

SCHOOL OF SOCIAL WORK (GRAD)

Contact Information

School of Social Work
http://ssw.unc.edu

Gary L. Bowen, Dean

The School of Social Work offers programs leading to the M.S.W. and the Ph.D. degrees.

Admission into the M.S.W. program is based on an evaluation of the applicant's transcripts, references, written statement of interest in the field, Graduate Record Examination (GRE) scores, prior experience, and readiness to undertake graduate professional education. To be considered for admission, the applicant must have a bachelor's degree from an accredited college or university, preferably with a broad liberal arts preparation in social and biological sciences and the humanities.

In the admissions process for the Ph.D. program, students are asked to provide evidence of

- A master's degree in social work from a school accredited by the Council on Social Work Education or, less preferably, in a related discipline
- Academic ability, as demonstrated in academic achievement and Graduate Record Examination (GRE) scores
- Writing ability, as demonstrated in a writing sample
- Commitment to the values, goals, and purposes of the social work profession
- Professional experience in human services, and
- A direction for and commitment to scholarly work congruent with the objectives and resources of the doctoral program.

The M.S.W. Program

Students complete the M.S.W. generalist curriculum of 29 credit hours of content in the areas of human behavior and the social environment, institutionalized discrimination, social work practice, social policy, and research. In the specialization curriculum, students choose among two concentrations for an additional 33 academic credit hours: the community, management and policy practice concentration (CMPP), and the direct practice concentration (DP). The CMPP concentration prepares students for advanced work in social work administration, management, and community and policy practice. The DP concentration prepares students for advanced practice with individuals, families, and groups.

In both the M.S.W. generalist and specialization curriculum, students also enroll in field education in addition to their classroom-based coursework. In field education, M.S.W. students are placed in more than 250 government, nonprofit, and other human services agencies throughout North Carolina each semester of their studies. Through these field placements, students receive hands-on experience working in a wide array of practice areas such as anti-poverty programs, child welfare, community and program development, family violence, healthcare, and behavioral health.

Students develop coherent and cohesive plans of study to meet their M.S.W. degree requirements in consultation with faculty advisors.

Working with their advisors, students select courses to meet their individual professional and educational goals, while also meeting the academic requirements of their concentration. In addition, students can explore content outside of their concentration and use elective credits to pursue learning goals related to diverse areas of interest.

The typical time for degree completion is four semesters of full-time study. However, graduates of undergraduate social work programs that are accredited by the Council on Social Work Education who meet specific course and admissions requirements are eligible to apply for the advanced standing program. In the advanced standing program, students fulfill the degree requirements in 12 months beginning in May of each year.

The School of Social Work also offers two distance-education programs – one that is offered on UNC–Chapel Hill's campus and the other that is located in Winston-Salem. Students in these programs complete M.S.W. degree requirements over the course of three years. The first two years of M.S.W. study take place at the distance-education program site. In the first year, students take two courses each semester. In the second year of these programs, students take two courses each semester, participate in a field seminar, and complete 16 hours per week in a field placement each semester. In the final year, distance-education students complete the degree as full-time students on the UNC–Chapel Hill campus.

The Ph.D. Program in Social Work

The Ph.D. program in social work is designed to meet the growing demand for social work and social welfare research scholars in academic and research settings. It produces graduates capable of building and testing explanatory and practice theory to inform social interventions and policies. Training in theory, research methodology, data analysis, and substantive areas of focus prepares graduates to build, test, and refine explanatory theory to understand social problems, and practice theory to understand change processes, design social interventions that test explanatory and/or practice theory, and assess the effects of social interventions and policies through process, outcome, and impact evaluation.

The curriculum is grounded in core social work and social welfare courses and thorough training in research methodology and data analysis. At the same time, students design their program of study to focus on a social problem and intervention in their area(s) of interest. Students also complete a teaching practicum and are provided opportunities to teach in the M.S.W. program.

Following the faculty member's name is a section number that students should use when registering for independent studies, reading, research, and thesis and dissertation courses with that particular professor.

Distinguished Professors

Gary L. Bowen (98), Social Work with Families, Middle and High School Success, Crime and Violence in Schools, Work and Family Linkages, Military Families, Community Capacity Building, Neighborhood Effects, Performance-Driven Management

Iris B. Carlton-LaNey (239), Social Welfare History (Especially African Americans and the Progressive Era), Rural Elderly African American Women and Social Support

Ding-Geng Chen (212), Biostatistics, Clinical Trials, Adaptive Design and Analysis, Meta-Analysis, Structural Equation Modeling, Multi-level Modeling, Cusp Catastrophe Modeling, Methodology Development for Social Interventions

Mark W. Fraser (229), Children and Families at Risk; Antisocial and Aggressive Behavior in Childhood, Early Adolescence, and Adolescence; Risk and Resilience in Childhood; Prevention of Conduct Problems in Childhood and Adolescence

Matthew O. Howard (310), Adolescent Substance Abuse, Consequences of Inhalant and Ecstasy Abuse, Delinquency and Conduct Problems in Children and Adolescents, Evidence-Based Social Work and Chemical Dependency Practice

Rebecca J. Macy (325), Interpersonal and Relationship Violence, Coping with Personal Threats and Trauma, Prevention and Practice Interventions

Gary M. Nelson (83), Organizational and Community Change, Social Gerontology, Self-Evaluation

Jack M. Richman (88), Individual, Couples, and Family Practice, Social Support, At-Risk Students, Intervention Research

Kimberly J. Strom-Gottfried (038), Professional Ethics, Moral Courage, Leadership, Higher Education

Mark Testa (217), Kinship Foster Care, Adoption and Guardianship, Child Welfare Consent Decrees and Class-Action Litigation, Social Indicators and Child and Family Policy, Experimental and Quasi-Experimental Designs

Sheryl Zimmerman (295), Evaluation of Practice, Social Gerontology, Psychosocial Aspects of Health, Long-Term Care, Outcome Research, Methods for Studying Older Populations, Dementia, Hip Fracture

