

COURSES OF INSTRUCTION

THIS LIST IS CORRECT AS OF SEPTEMBER 1, 2021. FOR THE MOST CURRENT AND SEARCHABLE CATALOG OF ALL CROWN FAMILY SCHOOL COURSES, PLEASE VISIT: [HTTPS://CROWNSCHOOL.UCHICAGO.EDU/COURSE-CATALOG](https://crownfamily.uchicago.edu/course-catalog) ([HTTPS://CROWNSCHOOL.UCHICAGO.EDU/COURSE-CATALOG/](https://crownfamily.uchicago.edu/course-catalog/)).

MASTER'S LEVEL COURSES

SSAD 30000. Social Intervention: Programs and Policies. 100 Units.

This two-quarter course introduces students to the issues and problems associated with social welfare interventions at the community, agency, and policy levels. Students are expected to learn and develop competencies in analyzing the components of current policies, designing programmatic alternatives, anticipating substantive, operational, and political advantages and disadvantages, weighing benefits against financial costs, and making sound choices among imperfect alternatives. While focusing on public policies, the course will include consideration of the impact of policies and programs on individuals and families. The course will give students a thorough grounding in several critical areas of social work practice, including poverty and at least two social service areas such as mental health and child welfare.

SSAD 30100. Social Intervention: Direct Practice. 100 Units.

This two-quarter course emphasizes the design and practice of social work interventions at the individual, family, and group levels. Students are introduced to the values, theories, concepts, skills, and empirical evidence that form the base for direct social work practice and develop competencies related to this area of practice. Complementing 30000, material is presented to examine needs, resources, and potential for change at the individual, family, and group levels, as well as to provide students with an understanding and appreciation of various options for intervention. Students will develop skills in identifying and defining problems, implementing and refining intervention strategies, evaluating the impact of clinical interventions, and weighing the ethical considerations of various choices. Particular attention is given to developing intervention approaches for working with underserved groups.

SSAD 30200. Social Intervention: Research and Evaluation. 100 Units.

This course focuses on the generation, analysis, and use of data and information relevant to decision-making at the case, program, and policy levels. Students learn and develop skills in collecting, analyzing, and using data related to fundamental aspects of social work practice: problem assessment and definition; intervention formulation, implementation, and refinement; and evaluation. The course covers specification and measurement of various practice and social science concepts, sampling methods, data collection strategies, and statistical and graphical approaches to data analysis. All incoming day students will take a research placement exam during the first week of classes to determine their research course. Students who pass the exam will be eligible to take a concentration research course in the first year, either clinical research (44501) or data analysis (48500).

SSAD 32700. Human Behavior in the Social Environment. 100 Units.

This core course teaches biological and social science concepts concerning human development in a social context that are fundamental to social work practice: social and ecological systems; life course development; culture, ethnicity, and gender; stress, coping, and adaptation; and major social issues related to development over the life course. Students learn a general framework and theory for integrating the concepts. Students with strong academic backgrounds in human behavior may be eligible for an advanced human behavior course. Enrollment is limited to Crown Family School students only.

SSAD 35000. Key Issues in Social Sector Governance. 100 Units.

This course introduces students to a set of important ideas for thinking about governance and its major players in the social sector. Governance is a complex, multidisciplinary concept that might be thought of colloquially as "how things get done, why they get done that way, and how we might get things done differently." It includes issues of public policy, markets, organizational practice, and individual action. While the social sector faces governance issues that are unique to it, it also shares some governance challenges with the public and business sectors. At the end of this course, students will be able to understand key conceptual issues, the histories that inform our current governance practices, and the possibilities for moving forward to improve on key challenges.

SSL ONLY

Terms Offered: TBD

SSAD 35100. Inclusive Leadership. 100 Units.

This course is intended to provide students with a conceptual understanding of social, economic, and racial justice and different perspectives regarding how social sector leaders can help achieve those goals. It also supports skill development for fostering inclusivity. Students learn to think critically about their own identity and role in society, increasing awareness of one's own positionality, as well as how social sector organizations operate in minoritized communities. Theories of leadership are considered as well as how managers can inspire social change leadership more broadly. SSL ONLY

Terms Offered: TBD

SSAD 35200. Nonprofit Operations and Management. 100 Units.

This course provides an overview of nonprofit organizations and what is required to manage and operate them effectively. We will explore various nonprofit structures and revenue models, understand board governance, learn essential components of organizational design and operations; and learn how to set priorities and manage with organization-wide data and dashboards. Furthermore, managing nonprofits effectively requires effective people management; we will address the complex stakeholders of nonprofits, understand how to cultivate and maintain positive organizational mission-driven culture, and how to set up staff for success through using mandates, performance management and integrating leadership development. Lastly, we will highlight the importance of leading nonprofit organizations through complex decision-making and change.

Terms Offered: TBD

SSAD 35300. Measuring and Monitoring Impact. 100 Units.

This course introduces students to the major approaches to managing performance and data analysis within social sector organizations, and develops skills in using information to inform decision-making in those settings. The course will cover topics like: conceptualizing performance at the program and organizational levels, implementing different approaches to evaluation and performance measurement, common data analysis and visualization methods, and managing the politics of performance management and accountability structures. Students will learn how to think critically and make decisions among different approaches for translating evidence into actions that support an organization's mission.

Terms Offered: TBD

SSAD 40012. Clinical Interventions in Substance Use Disorders. 100 Units.

This course is an introduction to substance use issues, the spectrum of substance use, associated diagnostic criteria (DSM-5), and major evidence-supported methods for treatment. Through readings, lecture, class discussion, experiential learning, class assignments, and a full-day workshop on motivational interviewing, participants will become familiar with best practices in the core counselor functions of screening, assessment, treatment planning, community intervention, and counseling. While the primary focus of this course is on verbal interventions, participants will also become familiar with the pharmacology of non-medical substances, medications approved for Medication-Assisted Treatment, and opiate overdose prevention strategies. Special attention will be given to the framework of Trauma-Informed Care, techniques to engage/retain individuals in treatment, brief interventions that can be applied to a variety of settings, individual and group counseling approaches, and relapse prevention/response. This course provides an overview of the particular treatment needs of underserved populations, including LGBTQ-identified individuals, older adults, individuals with co-occurring mental illness, and women.

SSAD 40212. Couples Therapy. 100 Units.

This course is designed to: (1) familiarize the student with the issues commonly encountered in couples therapy, (2) familiarize the student with the array of major approaches to treating couples, and (3) ground the student in one particular model of treatment. The first half of the course will examine: (1) the most common couples issues, (2) the major approaches to couples treatment, and (3) the research on couples and their treatment. The most commonly occurring couples issues will be examined within the framework of a couples lifecycle perspective. Students will review the major models of couples therapy, including Cognitive Behavioral Couples Therapy, Object Relations Couples Therapy, Narrative Therapy, Emotionally Focused Couples Therapy, the differentiation model, and short-term solution-oriented approaches. The research component will focus primarily on the work of John Gottman. The remainder of the course will focus on one particular model of couples treatment, the Emotional Safety model. Students will learn the theoretical foundation of the model in modern affect theory and will explore application of the model through role playing and other in-class exercises. The goal of the course is to have both a strong conceptual framework and a beginning repertoire of clinical skills for treating couples.

SSAD 40403. Fundamentals of Behavioral Therapy: Contemporary Approaches. 100 Units.

Many persons seeking treatment present with problems more extreme than individuals described as the "worried well" yet they do not display the symptom profile of persons diagnosed with a "severe mental illness." Typically, these individuals experience chronic distress; they present with impulsive coping styles, chaotic relationships and affective dysregulation. Psychotherapy for persons presenting with chronic distress present a unique set of challenges. Most research in psychotherapy outcomes suggest that one of the most important factors associated with successful treatment is the relationship between the client and therapist. Traditionally, focus on the therapeutic relationship has been the purview of experiential and psychodynamic therapies. However, in the past ten years, three behavioral models of psychotherapy have been introduced that focus on the relationship in the therapy session. To varying degrees, these therapies are based on a large body of knowledge developed over the past several decades in the study of verbal behavior. In this class, participants will be introduced to a behavioral conceptualization of phenomena such as emotion, memory, cognition, and beliefs. Discussion of these private behaviors will conclude in a presentation of a behavioral theory of the "sense of self." For the remainder of the course, participants will revisit these concepts as they apply to discussion of three influential behavioral therapies. First, participants will become acquainted

SSAD 40404. Cognitive and Behavioral Approaches: Children and Families. 100 Units.

