

SOCIAL WORK (SOWK)

SOWK 4000 Professional Development Seminar (1 Credit)

The Professional Development Seminar prepares students to develop a reflective practice and to make connections between applicable lived experience and the learning process, emphasizing professional social work identity. The course provides a supplement to the foundation curriculum and an opportunity for students to discuss their professional growth as social workers. The seminar provides opportunities to reflect on social work values and ethics, populations served, and the many fields and career pathways of social work practice. In conjunction with the foundation curriculum, key ethical issues and requirements are discussed so that students can deepen their understanding of ethics in practice with consideration of local, national, and global contexts. The course also gives an opportunity to reflect on their learning styles, participation in group work and the developmental process of practice. The ideas of conscious use of self and self-care concepts will be explored through a variety of learning modalities.

SOWK 4001 Clinical Social Work Skills (3 Credits)

This foundation course focuses on basic skills for micro social work practice with individuals and small groups. The framework of intentional interviewing teaches students to think critically about applying the skills for engagement, assessment and intervention. Attention focuses on use of these skills with clients from multiple social identities (e.g. ethnic, racial, sexual orientation, gender affiliation) and the pitfalls of practitioner micro-aggressions. An active learning approach requires students to participate in role-play exercises both in and outside of class. Students digitally record some of those exercises and share them with the class and instructor.

SOWK 4003 Clinical Social Work Theory and Practice (3 Credits)

This foundation course helps students develop a multi-dimensional assessment and intervention framework for clinical social work practice. This course builds upon knowledge of human behavior in the social environment and adds a focus on theories of change - at the individual and family level. The course is grounded in empirical information about the importance of relationship skills, across a variety of classic and modern approaches to intervention. We use a social work lens to emphasize the importance of context in client lives, including their socioeconomic status, cultural history, and experiences of oppression. Since no single theory captures the totality of human experiences, we integrate a variety of intervention techniques from multiple human behavior theories and ground them in a social work framework for ethical and effective clinical practice. Pre-requisite courses: SOWK 4020 and SOWK 4006 and SOWK 4001.

SOWK 4006 Human Behavior and the Social Environment: Theory and Practice (3 Credits)

This foundation course provides an overview of theoretical frameworks for understanding human behavior from a social work perspective. Theories reviewed include the developmental stages across the life cycle in terms of psychological, cognitive, moral, spiritual, identity and social development. Students apply a biopsychological assessment across the life span. The course emphasizes a social work perspective and key frameworks for social work, with an emphasis on the person in environment and systems theory as they describe diverse individual behavior in relation to social class, race and ethnicity, age, gender orientation, sexual orientation, and other multicultural backgrounds. The course aims to develop students' foundational understanding of how theories are used to promote relationship development with diverse individuals and to guide interventions across all system levels. Students may test out of this course and substitute an advanced course in human development, with advisor approval, if they have already successfully completed an equivalent course in human development.

SOWK 4007 Community and Macro Social Work Theory and Practice (4 Credits)

This foundation course provides students with a foundational level understanding of macro social work practice and roles. The course builds upon knowledge of human behavior in the social environment, and adds theories of change to understand diverse communities and social service networks and the relationship of local, national and global interventions. The course introduces students to empirically supported models and emerging interventions that address macro level social issues. Students complete community/organizational assessments and also participate in work groups to learn how to engage, assess, and intervene in communities and organizations.

SOWK 4020 Integrated Social Work Practice for Social Justice (4 Credits)

This foundation course focuses on professional development and identity for social work practice. The course emphasizes values, ethics and ethical decision making in the context of the history of the profession. Students are introduced to person-in-environment, critical theory and empowerment perspectives and apply these concepts to current field of practice and social work roles. Through integration of field placement experiences, students analyze and apply social work frameworks and generalist practice theories to current social justice challenges and diverse contexts that social workers face.

SOWK 4050 Introduction to the Graduate Internship (1 Credit)

The Introduction to the Graduate Internship seminar prepares students to enter the profession of social work at a graduate level. The course provides an overview of social work values and ethics, populations served, and issues that concern social workers. Through engagement in the course content, students will complete a readiness for field assessment, including their personal and professional motivations to join the profession and serve diverse communities. Students will be exposed to the social work profession's signature pedagogy, field education, and the stages of experiential learning. The course will also help students develop learning goals for field education and identify potential internship sites.

SOWK 4120 Social Policy Analysis, Advocacy, and Practice (3 Credits)

This foundation course analyzes contemporary societal needs and problems, as well as the historical and current context of U.S. social welfare programs and policies. It presents frameworks used to define social problems and analyze social problems, and introduces students to the policy-making process and the role of policy in service delivery with special emphasis on programs designed to aid the poor and the policies that shape them. The course is designed to help social workers advocate for policies within the social welfare system that advance social well-being and fulfill their ethical obligations to improve social conditions and promote social justice.

SOWK 4132 Power, Privilege and Oppression from a Critical Multicultural Perspective (3 Credits)

This foundation course examines the phenomena of power, privilege and oppression and their effect on individuals, families and communities in the context of the values of social and economic justice and the social work profession. The course is intended to increase awareness of the intersectionality of multiple oppressions with a focus on race/ethnicity, gender, socioeconomic status and sexual orientation. Students will gain a beginning self-awareness to identify the influence of personal biases and values that impact practice with diverse groups.

SOWK 4150 Foundation Seminar (1-2 Credits)

Required seminar format used to facilitate the integration of the foundation field practicum and the professional foundation course content; emphasis on linking classroom learning with practice in the field, integrating theory with professional practice; field practicum situations and issues used for discussion and deliberation. Co-requisite: SOWK 4950.

SOWK 4151 Foundation Seminar I (1 Credit)

This required seminar format is used to facilitate the integration of the foundation field practicum and the professional foundation course content, emphasis on linking classroom learning with practice in the field and integrating theory with professional practice, and field practicum situations and issues used for discussion and deliberation.

SOWK 4152 Foundation Seminar II (1 Credit)

This required seminar format is used to facilitate the integration of the foundation field practicum and the professional foundation course content, emphasis on linking classroom learning with practice in the field and integrating theory with professional practice, and field practicum situations and issues used for discussion and deliberation. Prerequisite: SOWK 4151.

SOWK 4153 Foundation Seminar III (1 Credit)

This required seminar format is used to facilitate the integration of the foundation field practicum and the professional foundation course content, with emphasis on linking classroom learning with practice in the field and integrating theory with professional practice, and field practicum situations and issues used for discussion and deliberation. Prerequisite: SOWK 4152.

SOWK 4201 Evidence for Practice (3 Credits)

This foundation course focuses on developing student skills in identifying, analyzing, and applying empirical evidence in order to inform their social work practice. The course introduces students to studies designed to examine the effectiveness of interventions. The course aids students in developing a familiarity with basic research concepts such as research design, internal validity and external validity, so that they may critique the utility of evidence for practice. Students also engage in critically examining available evidence for biases and relevance for the diverse array of clients, populations, and contexts with which they work.

SOWK 4202 Creating a Regenerative Future (3 Credits)

This course explores how we can create a regenerative future that is life-renewing for people and planet—a future in which all people, species, and ecosystems thrive. The concept of a “regenerative future” will be examined for how it goes beyond the limitations of a sustainability paradigm and analyzed from the lenses of ecological justice and power, privilege, and oppression. This course will use frameworks of permaculture, regenerative design, and futures thinking to move beyond “fixing” climate change or other planetary emergencies to a more robust, holistic framework for planning socio-ecological change. Students will gain skills of regenerative design, regenerative mapping, and emergent theories of change. These skills will be discussed in a vast array of applications (with both social and ecological systems) to focus on integration and regeneration of humans and the more-than-human world.

SOWK 4203 Environmental Change Impacts and Resilience Strategies for Mental Health (3 Credits)

The impacts of the climate crisis and global environmental degradation are becoming increasingly apparent upon mental health. Social workers are well positioned to address the mental health implications of the climate crisis, ecological injustice, and environmental degradation. Understanding how these phenomena bear upon the mental wellbeing of clients and communities will be explored in this required choice methods/skills class. Emphasis will be placed on building resilience to climate grief, solastalgia, eco-anxiety, and climate trauma utilizing a strengths-based perspective. Students will develop knowledge and awareness of how climate change impacts our thoughts, emotions, and behavior to be of support to clients and foster self-care as social work practitioners.

SOWK 4204 Policy Advocacy for Ecological Justice in the U.S. (3 Credits)

Contemporary policies in the U.S. are critically analyzed for how they promote or hinder human well-being, environmental sustainability, and ecological justice. Students will analyze policies and develop advocacy skills, with emphasis on intervening at local and state levels of U.S. policy making.

SOWK 4205 Contemporary Ecological Justice Issues and Social Work Practice (3 Credits)

This course is designed to support student learning by providing a dynamic review and exploration of contemporary social work issues with a focus on communication and intervention skills for ecological justice social work practice. Current events related to contemporary ecological justice social work practice, theory, or research will be covered included but not limited to: global environmental change, climate justice, environmental degradation and eco-systems loss, disasters, and instances of environmental and ecological injustice. Contemporary social work practice problems and possibilities are elevated, especially in the regard of trending and emerging interventions in social work practice. In this course, students will learn about the disproportionate burdens of ecological injustices in communities at the local, state, national, and international levels. From a social justice perspective, students will critically explore, analyze, and discuss current ecological injustices and relevant social work interventions and communicate them ethically and effectively utilizing web 2.0 platforms and social media outlets.

SOWK 4206 Clinical Interventions for Building Resilience for Global Environmental Change (3 Credits)

This course will provide students with an advanced conceptual understanding of the intersection between mental health, equity, and environmental change. This course will include an in-depth exploration of the wide spectrum of emotional responses and mental health diagnoses in relation to various environmental change issues as well as skills to treat various related diagnoses, emerging diagnoses, and psychological reactions, such as PTSD, Pre-Traumatic Stress Disorder, Ecological Distress, Ecological Grief, Solastalgia, Climate Anxiety, Eco-Anxiety, Climate Trauma, and Ecological Trauma, and overall related nervous system dysregulation. Students in this class will learn to assess, diagnose, treat and support mental health diagnoses and psychological reactions related to environmental change phenomena and the polycrisis (defined below). In addition to addressing individual mental health support, this class will emphasize nervous system regulation work and the transformation of difficult emotions on a community level to support community health, resilience, adaptation, empowerment, and activism. An emphasis will be placed on ecological justice issues and intersectional identities in conceptual assessment and selection of culturally appropriate interventions. Trauma-informed interventions explored will range from traditional individual and group therapy skills to community group processes, experiential exercises, and transformative facilitation skills. Healing practices will be explored through guest speakers from a range of intersectional backgrounds. Students will develop an understanding of the most effective application of various interventions as determined by the setting and individual or community need. A special emphasis will be placed on post-disaster settings, non-clinical community settings, community mental health centers, private practices, and schools.

SOWK 4232 Critical Race Theory Praxis and Social Work (3 Credits)

An advanced multicultural social work practice course, this uses the fundamentals of Critical Race Theory (CRT) as a framework for contextualizing and intervening with client systems at the micro, mezzo, and macro levels. This course is a values elective for all concentrations. CRT is used as a framework to examine, critique, and challenge the way that race and racism is unwittingly sustained and perpetuated by traditional social work approaches to the amelioration of personal and social ills. Through this course, students learn the central tenets of CRT, how to evaluate traditional social work practice using these tenets, and begin to design a professional social work practice that uses CRT tenets as a foundation for micro-, mezzo-, and macro-level interventions. This course is offered within the concentration curriculum as a Values for Practice course to assist in the training and preparation of social workers practicing with historical underrepresented and marginalized clients and communities of color. Students develop skills and techniques grounded in anti-oppressive culturally grounded social work practice.

