burden on Puerto Rican women. Special consideration is given to Puerto Rican cultural aspects of the socialization process of males and females with a focus on rigid adherence to sex roles (e.g., machismo - marianismo).

**HBEL 5381. Child Maltreatment: History, Theory, Prevention and Intervention**

- 3 credits, Elective

Primarily for students with some practice experience in family and children's services, examines the phenomena of child abuse and neglect and societal and professional responses aimed at their prevention

and treatment. This course is presented in the context of ecologically-oriented, family-centered child welfare policy and practice.

## **HBEL 5393. Emerging Issues in Mental Health and Substance Abuse**

- 3 credits, Elective

Identifies and examines current trends in mental health and substance abuse. This includes implications of various and shifting demographics, including but not limited to all age levels, differences in socioeconomic factors, gender, race, ethnicity, sexual orientation and physical ability. The course content spans method areas, familiarizing the student with advances in both knowledge and skills. Students are expected to become adept at information retrieval and applications to practice across the spectrum from macro and micro practice. Particular attention is paid to needs of clients and their families in this regional area.

## **Social Welfare Policy (SWEL)**

### **Elective Courses**

## **SWEL 5310. Services to Immigrants and Refugees and Cross-Cultural Helping**

- 3 credits, Elective

Examines and connects concepts from migration studies with social work practice knowledge. Highlights the influence of immigration policy and procedures on the lives of immigrants and on service delivery and social work practice. Examines the interrelationship between sending and receiving countries and examines the experiences of individuals in the home country with their experiences in the new country. Emphasizes cultural and cross-cultural issues in each of the migration stages. Highlights different cultural views on health, mental health, help-seeking behavior, family and child-rearing practices and gender role behavior.

## **SWEL 5317. Women, Children and Families: Social Policies and Programs**

- 3 credits, Elective

Focuses on the policies and programs that affect women and children, in particular income supports, maternal and child health, housing, domestic violence, foster care and adoption, and parenting and child maltreatment. Special attention will be paid to the legal rights of women and children, especially those who are immigrants, have disabilities, or are members of minority groups.

## **SWEL 5318. Child and Adolescent Trauma and Mental Health**

- 3 credits, Elective

This course incorporates the new National Child Traumatic Stress Network core curriculum on child trauma (CCCT). The course conveys the crucial evidence-based concepts, components, and skills designed by the NCTSN to strengthen competency in assessment, referral, and treatment.

This course will introduce students to the common concepts (general theory and foundational knowledge), components (intervention and treatment elements) and skills (practitioner skills) underlying evidence-based treatment for children and adolescents who have experienced trauma. 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 interventions with children, adolescents, and their families. It will address the level of functioning of primary care giving environments and assess the capacity of the community to facilitate restorative processes. Strength-based practice will be highlighted along with a focus on the identification of protective and promotive factors that foster resiliency and post-traumatic growth. The course focuses on assessment and intervention; not treatment. Throughout, a human rights-based approach will be articulated and applied to the case material.

**SWEL 5321. Social Work Perspectives on Adoption**

- 3 credits, Elective

Focuses on new developments in adoption and the knowledge, values and skills needed by social workers to effectively plan and deliver adoption services to a diverse group of children and families.

**SWEL 5333. Travel Study for Social Work**

- 1 to 3 credits, Elective

Combines academic study with travel to examine social work and social welfare in other systems. Addresses the impact of social, economic and political systems on social welfare and social work; a cross-national examination of the profession; and cross-cultural understanding.

**SWEL 5333. Germany Travel Study: Implications of the Holocaust for Social Work Practitioners**

- 3 credits, Elective
- This course is a three-credit human behavior travel-study elective that is offered to all MSW students and might be taken by non-matriculated students.

This course focuses on the complex and profound moral issues surrounding the Holocaust and other structural forms of genocide, oppression, and human rights violations in modern day societies. Aspects of the Holocaust will be highlighted and be made applicable to victims of other contemporary mass destructions and oppression. The course will explore that moral issues related to perpetrators, bystanders, resisters, and survivors and the universality of oppressive means and consequences. It will provide a fuller understanding of human behavior, social policies, ethics and values, human oppression, human rights, in order to become more knowledgeable when working with oppressed populations, bureaucratic systems, social policies, and other political, social, and economic institutions. This course requires a 10 day travel to Germany to visit important memorials and museums pertaining to the Holocaust. It also gives students an opportunity to interact with German social workers and gain their perspective on oppression, genocide, and human rights. The lessons for social workers will be drawn from these experiences. The integration of this material by students into other courses is encouraged.

**SWEL 5333. Travel Study: San Juan and Vieques, Puerto Rico**

- 3 credits, Elective

The group will travel to Puerto Rico and Vieques for 10-12 days. The course that hosts the trip to Puerto Rico will examine the following areas, as they pertain to Puerto Ricans residing in Puerto Rico and the United States: the impact of economic, political, social and cultural structures in the individual and collective identity formation of Puerto Ricans according to gender, social class and race; how social work practice responds to the needs of different social/class groups, particularly those who have been marginalized; in addition, examining social policies and service programs that promote the inclusion and acceptance of

human diversity. Students will visit important landmarks, popular cultural and recreational sites to understand and appreciate the pride that Puerto Ricans have for their island; and why Puerto Ricans retain their cultural identity whether they reside on the Island of Puerto Rico or in the United States.