Behavioral and cognitive theories form the bases for many of today's evidence-supported clinical interventions for children and families. This course helps students understand these theoretical bases and how they are applied in (a) parent-management training programs for children with behavioral problems, (b) interventions for

children and youth who have experienced trauma, and (c) clinical approaches for youth with severe emotional dysregulation. The course prods students to think about what children and youth need from their environments in order to develop healthy thinking and behavior. The course also emphasizes the purposeful and necessary use of relationship in cognitive and behavioral practices in ways that demonstrate respect, challenge children and youths' cognitions about themselves, and help children and youth approach new relationships in healthier ways. Within these larger intellectual contexts, the course explores the substantial cultural challenges of these approaches.

SSAD 40405. Relational Cultural Theory and Feminist Theories. 100 Units.

This course will explore the history, neuroscience, and application of Relational Cultural Theory (RCT) to social work practice in multiple settings. Drawing on its relationship to feminist theories, including Black feminist theory, and attachment theory, this course will address the significance of gender in the context of RCT and its implications for how we consider connection. Throughout the course, attention will also be focused on its ongoing transformation as a theory and model to practitioners who are Black, Indigenous, and People of Color (BIPOC) and its value to communities of color. We will study its functions and limitations as a framework that works in complement with other models through engaging examples of its application, in a variety of clinical and non-clinical settings.

Terms Offered: TBD

SSAD 40532. Motivational Interviewing. 100 Units.

Motivational Interviewing (MI) is an empirically supported way of being with clients in an empathic, open, nonjudgmental, and collaborative manner. The clinician practicing MI helps those with whom they are working acknowledge and explore ambivalence in regards to behavior change. Furthermore, once a client decides to make (or not make) changes, the MI clinician collaborates in determining a course of action. MI, though simple at first glance, is complex and requires ongoing training and practice. This course is designed to provide students with an in-depth understanding of MI and how to practice it within various treatment settings. Through lectures, open discussions, readings, written assignments, and practice exercises, students will be able to gain insight, knowledge, and skills related to person-centered clinical practice, the human condition, and behavior change.

SSAD 40550. Food Insecurity and Food Policy in the U.S. 100 Units.

Despite the economic recovery following the Great Recession, there continue to be approximately 40 million individuals in the U.S. who experience food insecurity. In this course, we will explore the paradox of how so many people struggle to afford an adequate diet within the borders of the world's top food exporter and the extent to which inequality is embedded in the U.S. food system and in American social policy. We will examine the basic structure of our domestic food system, the causes and consequences of food insecurity, the effectiveness of current public and private responses, and how new challenges in the 21st century may influence current and future strategies. Among the diverse topics we will delve into over the quarter are the recent efforts to reduce access to the Supplemental Nutrition Assistance Program (SNAP), which remains the primary mechanism for addressing food insecurity; the economic challenges experienced by workers throughout the food system, from farm to table; the intersection of the U.S. food system and immigration; the significant disparities in food insecurity and diet-related illness experienced by communities of color; and emerging ideas for how to establish a more equitable food system.

Equivalent Course(s): SSAD 20550

SSAD 40632. Beyond the Clinic: Population Approaches to Mental Health Promotion. 100 Units.

Individualized and reactive approaches to mental health treatment neglect the broad array of structural factors that critically impact possibilities for human wellbeing and prevent the emergence of mental illness. With high rates of psychotropic medication use, rising suicide rates and ongoing opioid and drug overdose epidemics, many see the U.S. mental health care system as broken. This course explores the potential of population-level mental health promotion interventions that address social determinants of health, early developmental context, minority stress, exposure to carceral systems, and social isolation/loneliness. We will work to consider the role that these social and structural influences and interventions might appropriately play in the context of a more coordinated mental health promotion agenda for the United States.

SSAD 40800. Family Systems Approaches to Practice. 100 Units.

This course provides a systems-based conceptual and technical foundation for social work practice with families, considering multigenerational family life-cycle development, sociocultural context, and family diversity. We examine social constructions of the "normal family" with particular attention to changing family forms and gender roles, addressing the challenges facing diverse couples and families in a changing world. An overview of foundational models of family practice and recent developments in strength-based collaborative approaches highlights core concepts and methods in brief problem-solving, post-modern, and intergenerational, growth-oriented models. Discussion focuses on: (1) assessment of family strengths and vulnerabilities; (2) intervention objectives; and (3) the process of change. A research-informed, integrative Family Resilience Framework is presented, identifying key family processes and intervention/prevention guidelines to foster resilience of at-risk children and distressed families by strengthening family functioning as presenting problems are resolved. Special topics include: working with child and adolescent concerns, family diversity, the role of culture and spirituality/belief systems in families, and disenfranchised/multi-stressed families. A broad range of practice issues and guidelines are illustrated with videotape and case examples.

SSAD 40922. Cognitive Behavioral Therapy: Theory and Practice. 100 Units.

Cognitive Behavioral Theory is a major practice theory that integrates the theoretical perspectives and therapeutic techniques of Cognitive Theory and Behavioral Theory. As such, CBT focuses on changing cognitions, changing behavior and on supporting clients to develop coping skills. This course is designed to provide students with a basic understanding of CBT and to assist students with implementing CBT perspectives and techniques in their own practice. Lectures and course readings will review different considerations and applications of CBT with children, adolescents, adults, and vulnerable populations. Through lectures, readings and assignments, students will learn skills to conduct assessment, intervention and evaluation of clients from a CBT perspective. The relationship between theory and practice is emphasized, as is the empirical evidence supporting the use of CBT to effectively address a range of emotional and behavioral problems with diverse populations. Critiques of CBT will be discussed. Course assignments will emphasize the practical application of CBT techniques in practice. Students will be expected to implement CBT methods with a selected client and to record the therapeutic process. For clinical students completing a concentration requirement.

SSAD 41000. Psychodynamic Practice Methods I. 100 Units.

This course introduces contemporary psychodynamic thought and social work practice. The first part examines the defining features of the psychodynamic tradition and explores the growing emphasis on relational and social domains of concern in recent theory, research, and psychosocial intervention. Readings trace the development of psychodynamic understanding and social work practice, present the core concepts and essential concerns of the major schools of thought, and describe the empirical foundations of contemporary relational perspectives. The second part, focused on clinical practice, introduces principles of treatment and methods of intervention from an integrative relational perspective. Readings examine approaches to assessment, establishment of the therapeutic alliance, formulation of goals, representative forms of communication, use of interactive experience, and termination procedures. Presentations of clinical perspectives encompass a range of vulnerable groups and emphasize realistic, flexible use of strategies in view of varying levels of functioning, coping capacities, support systems, and social environments. Critical pluralism is introduced as an orienting perspective that sponsors dialogue among multiple theoretical traditions and helps social workers consider differing approaches in light of the pragmatic concerns and core values of the profession.

SSAD 41205. Restorative Justice Interventions: Anti-Racist Practice + Facilitation. 100 Units.

Learn how to facilitate Restorative Practices through anti-racist, self-aware, inquiry-based framework; build community; examine paradigms related to accountability, growth and human interaction. Learn school-based/time-constrained Restorative best-practices, in addition to honoring indigenous circle practices that have existed for millennia. The facilitation of Restorative Practices without deep self-reflection, self-awareness, and commitment to anti-racism can lead to harmful, appropriative impacts. Students will engage in necessary conversations with vulnerability, trust, and deep engagement. In learning to be a Restorative Practice facilitator, prepare to 1. Build the capacity to be self-aware accomplices for change, 2. Minimize unintentional harm to others, 3. Be accountable for the ways we engage in harm, 4. Repair harm through Restorative Practices, 5. Hold space for others that is non-judgmental and generative. Students will engage in a balance of reading, analysis, and group discussion; experiential learning and engagement; and hands-on planning and facilitation. Written coursework includes two short reflection essays, a midterm paper, and a final project plus reflection paper. By the end of this course, students will have built/deepened a practice of anti-racist self-awareness; know Restorative Justice philosophy, practices, and practice implications; compile a Restorative Practice facilitation toolkit; and will have engaged in supportive facilitation practice.

Terms Offered: TBD

SSAD 41412. Global Mental Health. 100 Units.