Professors

Mimi V. Chapman (293), Child and Adolescent Health, Mental, Health and Well-Being, Latino Migration and Adaptation, In-Country Chinese Migration and Social Work Practice, Provider Preparation for Working with Diverse Populations, Mental Health Service Use, Visual and Arts-Based Methods and Interventions

Michael Lambert (102), Research and Measurement of Biopsychosocial Adjustment in Children, Youth, Adults, and Families Cross-Nationally, Clinical Interest in Treatment of Trauma, Family and Individual Psychotherapy

Clinical Professors

Anne C. Jones (224), Women's Health Issues, International Social Work, Practice with Couples and Families, Step-Families

Marie O. Weil (95), Community Practice, Social Planning, Community Development, Social Administration, Social Policy, International-Global Practice, Services to Families and Children

Professor of the Practice

Noel A. Mazade (208), Leadership in and Financial Management of Nonprofit Organizations, Analysis of Health-Related Big Data, Mediation and Alternative Dispute Resolution Theory and Practice

Research Professor

Dean F. Duncan III (218), Human Trafficking, Child Welfare, Youth Aging Out of Foster Care, Management of Human Services Agencies, Research Methods, Community Collaboration

Distinguished Associate Professors

Gina A. Chowa (206), International Social Development, Particularly in Asset Building; HIV/AIDS; Social Protection and Financial Capability

Gary S. Cuddeback (279), Severe Mental Illness, Criminal Justice, Mental Health Services

Trenette Clark Goings (304), Etiology, Prevention, and Consequences of Drug Use and Risky Behaviors among Adolescents and Young Adults; Preventive Interventions

Associate Professor

Sarah E. Bledsoe (202), Mental Health Services Research; Evidence-Based Practice; Interpersonal Psychotherapy; Mood, Anxiety, and Trauma Disorders; Developmental Impact of Interpersonal Trauma; Clinical Intervention Research; Culturally Relevant Practices; Low-Income Populations

Clinical Associate Professors

Deborah Barrett (246), Direct Practice, Chronic Pain, Dialectical Behavioral Therapy, Mindfulness, Group Work

Rebecca B. Brigham (091), Child Welfare and Public Policy, Foster Care and Adoption, Adult Learning Theory, International Social Work Education, Social Work Field Education

Lane G. Cooke (244), Evidence- and Competency-Based Child Welfare Training; Child Protective Services, Foster Care, and Adoptions Services; Child Welfare Data and Outcomes; Collective Impact

Jodon A. Flick (298), Clinical Safety, Suicide, Mental Health, Child Welfare

Kirsten L. Kainz (105), Knowledge Exchange, Evidence Use, Causal Inference and Explanation, Quantitative Methods, Mixed Methods

John D. McMahon (232), Family and Children's Services, Child Welfare, Improving Outcomes for Families

Sarah M. Naylor (256), Academic Advising, Qualitative Research, Higher Education, Program Evaluation

Tamara Norris (107), Family Support, Disability Policy and Practice, Macro Practice, Community Impact

Wanda F. Reives (012), Public Child Welfare, Family-Based Service, Public Human Services Management/Leadership

Mary Anne P. Salmon (219), Aging Issues (with Focus on Underserved Populations), Survey Development, Aging and Demographics, Adult Guardianship and Its Alternatives

Tina M. Souders (007), Professional Ethics, Social Work, and the Law; Macro Practice with Organizations and Communities; Instructional Design and Technology

Sarah B. Verbiest (203), Maternal and Infant Health, Women's Health, Health Equity, Primary Prevention, Leadership Development, Partnership Building, Boundary Spanning, Strategic Planning, and Reproductive Justice

Lisa D. Zerden (222), HIV/AIDS Prevention, Health Disparities and Access, Health Policy, Injection Drug Use and Harm Reduction, Social Welfare Policy and History, Role of Social Work in Integrated Care

Research Associate Professor

Steven H. Day (387), Program Evaluation, Intervention Research, Delinquency Prevention, Arts-Based Intervention

Assistant Professors

David Ansong (082), Educational and Economic Disparities, Youth Asset Development, International Social Development, Community Development

Rachel Goode (361), Psychosocial Interventions for Obesity Prevention and Treatment; Assessment/Treatment of Disordered Eating Behaviors; Racial and Ethnic Disparities in Obesity Prevalence and Treatment Outcomes; Design and Conduct of Community-Based Health Promotion Interventions; Racial Reconciliation and Healing; Spirituality in Social Work Practice; Qualitative Research

William Hall (362), Identity Development, Psychosocial Stress Processes, Mental Health, Interventions with LGBTQ Youth

Paul J. Lanier (027), Child Maltreatment Prevention, Child Well-Being, Parenting, Evidence-Based Practice
Melissa A. Lippold (260), The Role of Parent-Child Relationships in the Development of Risky Behavior, Promotion of Adolescent Health Design, Implementation of Preventive Interventions
Rainier Masa (23), Economic and Social Aspects of Health, HIV Prevention and Treatment, Food Insecurity and Health, International Social Development
Cynthia Fraga Rizo (234), Intimate Partner Violence, Child Exposure to Intimate Partner Violence, Latina and Immigrant Survivors of Intimate Partner Violence, Coping, Evaluation
Latoya A. Small (103), HIV/AIDS, Mental Health, Women, HIV in South African Youth, Poverty and Health Disparities
Amy E. Wilson (225), Public Mental Health Services, Dual Diagnosis, Serious Mental Illness, Reentry from Jails/Prisons, Mental Illness and Criminal Justice