SOWK 4235 Disproportionality and Disparities Across Systems: The Impact on Children and Youth (3 Credits)

This course will explore the interrelatedness of institutional racism and discrimination across major social systems within the U.S., focusing on the historical context of current racial disproportionalities and disparities in youth service systems such as child welfare, juvenile justice, mental health, education, and health. Using a critical lens, the course is designed to help students analyze how policy decisions have long-range impact on generations; specifically for children and youth of color. Students will have the opportunity to apply this critical lens to their current field placement and the youth populations they serve. As an elective course, the class is open to all GSSW students; however, students concentrating in child welfare, children and youth, and families are especially encouraged to take the course.

SOWK 4240 Intergenerational Justice (3 Credits)

This course engages students in the conversation, scholarship, and social work practice issues related to how social justice is promoted across age groups and generational cohorts (i.e., baby boomers, generation X, millennial generation). While looking at debates for how families, local communities, states, and nations link age to power, decision-making, funding, and access to resources, the course also examines what within age group issues of injustice and inequality persist. Topics include: generational equity in terms of government budgets and debt, intergenerational issues related to sustainability and ecological justice, age-based versus need-based service delivery models, interventions to address intergenerational conflicts within families, and best practices in intergenerational social service models. This course is designed as a seminar course for social work students from any concentration to explore values related to social justice as they play out across all levels of practice.

SOWK 4245 Restorative Approaches in Social Work Practice (3 Credits)

This course applies the conceptual framework, strategies, and benefits of restorative approaches to social worker roles and responsibilities. This course is designed to help students develop a historical and theoretical understanding of restorative approaches, build restorative-based skills that can be used in a variety of roles, and apply restorative approaches to a variety of client population systems, settings, and needs. Ethical dilemmas, cultural competence, and decision-making in restorative approaches, and the impact this has on oppressed populations, will be discussed. This course fulfills the Values for Practice requirement, and is a general elective with relevance to all social work concentrations. Prerequisite: SOWK 4132 or SOWK 4303.

SOWK 4250 Concentration Seminar (1 Credit)

This course is taken (by distance education students only) concurrently with the concentration year field practicum and the concentration year required courses. The purpose of this course is to integrate the concentration field experience and concentration year course work to prepare students for employment as professional social workers. This is also an evolving seminar co-created between faculty and students. Clinical issues and skill development at a more advanced clinical level is integrated into the seminar format as well as topics the student and faculty members agree upon that will enhance their first year learning. Prerequisite: SOWK 4150 or 4153 or SOWK 4299.

SOWK 4251 Concentration Seminar I (1 Credit)

This course is taken by MSW@Denver students concurrently with the concentration year field practicum and the concentration year required courses. The purpose of this course is to integrate the concentration field experience and concentration year course work to prepare students for employment as professional social workers. Clinical issues and skill development at a more advanced clinical level will be integrated into the seminar format as well as topics the student and faculty members agree upon that will enhance their first-year learning. Concentration field experiences and their relationship to concentration year field competencies will also be discussed.

SOWK 4252 Concentration Seminar II (1 Credit)

This course is taken by MSW@Denver students concurrently with the concentration year field practicum and the concentration year required courses. The purpose of this course is to integrate the concentration field experience and concentration year course work to prepare students for employment as professional social workers. Clinical issues and skill development at a more advanced clinical level will be integrated into the seminar format as well as topics the student and faculty members agree upon that will enhance their first-year learning. Concentration field experiences and their relationship to concentration year field competencies will also be discussed. Prerequisite: SOWK 4251.

SOWK 4253 Concentration Seminar III (1 Credit)

This course is taken by MSW@Denver students concurrently with the concentration year field practicum and the concentration year required courses. The purpose of this course is to integrate the concentration field experience and concentration year course work to prepare students for employment as professional social workers. Clinical issues and skill development at a more advanced clinical level will be integrated into the seminar format as well as topics the student and faculty members agree upon that will enhance their first-year learning. Concentration field experiences and their relationship to concentration year field competencies will also be discussed. Prerequisite: SOWK 4252.

SOWK 4260 Contemporary Social Work Issues in Western Colorado (3 Credits)

In this hybrid seminar course, students will learn about the disproportionate burdens of environmental injustices in communities across the Western Slope of Colorado. From a social justice and human rights perspective, students will critically explore, analyze and discuss current environmental health disparities and relevant social work interventions. Students will review environmental health and environmental justice theories and perspectives as they bear on place-based case studies from the region. Students will use contemporary media and relevant web 2.0 platforms, including social media to demonstrate understanding of applied e-advocacy social work practice while exploring such case studies.

SOWK 4299 Advanced Standing Seminar (3 Credits)

The seminar reviews knowledge, skills and values that form the basis of GSSW concentration year curricula in clinical practice, community practice and policy practice. The seminar combines content planned by instructors with individualized guided study and planning for field instruction based on student self-assessments. Prerequisite: Admission to advanced standing program.

SOWK 4302 Advanced Evidence for Practice (3 Credits)

This course engages continuing social work students in further developing skills for using research evidence in social work practice. These skills support social workers' need to engage in practice-informed research and research-informed practice, as well as facilitates access to resources in the evidence base to support all aspects of social work practice. This course invites students to consider the place of scientific inquiry and research evidence in the resolution of social problems at various levels (e.g. individual, group, organization, community, or societal). This course further develops student skills in identifying, analyzing, and applying empirical evidence to inform their social work practice. The course focuses on studies designed to examine the effectiveness of interventions, aids students in developing a familiarity with basic research concepts such as research design, internal validity and external validity, so that they may assess the utility of evidence for practice. Students also engage in critically examining available evidence for biases and relevance for the diverse array of clients, populations, and contexts with which they work.

SOWK 4303 Advanced Standing: Engaging Anti-oppressive Social Work (3 Credits)

This course examines the individual, family, community, and societal factors that are linked to the dehumanizing of people engaged with social work institutions. The course is intended to increase analytical skills in the context of individuals, families, organizations, and communities in the preparation for engaging in anti-oppressive practices in micro and macro social work processes. This course uses an ecological systems approach to introduce students to the dynamics of power related to social problems and social action and its impact on social work's engagement with human communities and the environment.

SOWK 4305 Child Maltreatment: Causes and Developmental Consequences (3 Credits)

This course examines theory and research concerning causes and developmental consequences of child maltreatment, as well as theory and research concerning attachment and the developmental consequences of separation and loss that often follow intervention in child maltreatment.

SOWK 4315 Critical Theories of Child and Adolescent Development (3 Credits)

This course provides students with knowledge of critical theories of child and adolescent development. The course focuses on understanding development in context, considering the concepts of trauma, damage, resilience, potential, difference, resources, and healing. Ecological factors, including systemic conditions, that are deleterious to development and those that promote healthy development will be considered. The role of oppression in enabling or constraining children and adolescents' progressive developmental trajectories will be highlighted.

SOWK 4320 Family Systems Theories for Social Work Practices (3 Credits)

This course introduces systems theory as it is applied to family contexts which may include traditional therapeutic settings, home-based practices, parenting approaches, family religious/spiritual strength and conflict, and transgenerational family processes. Emphasis is given to the integration of theory, practice, and skill development. Students will also explore family organization and development and family subsystems, as they apply to assessment, case conceptualization, and intervention from a family systems perspective with clients, individuals, couples, families, organizations, constituencies, and communities. This course analyzes intersecting issues of power, privilege, and oppression, and requires that students examine their own personal characteristics, preferences, experiences, biases, predispositions, and affective reactions that influence the professional relationship.

SOWK 4323 Psychopharmacology (1 Credit)

This course is intended for social work students who plan to work in mental health and health care settings. Students will be introduced to a basic understanding of neurobiology and pharmacotherapy addressing the more common DSM-5 diagnoses. Key medications, including indications, symptom management, and side effects will be addressed. Students will be introduced to the most common medications that providers in medicine and psychiatry use to help improve clients' functioning. The course will provide the basics of the language used to discuss pharmacotherapy and will improve students' ability to interact with prescribers in order to improve care and coordination. The course will emphasize the role of the social worker in alerting medical providers to adverse side effects experienced by the clients, as well as improvement or lack thereof. Critical thinking about pharmacotherapy will emphasize that a good differential diagnostic process must precede any attempt to prescribe medication, just as it precedes the selection of a psychotherapeutic modality. The course will also explore cultural and ethical considerations around the prescription of psychotropic medications.

SOWK 4325 Evolving Perspectives and Trends in Health and Wellness (3 Credits)

This course provides an overview of the frameworks that inform social work practice in the area of health and wellness. The broad concept of health is examined for its understanding and meaning in communities and cultures along with the historical and conceptual bases of public health. There is a focus on understanding racism in health and the impact of health inequities for historically marginalized and oppressed communities. While studying evolving trends in health, a range of topics are covered including a systems perspective along with the integration of health, mental health & wellness. There is a focus on health equity, the social determinants of health, prevention, wellness, complementary and alternative practices with an emphasis on social work's role as change agents working towards solutions and promoting equity.

SOWK 4330 Assessment of Mental Health in Adults (3 Credits)

Focuses on the assessment of psychological, social and biological contributors to mental health disorders in adults and the use of this assessment as a guide for treatment/clinical interventions. Examines the strengths and weaknesses of the DSM-IV classification system in terms of social work values and ethics. Examines symptoms, theories of etiology, treatment interventions and prognosis within each diagnostic category, and reviews a variety of assessment tools in the context of gender, ethnicity, cultural diversity, sexual orientation and historically oppressed and/or disadvantaged populations.

SOWK 4334 Assessment of Mental Health in Children and Adolescents (3 Credits)

This course focuses on the assessment of psychological, social and biological contributors to mental health disorders in children and adolescents and the use of the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) as a guide for mental health assessment. The course examines the strengths and weaknesses of the DSM-5 classification system for children and adolescents, especially in the context of culture and social work values. It examines symptoms, theories of etiology, and prognosis within each diagnostic category and reviews diagnostic challenges in the context of gender, ethnicity, cultural diversity, sexual orientation and historically oppressed and/or disadvantaged children and adolescents.

SOWK 4338 Assessment of Mental Health Across the Lifespan (3 Credits)

This course focuses on the assessment of psychological, social and biological contributors to mental health disorders in children, youth, adults, and older adults and the use of this assessment as a guide for treatment/clinical interventions. It examines the strengths and weaknesses of the DSM-5 classification system in the context of social work values and ethics. It examines symptoms, theories of etiology, treatment interventions and prognosis within each diagnostic category and reviews a variety of assessment tools in the context of gender identity and expression, ethnicity, cultural diversity, sexual orientation and historically oppressed and/or disadvantaged population.

SOWK 4340 Leadership and Supervision Skills (3 Credits)

This course examines the application of leadership and supervision theories to practice settings in communities, organizations and policy contexts. A focus is placed on leadership roles and an examination of leadership styles, with an emphasis on the skills of transformational leadership and supervision. Topics covered include team leadership and supervision, one to one supervision skills, managing conflict, personnel management, and cross cultural work.

SOWK 4345 Intersections of Mental Health, Substance Use and, Trauma (3 Credits)

This course is an advanced theory for practice course with builds upon foundation courses in Human Behavior in the Social Environment (HBSE) and clinical theories, and covers conceptualization, dynamics of, and interventions in mental health, substance use, and trauma. The course examines the independent and intersecting theory bases of mental health, trauma and substance use approaches. It also explores recent evidence about individual and environmental risks associated with these conditions and evidence about both specific therapeutic interventions and the importance of common relational factors. Social workers make up one of the largest professional groups working with clients living with mental health concerns, and bring a unique person-in-environment and strengths perspective to that work, which fits well with a recovery philosophy. Clinical frameworks and interventions common across these fields, such as harm reduction, motivational interviewing, self-determination theory, and the transtheoretical model of changes are presented, and students are introduced to integrative approaches that show promise in responding to client conditions.

