Work

Interdisciplinary Graduate Certificates in Social

Master's Programs in Social Work

completers and/or adult learners who are balancing work and family
the-art classrooms, equivalent to those found on WCU's main campus. With state-of-
City
Curriculums for programs offered at the alternative PASSHE Center
Philadelphia Campus
program in Philadelphia in one or two years.
standing students; advanced-standing students may complete the
Philadelphia campus offers only part-time programming for regular-
both the West Chester and Philadelphia campuses. Currently, the
Department approval).

Students required coursework includes nine hours of graduate-level
regular-standing students and 504 hours for advanced-standing
practice with individuals, families, and communities. The program can
M.S.W. is a 60-credit program with a concentration in direct
required to complete the program in one year of full-time study or
full-time study. To qualify for this level of enrollment, those with advanced-standing
program during the summer, enroll in two "bridge" courses, and move
optional form of program admittance allows the student to enter the
advanced-standing status can complete the program in one year of full-time study or
two years of part-time study. However, qualified applicants who have earned a B.S.W. within the past seven years from a CSWE-accredited
A limited number of advanced-standing slots are open to students
holding a B.S.W. from a program accredited by the CSWE. This
Advanced Standing Applicants
A limited number of advanced-standing slots are open to students
holding a B.S.W. from a program accredited by the CSWE. This
optional form of program admittance allows the student to enter the
program during the summer, enroll in two "bridge" courses, and move
directly into the concentration year. Those with advanced-standing
status can complete the program in one year of full-time study or
two years of part-time study. To qualify for this level of enrollment,
applicants must meet the minimum criteria as follows:

- Important information about the educational debt, earnings,
and completion rates of students who attended this program:
Graduate Certificate in Gerontology (https://wcupa.edu/_services/fn_aid/gainfulEmployment/Gerontology/gedt.html)

Admissions
All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (http://catalog.wcupa.edu/general-information/admissions-enrollment/graduate-admissions). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Admission Requirements for the Master of Social Work (M.S.W.)

All Applicants
Students applying to the program must:

- Submit three letters of recommendation, including at least one
academic reference (from undergraduate studies or another
program) and one work-related reference (i.e., internship,
employment, or community service). The third letter is at
the applicant's discretion, but is recommended to be professional in
nature.
- Submit a personal statement. Please see the MSW website for
specific requirements.
- Participate in a personal interview, if required by the MSW
Admissions Committee.

Students applying to the program should meet the following criteria:

- GPA of 3.00 (students who do not meet this requirement may be
considered for provisional status). The Department of Graduate
Social Work does not give credit for life experience or previous work
experience.
- For admission, competency is required in the following areas:
humanities, English composition, social sciences (such as sociology,
psychology, and women's studies) and mathematics/science
(preferably human biology and statistics, but other mathematics
and science courses will be considered). Competency can be
verified by completed course work, CLEP examination, or
comprehensive examination. Applications without these core liberal
arts requirements will be reviewed; however, applicants will be
required to submit proof of competency prior to beginning field
practicum.

Advanced Standing Applicants
A limited number of advanced-standing slots are open to students
holding a B.S.W. from a program accredited by the CSWE. This
optional form of program admittance allows the student to enter the
program during the summer, enroll in two "bridge" courses, and move
directly into the concentration year. Those with advanced-standing
status can complete the program in one year of full-time study or
two years of part-time study. To qualify for this level of enrollment,
applicants must meet the minimum criteria as follows:

- All requirements set for regular admission to the M.S.W. program
(see above)
- B.S.W. from a CSWE-accredited program within the last seven
years
- A GPA of 3.25 (based on a 4.0 scale) in the social work major
- An overall cumulative GPA of 3.0 (based on a 4.0 scale)
- No grades lower than a B in the following BSW undergraduate
courses: practice courses, policy courses, human behavior in the
social environment courses, research and statistics courses, and a
field experience of at least 400 hours supervised by an M.S.W. field
instructor.

