

## Fall 2022

### MSW Elective Course Descriptions

#### **HWC 518 Forensic Social Work: Psychosocial and Legal Issues**

This advanced elective prepares social workers to integrate socio-legal knowledge when working with a diverse population in forensic practice with individual, families, and communities impacted by the criminal justice system. Students will increase their competencies to practice at the intersection of social work, public health, and the law using human rights and social justice frameworks. The course will explore evidence-based engagement strategies, assessment, and interventions encountered in various settings including health care, child welfare, addiction treatment facilities, and juvenile and criminal justice.

#### **HWC 542 School Social Work: Practice Policy and Research**

Examines the practice of school social work in an in depth manner. It gives an overview of the central issues that occur in schools. It discusses strategies to build a positive and safe school climate for diverse and disenfranchised populations. The course will cover evidenced-based practices including DBT and CBT for schools. It examines the social/political context of working in the school. Topics will also include working with students struggling with psychiatric, psychological, substance use, and familial issues as well as assisting students in special education. Crisis intervention techniques and trauma-informed educational practices will be discussed.

#### **HWC 545 Individual and Family Treatment of Alcohol and Substance Abuse**

This course is an advanced practice elective. It is open to second year MSW students. This course serves as one of the electives within the Integrated Health: Physical, Psychological & Social Well-being specialization. The course is designed to help students to recognize the bio-psycho-social aspects of addiction and recovery; implement an SBIRT assessment utilizing evidenced based practice models (e.g. Motivational Interviewing; Stages of Change);and develop a foundation of clinical skills to facilitate their clients' change.

Special emphasis will be placed on how the social worker links assessment to treatment with individuals, groups and families in a variety of agencies and settings. The role and function of professional social workers in alcoholism and substance abuse agencies will be examined as part of the course. The complementary use of self-help groups will be explored in detail. The importance of racial, ethnic and cultural sensitivity in the intervention process will be examined. Common themes that arise in a variety of 12 step programs; i.e. Alcoholics Anonymous, Overeaters Anonymous, Al-Anon, Alateen will be identified and compared to clinical models for care.

A variety of models and techniques that have proven useful in supporting a client's recovery process will be reviewed including: Motivational Interviewing, Stages of Change, SAMSHA's Screening-Brief Intervention- Referral to Treatment (SBIRT) model, Cognitive-Behavioral Therapy, and the use of medication in supporting the recovery process. The use of family systems and group therapy as they apply to chemical dependency will be explored. Student will explore the intersection of AOD use and the issues of shame, grief, loss, and traumatic experiences. Current thinking about cultural practices, spirituality, and folk medicine will be examined in the course as well.

Students will become adept at making a substance abuse assessment. In addition, they will become responsive to the fact that alcohol and substance abuse may be probable cause of such presenting problems as: marital discord, sexual dysfunction child-parent relationship difficulties, suicide attempts, medical complaints, etc. As part of a psychosocial history students will gain a better understanding of taking an alcohol and/or drug use history.

### **HWC 548 Adolescent Development and Health Promotion**

The effect on adolescent development of physiological changes, relationships with peers and family, and societal expectations are examined. Emphasis is on the development of assessment and engagement skills for working with adolescents and their families to help counteract adolescent self-destructive behavior and promote well-being. Class meets two hours in-class and one hour of instructor directed assignments.

### **HWC 551 Law and Social Change**

This course introduces students to the interrelationship of the legal process in the United States and the profession of social work. Focuses on the legal process in general, social welfare law, in particular, and the implications for effective social work practice. Students will be required to explore and integrate the ways in which legal frameworks determine the nature of practice processes and structures within their chosen field of Specialization.

### **HWC 569 Childhood Sexual /Abuse and Long Term Sequelae**

Introduces students to the incidence and prevalence of childhood sexual abuse as a national problem. Covered are definition issues, sequelae during childhood, family constellation and adult sequelae. Addressed are assessment and current treatment modalities, particularly for families and offenders, as well as ethical and legal dilemmas and the subsequent health related difficulties of this childhood trauma. Special attention is paid to the cultural dynamics in sexual abuse. Students are expected to develop an awareness of and critically analyze current research. Focus is on examination of policy issues and legislation.

### **HWC 577 Program Evaluation**

This course provides an in-depth analysis of the technical requirements of program evaluation and the organizational and political constraints that influence the evaluation process. Techniques in the design and implementation of evaluation research in the health and human services fields are covered.

### **HWC 579 Special Topics in Social Work - Men and Masculinities in the 21<sup>st</sup> Century**

Societal conceptualizations of masculinities directly impacts how men live their lives. This understanding also impacts how men interact with other men as well as with people of all genders. In this class, students will be expected to engage in the active study of how masculinities have influenced their lives and those with whom they interact. In addition, we will examine how masculinities intersect with issues such as race, class, ethnicity, gender identity and presentation, and sexuality. We will seek to understand these issues as they were historically and as they are today; including a sense of contexts such as those provided by popular media, politics, education, and others.

This course is designed to be an active learning experience. Through individual and group work, students will engage with others in learning how masculinities have impacted both their own lives and the lives of others.

Students will examine the nexus of masculinity and social work in all fields of practice.

By the end of this course, students will be expected to develop an understanding of what it means to be a healthy man, the myriad of choices and behaviors inherent to that identity, and how to build a society that embraces this.

Although the focus of this course is on men and masculinities, it is important to note that gender exists as a spectrum and our course goals benefit immensely from the inclusion of that diverse identity. Therefore, all students, of all gender identities and presentations are welcomed and strongly encouraged to register for this class.

### **HWC 579 Special Topics in Social Work: Anti-Racist Social Work: Understanding White Fragility and Black Rage**

The course will assist social work students in understanding the complex nature of the dynamics of social oppression, racism, and anti-racist practice. Students will explore their own personal values, beliefs, and behaviors that may limit their ability to practice effective social work with people of diverse backgrounds, in particular, disadvantaged and oppressed persons. Students will acquire the knowledge needed for practice using an anti-oppressive and anti-racist lens framed by an understanding of systemic racism.

### **HWC 588 The Dynamics of Trauma**

This course will examine the complexity and range of traumatic events. For example, the way temperament, genetic pre-disposition and environment impact traumatic reactions; as well as the physiological and psychological reactions that individuals experience. Throughout this course we will examine therapeutic interventions with different populations (children, adults, groups, elders) as they recover from trauma experiences. This course will cover the range of psychological models that comprise trauma theory and examine the protective factors that mediate post-traumatic growth. Throughout this course we will examine cultural, legal, judicial and policy issues that impact trauma treatments.

### **HWC 591 SW in Higher Education: Practice in College and Universities**

Through an interdisciplinary approach, which draws from social work strengths and empowerment perspectives, student affairs perspectives, and college student development theories, this course emphasizes how the community on the college campus is influenced and shaped. Historical developments in higher education and student development as well as the impact of societal issues are introduced. This course will follow a student-community development lens and discuss a variety of important topics in higher education including: overview of major policies and programming, campus safety, campus climate and inclusion, social determinants, financial aid, relationships, and mental health.