SOWK 4350 Evolving Perspectives and Trends in Aging (3 Credits)

This course provides an overview of how theories of aging inform the role of social workers with older adults and their families across a range of service settings, including emerging fields of practice. The course examines multiple perspectives on the late life adult years, spanning the period from middle adulthood and on into late life, including: historical, biological, psychological, social, cross-cultural, and spiritual theories and related empirical evidence. While addressing evolving trends, the importance of difference, and ethical implications the topical issues include: work and retirement; economic status; residence and housing location; education and learning styles; interpersonal relationships with partners, families, and peers; creativity, spirituality, and religiosity; political beliefs and ideologies (including the formation, maintenance and alteration of prejudice and racism); the experience of chronic illness, disability, and death; and wisdom attained during adulthood and aging.

SOWK 4355 Genocide: A Social Justice Issue (3 Credits)

Genocide is both the gravest of crimes under international law and the ultimate violation of human rights. After the Holocaust during WWII, a strong cry of “never again” became the symbol for the world’s desire to stop genocide and other crimes against humanity. Unfortunately genocides and other atrocities continue to happen around the globe, including during our present day. This course will study the role that nationalism, propaganda, the media and film have played and continue to play in genocide. We will study how these factors played out in Armenia, the Holocaust, Rwanda and Bosnia, as well as the current situation with the Rohingya people. The role of the United Nations will be studied. We will seek to understand the role of power, privilege and oppression as well as political forces in defining a crime against humanity as a genocide or not. The stages of genocide will be studied and applied to current situations around the globe, including the United States of America. We will pay close attention to how mass atrocities end as well as how they might be prevented.

SOWK 4360 Social-Ecological Resilience: Connecting Human and Environmental Wellbeing (3 Credits)

Social-Ecological Resilience: Connecting Human and Environmental Wellbeing is a required theory-for-practice course in the Sustainable Development and Global Practice concentration. This course builds a social ecology perspective that emphasizes integrated social-ecological systems as a necessary theoretical framework for understanding the inter-connectedness of human health, wellbeing and resilience with that of other species and the natural environment. This course reviews and analyzes theoretical concepts and models for contextualizing the important social and ecological issues impacting our global environment as well as the societal implications of global environmental change. Using an integrated social science approach that highlights regenerative development as a paradigm that acknowledges the interdependence and interconnection between humans and the more-than-human world, social workers practicing in local and global communities will be prepared to implement effective, strengths-based solutions to support sustainable development and capacity-building efforts at various scales. This course promotes systems and critical thinking and develops a knowledge base for resilience-oriented prevention and intervention strategies, environmental awareness, sense of belonging in a social-ecological community, adaptation and advocacy.

SOWK 4362 EmBODYed Practice: Ethical Approaches to Fatness and the Body (3 Credits)

Weight-based discrimination is a significant source of social inequity (e.g., economic, healthcare, educational). This class explores body-based oppressions through a lens of weight stigma, body image, & body liberation. Course topics include weight stigma & eating disorders, weight science & associations between weight & health, neoliberal origins of the healthism, racial origins of fat phobia, queering & crippling fatness, indigenous perspectives on embodiment, size-inclusive care, & ethical responses to weight stigma. Students will participate in a photo-voice reflection project to increase awareness of fat discrimination, tell their own body story using traditional or digital mediums, participate in a book club, & write an “ethics brief” documenting their approach to body diversity within the scope of their professional practice.

SOWK 4370 Community and Organizational Change: Theory for Practice (3 Credits)

This course presents key theoretical frameworks for students to be informed and innovative in responding to changing community, organizational and societal contexts. Theories of social change are presented that can assist social work leaders in promoting positive social change in the lives of vulnerable populations through the development of policy, community interventions and human services organizations. Students apply theories to understanding organizational change and innovation and the promotion of social and economic justice through community and policy practice.

SOWK 4390 Cultural and Linguistic Competency in Integrated Behavioral Health (3 Credits)

This course provides students with the skill and tools to deliver culturally responsive and linguistically appropriate services to diverse, vulnerable populations in Integrated Behavioral Health. The course builds on concepts taught in the foundational Power, Privilege, and Oppression course (prerequisite) and integrates key foundational concepts of the Intercultural Development Continuum (Hammer, 2009). Prerequisite: SOWK 4132 and SOWK 4303.

SOWK 4401 Integrated Health Care: Models and Practice (3 Credits)

This course provides an overview of the knowledge, skills and theory of integrated health care social work practice, where physical and behavioral health services are most often provided in a primary care medical environment. Students will learn roles/functions of the behavioral health professional and their effectiveness as a member of the collaborative care team. Incorporating knowledge of evidence-based practice models of care and behavior change theory, they will increase their practice abilities to effectively work at an advanced level of skill as an integrated care behavioral health provider. Strategies and skills in patient engagement, motivational enhancement and advocacy will be taught through case studies and group activities. Cultural competency and effective care planning in an integrated healthcare environment will be emphasized.

SOWK 4410 Prevention & Treatment of Adolescent Substance Abuse (3 Credits)

This course examines causal factors and theories that seek to explain why some adolescents develop problems with alcohol and other drugs. Effective substance abuse prevention and treatment approaches are identified at the individual, family, school and community level.

SOWK 4412 Practice Elements in Interventions with Children and Youth (3 Credits)

This course offers an integrative framework of theory and research to intervene with children and adolescents in school, family, and community-based agencies. Interventions include both direct work with children and collaborative/conjoint work with parents. Techniques include common elements across empirically-supported interventions such as cognitive-behavioral therapy, behavioral treatment, client centered treatment, social skills training, and parent management training. Intervention strategies are described across four primary problem areas common among children/adolescents: anxiety, depression, disruptive behavior, and attention deficit disorder. For each of these problem areas, intervention techniques are demonstrated, practiced in class, implemented in field placements, and monitored for client progress. The use of empirically-supported interventions is discussed from a multidimensional perspective with consideration for cultural context and adaptations necessary for particular client groups.

SOWK 4413 Virtual Field Experience Seminar I (1-4 Credits)

Virtual Field Experience is a non-traditional experiential online course, designed to build social work competencies through participation in purposeful simulation events that mirror real-life situations, and which are nested within a simulated agency environment. Simulations tackle broad complex competencies by partializing them into component skills and developing those skills in a graduated/scaffolded manner. Students will develop significant applied skills prior to beginning a live agency field placement.

SOWK 4414 Virtual Field Experience Seminar II (1-4 Credits)

Virtual Field Experience is a non-traditional experiential online course, designed to build social work competencies through participation in purposeful simulation events that mirror real-life situations, and which are nested within a simulated agency environment. Simulations tackle broad complex competencies by partializing them into component skills and developing those skills in a graduated/scaffolded manner. Students will develop significant applied skills prior to actually beginning a live agency field placement. Prerequisite: SOWK 4413.

SOWK 4416 Foster Care and Permanency Planning (3 Credits)

This course presents strategies for culturally competent assessment and intervention with children who are in foster care, adoption, or with their families. It focuses on permanency planning, involving extended families in making case decisions and caring for children, family reunification, relinquishment of children for adoption, termination of parental rights, preparing children and parents for adoption or guardianship, working with young adults nearing emancipation, and providing post-adoption/guardianship services. Prerequisites: SOWK 4305 and SOWK 4600 or permission of the instructor.

SOWK 4418 Child Welfare Practice: Assessment & Intervention (3 Credits)

This course provides an overview of the continuum of care of child welfare practice from entry to exit. The course uses an evidence-based approach taking a comprehensive look at child welfare services through a culturally responsive and multi-systemic lens. It presents strategies for culturally competent assessment and intervention with children, youth, and families involved with the child welfare system focusing on engaging families in assessment, service, and permanency planning. The course is required for students in the child welfare track. The prerequisite is SOWK 4600 (Child Welfare Policy and Services), or permission from the instructor.

SOWK 4419 Rural Child Welfare Practice: Assessment and Intervention (3 Credits)

This course provides an overview of the continuum of care of rural child welfare practice from entry to exit. The course will provide students with a brief overview of the history of child welfare and relevant major federal legislation that impacts child welfare practice. The course uses an evidence-based and theoretical approach taking a comprehensive look at child welfare services through a culturally responsive and multi-systemic lens. It presents strategies for culturally competent assessment and intervention with children, youth, and families involved with the child welfare system focusing on engaging families in assessment, service, and permanency planning. It focuses on the unique challenges of child welfare practice in rural counties across America. The course is required for students receiving the Title IV-E Child Welfare Stipend in the Four Corners, Western Colorado, or Online MSW programs. It is an elective option for Denver campus students.

SOWK 4420 Advanced Assessment and Intervention with Family Systems (3 Credits)

This course facilitates the development of family systems practice skills with clients, individuals, couples, families, organizations, constituencies, and communities. This course focuses on the development of multisystemic strategies and techniques utilizing family systems theory as part of the ongoing process of engagement, assessment, and preliminary interventions. It emphasizes the integration of research, theory, and practice through experiential learning and skill building. Students will learn strategies and techniques through role play demonstrations practicing intake/assessment/goal setting, preliminary intervention development, and professional documentation. Students will be asked to discuss their own "use of self" development throughout the class and reflect on personal bias, cultural bias, assumptions, values and affective reactions that may influence the relationship with client systems or constituencies. Prerequisite: SOWK 4320.

SOWK 4425 Positive Youth Development Programming (3 Credits)

This course provides an overview of the positive youth development (PYD) approach to working with young people diverse in age, gender, race, ethnicity, sexual orientation, disability status, socioeconomic status, geographic location/neighborhood, religion/fait and culture. Many services provided for young people focus on reducing societally-deemed negative outcomes such as teen parenthood, violence, substance use, and school dropout. Instead of focusing on deficits or reducing problem behaviors, the PYD approach reframes the historical pathological approach to treating deviance and focuses on youth's strengths and building assets and skills. PYD programming employs an intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive. It promotes positive outcomes by providing opportunities, fostering positive relationships, and harnessing youth leadership. The PYD approach draws attention to opportunity gaps that social workers can address in partnership with young people. Students in this course will design an innovative PYD program, taking into account how such an approach to social work practice can be applied across different community settings to promote young people's well-being.

SOWK 4430 Substance Use Interventions (3 Credits)

There is widespread recognition that substance use is one of America's most pressing social problems. Social workers increasingly find themselves attempting to help individuals and families resolve substance use problems, as well as directly or indirectly related issues. This course introduces students to current and emerging substance use treatment approaches so they can conduct their practices from an informed perspective.

SOWK 4435 Grassroots Organizing for Social Justice (3 Credits)

This course examines grassroots approaches to community organizing and social change for social justice. Topics include: power and empowerment theory, insider/outsider considerations, development of critical consciousness and popular education techniques for organizing, history and genealogy of community organizing and social movements related to social work, direct action tactics and strategies, arts-based organizing, campaign development, and ethics and skills for working with diverse communities.

SOWK 4445 Social Work Assessment and Intervention in Aging (3 Credits)

This course focuses on biological, neurological, psychological, social, spiritual, and environmental aspects of late life as a foundation for the delivery of assessments and interventions to older adults. This course presents information on demographic projections, population trends, and theoretical perspectives that inform gerontological social work practice. This class additionally focuses on the unique nature of social work with this diverse population including a continuum of care services for older adults, interdisciplinary nature of helping services, dynamic nature of aging for multiple vulnerable older adults such as those facing institutionalized oppression, and specific attention to elder wellness.