Clinical Assistant Professors

Travis J. Albritton (200), Public Child Welfare, Substance Abuse Services, Spirituality and Social Work Practice, Family and Community Social Supports
Mellicent O. Blythe (203), Child Welfare, Foster Care and Adoption, Trauma-Informed Practice, Workforce Development, Public Policy, Implementation
Tara L. Bohley (110), Family Systems, Child Welfare, Adolescent Mental Health, Nonprofit Management, Public Policy
Jean L. Byassee (291), Children's Mental Health, Parent/Provider Partnerships, Learning and Attention Disorders in Children and Adults
Erica Lynn Carroll (360), Health Workforce, Social Work and Mental Health Workforce, Diversity, Intervention Research, Individuals with Disabilities
Selena B. Childs (205), Child Welfare, Evidence-Informed Practice, Research, Workforce Development, Policy Development, Advocacy
Denisé G. Dews (005), Aging, End-of-Life Care, Medical Social Work, Field Education, Child Welfare Workforce, Integrated Health, Interprofessional Education
Marilyn A. Ghezzi (243), Severe Mental Illness, Group Work, Psychotherapy Approaches and Integration
Melissa L. Godwin (210), Substance Abuse Prevention and Intervention, School-Based Mental Health Services, Gender Issues, Clinical Social Work
Amy Locklear Hertel (363)
Quentin J. Hinson (241), Human Migration, Immigration Policy, Immigrant and Refugee Health, Mental Health and Substance Abuse, Migrant Farmworkers, Program Development
Linda H. Kendall Fields (101), Collective Impact and Community Engagement Projects in Aging, Disabilities and Family Caregiver Issues; Individual and Group Facilitation
Lisa R. Lackmann (247), Child and Adolescent Behavioral Health, Integrated Care, Family Support
Rodney D. Little (226), Group Process and Facilitation, Leadership Development for Supervisors/Managers in Public Social Services, Conflict Resolution, Rural Social Work Practice and Culture, Grief Loss and Bereavement
Ronald L. Mangum (230), Mental Health, Substance Abuse, Individual and Group Facilitation, Risk-Focused Prevention
Michael E. McGuire (294), Adolescent and Family Development, Childhood Trauma, Substance Use Treatment, Experiential Learning, Issues Around Military Families, Motivational Interviewing, Feedback Informed Treatment, Clinical Supervision, Clinical Model Implementation, Ethics, Workforce Development

Sherry C. Mergner (275), Advocacy, Autism Spectrum Disorders, Developmental Disabilities, Families of Children with Special Needs, Social Cognitive Strategies for Children with Social Challenges, LGBTQ, Women's Issues, Spirituality and Psychotherapy
M. Theresa Palmer (258), Clinical Practice with Children, Adolescents, and Families, Clinical Supervision, Microaggression and Hidden Bias, Field Education, Environmental Social Work
Laura Phipps (257), Positive Behavior Intervention and Supports, Trauma-Informed Child Welfare, Implementation Science and Outcomes Focused Practice
Laurie J. Selz-Campbell (240), Support for Adults and Parents with Severe Mental Illness, Arts-Based Interventions, Dialogue-Based Interventions, Social Welfare Policy
Barbara B. Smith (253), Prevention and Early Intervention in Mental Health, Mental Health Advocacy, Empowerment of People with Psychiatric Disabilities, Schizophrenia, Severe Mental Illness, Early Psychosis, Family Psychoeducation, Mental Health Recovery
Sharon H. Thomas (261), Adolescent Pregnancy Prevention/Risk Behaviors, Families and Children, Interventions with Families of Color, International Social Work Education
Tonya B. VanDeinse (333), Adults with Mental Illness, Criminal Justice, Mental Health Services, Implementation Science
Jennifer S. Vaughn (250), Health and Mental Health Policy, Child Welfare Policy, Human Services Policy
Martha A. Weems (252), Clinical Practice, Substance Abuse, Mental Health, Crisis Intervention
Tauchiana V. Williams (259), School Social Work, Child and Adolescent Mental Health
Ronni L. Zuckerman (052), Families and Children, Child and Adolescent Mental Health, Adolescent Pregnancy Prevention

Research Assistant Professors

Roderick A. Rose (398), Child Development and Welfare, Income Maintenance, Advanced Statistical Methods, Methods for Causal Inference
Crystal Joy Stewart (242), Child Welfare, Research Methods, Program Evaluation, Data Science, Youth Aging Out of Foster Care, Trauma-Informed Care, Human Trafficking

Clinical Instructors

Bernice Adjabeng (034)
Chrystal Coble (038) Juvenile Justice and Diversion, Child Welfare Workforce Development, Change Management and Organizational Development
Tonia Jacobs Deese (209), Family Systems Theory, Child Mental Health, Trauma and the Impact of Culture on Family Outcomes, Best Practices in Child Welfare
Annamae T. Giles (216), Healthcare, Aging, Death and Dying
Amy S. Levine (236), Child Welfare, Child and Adolescent Mental Health, Trauma-Informed Care, Clinical Practice
Andrea J. Murray Lichtman (281), Individuals, Couples and Family Practice, Life Stage Transitions, Addiction, Spirituality and Mental Health
Michael B. Owen (104)
Alycia Blackwell Pittman (391)
Robin Sansing (213), Community Management and Policy Practice
Ashton P. Williams (235)

Research Instructor

Sarah E. Marsh (228), Social Entrepreneurship, Community Capacity Building, Organizational Change, Survey Development

Professors Emeriti

S. Rachel Dedmon
 Andrew W. Dobelstein
 Maeda Galinsky
 Dorothy N. Gamble
 H. Carlisle Henley Jr.
 Albert L. Johnson
 Hortense K. McClinton
 Dennis Orthner
 Kathleen A. Rounds
 Morton I. Teicher
 Charles Lindsey (Lynn) Usher

SOWO

Advanced Undergraduate and Graduate-level Courses

SOWO 401. Managing the Effects of Disasters on Families and Children. 3 Credits.

Designed to examine the effects that disasters have on children, their families, and on communities, this course gives students an understanding of how to deal with survivors' reactions to trauma and how to decrease the chances of long-term damage when disaster strikes.

Grading status: Letter grade.

SOWO 403. Social Work Study Abroad. 1-6 Credits.

Variable content. Course examines international social issues, programs, and policies and their impact on client populations and cultures in a particular country or global region.

Grading status: Letter grade.

SOWO 404. Social Work Study Abroad: Africa. 1-6 Credits.

Course examines social issues, development strategies, health/mental health programs. Explores how country's fledgling democracy and people are redesigning organizations and interventions to respond to the needs of South Africans.