Global mental health has emerged as a priority for multilateral institutions like the World Health Organization and World Bank, for international non-governmental organizations, and for academic researchers alike. This course examines the foundations, practices, and critiques of this field. We will explore how sociocultural processes shape the experience of distress and mental illness; various cultures of healing, including Western psychiatry, and their power dynamics; gaps and inequalities in service provision; as well as approaches to and challenges of cross-cultural diagnosis/treatment/epidemiology. Building on these explorations, we will then turn to the tools, programs, and practices that constitute the somewhat amorphous movement called "Global Mental Health." Ongoing debates of this movement will also be examined. This course will take an interdisciplinary approach, with readings drawn from psychiatry, public policy, anthropology, history, sociology, and so on. Through discussions and assignments, students will develop skills to design, evaluate, and critically reflect upon global mental health interventions.

Equivalent Course(s): SSAD 21300, HLTH 21300

SSAD 41500. The Practice of Group Work. 100 Units.

This course explores elements of group work practice in clinical and educational settings and includes experiential activities to build the group worker's skill/competence in leading groups. Students will participate in a brief, personal growth small-group to grasp important aspects related to becoming skilled group leaders. These aspects include: planning and preparing to lead the group; understanding leaders' roles and responsibilities; facilitating group dynamics to promote positive changes in participants; co-leading; designing group work curricula; and considering the ethical issues inherent in therapeutic group work.

SSAD 41600. Public School Systems and Service Populations. 100 Units.

This course familiarizes students with the origin and history of school social work, the organization of American public schools, the current role of the social worker in a variety of public-school settings, and the populations served by social workers in schools. From a whole-school perspective, students address issues such as creating conditions for and removing barriers to learning, engaging parents and the community, crisis intervention, trauma informed practice, data driven decision making, building partnerships, culture and climate, working with culturally and economically diverse populations, and current policy issues impacting K-12 education. The class format includes group discussions and relevant readings. Enrollment is open to both clinical and social administration students. (Completion of course required for students in Crown Family School Social Work Program of Study.)

Instructor(s): Staff

Prerequisite(s): Enrollment limited to students getting Type 73 Certificate, consent of instructor required for students from other departments.

SSAD 41712. Clinical Assessment in Abusive Family Systems. 100 Units.

The family lays the foundation in a micro-system for the future emergence of abuses in families and societal macro-systems. This course explores intersectionality and diversity in the presentation of abusive family systems. The application of evidence-based treatment modalities that enhance resiliencies and promote positive structural and interpersonal changes to the family infrastructure will be examined. The classes include a mix of theoretical information and specific clinical interventions. Class structure includes didactic material, class discussion, interactive exercises, and use of videos/documentaries. The course includes a broad exploration of the following areas: interpersonal violence; child maltreatment; substance abuse; the impact of historical and transgenerational trauma; how immigration, refugee status, diverse religious/personal practices, and community violence affect the functioning of family systems.

SSAD 41812. Narrative Therapy. 100 Units.

Narrative Therapy is a collaborative approach, which centers people as the experts in their own lives. Not grounded in the medical model, the Narrative Therapy worldview sees problems as separate from people. An awareness of power, as it operates in people's lives and in the therapy is a central concern, and a commitment to social justice frames the entire endeavor. Together we will support each other in exploring and practicing within the Narrative worldview. This will include: asking questions that generate experience, externalizing problems, thickening stories to create possibilities, double listening to hear problem stories while supporting preferred outcomes, understanding problems as based on discourses, deconstruction of problem stories, moving from problem stories to preferred stories, approaching ethics in ways that consider actual effects and beliefs about justice. We will take a glimpse into the origins of Narrative Therapy ideas in anthropology and philosophy. We will venture into and perform Narrative Practices including: creating documents to support preferred stories, reflecting teams, linking lives for shared purposes, and the absent but implicit. The goal for the course is for students to develop an initial understanding of the Narrative worldview, and practices. From here students can judge if Narrative Therapy might become a preferred direction to pursue as a social worker.

SSAD 41900. Treatment of Adolescents: A Contextual Perspective. 100 Units.

This contextually-based course will integrate developmental and systems theory to develop a framework for the assessment and treatment of adolescents. Conceptions of adolescence will be examined using research data. Indications for individual, group, and family treatment will be delineated. Emphasis will be on sharing responsibility with the family and collaborating with other social and helping institutions from engagement to termination. Specific topics: adolescent development, intergenerational relationships, gender, substance abuse, eating disorders, family violence, social victimization and cyber-bullying, and adolescent manifestations of mental health disorders. A working knowledge of human development, systems theory, and ecological approaches to social work is required.

SSAD 42001. Substance Use Practice. 100 Units.

Social workers, regardless of their practice setting, frequently encounter individuals, families, and communities adversely affected by alcohol and other drug use. A 2002 survey of NASW members revealed that during the year prior to the survey 77% of members had taken one or more actions related to clients with substance use problems; these actions typically included screening, treatment, or referral. Especially relevant for social work practice is the understanding that substance use can be both adaptive and potentially maladaptive and that poverty, class, racism, social isolation, trauma, sex-based discrimination, and other social inequalities affect both people's vulnerability to and capacity for effectively dealing with substance use problems. This course will facilitate the development of attitudes, knowledge, and skills needed for effective clinical practice with substance users. The course will review the core concepts and essential features of substance use intervention including models for understanding substance use, the transtheoretical model of change, and countertransference. We will examine a range of contemporary approaches to substance use treatment including harm reduction, motivational interviewing, and relapse prevention, and review the literature related to the implementation of these practices in the field. Additionally we will consider several special topics related to the intersection of mental illness and substance use, trauma and substance use, spirituality, and working with families, LGBTQ individuals, women, and people with HIV. Students will be encouraged to draw on their direct practice experience with clients affected by substance use concerns.

SSAD 42322. Child and Adolescent Substance Use. 100 Units.

Substance use disorders are related to devastating outcomes including, but not limited to, trauma, incarceration, homelessness, mental illness, infectious diseases, medical conditions, and death. Substance use among children and adolescents is distinct from adult substance use and requires unique and specific attention to reduce the likelihood of negative outcomes. This course will address risk and protective factors for child and adolescent substance use, assessment, and treatment approaches. A primary goal of this course is to examine the spectrum of substance use across the developmental span of childhood and adolescence. There will be an emphasis on integrating theory and practice to not only reduce risk, but to also promote the health and potential of children and adolescents. Learning objectives will be achieved through analysis of selected readings, class discussion, multimedia presentations, and experiential activities.

SSAD 42401. Comparative Perspectives in Social Work Practice. 100 Units.

Although many social workers endorse eclecticism as their preferred approach to practice, there is surprisingly little consideration of comparative perspectives that help clinicians think critically about differing theoretical systems and integrate elements from a variety of approaches in efforts to facilitate change and improve outcomes. This course introduces critical pluralism as an orienting perspective in an effort to sponsor practice across theoretical traditions, reviews the defining features of the major schools of thought, and presents an integrative approach to psychosocial intervention that draws on psychodynamic, cognitive, behavioral, and humanistic contributions. The first part examines representative models of psychosocial intervention, as set forth in psychodynamic, cognitive, behavioral, and humanistic traditions, and identifies the defining features of each school of thought as well as common elements, basic principles, and methods of intervention that operate across the systems. The second part introduces an integrative approach to psychosocial intervention informed by the work of Paul Wachtel, drawing on psychodynamic, cognitive, behavioral, humanistic, and systems perspectives. Limited to clinical concentration students or with consent of instructor.

SSAD 42500. Adult Psychopathology. 100 Units.

This course covers the description, classification, evaluation, and diagnosis of the adult psychiatric disorders described in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR). Additional topics include how to conduct a diagnostic and psychosocial evaluation, cultural factors in mental illness, mental illness in older adults, and discussion of the major categories of drugs used in treating psychiatric disorders. This course is appropriate for students with clinical interests and students with administration/policy interests.

SSAD 42600. Diagnosing Mental Disorders in Children and Adolescents. 100 Units.