SOWK 4454 Child and Adolescent Trauma (3 Credits)

This course introduces 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, witnessing interpersonal crime (e.g. intimate partner violence), and other traumatic events. The course highlights the role of development, culture, and empirical evidence in trauma-specific interventions with children, adolescents, and their families. It addresses the level of functioning of primary care giving environments and assesses the capacity of the community to facilitate restorative processes. The course focuses on assessment and intervention as a foundation for subsequent learning about treatment. This course incorporates the new National Child Traumatic Stress Network (NCTSN) core curriculum on child trauma (CCCT). The course conveys the crucial evidence-based concepts, components, and skills designed by NCTSN to strengthen competency in assessment, referral, and treatment.

SOWK 4465 Human Security (3 Credits)

Human security is a new paradigm for understanding complex global vulnerabilities. Human security goes beyond traditional notions of national security and highlights the security of the individual rather than that of the nation state. Human security uses a person, entitlement and human rights centered view of security. It is essential for national, regional and global stability and sustainability. In defining human security, the United Nations stressed “the right of all people to live in freedom and dignity, free from poverty and despair”, and recognized that “all individuals, in particular vulnerable people, are entitled to freedom from fear and freedom from want, with an equal opportunity to enjoy all their rights and fully develop their human potential” (A/RES/60/1). “Human security aims at ensuring the survival, livelihood and dignity of people in response to current and emerging threats - threats that are widespread and cross cutting. Such threats are not limited to those living in absolute poverty or conflict.” (UN-OCHA) Today, the impacts of natural disasters, climate change and other forms of environmental change, and global economic crises, among others, are considered to threaten human security in developing as well as developed countries. The increasing numbers of internal violent conflicts, forced migration, natural disasters and environmental degradation have resulted in national and international security failings that reflect the challenges of the post-Cold War security environment. The failure of mainstream development models to generate growth, particularly in Least Developed Countries (LDCs), or to deal with the consequences of complex new threats (e.g., HIV/AIDS, climate change, social and economic inequality) reinforced the sense that international institutions and states are not organized to address such problems in an integrated way. Social workers focusing on human, social and economic issues in global settings will use various human development strategies and other capacity-building approaches in practice. This course will develop students’ skills in human and social development strategies, sustainable livelihood and conflict management strategies, and other capacity-building community strategies, and fosters a solid understanding of the programmatic and practical requirements for human security in a global context.

SOWK 4480 Social Justice in Mental Health (3 Credits)

This course builds skills in identifying, analyzing, and attempting to remedy social justice challenges in mental health practice. These challenges include practices that risk marginalizing, oppressing or doing other harm to people with mental health challenges. Using research, theory, and extensive case studies, the course reviews perceived conflicts between clinical social work’s focus on mental health practice and the larger social work profession’s commitment to social justice. The course then provides an overview of mental health practices that raise ethical and social justice issues, reviews the justifications provided for such practices, and examines the efforts of critics to change them. Special attention is paid to controversial practices with vulnerable populations such as children, older adults, racial and ethnic minorities, and sexual minorities.

SOWK 4500 Foundations of Play Therapy with Young Children (3 Credits)

This course offers an integrative framework of theory and research to understand and intervene in the major mental health problems experienced by children. This course is also designed as an introductory experience to play therapy. Interventions include both direct work with children and collaborative/conjoint work with parents. Play therapy techniques include both directive and non-directive approaches including but not limited to child-centered play therapy and cognitive-behavioral interventions. Children’s development is considered from a multidimensional perspective including cultural context, risk and protective factors, and the development of psychopathology with an emphasis on early and middle childhood.

SOWK 4501 Wellness Assessment & Promotion Across the Lifespan (3 Credits)

This course builds students’ skills and strategies to enhance wellness for individuals, organizations and communities. Students will explore differences and beliefs related to health and wellness in both their internal/personal experience and in social work practice. The western medical industrial complex of ableism and “moral and physical fitness” is focused on illness treatment. In contrast, holistic health models of assessment focus on wellness promotion. Course topics include soul and nature based human development models, Eastern and Indigenous medicine models, and traditional or evidenced based wellness frameworks. Students, use complementary and holistic approaches to assess and address gaps found in public health data, community health, organizational and public policies. The course emphasizes the application of interdisciplinary knowledge and skills, professional ethics and values, and the role of social workers as change agents in creating solutions for public health issues at micro, mezzo and macro levels.

SOWK 4505 Relationship Therapy (3 Credits)

This course focuses on assessment, problem/solution path identification, intervention strategies and outcome evaluation in counseling heterosexual, gay and lesbian couples. Identifies common relationship patterns and explores intervention strategies including behavioral, strategic, structural, narrative, transpersonal and feminist. Also covered are issues such as conflict management, relationship enhancement, intimacy, power and control, domestic abuse, infidelity and divorce. Students will analyze the intersecting issues of oppression: sexism, racism, classism, heterosexism and ageism.

SOWK 4520 Advanced Clinical Social Work Practice with Families (3 Credits)

This course is an advanced skill-based course that extends students' knowledge and application of family systems therapy. The course engages the active participation of students in role-play scenarios and the discussion and deconstruction of actual cases enhancing their developing skills as family therapists-in-training. In this course, students have the opportunity to plan and implement an entire course of treatment for a family. This allows the development of a conceptual understanding of family therapy practice, treatment skills and interventions, and utilization of self-as-therapist that influences the therapeutic system. Students have multiple opportunities to practice family interventions and receive feedback from both classmates and the instructor through the use of the clinical family therapy methods of 'live supervision' and 'reflecting teams'. Students will experience the connection between theory and practice and learn to integrate multiple theories. Issues related to transference, culture based countertransference, resistance, and working with involuntary clients are discussed. Advanced Clinical Social Work Skills with Families builds on the family systems theory and practice applications learned in the required family systems concentration courses and expands students' opportunity to apply theory to cases in diverse practice and client situations. An emphasis is placed on the development of personal theory, professional development, and therapeutic change/outcome as it relates to common factors in family therapy. This course also builds upon SOWK 4505: Relationship Therapy and aspects unique to couple's therapy. Prerequisites: SOWK 4320 and SOWK 4420.

SOWK 4521 Advanced Skills for Working with Military Families (3 Credits)

The class is designed to give students an understanding of the issues military families face and how to apply that understanding to clinical interventions with military families. It also investigates individual service member concerns, spousal/partner relationships, and family dynamics surrounding deployment, active duty, and returning home permanently or between deployments.

SOWK 4523 Care Management Skills and Resources to Promote Community Living (3 Credits)

Many individuals and their families of all ages cope with physical and mental health conditions that impede their ability to live in the community. A vast array of formal and informal resources, public programs, and privately funded services can promote community living. Social workers often provide care management to enhance access, coordinate care, and ensure equality of these long-term services and supports. This course will develop students' skill at care management and knowledge of resources, including resources for persons with developmental disabilities, chronic mental health conditions, physical disabilities, and age-related functional impairments.

SOWK 4530 Poverty and Community Economic Development (3 Credits)

This is an advanced community practice class focused on poverty, low-income neighborhoods and local economic development. The class begins with a thorough review of the scholarly literature related to poverty, sustainability, and the concentration of poverty in low-income neighborhoods. Then, public and private responses to poverty are examined. The class focuses on both governmental policies and programs supported by the private sector. Next, the class turns to local responses to the concentration of poverty in low-income neighborhoods. The class focuses on the interdisciplinary nature of programs and interventions aimed at community economic development in low-income neighborhoods.

SOWK 4535 Planning and Program Development (3 Credits)

This course prepares students to engage in strategic planning and program development roles and practice within a social work community, organizational, or policy practice setting. Students in this course gain knowledge in the principles of planning, social enterprise, the engagement of stakeholders in planning processes, community collaboration and the elements of designing and implementing programs. Students have the opportunity to put this knowledge base into practice by developing a comprehensive program proposal applying the skills of strategic thinking, planning, critically evaluating research informed practice and practice informed research. In addition, students engage in communicating professional judgment in both written and oral formats.

SOWK 4545 Social Work Practice with LGBTQIA Communities (3 Credits)

This values course will facilitate students' exploration of their own perceptions, biases, and belief systems with regards to the broad topic of LGBTQIA identities and communities. A values perspective encourages students to reflect on their personal, professional, cultural and political perceptions of these identities. This course will explore the social construction of sexual orientation and gender identity, examine the idea of binaries, engage in historical analysis of LGBTQIA histories, and will familiarize students with legal and societal barriers and challenges facing members of the LGBTQIA community. Students will learn definitions around these identities, learn more about the spectrum of sexual orientation and gender, and utilize critical theoretical perspectives. Students will engage in critical dialogue around the representation of LGBTQIA people in our culture and media. Utilizing a person-in-environment perspective, students will look at the Social Work Code of Ethics as it relates to LGBTQIA individuals, explore various facets of self-determination, social justice, dignity and worth of a person, the role of family, friends and community, and how power, privilege and oppression may impact the lives of LGBTQIA people. Lastly, students will synthesize this information to envision how their social work practice will be inclusive of LGBTQIA individuals and communities, including those who hold other marginalized identities. Prerequisite: SOWK 4132 or SOWK 4303.

SOWK 4555 Spirituality and Social Work (3 Credits)

The purpose of this course is to provide students with a nondiscriminatory framework of knowledge to respond competently and ethically to populations with diverse spiritual perspectives and religious cultures in social work practice. This social justice-informed course underlines and respects the diversity of all spiritualities with special attention to spiritual populations historically marginalized and neglected by Eurocentric assumptions common to social work. This course builds on the generalist approach of our foundation curriculum and integrates theories of multiculturalism, human development, and identity development while exploring how individuals view spirituality and religion as they move through the life cycle. Drawing on the work of Edward Canda, Ken Pargament and Froma Walsh, the course will explore definitions of spirituality and religion, survey methods of approaching spiritually sensitive bio-psycho-social assessments, and examine culturally and spiritually sensitive social work interventions. Class activities will emphasize dialogue, reflection, exploration and experiential learning in order to develop a balanced framework for navigating spirituality and religion in practice settings with individuals, groups, families, communities and organizations. In this course, students will gain self-awareness and learn how their own cultural and spiritual perspectives have shaped their worldview and professional sense of self. It is assumed that students enrolling in this course will bring an interest in learning about the many facets of spirituality. As such, students will be asked to explore their own ideology of spirituality as it relates to their professional identity and practice effectiveness. Prerequisite: SOWK 4132 or SOWK 4303.

SOWK 4565 Social and Environmental Impact Assessments (3 Credits)

Social and environmental impact assessments are important tools for analyzing and managing both the intended and unintended consequences of development projects on human and ecological systems in order to bring about a more equitable and sustainable social ecological system. This class will incorporate an understanding of the history and concepts of the three levels of impact assessments (micro, mezzo, and macro) into the research process that is the core of social impact assessments. Students will be able to prepare and evaluate social ecological impact assessments through learning to identify and define problems, select theoretical frameworks appropriate to the problem, identify research questions, design a study appropriate for the identified questions, gather and analyze data, and write the final assessment. Particular attention will be paid to assessing the effects of interventions on vulnerable populations. Other topics will focus on the practical aspects of project team selection and management, timelines, and the communication of findings to stakeholders.

SOWK 4600 Child Welfare History & Policies (3 Credits)

This course examines contemporary U.S. child welfare policies in historical perspective, focusing on prevention, report and investigation of child abuse and neglect, as well as family preservation, out-of-home care, adoption and services for troubled adolescents. Also evaluated are the impact of policies and proposals for change in policies, considering empirical evidence, values and ethics. Provides a framework to analyze policy choices and encourages students to advocate for needed policy changes.