Additionally, all Advanced Standing applicants must submit:
practicum courses (see below). Any grade of B- or lower in a field
Students in the M.S.W. Program must earn a B or better in all field
matriculated as a graduate student. No 400-level credit hours taken as
writing from the Department Chair. The course must be taken while
M.S.W. student may request permission to take one of the 400-
to be released of such course requirements.

Admission Requirements for the Graduate
Certificate in Gerontology
Applicants must meet the basic requirements of the University and
must present either a baccalaureate degree attained in their anticipated
major area of health or equivalent preparation in a related field. They
must also submit a one-page statement of career objectives and arrange
for two letters of recommendation.

For more information, contact Dr. Angela Lavery (alavery@wcupa.edu).

Policies
All graduate students are held to the academic policies and procedures
(http://catalog.wcupa.edu/graduate/academic-policies-procedures)
outlined in the graduate catalog. Students are encouraged to review
departmental handbooks for program tips, suggested course sequences,
and explanations of procedures. When applicable, additional policies for
department programs may be listed below.

Master of Social Work Degree Candidacy
Requirements
After completing generalist coursework and prior to enrolling in
specialization coursework, students are eligible for degree candidacy.
1. Students must have achieved a grade of B or better in all Generalist
Courses (SWG 501, SWG 502, SWG 503, SWG 511, SWG 533,
SWG 541, SWG 554, SWG 555, SWG 560, SWG 596, SWG 597) in order to move into degree candidacy and enroll in
specialization coursework.
2. Faculty members are asked to share each semester any concerns with
the student’s professional behaviors.

Test Out Option for Select Generalist Courses
Students entering the regular standing MSW program have an
opportunity to test out of Methods of Social Work Research
(SWG 533) and Human Development Across the Lifespan
(SWG 554). Students must score 80% or higher on the specified exam
to be released of such course requirements.

Undergraduate Courses for Graduate Credit
M.S.W. student may request permission to take one of the 400-
level courses below for elective credit. Permission must be gained in
writing from the Department Chair. The course must be taken while
matriculated as a graduate student. No 400-level credit hours taken as
an undergraduate student will count toward the M.S.W. degree.

Field Practicum Policy
Students in the M.S.W. Program must earn a B or better in all field
practicum courses (see below). Any grade of B- or lower in a field
practicum course must be repeated with remediation. Only one field
practicum course may be remediated and a grade of B or better is
required before continuing on to the next field practicum course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 596</td>
<td>Generalist Field Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>SWG 597</td>
<td>Field Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>SWG 598</td>
<td>Specialized Field Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>SWG 599</td>
<td>Field Practicum IV</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 12

Field Placement Policy
If an M.S.W. student is referred to three field placements and not
accepted, due to unprofessionalism, the Field Office reserves the right
to suspend the placement process. The student may reapply for field
placement in the next academic year.

Field Dismissal Policy
Students who are dismissed from field by their placement agency for
violations of National Association of Social Workers 'Code of Ethics'
will be charged with a violation of academic integrity. Penalties may
include, but are not limited to, an F for the course, removal from
field and dismissal from the Graduate Social Work Program.

Transfer Credit
Students wishing to transfer credits taken in programs other than social
work may petition to have courses in human behavior, research, and
elective areas considered. The same criteria referred to above will apply
to these requests.

Transfer requests forms can be found on the Office of Graduate
Studies website (http://www.wcupa.edu/grad) and require supportive
documentation – transcript and course syllabi. Transfer credit is limited
to courses in which a grade of A or B was attained. No credit is given
for prior life or employment experiences.

Faculty
Professors
Wan-Yi Chen (wchen@wcupa.edu) (2011)
B.A., Tunghai University; M.S.W., University of Pennsylvania; M.A.,
Ph.D., Columbia University

Stacie Metz (smetz@wcupa.edu) (2005)
Graduate Coordinator, Graduate Social Work
Assistant Chairperson, Graduate Social Work
B.A., Bloomsburg University; M.A., Towson University; M.P.H.,
M.S.W., Ph.D., Saint Louis University

Gwenelle S. O’neal (goneal@wcupa.edu) (1998)
B.A., Spelman College; M.S.W., New York University; D.S.W.,
Columbia University