Grading status: Letter grade.

SOWO 489. Public Service and Social Change. 4 Credits.

Course examines the role of volunteer involvement and citizen participation in community development, grassroots organizing, advocacy, and other efforts to create a more just and democratic society. Includes a service-learning requirement.

Grading status: Letter grade.

SOWO 490. Preprofessional Special Topic. 1-6 Credits.

Focuses on current professional social work issues. The focus will be specified each time the course is offered.

Repeat rules: May be repeated for credit; may be repeated in the same term for different topics; 6 total credits. 6 total completions.

Grading status: Letter grade.

SOWO 491. Community Organizing for Social Change. 4 Credits.

Course examines different types of advocacy strategies and their use in efforts both to enhance the delivery of services to disadvantaged populations and to promote social change in communities.

Grading status: Letter grade.

SOWO 492. Seminar in Service Learning. 1-6 Credits.

Participants explore frameworks, values, and skills around the democratic principles of service, citizenship, and social justice. Accompanies an intensive, paid internship in a local nonprofit agency.

Gen Ed: EE-Service Learning.

Repeat rules: May be repeated for credit. 6 total credits. 6 total completions.

Grading status: Letter grade.

SOWO 500. Human Development in Context I: Infancy to Adolescence. 3 Credits.

This course provides an overview of child and adolescent development in context, surveying major theoretical frameworks and highlighting the impact of different factors on individual development, functioning and health.

Grading status: Letter grade.

SOWO 501. Confronting Oppression and Institutional Discrimination. 3 Credits.

This course examines institutionalized oppression and its implications for social work practice at all levels, emphasizing the consequences of social inequality and the social worker's responsibilities to fight oppression.

Grading status: Letter grade.

SOWO 505. Human Development in Context II: Adulthood to Older Adulthood. 3 Credits.

This course reviews typical and divergent adult development in context, surveys major theoretical frameworks, and highlights the impact of social injustices on adult development.

Grading status: Letter grade.

SOWO 510. Foundations for Evidence-Based Practice and Program Evaluation. 3 Credits.

Develop knowledge of evidence-based practice, including skills needed to acquire and assess appropriate interventions for practice and skills required to evaluate social work practice.

Grading status: Letter grade.

SOWO 520. Social Work Practicum I. 3 Credits.

Students learn beginning practice skills through experimental opportunities and apply core knowledge to direct (individuals, families, groups) and macro (organizations, communities) social work practice two days per week in an agency setting. (Field fee: \$300.)

Grading status: Letter grade.

SOWO 521. Social Work Practicum II. 3 Credits.

A continuation of SOWO 520, providing opportunities for students to demonstrate increased ability to assess, plan, administer, and evaluate appropriate social work practice interventions. (Field fee: \$300.)

Grading status: Letter grade.

SOWO 522. Pre-Concentration Practicum for Advanced Standing Students. 4 Credits.

Course designed to assist students in summer classroom learning with direct experience in specialized field of practices. Serves to bridge the B.A.S.W. practicum with advanced concentration practicum. (Field fee: \$300.)

Grading status: Letter grade.

SOWO 523. Foundation Field Seminar I. 1 Credit.

Course is designed to assist students in integrating and applying classroom learning with the direct experience of the foundation field practicum. Opportunities are provided for discussion, support, and skills practice.

Grading status: Letter grade.

SOWO 524. Foundation Field Seminar II. 1 Credit.

Course is designed to assist students in integrating and applying classroom learning with the direct experience of the foundation field practicum. Opportunities are provided for discussion, support, and skills practice.

Grading status: Letter grade.

SOWO 530. Foundations of Social Welfare and Social Work. 3 Credits.

Introduces public welfare policy through lecture and discussion of the purposes public welfare serves; describes the most important programs created by those policies.

Grading status: Letter grade.

SOWO 540. Social Work Practice with Individuals, Families, and Groups. 3 Credits.

Provides the foundation for social work practice with individuals, families, and groups. It emphasizes basic knowledge, analytic and practice skills, and values necessary for practice.

Grading status: Letter grade.

SOWO 570. Social Work Practice with Organizations and Communities. 3 Credits.

Participants explore frameworks, values, and skills to meet individual and family needs through interventions with work groups, organizations, and communities.

Grading status: Letter grade.

SOWO 604I. Aging and Health. 3 Credits.

Introduction to normal aging, diseases of aging, mental health issues, and the use of health services by older adults.

Grading status: Letter grade

Same as: SOCI 824, DENT 604I, HMSC 904I, MEDI 604I, NURS 782I, PHCY 604I, PHYT 904I, PSYC 904I.

SOWO 607I. Aging and Public Policy. 3 Credits.

Students learn of social service, health, and income policy with the aged. Issues pertaining to informal support systems and disadvantaged groups are explored in the context of aging policy.

Requisites: Prerequisite, SOWO 530.

Grading status: Letter grade

Same as: DENT 607I, FMME 607I, HMSC 951I, MEDI 607I, NURS 783I, PHCY 607I, PSYC 907I.

SOWO 613I. Intermediate Spanish for Health Care I. 3 Credits.

This intermediate course is the equivalent of the third semester of college Spanish. Students will hone their listening and speaking skills in class primarily through role-playing activities and class discussion. Activities center on an original film set in a health clinic in rural North Carolina.

Grading status: Letter grade

Same as: PUBH 613, AHSC 613I, NURS 613I, PHCY 613I.

SOWO 614I. Intermediate Spanish for Health Care II. 3 Credits.

Permission of the instructor. This primarily e-learning course provides public health students with the opportunity to improve their oral communication skills in Spanish at the intermediate level via DVD, Web, and workbook. Instructor-led. Online course.

Requisites: Prerequisite, PUBH 613I.

Grading status: Pass/Fail

Same as: PUBH 614I, AHSC 614I, NURS 614I, PHCY 614I.

SOWO 615I. Advanced Spanish for Health Care I. 3 Credits.

Required preparation, third semester Spanish or equivalent. This advanced course reviews the grammar of the third and fourth semester of college Spanish. Students hone their listening and speaking skills through role-playing activities and class discussion. Activities center on an original film set in a Latino-run health clinic.