SOWK 4610 Policies and Programs for Children and Youth (3 Credits)

This course examines the history and evolution of social policies and programs targeting high-risk youth. Students will seek to critically analyze the effects of current and recent policies in the context of youth offending and other adolescent problem behaviors. Prerequisite: SOWK 4120 or SOWK 4299.

SOWK 4630 Family Policies and Services (3 Credits)

Identifies challenges contemporary American families are experiencing and presents strategies for developing policies and services to meet these challenges. Examines specific policies and services that most affect families, as well as broader questions concerning power and its distribution, allocation of resources and the role of government in promoting individual and family well-being. Prerequisite: SOWK 4120 or SOWK 4299.

SOWK 4635 Immigration Policies and Services (3 Credits)

This course identifies challenges for immigrants and presents strategies for developing policies and services to meet these challenges. It not only examines specific policies and services that most affect immigrants but also considers broader questions concerning power and its distribution, allocation of resources, and the role of government in promoting individual and family well-being. This is a concentration policy course for all concentrations.

SOWK 4640 Mental Health and Substance Use Policies (3 Credits)

This course provides a comprehensive understanding of policies related to mental health and/or substance use, their historical antecedents, and the socio-political forces that influence their development. This course also introduces students to emerging controversies concerning these policies.

SOWK 4641 An Introduction to Prison-Industrial Complex Abolition (3 Credits)

Grace Lee Boggs said we must “transform ourselves to transform the world,” and this course is rooted in this belief. Prison-industrial complex (PIC) abolition is a philosophy, a daily practice, and an organizing strategy. It requires us to examine our default frameworks (built by settler colonialism, racial capitalism, and white supremacy) for relating to one another, and to create entirely new ways of being with and caring for one another. My aim is to co-create a space with all of you where we can think collectively and speak boldly about how, as the writer, performer, and activist Morgan Bassichis states, “The very systems we are working to dismantle live inside of us.” It’s easier to look outward and critique an institution/system than it is to look inward and be honest about—and work to disassemble—the dangerous carceral logics embedded in our.

SOWK 4642 Global Trauma (3 Credits)

Social workers often find themselves working with people who have experienced, endured, and survived traumatic events such as terrorist attacks, sexual violence, refugee camps, food scarcity, and war. People are fleeing their homes and communities, most often unwillingly, due to forced migration, war, food insecurity, and environmental degradation. Some are unable to leave and are continuously retraumatized. All of this has resulted in increasing numbers of people experiencing trauma on a collective and global scale. Most of this is not new but it is exacerbated by current events, including a global pandemic. This course examines ways in which people collectively experience trauma and the impact on them within their cultural context. The context of peoples' lives will be examined and the unique impact of collective trauma on children will be explored. This course is designed to challenge assumptions about those who have experienced collective trauma and the meaning they place on their experiences. We will also explore the role of international and national policies and communities in causing situations that result in collective trauma as well as their response to it. The role of social work in prevention, advocacy, and intervention will be explored. Resilience of survivors will be studied and the need for self-care will be incorporated into this course.

SOWK 4643 Digital Justice in Social Work (3 Credits)

Should internet access be a universal right? What will be the next "internet"? And what does social work have to do with any of this? Transformation or revolution, the digitalization of the human project is progressing rapidly and demands of social work's leadership and contributions. As tele-practice evolves across industry, social workers not only require a specific skill set to meet consumer and service delivery demand, but a mindset and approach prepared for an uncertain, innovative, and networked future. This includes the evolution of power, privilege, and oppression and what inclusion and equity mean in a digital ecosystem. This course will explore the possibilities of digital social work practice and opportunities for micro, mezzo, and macro change, while providing students with constructs and strategies for promoting equity.

SOWK 4645 Health Care Policy (3 Credits)

This policy course provides an overview of health care policy as it is relevant to social work practice in multiple health and behavioral care settings. With the advent of health care reform and the implementation and operationalization of the Patient Protection and Affordable Care Act (PPACA), there are rapidly changing policy issues related to this innovative integration and delivery of health care services. Students in this course critically analyze the practice of policy in this new and quickly evolving service arena. This course explores key health policy strategies to foster integrated delivery system development and sustainability in line with health policy goals to reduce cost of care, improve population health and improve quality of integrated care services, with special emphasis on the integration of primary care, behavioral health services and wellness/health promotion initiatives. Strategies for students to influence policies and promote change in the interest of the individual/family/community, agency/organization and the communities they serve are presented. Critical thinking skills in developing and analyzing proposals to improve integrated health policy are encouraged. The course builds on policy content offered in the professional foundation year and links policy to practice and research skills.

SOWK 4650 Aging Policy (3 Credits)

This course provides an overview of social policy and service delivery issues in gerontology. It includes a critical review of rapidly developing policy issues, as well as an overview of U.S. health care and social service delivery systems serving older adults. The course encourages students to participate in critical analysis of issues and to develop and analyze innovative proposals to improve policy and programs for older adults. This course fulfills the policy requirement for the Aging Services and Policy concentration.

SOWK 4655 Mental Health and Health Care Policy (3 Credits)

This course provides an overview of social policy and service delivery issues in mental health and health care, with emphasis on achieving quality and addressing disparities. It includes a critical review of United States' historic and developing policy issues, as well as mental health and health care financing and delivery systems and other key issues in the field. Students will participate in critical analysis of issues and will examine various proposals to improve mental health and health care policy and programs. Prerequisite: SOWK 4120 or SOWK 4299.

SOWK 4660 Social Policy Advocacy (3 Credits)

Facilitates student learning within policy-making arenas. Students are paired with health and social service agencies and coalitions to assist in agenda-setting, legislative research, and issue-advocacy development and implementation in the state legislature and bureaucracy.

SOWK 4670 Policy Development & Analysis (3 Credits)

Focuses on the development and analysis of social welfare policy. Reviews the structure of the policy-making and implementation process, and examines perspectives on the definition of social problems and approaches to the development and analysis of social welfare policies. Students apply the perspectives and frameworks as they analyze a specific social problem and policy directed toward it, identify needed change in policy, select place and strategy for change in policy, and communicate knowledge to central actors in the policy-making and implementation process. Prerequisite: SOWK 4120 or SOWK 4299.

SOWK 4680 Native Peoples Practice: History and Policy (3 Credits)

This course is designed as the background to practice with Native Peoples. It will explore the relationship between theory and practice, socio-economic, political, and health issues, and the dynamics of changes in reservation and urban Native communities. Historical trauma, federal policies, impacting Native people, and laws and regulations that impact social service delivery will be reviewed. Social services delivery systems will be analyzed with the uniqueness of the cultural parameters of tribal communities. Guest lecturers from tribal communities may partner with faculty to teach the course. Prerequisites: SOWK 4132.

SOWK 4681 Cultural Connectedness: A Journey Into Native American Country (3 Credits)

This course provides an immersion experience into the Native American cultures of the Southern Ute, Ute Mountain Ute and Navajo Nation tribes. It provides a mixture of experiential and academic learning based on a community-learning model. The course begins with orientation at GSSW and/or the Four Corners Social Work program in Durango, Colorado. The course is open to foundation, advanced standing, and concentration students. Students must have completed their first year of the academic program. Slots will be distributed proportionately to main campus, Glenwood Springs and Four Corners programs, with priority given to Four Corners students. This course is designed for students in all tracks who have an interest in understanding current and historical issues that impact social work practice with indigenous populations, particularly those who have suffered intergenerational legacies of oppression and genocide. The course will emphasize the development of cultural responsiveness in social work practice with populations who come from a different historical context where oppression and historical trauma have occurred.

SOWK 4682 Values for Social Work Practice Native Peoples (3 Credits)

This course addresses culturally responsive practices with Native individuals, families, and communities. The focus will be on the problem-solving processes across a variety of social systems within Native communities. Social problems that are common in tribal communities will be presented, equipping the student with awareness, a knowledge base, and multilevel practice skills, so that they can effectively engage professionally in Native communities. Students will explore the cultural expectations, understand cultural biases, and standards of practice necessary for assessment, interventions, and evaluation of ethical social work with Native Peoples. Tribal communities and cultures span a wide range of cultural histories, belief systems and practices creating a rich and individual cultural context. It is beyond the scope of this course to address all tribal cultures or a depth of knowledge about any one tribal community. However, foundational perspective that will include values, principles, assumptions and cultural beliefs shared by Native Peoples will be addressed. Given that many tribes experience similar spiritual, physical and mental health consequence as a result of historical and modern colonial violence, content on needed services and delivery systems that are applicable across most tribes, locations, and geographies will be presented. This course provides content relevant to Native Peoples living on their sovereign lands as well as those living in rural and urban areas occupied by the United States. At the end of this course, students will have appropriate skills, processes, and resources required to engage in their own discovery of cultural variations among tribes to address their Native client's needs. Pre-requisite: SOWK 4680: Native Peoples Practice: History and Policy.

SOWK 4700 Solution Focused Brief Therapy (3 Credits)

This course explores solution-focused brief therapy (SFBT) and its application in a variety of settings and populations. Focusing on strategies for assessment, intervention, evaluation, and termination, the course applies solution-focused therapy to specific client systems, drawing on knowledge of appropriate techniques, sociocultural factors, and types of problems presented. Solution-Focused Brief Therapy is an elective course in the Mental Health and Trauma Concentration and the Health Equity & Wellness Concentration.

SOWK 4705 Forensic Orientation in Social Work Practice: Assessment and Interventions with High-Risk Offenders (3 Credits)

Presents and applies a framework for assessing and intervening with offender populations. This risk and containment framework takes a community safety and victim-centered perspective and focuses on assessing and intervening with multiple systems surrounding offenders. The framework is then applied to specific interventions with domestic violence abuse offenders and with adult and adolescent sexual offenders.

SOWK 4710 Intimate Partner Violence (3 Credits)

This is a concentration year practice elective focusing on understanding, assessing, and intervening with domestic violence, understood as violence occurring in the context of intimate relationships. The purpose of this course is to provide students with the theoretical understanding and practice skills necessary to establish a beginning competence in assessing and intervening with domestic violence and in developing community, systemic, and policy responses.

SOWK 4712 Social Work & the Law (3 Credits)

Examines legal principles and procedures relevant to social work practice with families and children: structure and operation of the American legal system, principles to follow in conducting legal research, basic principles of constitutional law and law related to juvenile delinquency, child protection, child adoption, education and domestic relations. Covers legal aspects of social work practice including licensing, confidentiality and professional liability.

SOWK 4713 Interdisciplinary Approaches to School, Family and Community Prevention (3 Credits)

Behavioral health problems in childhood and adolescence take a heavy toll on millions of lives. These problems range widely – from anxiety and depression to alcohol, tobacco, and drug abuse; delinquent and violent behavior; dropping out of school; and risky sexual activity and unwanted pregnancies. SOWK 4713 presents an overview of practices and policies aimed at preventing behavioral health problems in young people. Emphasis is placed on developing the practice and policy skills that are necessary to deliver preventive interventions and programs in schools, families, and communities. Students will select an effective program, learn the skills necessary to deliver the program, and then implement the program in a classroom setting. Class content will emphasize the importance of increasing the role of social work practitioners and social work values in the interdisciplinary field of prevention practice.

SOWK 4715 School Social Work Interventions (3 Credits)

Designed to give students the ability to identify, understand and apply the varied roles of school social worker. Examines politics of education, the educational organizational structure, special education law and process, collaborative teamwork with school and community professionals and intersystem case coordination. Emphasis placed on meeting the needs of special education populations through assessment, intervention and evaluation and on preventive programs for children and youth at risk for school failure, truancy and dropping out.