Associate Professors
Nadine M. Bean (nbean@wcupa.edu) (1998)
B.A., M.S.S.A., Ph.D., Case Western Reserve University

Page W. Buck (pbuck@wcupa.edu) (2008)
B.A., Middlebury College; M.S.S., Ph.D., Bryn Mawr College

Linda Ello (jello@wcupa.edu) (1999)
B.A., Pennsylvania State University; M.S., University of Iowa; Ph.D.,
Rutgers - The State University

Assistant Professors
Ginneh Akbar (gakbar@wcupa.edu) (2016)
B.S., University of Maryland Baltimore County; M.S.W., Temple
University; D.S.W., University of Pennsylvania

Casey Bohrman (cbohrman@wcupa.edu)
B.S., Boston University; M.S.W., Ph.D., University of Pennsylvania
Christina M. Chiarelli-Helminiak (cchiarelli@wcupa.edu) (2014)
Chairperson, Graduate Social Work
B.A., Shippensburg University of Pennsylvania; M.S.W., Marywood University; Ph.D., University of Connecticut

Amber M. Holbrook (aholbrook@wcupa.edu) (2013)
B.A., Hampshire College; M.S.W., University of New England; Ph.D., Bryn Mawr College

Angela Lavery (alavery@wcupa.edu) (2016)
Graduate Coordinator, Graduate Social Work
B.S., Pennsylvania State University; M.S.W., University of Wyoming; Ph.D., University of Denver

Terrence O. Lewis (tlewis@wcupa.edu) (2014)
B.A., Catholic University; M.S.W., University of Kentucky; Ph.D., Boston University

Julie Anne Tennille (jtennille@wcupa.edu) (2013)
B.S., York College; M.S., Temple University; Ph.D., University of Pennsylvania

Courses

SWG

SWG 501. Social Work Generalist Practice I. 3 Credits.
This is the first of two required generalist year practice courses. It provides an introduction to strengths-based generalist practice using a collaborative approach. The course is designed to allow students the opportunity to demonstrate generalist level competencies. Grounded in a person and environment construct, an appreciation of oppressive systems, and respect for human diversity, the course provides students with generalist knowledge, skills and values necessary for generalist social work practice. This course is taken concurrently with SWG 596 as a way to provide students with the opportunity to integrate their developing competencies across knowledge, values and skills.
Typically offered in Fall.

SWG 502. Social Work Practice II. 3 Credits.
This course focuses on change theories, intervention strategies, and extended knowledge and skills for working with individuals, families, groups, communities, and organizations.
Pre / Co requisites: SWG 502 requires a prerequisite of SWG 501 and a corequisite of SWG 597.
Typically offered in Spring.

SWG 503. Integrative Bridge Course. 3 Credits.
This course, required of all advanced-standing students, provides preparation for entry into the second year specialization in direct practice with individuals, families and communities. It integrates generalist values, knowledge, and skills from the content areas of social work practice, the dialectic of oppression and liberation, social welfare policy, and social work research. It also sets the stage for framework of the WCU MSW’s specialization grounded in human rights and social and economic justice, as well as the three core values of enhancing resiliency, supporting recovery, and mitigating the effects of trauma to build capacity.
Pre / Co requisites: SWG 503 requires a prerequisite of Advanced Standing MSW students only.
Consent: Permission of the Department required to add.
Typically offered in Summer.

SWG 511. The Dialectic of Oppression and Liberation. 3 Credits.
Within the context of a diverse and stratified society, this course examines the impact of discrimination and oppression on members of special groups, i.e., ethnic minorities, women, elderly, disabled, gays, and lesbians while considering the effects of diversity on human behavior and attitudes. It also considers the richness of human diversity.
Typically offered in Fall.

SWG 533. Methods of Social Work Research. 3 Credits.
This course provides students with a theoretical foundation in the method of social work research. The characteristics of scientific inquiry, the structure of theories, problem and hypothesis formulation, models of research design, sampling, measurement, and the logic of causal inferences are taught.
Typically offered in Spring.