Grading status: Letter grade

Same as: PUBH 615, AHSC 615I, DENT 615I, MEDI 615I, NURS 615I, PHCY 615I.

SOWO 620I. Working in Teams: Developing Patient Advocacy Skills, Chapel Hill. 3 Credits.

Discuss the roles of different members of a health care team in co-managing common conditions in primary care. Describe the advantages to a patient of using co-management for his/her medical condition. Identify barriers to implementation of effective health care teams in the current health care system.

Same as: FMME 620I, PHCY 620I.

Graduate-level Courses**SOWO 700. Alcohol, Tobacco, and Other Drugs (ATOD): Abuse and Dependence. 3 Credits.**

Surveys the field of substance use, abuse, and dependency, providing an overview of macro and micro issues and the use of the bio-psycho-social-spiritual model of addictions.

SOWO 701. Alcohol, Tobacco, and Other Drugs (ATOD): Biomedical Basis. 3 Credits.

Pre- or This course covers the biomedical basis of substance related disorders. Students will develop a broad scientific perspective on different classes of substances of abuse and the biological basis of substance dependence.

Requisites: co-requisite, SOWO 700.

SOWO 703. Ethical Decision Making in Social Work Practice. 3 Credits.

A study of ethical decision making, along with potential guidelines for resolving dilemmas, and an in-depth examination of current illustrative practice issues.

SOWO 704. Advanced Seminar on Health Inequality. 1.5 Credit.

This advanced seminar addresses social determinants of health inequities associated with race/ethnicity, class, gender, sexual orientation, and environment. Students will develop independent or group health disparity projects.

Requisites: Prerequisites, SOWO 500 and 505.

SOWO 705. Mental Health Recovery and Psychiatric Rehabilitation. 1.5 Credit.

The concept of mental health recovery is introduced, exploring theoretical foundations and lived experiences of consumers. Psychiatric rehabilitation is discussed as a framework and set of interventions supporting recovery.

Requisites: Prerequisites, SOWO 500 and 505.

SOWO 709. Special Topics in Human Behavior and Social Environment. 1-6 Credits.

Permission of the Instructor. Topic determined by instructor and announced in advance.

Repeat rules: May be repeated for credit; may be repeated in the same term for different topics.

SOWO 715. Advanced Standing Bridge Course. 6 Credits.

Course facilitates students' transition from baccalaureate programs to Advanced Standing M.S.W. Program. Course will review and integrate selective core baccalaureate content in practice, human behavior, diversity, social policy and research.

SOWO 719. Special Topics in Research. 1-6 Credits.

Permission of the instructor. Topic determined by instructor and announced in advance.

Repeat rules: May be repeated for credit; may be repeated in the same term for different topics.

SOWO 720. Individualized Field Practicum. 1-6 Credits.

(Field fee: \$300.)

Repeat rules: May be repeated for credit; may be repeated in the same term for different topics.

SOWO 730. Social Work and the Law. 3 Credits.

Course provides familiarity with legal processes, legal research, and legal analysis within the context of socio-legal issues important to social work practice.

SOWO 732. International Comparative Policy. 1.5 Credit.

Engages students in comparative policy approaches and preparing tripartite policy analyses of a specific United States policy with comparable policies in two other nations in different stages of economic development.

SOWO 739. Special Topics in Policy. 1-6 Credits.

Permission of the instructor. Topic determined by instructor and announced in advance.

Repeat rules: May be repeated for credit; may be repeated in the same term for different topics.

SOWO 740. Implementing Evidence-Informed Practice w/ Individuals, Families Groups. 3 Credits.

Using a multi-cultural lens, provides introduction to core evidence-based interventions common to most theoretical approaches. Focus is on building effective direct practice skills applicable to many settings and populations.

SOWO 741. Social Work Practice in Integrated Health Care. 1.5 Credit.

This course will teach practical behavioral health skills within primary care settings. Focus will be on application of short-term interventions and psycho-education as part of an inter-professional team.

SOWO 742. The Satir Growth Model: Becoming More Fully Human. 1.5 Credit.

This practice course will enable students to develop and apply Satir Growth Model interventions to guide change in and improve the functioning of individuals, couples, families, and organizations.

SOWO 743. SW at the Interface of the MH & Criminal Justice Systems: Practice, Policy, and Research. 1.5 Credit.

Social workers are often the front-line service providers for mentally ill offenders. This course explores social work practice, policy, and research at the interface of criminal justice and behavioral health.

SOWO 750. Cognitive Behavioral Therapy. 1.5 Credit.

This course will use the CBT framework to teach students how to move from an assessment to intervention using the model.

Requisites: Prerequisite, SOWO 540.

SOWO 751. Behavioral Intervention with Children. 1.5 Credit.

This course teaches basic principles of behavior theory and intervention, current applications, and how to assess, design and implement behavior plans for children.

Requisites: Prerequisite, SOWO 540.

SOWO 752. Ethical Decisions and Actions. 1.5 Credit.

Addresses knowledge and skills for exploring and addressing ethical dilemmas encountered in social work practice.

Requisites: Prerequisites, SOWO 540 and 570.

SOWO 753. Interpersonal Psychotherapy. 1.5 Credit.

This practice course focuses on interpersonal psychotherapy, an empirically supported intervention for depression in adolescents and adults. Adaptations for other mental health disorders are discussed.

Requisites: Prerequisite, SOWO 540.

SOWO 754. Managing Sensitive and Dangerous Situations. 1.5 Credit.

Apply cognitive-behavioral, strategic, structural, and motivational models in challenging practice situations common to public and nonprofit agency social work. Extensive, observed, skill practice is followed by analysis, feedback, and reflection.

Requisites: Prerequisite, SOWO 540.

SOWO 755. Issues for Contemporary Clinical Practice. 1.5 Credit.

This is a seminar designed to help prepare students for contemporary clinical practice, covering topics such as managed care, independent practice, and self-care.

Requisites: Prerequisite, SOWO 540.