SOWK 4718 School Social Work Assessment and Realities (3 Credits)

This concentration course is the third in the School Social Work Certification. Both SOWK 4715 (School Social Work Interventions) and SOWK 4712 (Social Work and the Law) are prerequisites for this class. The class provides advanced skills in assessment pertinent to the school ecosystem. It also juxtaposes these skills with field trips to several schools to interact with School Social Workers in a variety of settings and work roles to understand how these assessments are used in the school setting. The course emphasizes the written tasks and social work skills that School Social Workers need to perform on a regular basis, as well as how these skills are used to help the student, family, and school environment. Prerequisites: SOWK 4712 and SOWK 4715.

SOWK 4720 Prevention and Treatment of Juvenile Delinquency and Youth Violence (3 Credits)

Examines causal factors and theories that seek to explain why some adolescents engage in delinquent conduct and/or violent behavior. Effective delinquency and violence prevention and treatment approaches are identified at the individual, family, school and community levels.

SOWK 4721 Anti-Oppressive Clinical Engagement Using Existential Approaches (3 Credits)

The problems facing people can be understood in the context of situations and meanings they give to them. This course seeks to deepen skills in clinical engagement through understanding of one's positionality as a professional social worker, of anti-oppressive practice approaches, and of how issues of human rights, social justice, and racial justice influence the process of meaning making. This focus on meaning-making offers ways to clarify and validate the client's unique "world view", bypassing the many dangers and misuses of diagnostic categorizations and empowering clients in relation to themselves and problem definition.

SOWK 4723 Social Work Practice in Health (3 Credits)

This course is designed to explore and develop advanced social work knowledge, skills and practice in diverse health care settings. It includes an examination of the social work role on interdisciplinary teams and how to impact change in the health care system and support positive health outcomes for patients and their families. There is an emphasis on patient and family-centered care and interprofessional collaborative practice to reflect social work values in various health settings by focusing on health literacy, evidence based clinical interventions, and responsive multi-cultural practice for acute and chronically ill patients and their families across the lifespan. Modules include content on bioethics, trauma informed care, grief and loss, self-compassion, and special contemporary topics relevant to a social justice approach to advance health and well-being.

SOWK 4725 Mind-Body Connections and Social Work Practice (3 Credits)

This course teaches skills for implementing mind-body techniques, models for wellness assessments, and evidence-based mind-body strategies for intervention in client and community problems. An evidence-based approach creates a foundation for: 1) understanding the mind-body connection that influences an individual's and community's physical, emotional, and social well-being and 2) the most efficacious methods for mind-body social work practice skills. Research evidence demonstrates that mind-body strategies are helpful for an array of concerns such as, military personnel with PTSD, adults with emotional regulation issues, academic concerns of stressed-urban youth, community mobilization, and emancipatory practice.

SOWK 4726 Experiential Therapy (3 Credits)

This course provides students with knowledge and skills to facilitate experiential-based therapy with children, youth, families and couples with a focus on environmentally sound practices. This is considered a service learning class since we are partnering with nature. Please wear comfortable clothes and comfortable closed toed shoes for all classes and bring a water bottle.

SOWK 4727 Experiential Therapy in Nature (3 Credits)

SOWK 4727 is a methods/skills course which provides students with knowledge and skills to facilitate experiential therapy with groups with a focus on environmentally sound practices in the outdoors.

SOWK 4730 Cognitive Behavioral Therapies (3 Credits)

This course examines major cognitive behavioral therapies (CBT) suggesting methods focusing on clients' problem-solving abilities, building on client strengths, targeting specific thought patterns that impede clients from reaching goals, and assessing outcomes in terms of changes in thinking and behavior. Theory is applied to individuals, dyads, families, and groups. Additionally, this course examines relevant research suggesting both indication and counter-indications of approaches.

SOWK 4732 Disrupting Privilege through Anti-Oppressive Practice (3 Credits)

This course, building on the theoretical foundation in SOWK 4132 Multicultural Social Work Practice, examines the barriers to the professional use of self as an ally to historically disenfranchised groups, both in the context of day-to-day relationships with clients as well as in the context of community and macro-level interventions. The course is intended to assist in understanding the personal, situational, structural, and cultural influences that impede justice-oriented social work practice. The course supports students in developing strategies, skills, and approaches to anti-oppressive practice. Anti-oppressive social work practice is a range of practice approaches that adopt a critical and structural perspective on issues of social inequality, oppression, power, privilege, and domination. It encompasses approaches such as feminist, anti-racist, Afrocentric, disability practice, and critical social work frameworks to name a few (Campbell, 2003). It attends to both process and outcome (Dominelli, 1998), and links the provision of individual assistance to people from marginalized groups with involvement in social movements corresponding to the marginalization (Carniol, 2000). "The [anti-oppressive] framework enables links to be made between individual action and social structures. It informs practice by enabling the worker to evaluate differences that exist at an individual level and within society and how these impact on each other. It provides the means of making accurate assessments by taking into account the inequalities that texture the lives of those denied access to society's resources because of their defined social status and the exclusionary practices of the dominant system. It demands that we consistently engage in the process of critical self examination, which in turn enables us to engage in the process of change." (Dalrymple and Burke, 1995, p. 18). Prerequisites: SOWK 4132 or SOWK 4303.

SOWK 4735 Interpersonal Approaches to Counseling (3 Credits)

This course offers an in-depth exploration into the evidence-based practice of interpersonal models of psychotherapy. This course provides a comprehensive review of the theoretical foundations and clinical techniques utilized in this practice. This therapy is designed to work in conjunction with other modalities to improve cognitive and emotional functioning through the enhancements of interpersonal relationships. Through case studies, role-playing exercises and literature, students will develop proficiency in engagement of the client system(s), conducting assessments, and implementing therapeutic interventions. This course is designed for students to refine their therapeutic competencies and deepen their understanding of how interpersonal dynamics influence individuals, groups and family systems.

SOWK 4741 Grief and Loss Across the Lifespan (3 Credits)

This course is designed to prepare students to understand social work roles and practice (engagement, assessment, intervention and evaluation) in working with those experiencing loss across the life span. Whether the loss is related to health or functioning, family system, developmental stage or an actual death, this course prepares students to be culturally responsive to diverse perspectives and bereavement needs. Students will learn theoretical models of grief and loss and how to effectively evaluate the needs of grieving individuals, families, communities and their support systems.

SOWK 4742 Disability Studies (3 Credits)

This values course will facilitate students' exploration of their own perceptions, biases, and belief systems with regards to the broad topic of disability. A values perspective encourages students to reflect on their personal, professional, cultural and political perceptions of the epistemology of the notion of disability. This course will explore the social construction of concepts of ableism and identity, engage in historical analysis of disability (both domestically and internationally), and familiarize students with pertinent legislation/policies that impact persons with disability (PWD). Students will learn definitions of disability, come to know more about the spectrum of disability and utilize critical theoretical perspectives. The study of disability includes persons with disability (PWD), including the broad range of categorizations related to mental health, physical health, and cognitive ability. Students will engage in critical dialogue around the representation of PWD in our culture. Utilizing a person-in-environment perspective, students will look at the Social Work Code of Ethics as it relates to PWD and explore various facets of self-determination, independent living, relationships and sexuality, and the role of family, power and privilege in the lives of persons with disabilities. Prerequisite: SOWK 4132 or SOWK 4303.

SOWK 4749 Culturally Responsive Practice with LatinX (3 Credits)

Addresses issues related to mental health needs within Latinx populations in the US, as well as intervention and theoretical approaches for working with Latinx communities. Covers a selection of interventions and strategies for cross-cultural use in adequately addressing the needs of Latinx communities. A required course for the Latinx Social Work Certificate. Prerequisite: SOWK 4750.

SOWK 4750 Critical Perspectives on the Latinx Context (3 Credits)

This course provides a framework for culturally responsive social work practice designed to meet the needs of the Latinx community. Students acquire core principles grounded in an understanding of social justice, privilege and oppression, including the interconnection between human and civil rights, globalization, immigration and poverty. Students learn about the diversity of Latinx cultures, community development, historical patterns of oppression, spirituality, and the role of Latinx movements. In an effort to decolonize the classroom, the students are invited to engage as full co-creators of the curriculum and class experience through social, emotional and somatic learning. As a result of this course, students understand how to advocate for nondiscriminatory cultural, social and economic practices within a Latinx context and experience. The course is designed for students who have an interest in understanding issues facing the Latinx community. Enrollment preference is given to Latinx Social Work Certificate students. Interested students not in the certificate should contact the Latinx Social Work Certificate coordinator.

SOWK 4752 Trauma Informed Assessment and Interventions (3 Credits)

This course provides an overview of multi-system level definitions of traumatic experience—historical, individual, interpersonal, family, organizational, and community. The emphasis is on social work practice that is culturally responsive, growth-oriented, and strengths based, in which the study of trauma is approached from a theoretical base that perceives the trauma response as a "response" rather than a "disorder." Trauma informed assessment and interventions are examined, incorporating a social justice perspective on historical trauma, poverty, and interpersonal violence. This course promotes the unique contribution social workers offer through the lenses of strength, resilience, and coping as well as commitments to cultural responsiveness and ecological/systems factors. Students will identify how secondary trauma impacts social workers and the importance of professional accountability to self-care and ongoing growth and development.

SOWK 4753 Social Development in Latin America (3 Credits)

This course examines social development in Latin America. Knowledge acquisition is focused on social, political, economic and cultural realities of this region and on the skills required to be an active participant in effective change efforts. This course is required for students in the LatinX Social Work Certificate Program and is open to all students with shared interest.

SOWK 4757 Social Work and Latino/a Cultures: An Intensive Practice and Spanish Immersion Course (1-3 Credits)

This required course (health and travel alerts permitting) for the Latinx Social Work Certificate combines academic classroom instruction with experiential and conversational learning. Country location for this study abroad course is determined based on yearly certificate objectives and travel advisories. The course has previously travel dot Chiapas, Mexico to explore human rights, development, economic policy, culture and language. Students engage and learn alongside community partners, including nonprofit's that focus on hunger and education, gender equity, sustainability as well as nongovernmental organizations that defend human rights by accompaniment with indigenous communities.

SOWK 4758 Social Work in Kenya: Context, Conservation, Empowerment, Sustainability (1-3 Credits)

This course is designed to introduce students to the social, cultural and conservation issues of Kenya and East Africa. This course is field-based with strong emphasis on service learning and direct experiences. Course readings, lectures, classroom discussions, service learning projects and field work in rural Kenya provide participants firsthand experience in the social, cultural, historical, political, environmental, ecological and economic realities that exist in Kenya. This course is open to qualified concentration and advanced standing Graduate School of Social Work students. The course meets on campus for four sessions before traveling to Nairobi, Voi, and Kasigau, Kenya. Due to the intensive nature, remote travel logistics and costs for this course, direct communication with the professors is required. Qualifications include: willingness to sign International Travel Agreement, willingness to receive required medical authorization and immunization, academic good standing, and readiness for the physical and emotional demands of traveling in rural and remote Africa.

SOWK 4759 Global Cultural Perspectives: Ethical Considerations (3 Credits)

Social workers increasingly practice in global communities both nationally and internationally. Changes in practice environments demand that social work practitioners are informed citizens of comparative cultures and societies. This course examines the values and ethics of social work practice in a global context of power, privilege and oppression. Course materials and educational experiences are used to challenge students to examine ethical and value-based conundrums when practicing in global settings and to develop practice skills to enhance the health, well-being and sustainability of communities. Through the use of case studies, critical thinking, cultural inventories and reflexivity the course supports and challenges students' personal growth and professional practice.

SOWK 4760 Resource Development and Fundraising (3 Credits)

This course examines strategies and tactics around skill building in fundraising, resource-development strategies, grant-proposal writing, budgeting, and fiscal processes common to not-for-profit or governmental organizations. Topics include resource development and acquisition (fundraising) and discussions on the budget process required resource management for nonprofit organizations.