Determining the nature of an individual's mental health problem is the first step toward rational and effective intervention. In the case of children and adolescents the critical task of formulating a diagnosis is further complicated by the currently shifting conceptualizations of the nature and determinants of pathology in these age groups. This course will focus on assessing mental disorders in young people according to the DSM-5 classification system with some emphasis on the transition from DSM-IV to DSM-5 since many students will still be using DSM-IV in their field placements and it is unclear as to when the DSM-5 will be required or included in the licensing exam. The characteristic clinical presentation of each diagnostic group will be presented. Associated family patterns and key issues in interviewing parents will be highlighted. Assessment methodologies including behavioral, psychobiological and systemic will be surveyed. This course will provide a beginning information base for students interested in working with children and adolescents.

SSAD 42912. Work and Family Policy: Policy Considerations for Family Support. 100 Units.

This course examines contemporary policy questions of concern to families, caregiving and the labor market. We will consider (1) the demographic, labor market, and policy trends affecting family income, family structure, family time, and family care; (2) conceptual frameworks and policy debates concerning the responsibility of government, corporate, and informal sectors in addressing work and family issues; and (3) specific policy and program responses in such areas as family leave, child care, work hours and flexibility, and income assistance. Throughout the course, we will consider the ideological, conceptual, and empirical basis for the issues we study. Although our primary focus will be on issues affecting low-income American families, relevant comparisons will be made throughout the course - cross-nationally, across race/ethnicity, and across income.
Equivalent Course(s): LLSO 22912, CRES 23912, SSAD 22912, GNSE 22912, GNSE 42912

SSAD 43222. Evidence-Based Therapies for Treating Trauma in Adults. 100 Units.

This class will explore current, evidence-based therapies for treating posttraumatic stress disorder (PTSD) and trauma-related symptomatology in adult clients. Students taking this class will be given the opportunity to develop skills in two front-line treatments (Cognitive Processing Therapy and Prolonged Exposure Therapy), as well as receive an introduction to other treatment approaches (Eye Movement Desensitization and Reprocessing Therapy, Virtual Reality Exposure Therapy, Pharmacotherapy, and Stress Inoculation Training). Students will also discuss commonly encountered themes in trauma work (Moral Injury, Military Sexual Trauma, Trauma Stewardship/Self-Care, and more). It has been estimated that almost 90% of adults will experience a traumatic event at some point in their lifetime. According to a National Comorbidity Survey Replication (NCS-R) study on the epidemiology of PTSD in the U.S. (conducted between 2001 and 2003), there was a 6.8% lifetime prevalence of PTSD among American adults. There are many factors which contribute to the prevalence of trauma and stressor related disorders, including military service, community violence, sexual assault, and more. PTSD is a risk factor for interpersonal problems, substance use disorders, self-directed violence, depression and related mood and anxiety disorders, and certain medical conditions.

SSAD 43300. Exceptional Child. 100 Units.

This course focuses on categories of exceptional children as defined by federal and state legislation, including the Individuals with Disability Education Act (P.L. 94-142), the Rehabilitation Act (Section 504), and policies and programs for children who have disabilities. The prevalence and description of childhood disabilities and chronic illnesses are discussed. The role of the social worker in providing appropriate services to children and their parents in a school setting is emphasized. Methods of evaluating children as well as current research in the field are considered. Enrollment is limited to School Social Work Students Only. (Completion of course is required for State School Social Work Licensure.)

SSAD 43412. Qualitative Inquiry and Research. 100 Units.

This course provides students with an introduction to qualitative methods in social science research and an overview to the components that constitute rigorous design and implementation. The aim of this course is to help students better understand how social science researchers gather reliable information, how they evaluate advantages and limitations of different approaches, and how to develop the capacity to use one of these methods in a project of their own design. The course begins with an historical and philosophical overview of qualitative inquiry, and proceeds with an examination of the most commonly used approaches. While covering these approaches, issues related to research design, data collection, analytic technique, researcher values and subjectivity are taught in an applied manner through a project-based assignment. Although the course is not designed to train for proficiency in any one approach, it will familiarize students with the specific processes involved in designing and conducting qualitative research. Of primary importance is to assist students in constructing valid and accurate descriptions of human behavior in our culturally and ethnically diverse society.

SSAD 43722. Social Work in Healthcare: The Rapidly Changing Landscape. 100 Units.

Learn about relevant and controversial issues social workers are dealing with in hospital and health-care settings currently. This course introduces students to psycho-social issues related to health care provision and some of the issues and tasks common among health social workers. These include understanding the determinants of health behavior, working on interdisciplinary teams, and recognizing biases in medicine and how they affect social work practice. Value and ethical conflicts inherent in clinical practice in health care are emphasized, with special attention to issues related to disadvantaged populations.

Instructor(s): Staff Terms Offered: Spring

Note(s): Learn about relevant and controversial issues social workers are dealing with in hospital and health-care settings currently. This course introduces students to psychosocial issues related to health care provision and some of the issues and tasks common among health social workers. These include understanding the determinants of health behavior, working on interdisciplinary teams, and recognizing biases in medicine and how they affect social work practice. Value and ethical conflicts inherent in clinical practice in health care are emphasized, with special attention to issues related to disadvantaged populations.

SSAD 43800. Skills for Conducting Psychotherapy with Chronically Distressed Persons. 100 Units.

Dialectical Behavior Therapy (DBT) is an empirically supported treatment originally developed for persons who struggle with suicide and/or parasuicide. It is a comprehensive treatment regimen focusing on the transformation of behavior responses to intrapersonal, interpersonal and environmental factors contributing to problems related to impulsivity, emotional lability, cognitive dysregulation and interpersonal chaos. Due to its success treating various psychiatric populations, DBT is now considered effective with persons who engage in any behavior where the function of the behavior is to avoid or escape aversive thoughts and/or emotions. DBT was one of the first cognitive behavior therapies to integrate mindfulness, acceptance and willingness into treatment regimens that traditionally focus on change and control. It is therefore considered a pioneering therapy in what is now called the "third wave" in behaviorism. This class is intended to provide students with advanced training in the principles and practice of DBT. To that end, via lecture, experiential exercises, roleplay and a self-change project, participants will be exposed to the four components of DBT: Skills Training, Individual Therapy, Telephone Consultation and the Consultation Group. However, a basic tenet of DBT is that therapists should not expect their clients to engage in behaviors and activities they are unwilling to do. Therefore, emphasis in this class will be placed on experiential knowledge.

Prerequisite(s): 40403.

SSAD 43912. Social Work with Veterans. 100 Units.

With tens of millions of Americans and non-citizens currently serving or having served in the United States Armed Forces, the likelihood of social workers unaffiliated with the Department of Defense Veterans Affairs providing care to service members and their families is almost certain. This course will help foster culturally humble and trauma-informed social workers by integrating the comprehensive medical and psychiatric needs of the military population as well as intersectionality and contextual factors that relate to everyone before, during, and after service. These factors consist of race, gender, sexual orientation, discharge status, trauma, religion, cognitive functioning, branch of service, and many others that affect people across their lifespan. The biopsychosocial needs and strengths of service members are a culmination of the impact that military duties and culture has on human behavior, which includes the diverse histories they bring into their military careers and lived experience post military service. As such, it is pertinent for social workers to gain a working knowledge of the military population and some of the common needs, misconceptions, and benefits in order to provide competent and compassionate care for these individuals and their families.

SSAD 44122. Self Awareness and Social Work with Diverse Populations. 100 Units.

This course assists both practice and policy students in developing an increased awareness of self to more effectively intervene with regards to practice and policy in the lives of diverse client populations. Drawing upon the sociological, psychological and social work literatures, particular emphasis is placed on the function of structural and social inequality as it relates to the interplay of difference and power associated with gender, sexual orientation, race and ethnicity, spiritual beliefs, social class, nationality and developmental and disabling conditions. Students explore these topics through examination of their own multiple identities and with the use of films, discussion groups and additional perspectives introduced by guest experts. Practice and policy frameworks for exploring difference and intervening with diverse clients are examined.

Note(s): Diversity Course

SSAD 44222. Youth Trauma Work: Integrating Neurobiology and Anti-Adultism in contextual practice. 100 Units.

This course focuses on understanding the world of the traumatized child, including the abuse-focused clinical treatment process, and consideration of diverse forms of abuse (abusive family dynamics, physical and sexual abuse, and community violence, utilizing the helping relationship as a primary modality. A variety of relationship-based interventions are explored (Verbal and non-verbal), integrating neurobiological, developmental, cultural, and attachment perspectives, and informed by the Neurosequential model of treatment (NMT). Through lectures, experiential learning, case discussion, audio/visual materials, and writing, students will learn to understand abuse as it impacts children, techniques and strategies for intervening with clients, and contextual challenges to treatment, moderated by their experience of themselves as social workers.