SWG 534. Advanced Research Methods: Program Evaluation. 3 Credits.
This advanced research methods course focuses on the exploration of the techniques and issues relevant to ethical practice in evaluation research. Quantitative and qualitative evaluation of social service agency programs will be discussed. Topics covered include history, philosophies and conceptual approaches in program evaluation; design and conducting needs assessment; the analysis and management of program data using computer software; and the measurement of program goals/objectives through process and outcome evaluations. Students will have opportunities to participate in hands-on individual and/or small-group projects to experience all phases of the evaluation process.
Pre / Co requisites: SWG 534 requires a prerequisite of SWG 533 or Advanced Standing status. Typically offered in Fall & Summer.

SWG 541. Social Welfare Policies and Services. 3 Credits.
This course emphasizes the historical, economic, political and philosophical foundations of American social welfare policy. Special attention is given to the values, ethics, and roles of the social work profession in the evolution of selected human service programs designed to achieve social and economic justice. Models for policy analysis, strategies for social change, and the policy challenges presented by social and legal discrimination are examined.
Typically offered in Fall.

SWG 542. Advanced Policy and Community Practice. 3 Credits.
This course emphasizes advanced level critical and comparative analysis of social policy. Theories of social and organizational change, administration, and legislative advocacy also are reviewed and applied to policy implementation.
Typically offered in Spring.

SWG 554. Human Development across the Lifespan. 3 Credits.
This course uses a developmental and ecological perspective to explore the interaction of biological, psychological, and sociocultural systems, the influence of human diversity, and economics as determinants of the behaviors of individuals and families. As a generalist course, linkages to practice, research, and policy are also stressed. Distance education offering may be available.
Typically offered in Fall.

SWG 555. Human Behavior in Organizations and Communities. 3 Credits.
Utilizing both critical and systems approaches, this course focuses on assessing the impact of diversity, culture, and oppression on group, organizational, and community development. Multicentric models of group, organizational, and community behavior will be explored and implications for social work practice examined.
Typically offered in Spring.

SWG 560. Mental Health: A Recovery Approach. 3 Credits.
Using a bio-psycho-social-cultural-spiritual and recovery/resiliency/capacity building template for analysis; this course examines major childhood, adolescent and adult mental health disorders. The impact of the medical model, the DSM 5, managed care and the recovery movement is evaluated in light of social work values, ethics and practice, particularly human rights and social and economic justice.
Typically offered in Spring & Summer.

SWG 561. Specialized SW Practice with Individuals. 3 Credits.
Building on the strengths-based, collaborative model of social work practice covered in SWG 501 and 502 (or 503 for Advanced Standing students), this course focuses on theory driven and evidence-based practice with individuals. Theories and models of practice to be covered in this course include attachment theory, object relations theory, cognitive-behavioral theory, humanistic/feminist theories, relational theory, social constructivist theory (which underlies the narrative approach) and the crisis intervention model. Each of these theoretical orientations provides a different lens through which to conceptualize clients, ultimately, guiding assessment, intervention, and evaluation of practice in a theoretically congruent manner. The use of each of these theoretical approaches in short term treatment and crisis intervention will also be explored and critiqued. Special attention will be given to the way in which abilities, class, ethnicity/racial identity, gender identity, and sexual orientation shape concern/problem identification and affect engagement, assessment, intervention, and evaluation. The integration of social work values and ethics within the context of the therapeutic relationship will be emphasized.
Pre / Co requisites: SWG 561 requires a prerequisite of SWG 503 and Advanced Standing status or prerequisites of SWG 502, SWG 511, SWG 533, SWG 541, SWG 554, SWG 555, SWG 560, and a corequisite of SWG 598.
Typically offered in Fall.
SWG 562. Specialized Social Work Practice with Families. 3 Credits.
This course will explore advanced theories, models, and skills for social work practice with families (including families with children and older adults). The strengths and needs of diverse family cultures and structures will be explored. Regardless of the theoretical perspective utilized in assessing a family's strengths and needs, the student in this class will be required to consider the family a full partner in assessment and intervention, thereby empowering the family for lasting and constructive change—toward recovery and building resiliency, while mitigating the effects of trauma. The role of social workers in permanency planning, family preservation and family support services across the lifespan will be explored. Practical assessment and intervention tools arising from the major theoretical approaches will be learned experientially.
Pre / Co requisites: SWG 562 requires a prerequisite of SWG 503 and Advanced Standing status or a prerequisite of SWG 597.
Typically offered in Fall.