SOWO 756. Evidence Based Practice in School Social Work. 1.5 Credit.

Students will learn an evidence-based approach to school social work practice that includes ecological assessment, team data-based goal selection, and the identification of best practices to better promote school success.

Requisites: Prerequisite, SOWO 540.

SOWO 757. Professional Use of Self: What We Bring to Practice. 1.5 Credit.

This course explores students' professional use of self in clinical practice. Using scholarly literature, students examine practice situations in which personal characteristics and experiences positively and negatively shape clinical work.

Requisites: Prerequisite, SOWO 540.

SOWO 758. The Process of Differential Diagnosis of Mental Disorders. 1.5 Credit.

This course focuses on the process of conducting a differential diagnosis of mental health disorders using the Diagnostic and Statistical Manual of Mental Disorders-V.

Requisites: Prerequisite, SOWO 540.

SOWO 760. Alcohol, Tobacco, and Other Drugs (ATOD): Clinical Practice. 3 Credits.

Permission of the instructor for students lacking the pre- or corequisites. Students develop knowledge, skills, and attitudes specific to substance use, abuse, and dependency in order to work effectively in a variety of clinical settings with clients experiencing substance-related problems.

Requisites: Pre- or corequisites, SOWO 540 and 700;

SOWO 761. Alcohol, Tobacco, and Other Drugs (ATOD): Social Work Practice with Culturally Diverse Populations. 3 Credits.

Permission of the instructor for students lacking the pre- or corequisites. Provides an overview of the unique problems and needs of diverse populations who misuse ATOD, and focuses on the application of culturally sensitive intervention strategies.

Requisites: Pre- or corequisites, SOWO 540 and 700;

SOWO 762. Special Topics in Social Work. 1-6 Credits.

Permission of the instructor. Topic determined by instructor and announced in advance.

Repeat rules: May be repeated for credit; may be repeated in the same term for different topics.

SOWO 763. Interdisciplinary Teamwork in Geriatrics. 3 Credits.

Emphasizes the acquisition of skills and competencies necessary for effective interdisciplinary geriatrics care and leadership with a focus on a variety of settings in rural and/or underserved communities.

SOWO 764. Motivational Interviewing. 1.5 Credit.

This course presents the theoretical basis of Motivational Interviewing, its basic principles, and key strategies for facilitating behavior change.

Requisites: Prerequisite, SOWO 540.

SOWO 765. Social Work Practice with Groups. 1.5 Credit.

The course is designed to enable students to become more knowledgeable and skillful as direct practice group workers.

Requisites: Pre- or corequisite, SOWO 540.

SOWO 766. Dialectical Behavioral Therapy: Theory and Practice. 1.5 Credit.

This course provides an introduction to Dialectical Behavior Therapy (DBT), exploring both its theoretical underpinnings as well as its practical application.

Requisites: Prerequisite, SOWO 540.

SOWO 767. Differential Diagnosis and Case Formulation in Mental Health Practice. 3 Credits.

Prepares students to take psychiatric histories, conduct mental status examinations, engage in differential diagnosis decision-making using the DSM-5, write mental health reports, and begin case formulation for purpose of treatment planning.

Requisites: Pre- or corequisite, SOWO 540.

SOWO 769. Special Topics in Direct Practice. 1-6 Credits.

Permission of the instructor. Topic determined by instructor and announced in advance.

Repeat rules: May be repeated for credit; may be repeated in the same term for different topics.

SOWO 770. Implementing Evidence-Informed Practice w/ Organizations and Communities. 3 Credits.

This course builds upon SOWO 570 to equip students with the skills and knowledge to influence and implement organizational and community change.

Requisites: Prerequisites, SOWO 540 and 570.

SOWO 790. Population Health Interprofessional Management in a Changing Health Care System. 3 Credits.

Admission to the School of Nursing graduate program or graduate students in any of the Health Affairs Schools with permission of instructor. This interprofessional education course focuses on preparing healthcare professionals with the foundational skills needed to work in teams to effectively collaborate and coordinate care in population health.

Same as: NURS 790I.

SOWO 791. Disaster Planning and Response: Social Work Role in Large Systems. 1.5 Credit.

Focus on the social work role at the macro system level (school, public health, community, government) when planning for and responding to disasters.

Requisites: Prerequisite, SOWO 570.

SOWO 792. Program Development and Proposal Preparation. 1.5 Credit.

In this skills-oriented course, students will learn to apply three approaches to program development and prepare a proposal draft suitable for submission to a foundation or governmental organization.

Requisites: Prerequisite, SOWO 570.

SOWO 793. Asset Development Practice and Policy. 1.5 Credit.

This course explores community-based efforts and social policies to help lower-income individuals and families build wealth through increased access to financial services and asset-building opportunities.

Requisites: Prerequisite, SOWO 570.

SOWO 794. Leadership and Management in Public Human Service Agencies. 3 Credits.

Participants will examine theories, models, and practices for leading and managing in human service agencies (specifically child welfare), emphasizing social work values and intervention methods.

SOWO 799. Special Topics in Macro Practice. 1-6 Credits.

Permission of the instructor. Topic determined by instructor and announced in advance.

Repeat rules: May be repeated for credit; may be repeated in the same term for different topics.

SOWO 810. Evaluation of Social Work Interventions. 3 Credits.

Students apply knowledge of evidence-based practice to evaluation of social work interventions, including development of a detailed proposal to conduct evaluation of specific social work organization and client or service population.

Requisites: Prerequisite, SOWO 510.

SOWO 811. Advanced Evaluation of Social Work Interventions. 3 Credits.

Students gain and apply advanced knowledge of research methods and evidence-based practice to the evaluation of social work interventions by conducting a detailed evaluation of a social work intervention.

Requisites: Prerequisite, SOWO 510.

SOWO 820. Social Work Practicum III. 6 Credits.

Students apply specialized knowledge to social work practice at an advanced level with individuals, families, small groups, organizations, and/or communities in an agency of a specialized field. (Field fee: \$300.)

Requisites: Prerequisites, SOWO 500, 505, 540, and 570.

SOWO 821. Social Work Practicum IV. 6 Credits.