Terms Offered: TBD

SSAD 44401. Sexuality Across the Life Cycle. 100 Units.

Sexuality and gender play a significant role in an individual's sense of self, their interpersonal relationships, and their relationship to society. These aspects of the self are also profoundly shaped by systems of oppression including white supremacy, cisheteronormativity, patriarchy, fatphobia, and ableism. Through cultural narratives and stereotypes, biased sex education, and laws that regulate sex, these systems of oppression influence our definitions of what bodies, sexualities, and sexual practices are "legitimate." This course takes an intersectional approach to examining the major developmental stages of sexuality across the lifespan as clinically relevant junctures of emotional, physical, and relational change, and as moments where sexual dysfunctions can inhibit our access to pleasure. Students will study the clinical goals and issues that arise sexually across the lifespan and a variety of assessment questions, interventions, and approaches to treating sexual dysfunctions. Sex-positive, queer-informed approaches to working with sexuality in clinical settings will be discussed through the lenses of intimate justice; active engagement with deconstructing biases; attachment theory; kink-affirming clinical practice; competencies in ethical non-monogamies; and somatic practices. Class work will include readings, written reflections on bias, in-class experientials, discussion of case studies, and guest lectures.

SSAD 44501. Clinical Research: Using Evidence in Clinical Decision Making. 100 Units.

This course teaches the skills necessary to develop and use information and data relevant to practice decision-making. A primary goal of this section is to encourage the development of more systematic and empirically based clinical decision-making, with an emphasis on evidence-based practice (EBP). Students will develop skills to formulate practice questions, to conduct an electronic evidence search, to assess the quality and usefulness of the research, to design an intervention based on this evidence, and to evaluate the effectiveness of this intervention. Students will learn how to evaluate their practice using tools such as logic models, goal attainment scaling (GAS) and other assessment instruments to monitor progress and outcome, and visual analysis of data graphs.

SSAD 44712. Queer Theory in Social Work Practice. 100 Units.

When applied to social work, queer theory offers a necessary framework for questioning notions of essential and stable identities, such as sexualities and genders. Additionally, queer theory may help social workers to render more complex understandings of normativity, deviance, race/ethnicity, and health/ability statuses, as well as class and privilege, all of which are relevant to social work. This course will begin by exploring a body of literature broadly defined as queer theory, engaging scholars, activists, and artists working at the intersections of multiple social locations, categories, and identities. Importantly, the course also attends to the limits of queer theory, highlighting scholarship that offers critical epistemological and theoretical interventions into the queer studies canon (e.g., Queer Theory/Black Queer Studies). In addition, the course will bring queer theory into conversation with emergent social work scholarship that considers how queer perspectives are best applied to social work practice, research, and policies that are oriented towards social justice. By focusing on the bidirectional relationship between queer theory and social work, the course will explore how best to use queer theories to address social inequality at multiple levels.

SSAD 44800. Urban Adolescents in their Families, Communities & Schools: Issues for Research and Policy. 100 Units.

Early and mid-adolescence is a critical stage in the life course. Urban adolescents face special risks and often have fewer supports and opportunities to guide them through this critical period. As the United States population becomes increasingly diverse, particularly in urban areas, families, communities, and schools may need to create new social institutions and relationships to meet the needs of this new population. This course focuses on three central questions. First, how are the education and developmental trajectories of adolescents shaped by their

experiences in their families, schools, and communities as well as the interrelationships among these domains? Second, what are the special needs or issues that arise for adolescents who are from immigrant families, who are cultural, racial, or ethnic minorities, or who are from educationally and economically disadvantaged households? And third, how do we translate an understanding of the needs of adolescents and the conditions in families, communities, and schools that foster positive development into the design of policies and practice?

SSAD 45032. Participatory Research: Exploration & Appl. Action Research Models for SW Practice. 100 Units.

This course will explore the history, rationale, and values of participatory action and community-based research methods. The course aims to expand on students' basic research understanding (through SSAD 30200 or comparable coursework) through the following topics: 1) the continuum of community involvement in participatory methods of research, 2) consideration of roles, power and positionality of researchers and participants in the research process, and 3) action-oriented dissemination of research findings. A variety of models will be covered, including Participatory Action Research (PAR), Youth and Feminist Action Research (YPAR and FPAR), Community-Based Participatory Research (CBPR), and Empowerment Evaluation (EE), with attention to both qualitative and quantitative data sources. Students will engage in assignments that utilize the classroom space as "community" and practice an intentional application of participatory principles.

SSAD 45400. Economics for Social Welfare. 100 Units.

A working knowledge of economic concepts and theory is essential for most professional roles in social administration. This course introduces students to economics and to its use in analyzing social welfare policies. Economic concepts and models relating to preferences, costs, and choices are developed and used to analyze markets and issues that arise in the design and assessment of social welfare policies. Illustrations are drawn from such areas as health, housing, and disability. The course seeks both to convey the framework and concepts with which economists approach issues and to increase the likelihood that students will incorporate these in their own thinking about policy.

SSAD 45732. Prejudice and Discrimination: Individual Cost and Response. 100 Units.

This foundational diversity class explores the origins and practices of racial/ethnic prejudice, stereotypes, and discrimination, and how demographic factors such as class, gender, sexuality, and nationality intersect to solidify and perpetuate inequality. We will explore the resulting psychological, economic, and sociopolitical tolls on individuals, and also examine various individual responses that can mitigate the negative impacts of or engage in resistance towards such discrimination (such as racial/ethnic identity development, deliberate retention of heritage culture, and social/political mobilization). Moreover, we will examine how these individual responses together with organized and collective efforts can bring about social changes. This class consciously expands a dominant binary discourse of race to develop a more inclusive and complex paradigm that accurately reflects the diversity of contemporary America.

Equivalent Course(s): CRES 45732, CRES 25732, SSAD 25732

SSAD 45922. Supervision and Management in Social Work Organizations. 100 Units.

Eighty-five percent of social workers practice their trade within an organizational setting. A majority of which, at some point, will find themselves in the role of supervisor and manager. This course is an introduction to the unique and important role of these social work supervisors and managers and their day-to-day realities in today's complex social service environment. An emphasis will be placed on issues such as accountability, developing and motivating others, supporting and caring for staff, and effective feedback as well as reflective practice and leadership. Students will learn about the impact of related organizational structures and addressing the combination of worker burn-out and compassion fatigue. This course will be presented from the perspective of a practitioner in the field and will include materials from both social work and general management sources. Topics will be relevant to students interested in direct practice, supervision, and administration. Experiences from the student's employment or field placement will be explored.

SSAD 46312. Race, Crime, and Justice in the City. 100 Units.

The size and growth of the U.S. jail and prison census, and its deleterious consequences for the poor, and especially for poor black people who reside in the nation's most disadvantaged communities, has been well documented. This course examines some of this work but goes further in addressing how the targets of mass incarceration experience crime control policy, how criminal legal expansion shapes urban, and, in recent years, suburban and rural sociality, and how criminalized people work to bring about change in the laws and policies that regulate their lives.

Equivalent Course(s): SSAD 26312, RDIN 26312, RDIN 46312

SSAD 46412. Evaluation SW Programs Policies. 100 Units.

This course will introduce students to a variety of approaches used to evaluate social service organizations, programs and policies. The course will begin with an overview of the different roles evaluative research can play in informing policy and practice and the very real empirical and political barriers that limit the ultimate utility of rational decision making. Students will learn to frame evaluation questions and to match appropriate evaluation strategies to those of primary interest to key stakeholders such as program managers, boards of directors, funders, and policymakers. Issues of research design, measurement, human subjects' protection, data interpretation, and presentation of findings will be discussed. Throughout the course, students will be encouraged to conduct critical analysis, including identifying the role values play in shaping the evaluation process and influencing key findings.

SSAD 46522. Clinical Practice with Survivors of Torture and Political Violence. 100 Units.