SWG 563. Advanced Practice II: Integrative Seminar. 3 Credits.
Building on the strengths-based, collaborative model of social work practice covered in foundation practice courses and the theories and models of advanced practice in SWG 561 and SWG 562; this seminar focuses on a number evidence-based and theory driven practice models with individuals and/or families. In the true spirit of a graduate seminar; the approach will be one of collegial and critical examination and reflection on the material, with application in the field of paramount concern. The seminar is organized to into three main areas of learning that will help advance student competencies in advanced practice skills, knowledge and values: 1) the impact of complex trauma and the strength and resiliency of individuals and families within the context of a recovery model; 2) Acceptance and Commitment Therapy; and 3) mind/ body integrative health approaches including mindfulness and other meditative techniques with emphasis on the use of these techniques in self-care. Special attention will be paid to the social determinants of health and the crucial role of the social work perspective. The latest findings in neuro-science research will be emphasized. The DSM 5/ICD 10 and the pros and cons of the latest diagnostic schema in that manual will be examined and critiqued.
Pre / Co requisites: SWG 563 requires a prerequisite of SWG 561 and a corequisite of SWG 599.
Typically offered in Spring.

SWG 570. Substance Use Disorders: Assessment and Intervention. 3 Credits.
This course reviews the major theoretical approaches to understanding substance use disorders and to assessment and treatment with individuals, families, groups and communities. The pharmacology of drugs and alcohol and the nature of addiction are included, as are the influence of culture, ethnicity, gender, the peer group, and mental health disorders. The principles of self-help and therapeutic communities are applied.
Pre / Co requisites: SWG 570 requires prerequisites of SWG 501 and SWG 502.
Typically offered in Fall, Spring & Summer.

SWG 571. Social Work With Older Adults. 3 Credits.
This course reviews theoretical and biopsychosocial elements of culturally responsive social work practice with older adults, their caregivers and families. The course examines the status and position of older adults in society, the community, and the interdisciplinary support service delivery system. This class includes information on assessments and interventions with diverse older adult clients regarding health and wellness, chronic illness, social networks, poverty, disability, end of life care and bereavement. Distance education offering may be available.
Typically offered in Fall.

SWG 576. Child Welfare: A Resilience and Trauma-informed Approach. 3 Credits.
This course will introduce students to the core concepts (theory, knowledge, and skills) informing evidence-based assessment and intervention for traumatized children and adolescents who are in the child welfare system. Trauma is broadly defined and includes children and adolescents exposed to traumatic events (including abuse, neglect and witnessing interpersonal crime (e.g. domestic violence), community violence and other traumatic events who have come into contact with the child welfare system. The course will highlight the role of development, culture and empirical evidence in trauma-specific assessment, referral, and interventions with children, adolescents and their families within a child welfare context. It will address the level of functioning of primary care-giving environments and assess the capacity of the community and the child welfare system to facilitate restorative processes. It examines issues and builds practice skills related to assessing risk to safety in families, child maltreatment, family preservation services, substitute care including kinship care, foster care, and residential treatment facilities, and permanency planning including adoption. The connections between child maltreatment and family violence, substance abuse and mental illness will be studied and discussed. As child welfare practice is inextricably linked to the legislative and judicial systems in this country, this course will also explore the latest state and federal policies as they relate to making decisions about families served.
Pre / Co requisites: SWG 576 requires prerequisite of SWG 501 or SWG 503 or permission of instructor.
Typically offered in Spring.