A continuation of SOWO 820, providing opportunities for the students to demonstrate increased ability to assess, plan, administer, and evaluate appropriate social work interventions in a specialized field of practice (Field fee: \$300.)

SOWO 831. Addiction and Public Policy: Implications for Practice. 1.5 Credit.

The course will examine alcohol and drug policies, particularly as they relate to the exacerbation and resolution of health and social inequities for those with substance use disorders.

Requisites: Prerequisite, SOWO 530.

SOWO 832. Child Welfare Policy Practice and Advocacy. 1.5 Credit.

This course engages students in the processes of child welfare policy practice and advocacy to formulate, analyze, implement, evaluate, and disseminate evidence-informed policies and interventions at all system levels.

Requisites: Prerequisite, SOWO 530.

SOWO 834. Advanced Policy Practice. 1.5 Credit.

Advanced Policy Practice focuses on skills development in advanced policy analysis and change at administrative and legislative levels and on multiple levels of advocacy and lobbying strategies.

Requisites: Prerequisite, SOWO 530.

SOWO 835. Poverty Policy. 1.5 Credit.

Using an advanced policy analysis framework, this course focuses on strategies for policy change, national and state policy, and legal and socio-political factors influencing financing, access, and service delivery.

Requisites: Prerequisite, SOWO 530.

SOWO 836. Health Access and Health Disparities. 1.5 Credit.

Pre- or Examines factors leading to disparities in health outcomes for persons disadvantaged by income, age, ethnicity, gender, and sexual orientation. Critically evaluates health and social policies aimed at resolving disparities.

Requisites: co-requisite, SOWO 530.

SOWO 837. Disability Policy. 1.5 Credit.

Pre- or Using an advanced policy analysis framework, this course focuses on strategies for policy change, national and state policy, and legal and socio-political factors influencing financing, access, and service delivery.

Requisites: co-requisite, SOWO 530.

SOWO 838. Policies Impacting Military Families. 1.5 Credit.

This course will provide students with a framework for advanced policy analysis and strategies for policy change, with a focus on military families.

Requisites: Prerequisite, SOWO 530.

SOWO 840. Adult Mental Health: Theory and Practice. 3 Credits.

This course focuses on mental health social work practice with adults, covering assessment and several theoretically based interventions with an emphasis on gaining practice skills.

Requisites: Prerequisites, SOWO 500, 505, and 540.

SOWO 841. Child Mental Health: Theory and Practice. 3 Credits.

This course presents knowledge and theories from various disciplines to understand mental health and well-being in children and their families with an emphasis on gaining practice skills.

Requisites: Prerequisites, SOWO 500, 505, and 540.

SOWO 842. Families: Theory and Practice. 3 Credits.

This course covers explanatory and practice theories for understanding family functioning and interaction and practice skills for intervention.

Requisites: Prerequisites, SOWO 500, 505, and 540.

SOWO 843. Older Adults: Theory and Practice. 3 Credits.

This course fosters understanding of normal aging, illness, and common challenges associated with aging, and also practice skills to treat older adults and their families.

Requisites: Prerequisites, SOWO 500, 505, and 540.

SOWO 844. Adolescent Mental Health: Theory and Practice. 3 Credits.

This course covers both the social context of adolescent mental health problems and intervention theories and skills to address those problems. It covers assessment, practice theories, and evidenced-based interventions.

Requisites: Prerequisites, SOWO 500, 505, and 540.

SOWO 845. Health: Theory and Practice. 3 Credits.

This course focuses on social work practice in healthcare covering the social context of health problems, and the theories and interventions that facilitate prevention of and coping with health problems.

Requisites: Prerequisites, SOWO 500, 505, and 540.

SOWO 850. School Social Work Policy/Practice. 3 Credits.

An examination of public school social work policy and practice. The course emphasizes an ecological approach within the context of the school-family-community environment.

Requisites: Prerequisite, SOWO 540.

SOWO 851. Social Work Practice with Groups. 3 Credits.

Enables students to become more knowledgeable and skillful as social group workers. Phases of group development and worker tasks in each phase provide the course framework.

Requisites: Prerequisite, SOWO 540.

SOWO 852. Social Work Practice with Couples. 3 Credits.

A clinical seminar that analyzes the operations and character of couples counseling as a human services technique.

Requisites: Prerequisite, SOWO 540.

SOWO 853. Approaches to Brief Treatment. 3 Credits.

This advanced practice elective course covers theories and application of four models of brief psychotherapy. Skill building, critical thinking, and utilization of empirical support are emphasized.

Requisites: Prerequisite, SOWO 540.

SOWO 854. Antisocial Behavior in Childhood and Early Adolescence: Theory and Practice. 3 Credits.

This course explores theories and interventive methods related to practice with children who have antisocial, aggressive behavior. Emphasis is placed on using protective/risk factors to design multisystemic service strategies.

Requisites: Prerequisite, SOWO 540.

SOWO 855. Treatment of Trauma and Violence. 3 Credits.

This course provides an in-depth analysis of the etiology, effects, and dynamics of family violence, as well as the identification of appropriate assessment and treatment strategies.

Requisites: Prerequisite, SOWO 540.

SOWO 856. Care of the Dying and Bereaved. 3 Credits.

This interdisciplinary clinical course addresses issues and practice models relating to terminal illness and bereavement faced throughout the life span.

Requisites: Prerequisite, SOWO 540.

SOWO 857. Clinical Practice with Families. 3 Credits.

This practice course is devoted to intervention with families. Intervention methods will be applied to families coping with major life stressors and relational problems. Family therapy models are covered.

Requisites: Prerequisite, SOWO 540.

SOWO 860. Child Welfare Perspectives and Practices. 3 Credits.

Focus on the knowledge, skills, and critical thinking necessary for effective practice in child welfare. Students examine their own perspectives regarding pertinent research, current events, and initiatives in the state.

SOWO 874. Administrative and Management: Theory and Practice. 3 Credits.

This course explores contemporary theories, models, and practices for managing human service organizations, emphasizing skills in team building, motivation, organizational learning strategies, and cultural competence with a diverse staff.