This course will explore clinical practice with immigrants and refugees who have experienced politically motivated violence, including war, torture and genocide. The goal of torture and other forms of political violence is to disempower, isolate and control. The goal of recovery, therefore, is to empower survivors to reclaim a sense of control and meaning in their lives. Rooted in complex trauma theory, students in this course will be introduced to clinical frameworks for addressing politically motivated violence, including holistic models of care, mind-body interventions, and ambiguous loss theory. The course will utilize case vignettes from clinical practice that will challenge students to expand traditional conceptualizations of the therapeutic frame in ways that account for culture, language and justice. Finally, the course will consider the socio-cultural-political backdrop that constructs conditions for clinical practice in order to discuss theories of continuous traumatic threat, as well as secondary trauma and sustainability for the clinical social worker.

SSAD 46622. Key Issues in Healthcare: An Interdisciplinary Case Studies Approach. 100 Units.

This is a capstone course for the graduate program in health administration and policy. The course will explore how to approach persistent administrative and policy problems from an interdisciplinary approach. It will draw from the disciplinary skills and knowledge of students in the course and challenge students to use that knowledge in collaborative and creative ways to solve real-world problems. Students will take on an administrative, strategy, or policy problem in interdisciplinary teams. Building on each disciplinary strength--social welfare frameworks, policy analysis, and business (management, financial, etc.) strategy--students will provide an action plan and set of recommendations to approach the health problem. Topics will be chosen by students, but provided by instructor. Course will examine numerous case studies of interdisciplinary projects and consider how common challenges and pitfalls can be avoided.

Instructor(s): Staff Terms Offered: Spring

Equivalent Course(s): PPHA 37302

SSAD 46712. Organizational Theory and Analysis for Human Services. 100 Units.

This course explores the organizational aspects of social agencies, including the students' field placement experiences. A major goal of the seminar is to help students develop an appreciation and understanding of the complex factors that affect organizational and worker effectiveness, service delivery patterns, and resource procurement and allocation. This is accomplished by applying diverse organizational theories and perspectives to the analysis of social service organizations. Topics include organization environment relations, organizational goals, power, structure and control, ideology and technology, and special topics.

SSAD 46800. Political Processes in Policy Formulation and Implementation. 100 Units.

Policies are formulated in a social and political environment which gives them shape, and which they, in turn, can be expected to alter. This course surveys a range of analytical frameworks for analyzing the politics of the policy process, from the development of public issues, to legislative contests over policymaking, to policy implementation. It places these issues within the context of the changing dynamics of the welfare state, drawing on specific policy issues arising in the United States and other market democracies. Permission of instructor required for students from other departments.

SSAD 46922. Structuring Refuge: U.S. Refugee Policy and Resettlement Practice. 100 Units.

The UN estimates that there are 100 million forcibly displaced people around the world (UNHCR, 2022), with over 27 million refugees among them, but in 2022 only 57,500 refugees were resettled to third countries. Historically the U.S. has been the largest resettlement country, and in the U.S. refugees are entitled to federal, state, and local supports that other immigrants do without. At the same time, refugees in the U.S. are arguably subject to greater scrutiny and social control than most other unincarcerated domestic populations. This course asks the central questions: How is refugee status politically constructed and experienced by individuals; what are the interrelationships between institutional actors and refugee policies, with what implications for service delivery; what does research tell us about the resettlement outcomes, and what drives these outcomes; and finally, what are the points of intervention for social workers in the resettlement process? We will address these questions by: 1. detangling the web of international and domestic policies that relate to the refugees' political identity, 2. focusing on U.S. resettlement, 3. analyzing resettlement policies and exploring the implications for social work practice targeted at integration, employment, and mental health, and 4. holding the inherent tension that can result from a dual focus on macro issues of scale and policy and micro issues related to the lived experience of human beings.

Equivalent Course(s): CRES 26922, RDIN 26922, CHST 26922, HMRT 46922, SSAD 26922

SSAD 47300. Social Sector Strategy. 100 Units.

Organizations can't do everything, but everything is not equally worth doing. Learn how achieving strategic clarity can help leaders and organizations make critical decisions and tradeoffs to maximize impact with limited resources. In other words, strategy is about choosing what you will do - and equally important - choosing what you will NOT do. Strategic clarity is essential and must be guided by fully understanding the problem you want to address, then determining the most impactful solutions, and finally assessing the highest potential role of a given organization. In this class you will learn: frameworks for mapping systems, problem vs. solution focus, how to articulate a strong intended impact and theory of change, how to conduct analysis internally and externally to inform strategy, how to assess and align programs to strategy, and how to evaluate strategic opportunities.

SSAD 47452. Smart Decarceration: A Grand Challenge for Social Work. 100 Units.

The United States has the highest rate of incarceration in the world, and inequities in the use of incarceration yield a high burden on people of color, people in poverty, and people with behavioral health conditions. Evidence indicates that mass incarceration has reached a tipping point, and that the U.S. is entering an era of decarceration. The grand challenge of this new era will be to move away from incarceration-based thinking and toward an array of proactive policy, practice, and research innovations that will not only substantially reduce the incarcerated population, but also ameliorate social disparities and maximize public safety and well-being. This course, which is connected to the "Promote Smart Decarceration" Grand Challenge for Social Work, will provide opportunities for students to: 1) Explore the political, social, and empirical context for decarceration; 2) Examine emerging decarceration policies and practices; 3) Develop interventions at multiple levels to achieve smart decarceration outcomes.

Equivalent Course(s): SSAD 27452

SSAD 47512. The U.S. Health Care System. 100 Units.

This course is a comprehensive examination of many of the key components of the U.S. health care system and how they work, intended for students from a wide range of backgrounds. Among others, topics may include public and private health insurance, the uninsured, health reform, hospitals, physicians, health care quality and costs, health information technology, pharmaceuticals, medical devices and diagnostics, long-term care, mental health services, and comparisons with health systems in developed and emerging markets

Instructor(s): F. Smieliauskas Terms Offered: Spring

Note(s): GPHAP student requirement.

Equivalent Course(s): PBHS 35411, PPHA 37510

SSAD 47722. Structural SW Practice and the Mexican Experience in Chicago. 100 Units.

The Mexican community in Chicago has been part of the social, cultural, political and economic life of the city for over a century and is expected to continue having exponential growth in the coming decades. Despite the longevity of their experience in Chicago, several social issues and inequities continue to significantly affect this population. Using the migration experience of the Mexican community in Chicago as a case study, students will examine the transnational, historical, political and economic relationship between the U.S. and Mexico. With a theoretical grounding in globalization and Structural Social Work, local issues will be examined to understand the underlying dimensions that shape those issues for the Mexican population both in Chicago and abroad. The course will focus on immigration policy, the criminal justice system, labor, health, mental health, education, community organizing and community development while challenging students to critically understand the issues along with the sources of systemic oppression, in order to create opportunities for strategic impact in working towards social change with marginalized communities.

SSAD 47812. Human Rights and Social Work: Opportunities for Policy and Practice. 100 Units.

This course will explore how international human rights law and principles provide a foundation for repairing the harms done by collective human rights trauma. The course focuses on Peace-building and Human Rights in an applied manner endeavoring a comprehensive approach to peace-building through humanitarian effort, human rights, and participation built on social work perspectives. In addition, it will examine the role social workers have both internationally and locally from policy to practice. The psychological impact and treatment of torture and trauma will be evaluated, particularly as experienced by people marginalized by the larger (privileged) society because of their gender, race and age. Various reparation and remedies used to recover from human rights trauma will be reviewed, as will social work perspectives that can enhance such efforts. This course will apply an ecological perspective, examining how these efforts affect individuals and communities.

Equivalent Course(s): HMRT 47812

SSAD 48112. Community Organizing. 100 Units.

This is a class about community organizing and how organizing brings about collective action. Through analysis of both historical and contemporary community organizing efforts, students will learn how organizing mobilizes people to gain power and influence over public policy and decision-making that directly impact them. Students will be introduced to different conceptual models of organizing, as well as how these models employ different theories of social change. The course emphasizes the "nuts-and-bolts" of organizing, ranging from strategic vision formulation to campaign development to one-on-one engagement. Students will have the opportunity to learn, discuss, and employ these different organizing skills and techniques through in-class exercises and group projects.

Equivalent Course(s): SSAD 28112, CHST 28112, HMRT 34950

SSAD 48200. Seminar: Political Economy of Urban Development. 100 Units.