SWG 577. Social Work in Disasters: From Initial Response to Recovery through Rebuilding. 3 Credits.
The course focuses on the characteristics, strengths, and service needs of individuals, families, and communities that have experienced a disaster (whether natural or manmade) with resultant mass trauma, deaths, and extensive loss of housing and other material possessions. The framework from which this course is taught is one of recovery, resiliency/risk, and capacity building. This course considers individual and family events within their ecological context (including, of course, the global context) and works to build sensitivity to and competence in work with various family forms, community alliances, and cultural patterns. This course will cover all aspects of disaster relief work. Topics covered include introduction to disaster relief work, shelter operations, family services, disaster mental health services including the theoretical bases for these services, psychological first aid, critical incident stress management, community recovery and rebuilding, and policy development for disaster preparedness and community rebuilding. Students will learn both how to offer disaster mental health services to those people directly affected by the disaster and to first responders (police, fire, rescue, and other relief workers). Critical attention will be paid to how to take care of one’s self, both during and after providing disaster services.
Pre / Co requisites: SWG 577 requires prerequisite of SWG 501 or SWG 503 or permission of instructor.
Consent: Permission of the Department required to add.
Typically offered in Summer.

SWG 578. Social Work w/ Veterans & Military Families: A Resilience and Trauma-informed Approach. 3 Credits.
This course will explore the latest innovations in behavioral health and social services to Veterans and military family members including: building resiliency, trauma-informed assessment and intervention with individuals and families, cognitive processing therapy, prolonged exposure therapy, trauma-focused cognitive behavioral therapy, psychological first aid for military families, suicide risk assessment and prevention, assessment and treatment of military sexual trauma, assessment of family violence and child maltreatment in military families and other research informed assessment and intervention tools. Services for military family members including children, during and post-deployment will also be explored. The wide array of services available within the Veterans Administration and in the community will be discussed. The course is a hybrid course; about 15% of the course is web-based training. Each student will be required to complete an online training and certification in Cognitive Processing Therapy and Prolonged Exposure Therapy.
Pre / Co requisites: SWG 578 requires prerequisite: SWG 501 or SWG 503 or permission of instructor.
Consent: Permission of the Department required to add.
Typically offered in Summer.
SWG 579. Social Work in Health Care. 3 Credits.
This course focuses on the role of social workers and the social work profession in varied health care settings. Particular attention is given to examining social determinants of health, working within an interdisciplinary team, health policy/pointer sources, ethical concerns, and ethnocultural awareness and competency. This course also provides students with a framework to understand and apply appropriate theoretical models to work with individuals, families, and groups within the health care settings. The importance of evidence-based practice, evaluation, and self-care will also be explored.
Pre / Co requisites: SWG 579 requires a prerequisite of SWG 501 or SWG 503.
Typically offered in Summer.

SWG 580. Social Work in End of Life Care. 3 Credits.
This course examines the issues of death, dying, grief and loss. The field of end of life and palliative care will be reviewed. The course will discuss attitudes towards death and dying and additional top-ics such as death with dignity acts within the U.S. The course will also introduce students to dying and grief loss stages, models and theories; coping with dying and loss; self-care: grief and loss during different developmental stages; and cultural responsiveness during end of life and bereavement care.
Distance education offering may be available.
Typically offered in Spring & Summer.

SWG 581. Loss and Grief Through A Life Cycle. 3 Credits.
This course will explore the latest innovations in behavioral health and social services to individuals and families facing losses of all kinds. Together we will explore: contemporary grief theory, assessment and intervention with grieving individuals and families, differences between living and death related losses, building resilience, and creative healing techniques.
Typically offered in Spring & Summer.

SWG 583. The Human-Animal Dynamic. 3 Credits.
This course focuses on the role of domestic animals in the lives of the individuals and families, with a focus on four primary dimensions of the human-animal dynamic: animal-assisted interventions, pet loss, animal hoarding and animal cruelty. Social workers have long recognized the importance of human-animal interactions. A strong bond can support resilience and recovery, while a lack of empathy towards animals is associated with anti-social behaviors. Domestic animals play an important role in the lives of many people, to the extent that some make important decisions based on their relationship with pets. This may include their willingness to get inpatient care or seek out-of-home support. Animal-assisted therapies (AAT) are rapidly becoming mainstream in medical and therapeutic settings. This course will provide students with the history and evidence behind AATs, as well as hands-on experiences.
Typically offered in Summer.