SOWK 4762 Bosnia in Transition: The Social Work Response (1-3 Credits)

This course provides students with the unique opportunity to learn firsthand about the social work response in post-war Bosnia through a social justice lens. The social, cultural, historical, political, economic, religious, legal and ethnic characteristics of the former Yugoslavia will be explored as context for studying the genocide that occurred in the 1990s. Learning will occur in the classroom at GSSW, followed by travel to Bosnia. Students will be exposed firsthand to the local, national and international efforts toward rebuilding and healing, through lectures provided by faculty at the University of Sarajevo School of Social Work, interaction with Bosnian social work students, visits to NGOs focused on the post-war efforts, visits to sites important during the war, visits to war tribunal sites, and exposure to current legal, economic and human service processes.

SOWK 4763 Social Work and Social Justice in South Africa (1-3 Credits)

This three-credit course will be conducted in partnership with Educo Africa in Cape Town, South Africa. The course will provide experiential and service learning social work experiences. Course activities will encourage cross cultural learning experiences and increase knowledge pertinent to South Africa's social, cultural, environmental, political and historical reality. It will expose students to Community Development challenges as well as environmental and social justice issues in a South African context. The goal of the course is to increase personal, community and global leadership potential of social work and social development professionals. This course in partnership to Educo Africa will use a community-based context to increase the effectiveness and expertise of students and will support student's engagement in program development and building international networks and partnerships.

SOWK 4764 Historical Trauma and Healing (3 Credits)

This course is designed to provide students with a context for practice with communities experiencing historical trauma. We learn about the conceptualization of historical trauma, its impact on communities as well as community responses to it. We also discuss the importance of cultural protective factors, strengths, and culturally relevant models of healing around multigenerational, collective experiences of trauma. A number of practice approaches found useful with communities experiencing historical trauma are presented and discussed. Class format includes presentations, small group discussions, films, poetry, movement, and experiential learning in the community. This course is built upon the concepts of empowerment practice, indigenous models of social work, and narrative theory and practice. We use these perspectives as we explore work around historical trauma in communities. This class provides social work direct practice skills on individual, family, community and policy levels.

SOWK 4765 Global Social Change (3 Credits)

Social development is a process of planned change intended to bring about a better correspondence between human needs and social policies and programs. This class has a fully global focus with particular emphasis on transitioning economies to align with human wellbeing. Practice-oriented, the class is geared toward a knowledge of policy-making for global human security within a dramatically changing environment and the skills required for local social development.

SOWK 4782 Feminisms in Social Work Practice (3 Credits)

This course engages students in the conversation of scholarship and social work practice issues related to social justice and the oppression of women. The course is designed to expand the knowledge of theory, research, policy and practice for working with diverse groups of women in multiple settings. Feminist social work perspectives for social work practice at micro, meso and macro practice levels will be critically examined. Topics include feminist theories, or feminisms, including eco-feminism and womanism, clinical and community feminist practice models, globalization and women, and the value of feminist research. These topics will be informed by knowledge and awareness of intersectionality, oppression and privilege. Prerequisite: SOWK 4132 or SOWK 4303.

SOWK 4784 Suicide Assessment and Interventions (3 Credits)

This course builds students' competencies in assessing suicide risk, planning for safety, and providing counseling to individuals who are thinking about suicide or have made a suicide attempt. This class examines theories of suicide causation, methods of suicide risk assessment, and models of techniques for intervention. Students will learn practices for eliciting sensitive information about troubling thoughts, assessing and documenting a client's level of suicide risk, and using cognitive-behavioral and other methods to help reduce suicide risk.

SOWK 4786 Human Trafficking: Prevention, Intervention, and Support of Its Victims (3 Credits)

This course meets the values for practice requirement and is relevant for students who are interested in trauma, human rights, international issues, prevention of child abuse, intervention with victims of violence, interventions with child abuse, interventions with high-risk youth, and PTSD. This class investigates human trafficking from a social work perspective: prevention, intervention, and support of victims. Additionally, this course investigates regional differences in both labor and sex trafficking. The class also studies how prevention, intervention, and giving support to victims change from different regional (Asian, African, European, and Latin American) perspectives. The course also investigates human trafficking in the US, both with domestic and international victims. Prerequisite: SOWK 4132 or SOWK 4303.

SOWK 4790 Human Sexuality (3 Credits)

Integrates human sexuality in the thinking and practice of social workers. By viewing sexual behavior from the social work perspective, the student is prepared to assume a significant role in helping clients deal with issues of human sexuality. Focuses on clients experiencing sexual dysfunction and on sexually oppressed client groups including the elderly, the homosexually or bisexually oriented, the physically or developmentally challenged and the sexually abused. An elective course.

SOWK 4795 Foundations for Human-Animal-Environment Interactions in Social Work (3 Credits)

Foundational course with broad survey of the field and value exploration. Introduction to cultural and social justice aspects of human-animal-environment interactions. Formation of personal HAEI-SW vision and ethical framework, and beginning of culmination project concept development. This is the initial required course for the Human-Animal-Environment Interactions in Social Work (HAEI-SW) certificate.

SOWK 4796 Human-Animal-Environment Interventions in Social Work Practice (3 Credits)

Focus on skill development for the integration of animals in social work practice with a primary focus on treatment. Exploration of clinical and community practice frameworks across the lifespan. This is the second required course for the Human-Animal-Environment Interactions in Social Work (HAEI-SW) certificate. Prerequisite: SOWK 4795 or permission of instructor.

SOWK 4797 Professional Integration of Human-Animal-Environment Interactions in Social Work (3 Credits)

Culmination course with a focus on applying knowledge and demonstrating competence through service or program design. Includes professional development and job search preparation, unique to HAEIs in social work. Prerequisites: SOWK 4795 and SOWK 4796.

SOWK 4900 Methods for Evaluating Practice and Programs (1-3 Credits)

Provides students with strategies for evaluating social work practice at multiple system levels. Prerequisite: SOWK 4201 or admission to advanced standing program.

SOWK 4901 Applied Practice Evaluation Research (3 Credits)

Provides students with the opportunity to conduct a practice evaluation project in their field setting. Prerequisite: SOWK 4900.

SOWK 4902 Public Impact for Policy, Community Organizing, and Research Dissemination (3 Credits)

This course examines strategies for translating research for non-academic audiences. Topics include identifying the best approaches based on audience and goal of dissemination, ethical issues in translating complex research findings, and issues in working with media. A central value of dissemination for public impact is bridging the academy and communities most impacted by the research with particular attention to communities experiencing marginalization.

SOWK 4903 Photovoice as Intervention and Research Methodology (3 Credits)

This course explores the use of Photovoice as a social work intervention, advocacy tool, and research method. Through participating in a mini-photovoice project on the future(s) of social work, students will learn the basics of implementing Photovoice, ethics surrounding the approach, and the various ways it can be applied in practice and research.

SOWK 4904 Introduction to Human-Centered Design for Evaluation & Program Development (3 Credits)

This course will provide an introduction to the Human-Centered Design process and its application in developing and evaluating programs. Human-Centered Design is both a creative and practical process for generating solutions that place the people you serve at the center of the design process. During this course, you will move through the human-centered design process with a team, empathizing, prototyping, iterating, and finally pitching to a community partner from GSSW for whom you will be evaluating and developing a solution. You will first build insight and understanding about a focal issue through interviews with experts and end users, in-person observation, and other creative exercises intended to evaluate existing processes and experiences. Teams will utilize this knowledge to take a fresh look at the presented issue and generate breakthrough ideas in partnership with the end user and the GSSW groups who serve them. An iterative process of ideating and prototyping solutions, eliciting feedback, and refining ideas will culminate in pitch presentations at the end of the course. Your team will document its design process and final solutions in detail, which will then be delivered to the GSSW partner for potential implementation.

SOWK 4950 Foundation Field Internship (0-15 Credits)

This required practicum provides foundation students with the opportunity to integrate social work theory and practice for effective professional intervention at clinical and community levels.

SOWK 4965 International Field Practicum (0-18 Credits)

This international course fulfills partial requirement for a student's concentration year practicum. In an international social work setting, the practicum provides students with the opportunity to integrate social work theory and practice for effective professional intervention at clinical and community levels.

SOWK 4970 Concentration Field Internship (0-18 Credits)

Concentration students participate in planned practice experience that integrates classroom theory, the learning of practice skills and the continued development of social work attitudes, ethics, and values. Prerequisite for 2-year students: successful completion of foundation-year course work and field internship. Prerequisite for students with advanced standing: successful completion of advanced standing prerequisite courses and BSW-year internship. Field must be taken concurrently with concentration-year course work, or after core concentration course work. Concentration-year field requires a minimum of 20 hours a week experience at the assigned field agency. Any deviation from this standard requirement must be approved by the Director of Field Education. Prerequisite: SOWK 4950 or 4299.

SOWK 4971 Experimental Class (3 Credits)

Experimental courses allow GSSW to provide a wide variety of course offerings that respond to current issues and themes in the profession as they arise, as well as providing specialized courses that relate to the interests and areas of expertise of our faculty. All experimental courses are offered as electives open to all students. Prerequisite: determined by each instructor.

SOWK 4990 Topics in Social Work (1-4 Credits)

This topics course provides students with the opportunity to learn content appropriate to graduate social work education that is not currently incorporated into the standard MSW curriculum. Given the ever-changing nature of social work practice, theory, and research, topics of importance emerge each year that have particular relevance for a period of time or may be new emergent topics that will have relevance for the future of the discipline of social work. As such, this course provides a mechanism through which courses may be offered on a one-time basis. Topics may be related to social work practice, theory, or research. Topics vary from term to term and may be limited by program administrators, faculty, or by student interest.

SOWK 4999 Capstone (0-1 Credits)

This course is a 0-1 credit (Pass-Fail) required course in which students document their work through the development of an individual portfolio. Students are asked to upload artifacts (papers, presentations and field accomplishments) from both classroom and field internship that demonstrate how they have met the CSWE foundation and concentration specific EPAS competencies and practice behaviors. Students complete a reflection statement on their learning as it relates to the EPAS competencies.

SOWK 5000 Seminar in Professional Social Work Issues (2-6 Credits)

Examines the dilemmas and challenges confronting the social work profession and social work education. Examines the nature of professional education, the nature of the profession itself and the forces internal and external to the profession that have an impact upon practice and education. Required.

SOWK 5001 Grant Writing for Soc Science (3 Credits)

This course provides foundational knowledge for social work researchers preparing to engage in grant seeking and proposal development. This course is designed to help students develop the knowledge and skills to identify targeted research funding opportunities, navigate Requests for Proposals from government and foundation funding sources, develop tailored proposals to fit a particular problem definition and funding source, prepare a budget and management plan to support a research project, work collaboratively with community partners, and understand university grants management mechanisms. Ethical dilemmas in grant seeking, grant writing, and grants management will be discussed. This course is a general elective with relevance to social work students entering a research profession.

SOWK 5005 Categorical Data Analysis (4 Credits)

This course is an intermediate statistics class for doctoral students in the social sciences. The course is designed to provide a general understanding of categorical data analysis. Course content will focus on regression analyses for categorical dependent variables/outcomes. Students are often familiar with linear regression analyses that are used for continuous dependent variables/outcomes, but these data analysis methods are inappropriate when working with binary, ordinal, multi-categorical (i.e., nominal with >2 categories), and count dependent variables/outcomes. This course will cover a range of data analysis methods to examine categorical dependent variables/outcomes, such as logistic, ordinal, multinomial, and poisson/negative binomial regression analyses. For each method, students will learn the background; statistical underpinnings/assumptions; computation of statistics; interpretation and reporting of statistical results. Students also learn computer applications that are used to perform these statistical analyses. Data analysis using computer software (Stata) is required.