This seminar develops the conceptual basis for understanding and addressing urban problems within a political economy framework. Drawing from an interdisciplinary literature on cities, the course introduces a range of analytical approaches to the economic and political forces that shape urban development, including the capitalist economy, governmental institutions, city/suburban divisions, machine/reform dynamics, urban land markets, regime politics, economic globalization, and social movements. Particular attention will be given to the relationship between politics and markets in generating urban growth, employment, real-estate development, housing, and neighborhood revitalization, as well as poverty, urban decline, racial exclusion, educational inequality, and residential displacement. The course examines a number of strategies to address problems at multiple levels of the urban system, including federal urban policies, decentralized planning and localism,

electoral mobilization, political advocacy, public-private partnerships, social entrepreneurialism, arts/cultural/entertainment strategies, and regionalism.

SSAD 48422. Difference and Inclusion. 100 Units.

This is a course on social difference and the work of the marginalized to bring about social, political, organizational and institutional change. It offers a survey on the politics of difference, noting how various axes of difference, like race, gender, ethnicity, sexuality, class, ability and region, are imagined, and to what end those imaginings are deployed. It then turns to the work of marginalized activists and advocates to ask how we might work in concert to amplify the voice of their constituents and promote greater inclusiveness.

SSAD 48500. Data For Policy Analysis/Mgmt. 100 Units.

This course gives students hands-on experience in basic quantitative methods that are often used in needs assessment, policy analysis and planning, resource allocation, performance monitoring, and program evaluation. The class emphasizes using data to: (1) identify and organize data to answer specific questions; (2) conduct and interpret appropriate analyses; (3) present results clearly and effectively to relevant audience(s); (4) become critical consumers of data-based analyses and use data to inform practice. Students will learn techniques to conduct descriptive, bivariate, and multivariate statistical analysis, and means to communicate findings effectively.

Prerequisite(s): SSAD 30200 or faculty approval following research exam.

SSAD 49032. Health and Aging Policy. 100 Units.

This course begins with an examination of the historical development of public policies on aging. Students will use an understanding of this history to critically examine current policies and programs. In particular, attention is given to the design and delivery of services and their implications for the social, economic, and physical welfare of the aged and their caregivers. The unique dynamics that accompany the initiation, implementation, and impacts of aging policies are considered as students contemplate the design and development of future policy.

SSAD 49332. Dying, Death and End of Life Care. 100 Units.

Death is a universal human experience relevant to all areas of social work practice. Through readings, films, discussions and exercises, students will develop an understanding of the dying experience, as well as the attitudes toward and the approach to death and dying in America. The medical system's influence on end-of-life care and the rise of hospice and palliative care will be a focus of this course. The notion of a "good death" and the impact of ethnic, cultural, religious and spiritual influences will be explored, as well as advance care planning and the overarching ethical and moral dilemmas that can arise. While the topics of grief and bereavement are not explicitly covered, time will be devoted to exploring loss across the life course, as well as the impact of violent and sudden deaths on victims and their families. In addition, students will have the opportunity to develop a self-awareness of their own values and beliefs toward dying and death, and explore strategies for self-care.

SSAD 49900. Individual Readings and Research. 100 Units.

Individual Readings and Research for Masters Students

SSAD 60100. Drugs: Culture and Context. 100 Units.

This course addresses the consumption, production, and distribution of drugs, as well as the representation and treatment of drug users, both in the United States and abroad. Course readings and discussions examine how substances move across history and social space, taking on different meanings and uses as they go. The course also explores the related questions of how and why different societies sanction, encourage, and prohibit particular kinds of drug use. Such comparisons reveal that our responses to drug use and users have as much to do with social norms and ideologies--such as notions of gender, race and class--as they do with the more-or-less deleterious effects of the substances themselves. The course also explores how the authorization of certain drugs in certain settings (e.g., binge drinking on college campuses) is connected not only to the social positions of users, but also to the marketplaces in which these drugs are exchanged. Thus, in the latter half of the course, students will attend to the production, distribution, and consumption of drugs in relation to processes of global capitalism.

SSAD 60200. Spirituality and Social Work Practice. 100 Units.

This course examines the experience and the role of spirituality and religious traditions in clinical social work practice with client systems. The course considers the spiritual and religious contexts shaping assessment and intervention processes in clinical social work services and examines the ways that faith traditions and spiritual experiences shape clients' and professionals' lives, and the points of connection they form with the delivery of clinical social work services. Rather than over-viewing specific religious belief systems per se, this course will primarily be attuned to the ways that clients' faith traditions and spiritual experiences shape their healing and suffering. The course examines the resources as well as the dilemmas that clients' spiritual and religious traditions present in our attempts to provide effective clinical social work services, and the means by which spiritual and religious influences can be tapped by social workers to better their clients' lives. As a premise, this class takes the view that spirituality and faith traditions are experienced in a diversity of ways, and thus issues of difference and sensitivity to different expressions and experiences of spirituality and religious practice form a bedrock of considering clinical services to clients.

SSAD 60312. Inequality at Work. 100 Units.

This course will consider sources of inequality in the labor market and in workplaces. Empirical evidence and theory on labor markets and job conditions will be reviewed to provide insights into changing opportunity

structures for lower-skilled workers. The goal will be to identify ways not only to ready workers for jobs in today's economy, but also to improve the quality of lower-level jobs themselves. Many social service agencies today incorporate some type of job training or workforce development program. The course will help inform practice and program development in these areas.

SSAD 60400. Poverty Inequality & Welfare St. 100 Units.

Poverty and inequality create critical challenges for contemporary democratic societies. This seminar examines responses to these conditions in the U.S. and compares its responses to those of other countries. This examination includes consideration of the relationship between politics and policymaking, the character of public debates about poverty and inequality, conflict over the state's role in responding to these conditions, and specific efforts to address these conditions through public policy instruments. The seminar brings both historical and international perspectives to bear, taking up selected examples that highlight how political responses to poverty and inequality vary over time and in different national settings. It also draws attention to the strategic implications for policymaking and practice.

Equivalent Course(s): HMRT 30401, SSAD 20400, PPHA 36701

SSAD 60500. Functional Analytic Psychotherapy: A Behavioral Model of the Therapeutic Relationship. 100 Units.

Functional Analytic Psychotherapy (known as "FAP") is a contextual behavioral lens through which to view the therapeutic relationship. While not necessarily a treatment for specific clinical issues, this approach is aimed at addressing clinical problems occurring within relationships. Social workers using FAP strategically use moments with clients to collaboratively transform problematic relationship patterns. This course will introduce the fundamentals of FAP and build on knowledge of behavioral principles through didactics, invite students to begin using FAP techniques through experiential exercises, explore in classroom discussion what makes interpersonal moments transformative, and apply the FAP formula to situations arising in the treatment of common clinical issues.

SSAD 60800. Child and Adolescent Trauma. 100 Units.

This seminar will offer students an opportunity to learn how to heal traumatized children and adolescents.

All types of traumatic experiences will be addressed, such as traumatic loss, violence, abuse, natural disasters, traumatic injuries or accidents. The neurology of trauma with children, current research on how trauma affects children, and a variety of treatment techniques and modalities will be presented. Knowledge will be enriched by a significant emphasis on developing clinical skills. Essential elements of the processes of evaluating and treating traumatized children and adolescents will be taught. The class format involves group discussions, readings, videotapes, and creative application of the course concepts through live demonstrations, and student role plays.

SSAD 61400. The Social Meaning of Race. 100 Units.

This course will explore "race" in three ways. First, how does race operate as an ideology?; that is, how do people understand race, how are those understandings shaped and how do they in turn shape perception? Secondly, how race operates as a structuring device. How does it determine life-chances? Thirdly, how does it operate in the field; that is, in particular organizational contexts, how does race affect the content and delivery of social services?

SSAD 61732. The Therapeutic Relationship in Contemporary Psychodynamic Practice. 100 Units.

Social workers are committed to social justice and to helping the most vulnerable members of society. Successful clinical work with socially vulnerable patients requires a creative and integrative approach that addresses individual dynamic issues while recognizing the importance of environment, systems, and systemic oppression. This course looks to provide such an approach through relational theory, which highlights the potential of relationships, including the therapeutic relationship, to harm and to heal. This course will also examine how the fields of attachment theory, trauma research, and neuroscience contribute to a way of working with patients that is flexible, creative, humanistic, and scientific. The course will be roughly half lecture and half case presentation and discussion. Students will be expected to discuss course concepts as they relate to their clinical practicum experience.