Requisites: Prerequisites, SOWO 500, 505, and 570.

SOWO 875. Community: Theory and Practice. 3 Credits.

Engages students in examining theory and planning strategies for community practice within complex political and economic environments, emphasizing values and intervention methods.

Requisites: Prerequisites, SOWO 500, 505, and 570.

SOWO 880. Sustainable Development. 3 Credits.

Prerequisite SOWO 570. Examines perspectives and models of sustainable development. Students will analyze a project and present a participatory plan for engaging in sustainable development work.

SOWO 881. Development Theory and Practice in Global Settings. 3 Credits.

This course is designed to assist students to learn skills, methods, theory, and research in development practice in global settings. Focus is on competent practice with marginalized populations globally.

SOWO 882. Citizen Participation and Volunteer Involvement. 3 Credits.

Examines the role of grassroots organization in advocacy, self-help and social development, the involvement of citizens in public planning, and the development of volunteer programs.

Requisites: Prerequisite, SOWO 570.

SOWO 883. Marketing and Fundraising for Nonprofit Organizations. 3 Credits.

This course helps students to develop skills and practices associated with marketing and fundraising strategies for nonprofit organizations at the macro level.

Requisites: Prerequisite, SOWO 570.

SOWO 884. Leadership in Nonprofit Organizations. 3 Credits.

Prerequisite SOWO 570. An in-depth analysis of the executive role in nonprofit organizations, particularly in leadership transitions, strategic planning, board development, policy administration, governance, employee relations, and resource planning and acquisition.

SOWO 885. Financial Management of Nonprofit Organizations. 3 Credits.

Provides basic financial skills for leaders of nonprofits, including bookkeeping fundamentals, interpreting financial statements, budgeting, cash management and investment, and legal compliance.

Requisites: Prerequisites, SOWO 517 and 570.

Same as: PUBA 757.

SOWO 886. Human Resources Management and Supervision. 3 Credits.

Addresses the knowledge and skills needed to effectively institute and carry out HRM, supervision and consultation processes in nonprofit, public and for profit settings.

Requisites: Prerequisites, SOWO 500, 505, and 570.

SOWO 900. Foundations for Theory Construction. 3 Credits.

A critical and historical understanding of social work knowledge, values, and intervention provides students with a foundation for theory construction.

SOWO 910. Research Methods in Social Intervention. 3 Credits.

An introduction to the basic principles of research for planning and evaluating social interventions. Topics include problem formulation, design, measurement, analysis, and the application of findings to theory and practice.

Requisites: Prerequisite, SOWO 510.

SOWO 911. Introduction to Social Statistics and Data Analysis. 3 Credits.

Designed to explore basic principles and to provide advanced instruction in data analysis, including the construction and analysis of tables, statistical tests, and an introduction to the use of computer programs.

Requisites: Prerequisite, SOWO 510.

SOWO 912. Research Practicum I. 3 Credits.

Students develop independent research competence through work on a research project under the direction of an experienced researcher.

Requisites: Prerequisite, SOWO 911.

SOWO 913. Advanced Research Methods in Social Intervention. 3 Credits.

Students build advanced competence in research design, data collection, data analysis, and statistics by analyzing exemplary social work research and presenting independent learning projects within specialized areas of study.

Requisites: Prerequisites, SOWO 900 and 940.

SOWO 914. Measurement in Social Intervention Research. 3 Credits.

Course deals with quantitative and qualitative measurement strategies. Readings focus on theoretical and conceptual foundations of qualitative and quantitative measurement. Students develop skill through two field studies.

Requisites: Prerequisites, SOWO 910 and 911.

SOWO 915. Research Practicum II. 1-6 Credits.

Continuation of Research Practicum I.

Repeat rules: May be repeated for credit.

SOWO 916. Structural Equation Modeling. 3 Credits.

In this course, students will learn fundamental concepts and skills to conduct structural equation modeling and will learn how to apply these techniques to social work research.

SOWO 917. Longitudinal and Multilevel Analysis. 3 Credits.

This course introduces statistical frameworks, analytical tools, and social behavioral applications of three types of models: event history analysis, hierarchical linear modeling (HLM), and growth curve analysis.

SOWO 918. Applied Regression Analysis and Generalized Linear Models. 3 Credits.

Permission of the instructor. This course introduces statistical frameworks, analytical tools, and social behavioral applications of OLS regression model, weighted least-square regression, logistic regression models, and generalized linear models.

SOWO 919. Special Topics in Doctoral Research. 1-6 Credits.

Permission of the instructor. Topic determined by instructor and announced in advance.

Repeat rules: May be repeated for credit; may be repeated in the same term for different topics.

SOWO 920. Special Topics in Social Work Doctoral Studies. 1-6 Credits.

Permission of the instructor. Topic determined by the instructor and announced in advance.

Repeat rules: May be repeated for credit; may be repeated in the same term for different topics.

SOWO 921. Qualitative Research Methods. 3 Credits.

This course will introduce the application of qualitative research methods for social work research.

SOWO 922. Advanced Topics in Causal Inference: Propensity Score and Related Models. 3 Credits.

This course focuses on advanced topics in causal inference by reviewing four recent methods developed for observational studies and evaluation of quasi-experimental programs.

SOWO 923. Systemic Reviews and Introduction to Meta-Analysis. 3 Credits.

Students will learn cutting-edge methods of research synthesis and will prepare and submit a systematic review to a peer reviewed professional journal before the semester ends.

SOWO 940. Development of Social Intervention Models. 3 Credits.

A systematic approach to the design, implementation, and evaluation of social interventions provides the framework for developing models that address a range of social issues and needs.

Requisites: Prerequisite, SOWO 900.

SOWO 941. Teaching Practicum. 3 Credits.

This practicum provides a range of supervised classroom or training opportunities designed to prepare advanced doctoral students for faculty positions in undergraduate- and graduate-level social work education.

SOWO 994. Doctoral Research and Dissertation. 3 Credits.

Dissertation work.

Repeat rules: May be repeated for credit.