### **SWEL 5345. International Development Theory and Practice**

- 3 credits, Elective

This course introduces students to international development and emphasizes theories and practice strategies to attack poverty and improve human well-being globally and locally. Topics addressed include the scope of international relief and development, building local capacity, sustainability, cultural relevance and gender sensitive programming, facilitating and impeding factors, the role of international organizations and NGOs, ethics, and funding streams. Emphasis is put on local and national development projects and their global implications. Although international content is emphasized, the practice strategies covered are applicable to domestic social work practice. As part of this course a one day trip to New York City or Washington DC to meet with bilateral and multilateral organizations and NGO's doing international work is required. Students will be responsible for all expenses incurred.

### **SWEL 5348. International Social Work: Global Social Issues and the Profession**

- 3 credits, Elective

This course provides an introduction to international social work and examination of selected global social issues. The historical and current challenges facing developing and industrialized countries, the impact of global interdependence on social work, and the social work profession around the world are addressed. The main emphasis of the course is on global social issues, such as migration, AIDS, human rights of women, children and other oppressed groups, and international adoption, with particular attention to social work roles and responsibilities.

### **SWEL 5350. Comparative Social Welfare Policy between the United States and the Second World (HuskyCT)**

- 3 credits, Elective

This course will explore the evolution and current state of development of social welfare policy in the "Second World," a designation that applies to those countries that were part of the Soviet Union or Warsaw Pact. Course content will include a discussion of a framework for policy analysis using selected health, welfare and employment policies as illustrations of current social welfare policy in Armenia and other "Second World" countries. Course is jointly taught by professors at the UConn School of Social Work and Yerevan State University involving a group of UConn MSW students and Armenian graduate students using HuskyCT technology. This course is taught online.

### **SWEL 5351. Policy Issues in Aging**

- 3 credits, Elective

History, development, and ramifications of social, economic and political policy issues relevant to the elderly; the elderly as voters and political actors. Major attention to framework for policy analysis.

### **SWEL 5360. Economic Justice, Labor and Social Work**

- 3 credits, Elective

Examines concepts of economic justice and contemporary economic justice movements; examines theoretical and practical linkages between the labor movement and social work practice, and the history of this relationship, with special attention to the theoretical roots of community organization theory within the labor movement; analyzes contemporary unionization of social workers, roles for social workers as organizers and participants in labor and economic justice movements; discusses activities of and diversity issues within economic justice and labor movements, and their larger impacts.

### **SWEL 5371. Permanent Families for Children**

- 3 credits, Elective

Focuses on permanency planning as a framework for social work practice in child welfare. Examines the philosophy, theory, and methodology of permanency planning for children and youth placed, or at risk of placement, out of their homes. Emphasizes programs, skills, and strategies for preventing placement, reuniting placed children with their biological families, or developing other permanent families, particularly through adoption.

### **SWEL 5377. Urban Policy Issues**

- 3 credits, Elective

Focuses on urban problems and policy issues as well as social work practice issues in urban settings. Connecticut cities are used to explore the effectiveness of current policies and consider the need for policy change. Considers issues of poverty and inequality in terms of their impact on cities. Current social and economic needs of urban populations and the political environment are also considered.

### **SWEL 5380. Political Social Work Practice**

- 3 credits, Elective

This course takes a closer look at the world of elected politics and why political participation is an integral part of social work practice. Topics include: past and present political social work pioneers; the electoral system, including why issues like gerrymandering, voting rights, felony disenfranchisement and the electoral college matter to social work practice; how to run for elected office and/or work for a candidate; career paths in political social work; ethical considerations in politics; and campaign skills that apply to any practice setting, including fundraising, messaging and networking. As part of this course, students will be required to attend the annual Campaign School sponsored by the Nancy A. Humphreys Institute for Political Social Work.

### **SWEL 5385. Human Rights and Social Work**

- 3 credits, Elective

This course will provide the theoretical, conceptual, and practical foundation for social workers to engage in a human rights-based approach to social work. Students will gain an understanding of the international human rights system, social work's contribution to achieving human rights, and how international human rights principles can be applied to social work practice. We will use a number of cases from varied countries, including the United States, to examine how social workers can both advocate for and respect human rights in their work.

### **SWEL 5386. Transitioning Youth at Risk**

- 3 credits, Elective

This course is designed to be taken concurrently with the DMHAS field placements. It is a two semester seminar, which meets on an every other week basis. It is a 3 credit course; students will receive a grade at the end of each semester. The course is a requirement for the students selected as part of the DHMAS cohort, and is limited to this designated cohort. The course will provide an overview and critical analysis of theories of young adult development, particularly Jeffrey Arnett's model, the recovery model as it is practiced in Connecticut, the impact of major mental illness on psychosocial functioning in the community, and effective social work interventions.

### **Special Topics (SPTP)**

#### **SPTP 5318. Special Topics**

- 1 to 3 credits, Elective

Introduces new and innovative material into the curriculum on an experimental basis. Any special topics course may be offered only twice and may not duplicate content already available in the regular curriculum. Any instructor offering a special topics course must submit the title and a brief statement of focus of the course to the Registrar for inclusion in the course registration schedule. A student may apply up to 8 credits of Independent Study and Special Topics in Social Work (combined) toward the MSW degree. The course is open to all matriculated students.

### **Independent Study (IS)**

#### **IS 5394. Independent Study**

- 1 to 3 credits

Special social work topics not included in the curriculum may be the subject of an Independent Study. Students may apply for an Independent Study. The student needs to request a School of Social Work instructor to monitor and grade the course work. A proposal to do an independent study must be presented no later than the second session of the semester in which the course is to be completed and be approved by the Director of Student and Academic Services. A maximum of three independent study courses or nine credits may be applied toward degree requirements.

Updated: 6-13-2017