SWG 585. Community-based Prevention Services. 3 Credits.
This course examines the role of prevention in community socialization regarding individual, family, and community health and mental health. It reviews prevention research and funding, the use of prevention and community based services, and offers a project based learning activity. The ecological perspective framework and systems theory are used to examine current statistics on community areas of need and the provision of services that inform education, performance, health and mental health, family development and aging. Students will operate from a framework of theory, multicultural resources, advocacy, and collaboration to develop community education for capacity building. Working through consultation with our Field Director, groups will select a prevention area and prepare an educational curriculum that may be presented at a local agency.
Consent: Permission of the Department required to add.
Typically offered in Summer.

SWG 586. Motivational Interviewing. 3 Credits.
Motivational Interviewing (MI) is an evidence-based counseling/communication method designed for evoking intrinsic motivation for positive behavior change. Originally developed in the drug and alcohol field, MI is now empirically supported to be delivered in a variety of settings, including social services, health care, mental health, public health, and criminal justice. This course will immerse students in theories, principles, and skills of MI and focus primarily on the use of MI by social workers using role and real-plays to learn and demonstrate practice skills. Following the Eight Stages of Learning MI (Moyers Miller, 2006) students will be guided through a sequence of experiential learning activities to develop and refine their skills of MI. Students will also develop beginning proficiency in identifying and coding MI skills using the MFI 3.1.
Typically offered in Fall & Spring.

SWG 590. Seminar in Social Work. 3 Credits.
In-depth topics in social work offered to complement the program’s concentration and not offered in required courses.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

SWG 591. Independent Study in Social Work. 1-3 Credits.
An independent project developed by a student under the guidance of a specific faculty member.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

SWG 593. Green Social Work and Environmental Justice. 3 Credits.
This course emphasizes a framework of environmental justice for exploring the connection between environmental impact and social, political, and economic structures. An environmental psychology perspective is utilized to understand how attitudes and behaviors related to the natural environment and sustainability are shaped, reinforced, and changed. Students will learn about a broad range of topics related to conservation of the natural environment, analyze the impact on communities, and practice skills relevant to behavioral change, community engagement, and advocacy.
Typically offered in Spring & Summer.

SWG 596. Generalist Field Practicum I. 3 Credits.
This course is the first of two required generalist year field practicum courses, each consisting of a structured field experience at an assigned practicum site for an average of 16 hours per week during the academic semester. Included in the 16 hours is a mandatory 60-minute individual supervisory session with an approved Field Instructor, as well as at least 30 minutes of additional supervisory time in group or other settings. Grounded in a person and environment construct, an understanding of oppressive systems, and respect for human diversity, the course provides students with the opportunity to develop competencies for generalist social work practice.
Pre / Co requisites: SWG 596 requires a corequisite of SWG 501.
Typically offered in Fall.

SWG 597. Field Practicum II. 3 Credits.
This course is a structured field experience at an approved social agency for 224 hours during the semester. Students learn the beginning application of the generalist model of practice and professional social work roles.
Pre / Co requisites: SWG 597 requires a prerequisite of SWG 596 and a corequisite of SWG 502.
Typically offered in Spring.

SWG 598. Specialized Field Practicum I. 3 Credits.
This course is the first of two required specialization year field practicum courses, each consisting of a structured field experience at an assigned practicum site for 18 hours per week during the academic semester. Included in the 18 hours is a mandatory 60-minute individual supervisory session with an approved Field Instructor, as well as at least 30 minutes of additional supervisory time in group or other settings.
Pre / Co requisites: SWG 598 requires a prerequisite of SWG 503 and Advanced Standing status, or a prerequisite of 597 and a corequisite of SWG 561.
Typically offered in Fall.

SWG 599. Field Practicum IV. 3 Credits.
This course involves a structured field experience at an approved social agency for a total of 252 hours during the semester. The student’s experience in field practice culminates through coordination within the professional role: integration of theory to practice with individuals, families, and communities; knowledge of the impact of social policy; the role of research in practice; and the influence of diversity and oppression.
Pre / Co requisites: SWG 599 requires a prerequisite of SWG 598 and a corequisite of SWG 563.
Typically offered in Spring.

2018-2019 CATALOG