SOWK 5101 Social Welfare Policy Analysis and Development (3 Credits)

Applies analytical techniques to development of social welfare policy stressing the ability to formulate a policy hypothesis (i.e., a statement, in testable form, of a basic premise undergirding a policy position) and to reach conclusions based on analysis of empirical evidence related to the policy hypothesis. Required.

SOWK 5110 Introduction to Advanced Quantitative Research Methods (3 Credits)

This required doctoral course introduces students to quantitative approaches to conducting social research. The course includes material related to measurement, sampling, research design, data collection, and data analysis. While each of these topics encompasses technical issues to be mastered by doctoral students, the logic and underlying rationale of these research methods is of prime importance in this course. A second component of the course requires students to define and begin to develop a substantive area of intended study and research during their enrollment in the doctoral program. Elements of articulating a substantive research area and steps toward defining key research questions in a topical area are reviewed. Aspects of conducting literature reviews leading to the articulation of a substantive research area are discussed in class sessions.

SOWK 5111 Intervention Research Methods (3 Credits)

Social work researchers are in a unique position to contribute to knowledge about the causes of individual and societal problems and to test interventions that seek to prevent or ameliorate such problems. A variety of qualitative and quantitative research methods are used to advance knowledge about etiological factors contributing to individual and social problems and to assess the outcomes of specific social policies and practice strategies. This course presents a detailed examination of quantitative methods and designs that are useful in assessing the effects of social interventions. Measurement, sampling and design issues in generating and testing research questions and hypothesis are explored. Experimental, quasi-experimental, and survey research designs are assessed and applied to practice and policy issues and problems. Special emphasis is placed on developing skills necessary to conduct intervention research. Cognate students may be permitted on a case by case basis, space permitting.

SOWK 5120 Introduction to Advanced Qualitative Research Methods (1-3 Credits)

This course provides a substantive doctoral-level review of content on qualitative research methods and strategies. It is developed for students from social science disciplines. The content includes the nature of the method, the epistemological implications and assumptions, and appropriate applications. Student learning and evaluation includes the experience of developing a research proposal based on qualitative methodology and conducting data collection for a mini-research project. This course is required for social work doctoral students. Students from other departments may register with permission from the professor.

SOWK 5121 Qualitative Data Analysis (1-3 Credits)

The focus of this course is on data analysis and interpretation, demonstration of the science of the analysis, and presentation of findings in oral and written forms. Students are expected to conduct qualitative analyses on textual data they collected as part of SOWK 5120 or as a result of some other qualitative data collection experience. Over the course of the term students learn to code and analyze their data, interpret findings, orally present those findings, and write a final paper in which they demonstrate a rigorous engagement with qualitative data analysis and the literature relevant to their topic. This course is for SOWK PhD students only. Cognate students may be permitted on a case by case basis, space permitting. Prerequisite: SOWK 5120.

SOWK 5130 Mixed Methods Research in Social Work (3 Credits)

This course introduces doctoral students to mixed methods research in social work and the social sciences. Students explore mixed methods as a third research paradigm that strategically combines both quantitative and qualitative methods within a single inquiry. The course encourages students to actively reflect on previous quantitative and qualitative research training. Specific topics for the course include: history and language of mixed methods research; relevant paradigms and epistemological debates; mixed methods design and research questions; and analysis and dissemination consideration. SOWK PhD students only. Cognate Students will be allowed to register on a case by case basis, space permitting.

SOWK 5131 IndigQualitative RsrchMethods (3 Credits)

This course is designed to provide students with a foundation for advanced qualitative research methods with Indigenous and other minoritized communities using arts-based inquiry and interpretive methods for collecting and analyzing data. Grounded in an Indigenous epistemological framework applied across intersectional and diverse communities, students will explore deeply contextualized questions about individual and social phenomena. Consistent with Indigenous ways of knowing, self-reflexivity and location of self-in-relation to community and knowledge will be prioritized as questions are developed and considered. We will explore auto-ethnography and auto-archaeology as methodologies while also engaging in performative, creative expression and visual praxis methods for inquiry and analysis. Class format will include presentations, small group discussions, films, poetry, movement, and collaborative pedagogical techniques.

SOWK 5201 Intro to Statistical Methods in Social Work (5 Credits)

Examines the use and interpretation of statistics in educational and human services research, including descriptive and inferential statistics. Required.

SOWK 5202 Correlation and Regression (4 Credits)

Examines correlational and multiple regression research designs and their application to social work and social science problems. Cross-listed with RMS 4911, SOWK 5952. Prerequisite: SOWK 5201.

SOWK 5204 Introduction to Multilevel Modelling (4 Credits)

This course is an advanced course in statistics for doctoral students and an introductory course in multilevel modelling. It is an applied course designed for students with a thorough knowledge of ordinary least squares (OLS) regression (SOWK5202 and SOWK 5005 or equivalent). The course will cover not only the traditional theories and application regarding two-level models for continuous outcomes and binary outcomes, and growth curve models, but also the innovative methodology in using multilevel modelling to address socioeconomic intersectionality and disparities, i.e., multilevel analysis of individual heterogeneity and discriminatory accuracy (MAIHDA). The goals of the course are to develop the skills necessary to identify an appropriate technique for multilevel data analysis, estimate models, conduct diagnostics, and interpret results for continuous and binary outcomes. We will use Stata 15 (or any later version) to perform the analyses. Pre-requisite: SOWK 5202 or equivalent. Co-requisite: SOWK 5005 or equivalent.

SOWK 5300 Social Science Theory and the Philosophy of Science (3 Credits)

This foundation doctoral level course introduces traditional issues and recent developments in the philosophy of science, and provides an overview of social science theory and theoretical frameworks. It examines philosophical questions on scientific inquiry and the consequences modern science imposes on our basic understanding of knowledge and nature. The course analyzes and critiques the social-and-behavioral-science foundations that undergird the social work knowledge base and current social work theories. There are no prerequisites for this course. This course is required to social work doctoral students.

SOWK 5301 Social Work Theory in Research and Practice (3 Credits)

This course builds on SOWK 5300, Philosophy of Science and Social Work Theory, to examine how theories, conceptual frameworks, perspectives, and models are used specifically within social work research, education, and practice. This course explores how theories are used in research and in social work interventions on individual, family, group, organizational, community, and policy levels. The course analyzes and critiques the social work knowledge base and the current state of social work theories. This course is required for social work doctoral students. Prerequisite: SOWK 5300.

SOWK 5401 Quantitative Research Methods (4 Credits)

Focuses on basic elements of quantitative social research methods: measurement, sampling, research designs, data collection and data analysis. Emphasizes logic and underlying rationale, as well as technical issues. Prior understanding of computer-based statistical analysis is helpful. Required.

SOWK 5405 Advance Qualitative Analysis (3 Credits)

Provides an understanding of analysis methods used to draw meaning from qualitative data, methods that must be practical, applicable and understandable to other observers. Prepares students to use a systematic, scientific process of analysis that captures the meaning of data while avoiding research self-delusion and unreliable or invalid conclusions. Topics include data collection, data reduction, data display, and conclusion drawing and verification. Methods include application of computer software. Prerequisite: SOWK 5121. Required.

SOWK 5406 Critical Perspectives on Quantitative Research Methods (3 Credits)

This required doctoral level course introduces students to critical perspectives on quantitative approaches to conducting social research. The course is the 2nd course in the required quantitative research methods sequence and will examine what it means to be a social scientist with a specific focus on critical perspectives in quantitative methods. The course includes material related to data processing, interpretation of results, use of results for non-academic audiences, and intersectionality, as well as an overview of experiments, surveys, and secondary data analysis. Students should gain mastery in these areas while critically examining the rationale and ethics of quantitative methods. Prerequisite: SOWK 5110.

SOWK 5450 Preparing for the Comprehensive Exam: Integration from a Social Justice Perspective (1-3 Credits)

The focus of this course is to help you frame, organize, develop, and complete a proposal for your comprehensive exam, with a particular emphasis on building your skills in integration, synthesis, and critical thinking related to the social justice implications of your work. Students will receive support and feedback about how to integrate theory, policy and empirical research when stating the aims and implications of their proposal. Additionally, students will learn to apply a critical social work perspective to analyze the limitations of existing understandings of their substantive areas of interest. Students will learn to acknowledge complexity and bias of vantage and values in social work scholarship, identify the influence of context and question assumptions about dominant policy, research, and theoretical frameworks, and demonstrate a general understanding of the ways societal privilege and prejudice set the frame for analysis and intervention with the problem. Advisors and mentors participate in class presentations and critiques as a part of preparing the student for the comprehensive exam proposal meeting.

SOWK 5500 Pedagogy in Social Work Education (3 Credits)

This foundation course examines philosophies, theories, and pedagogical models that are utilized in social work education. It explores how various perspectives shape the approaches and techniques used and how these in turn impact classroom effectiveness and issues of classroom management. The course incorporates concepts and develops skills based on evidence-based teaching. This course is a required course for social work students and has no prerequisite. This course is for SOWK PhD students only.

SOWK 5600 Critical Approaches to Facilitating and Teaching: Anti-Racist, Feminist, and Queer Pedagogies (3 Credits)

This course introduces students to anti-racist, feminist, queer, anti-oppressive and other critical perspectives on facilitation and pedagogy. The course is organized in four sections: theoretical frameworks; the role of identities in facilitation, training, and teaching; facilitation and course design and strategies; and supporting social action. Prerequisite: SOWK 5500.

SOWK 5700 Teaching Practicum (3 Credits)

This 3-hour required course provides classroom instruction and teaching opportunities designed to prepare doctoral students for faculty positions in undergraduate and graduate level social work education. Students work with a faculty mentor to pursue practicum placements that match their substantive interests. Students are expected to devote approximately 8 hours to the practicum per week. Restricted to Ph.D. students only.

SOWK 5902 Public Impact for Policy, Community Organizing, and Research Dissemination (3 Credits)

This course examines strategies for translating research for non-academic audiences. Topics include identifying the best approaches based on audience and goal of dissemination, ethical issues in translating complex research findings, and issues in working with media. A central value of dissemination for public impact is bridging the academy and communities most impacted by the research with particular attention to communities experiencing marginalization.

SOWK 5903 Photovoice as Intervention and Research Methodology (3 Credits)

This doctoral level course explores the use of Photovoice as a social work intervention, advocacy tool, and research method. Through participating in a mini-photovoice project on the future(s) of social work, students will learn the basics of implementing Photovoice, ethics surrounding the approach, and the various ways it can be applied in practice and research. Finally, students will make an actionable plan for integrating photovoice into their doctoral-level research.

SOWK 5990 Special Topics (1-5 Credits)

This special topics course provides students with the opportunity to learn content appropriate to graduate social work education that is not currently incorporated into the standard PhD curriculum. Given the ever-changing nature of social work practice, theory, and research, topics of importance emerge each year which have particular relevance for a period of time or may be new emergent topics that will have relevance for the future of the discipline of social work. As such, this course provides a mechanism through which courses may be offered on a one-time basis. Topics may be related to advanced social work theory, pedagogy, or research. Topics vary from term to term and may be initiated by program administrators, faculty, or by student interest.

SOWK 5991 Independent Study (1-10 Credits)

This is an opportunity for MSW students to undertake special study in a defined area of interest with faculty consultation.

SOWK 5995 Independent Research (1-10 Credits)

SOWK 6991 Independent Study (1-10 Credits)

PhD students undertake special study in a defined area of interest with faculty consultation. By arrangement.

SOWK 6995 Independent Research (1-18 Credits)

The formal mechanism for undertaking the dissertation, providing for faculty support through the appointment of a dissertation committee. By arrangement.