SSAD 61822. Treating Complex Trauma: A Skills-based Approach. 100 Units.

This course offers theory- and skills-based approaches to conceptualize and treat individuals and families impacted by Traumatic Related Stress Disorder, specifically emerging categories referred to as Developmental Trauma Disorder and Complex Trauma (c-PTSD). Students will learn how to better intervene on behalf of individuals impacted based their experiences with adverse childhood experiences (ACES). The tri-phasic model of treatment and the special considerations for dissociative disorders, including challenges to sustaining the therapeutic alliance, creating safety, establishing affect regulation, stabilization, and the integration of traumatic experience is highlighted. This class is designed for students who are interested in developing their skills in treating clients with complex trauma and dissociative disorders. The model incorporates aspects of the core principles of trauma-informed care, attachment theory, and cognitive restructuring. The impact of culture, religion, gender, and family influences on thoughts, feelings, and behaviors will be an essential focus.

SSAD 62022. Trans*forming Social Work. 100 Units.

When we center the experiences of those most marginalized and affected (e.g., queer, trans*, POC) by social services, we are able to identify the holes, cracks, and potential remedies of individual and systemic oppression. In this course, we will center trans* people to explore our gendered society and the impacts of this structure on

the lives of transgender, gender nonconforming, and gender queer people, and other gender transgressors. We will also identify and explain how gendered cultural norms influence all genders in and beyond social work. Through an intersectional exploration, identification, and explanation, we will move the conversation beyond deficit and medical models to imagine and work towards social work practice that includes, considers, and saves lives.

SSAD 62100. Creating New Anchors: An Introduction to Prison Industrial Complex Abolition. 100 Units.

This intensive seminar will introduce and discuss prison abolition as both a long-term vision and a practical organizing strategy. We will explore the ways in which the criminal punishment system and other systems of oppression perpetuate violence and fail to address harm and facilitate accountability. Examples of abolitionist strategies and movements will be reviewed. The connections between abolitionist values and the social work profession's values and ethics will also be examined. We will attempt to move beyond abolition as a theoretical framework and push ourselves to think of the tangible steps required to move towards abolition as a praxis. Angela Davis said, "Mass imprisonment generates profits as it devours social wealth, and thus it tends to reproduce the very conditions that lead people to prison." PIC abolition is a philosophy, a daily practice, and an organizing strategy. It requires us to examine our default frameworks (built by white supremacy, anti-Black racism, and capitalism) to relate to one another and create entirely new ways of being with and caring for one another. We will closely read from a selection of interdisciplinary texts, including books, organizing campaign documents, conceptual/theoretical pieces, memoirs, poetry, music, and other forms of scholarship. Each week will include examples of community organizing and/or policy advocacy that connect the philosophy of abolition with its application and practice.

SSAD 62400. Community Ethnography. 100 Units.

Broadly defined, community ethnography is research that requires the researchers' active participation in, as well as systematic observation of, a community. However, what constitutes a community--and what qualifies people to claim some legitimate affiliation with one--are complicated questions, which will be addressed in the first part of this course. Through readings, discussions, and activities, we will find that researchers, social workers, and community members define "community" along a number of different lines, variously employing the terms of geography, history, ethnicity, intention, value, and/or identity to ground their definitions. We will also discover that how one defines community has much to do with how one approaches the research process. In this course, we will give considerable attention to the idea of community as a field of social practice. That is, we will learn how one studies community as situated, collective action, which must be reproduced for some sense of communities to survive. Accordingly, ethnographic and ethnohistorical methods of social research will be highlighted. Students will learn about the philosophy behind these modes of inquiry and acquire some of the concrete skills necessary to conduct this kind of work. As social workers and social work researchers, we will explicitly consider how community ethnography can aid in our various practice and policy endeavors.

SSAD 62912. Global Development and Social Welfare. 100 Units.

The persistence of disparities in social development across countries is one of the major problems societies struggle to understand and address. This course will critically examine the major theories of global development along with contemporary debates relating to international social welfare. Students will assess how political, economic, historical, and environmental factors influence different nations' development trajectories, and compare how alternative models of service delivery and social intervention serve or fail to serve their intended populations. The geographic focus of the course will be Latin America and Africa, though case studies may also be drawn from other regions of the world. The course will be useful for both students who have had previous international experience as well as students who are interested in international social work and/or development practice. This course fulfills the Specialized Diversity Requirement. This course is one of Crown Family School's global and international course offerings.

Equivalent Course(s): PPHA 32760

SSAD 63012. Intergroup Dialogue Facilitation: Cultivating Practice Skills for Social Justice. 100 Units.

This course will provide social workers with tools and skills to bridge micro (individual issues) and macro (sociopolitical patterns of inequality) practice. At the core, social work is about working for social justice. As such, integrating the components of dialogue: critical consciousness, cultural competency, interpersonal communication skills, reflection, and action (praxis) into practice equips social workers with integral skills for recognizing the ways in which their clients' individual lived experiences are impacted by systems of privilege and oppression. This course develops multicultural competency skills for social workers to engage with oppressed groups to address social injustice due to discrimination and oppression. Course engagement includes mini-lectures, videos, discussions of readings, in-class activities, role-play, and dialogic practice.

SSAD 63412. Cultural Studies in Education. 100 Units.

The course begins with an introduction to the history, development, and basic tenets of cultural studies. Throughout our work together, we will examine how social class, race/ethnicity, and gender are represented in literacy, language, and cultural theories and research that examine reproduction and resistance. Using cultural studies as the point of departure, this course explores the intersection of culture, power, and language (both oral and written) within schools and school systems. In accordance with the tenets of cultural studies, the course is guided by the presumption that culture (as it is realized through the functioning of schools and their agents and the experiences, knowledge, expressions, dispositions, and meaning-making of people of color, women, and low-income or working-class individuals) is critical for understanding and intervening in the reproduction of social

and economic inequality. In order to understand the reproduction of inequality we will examine theories and empirical investigations that explore how structures of domination and subordination are reproduced and social difference and inequality are reinscribed through the cultural practices that are reflected in schools. We will also analyze the extent to which the cultural practices and experiences of marginalized individuals simultaneously contribute to the process of reproduction and also affirm the emancipatory possibilities of resistance.

Equivalent Course(s): EDSO 63412, SSAD 23412, EDSO 23412

SSAD 63600. Culturally Responsive Intervention, Assessment & Treatment. 100 Units.

This course will examine the influence of culture within intervention, assessment and treatment. The course will examine how cultural considerations are critical in the development of research pertaining to intervention and assessment as well as how cultural factors are integrated into the therapy process. Specifically, the course will cover both theoretical underpinnings of culture, cultural adaptations within intervention and assessment, followed by examining current status of empirical literature on culturally based intervention research. The course will also cover the integration of culture into clinical practice, with a focus on cultivating students' knowledge, awareness and skills related to cultural competence. Course readings, assignments and discussions will cover both discussing the relevance of culture in empirically based interventions and practice.

SSAD 63700. Acceptance and Commitment Therapy. 100 Units.

ACT is an example of what is commonly referred to as a third-wave behavioral therapy. It is unique in its development in that it was derived from some of the implications of basic research on the function of verbal behavior. This approach suggests that psychological distress is the result of how humans relate to their psychological experience rather than the result of a mental or even biological pathology. ACT assists clients in differentiating between those aspects of life where the only viable stance is that of acceptance and willingness and those where action is required given their desire to live meaningfully. In doing so, clients fundamentally shift from having their lives about their past and their problems to a life about their values and their future. This class is intended to provide students with a comprehensive overview of and practice with the principles of ACT. To that end, via lecture, experiential exercises, role-play and a self-change project, participants will be presented with the underlying theory (Relation Frame Theory) and assumptions of ACT, an ACT conceptualization of human suffering, a model of psychological rigidity and flexibility and the six basic clinical processes. Participants should anticipate numerous individual and group activities and exercises aimed at providing first-person experience with the processes and outcomes associated with the practice of living.

SSAD 63800. Program Evaluation in International Settings. 100 Units.

Increasing demand for transparency and accountability in the field of international development has heightened the need for evaluation of effectiveness and impact of programs. This course will examine principles, methods and practices of evaluating social programs and services in the international settings. This course focuses on types of evaluation, evaluation design and theory, measurement, sampling, data collection, ethics and politics in evaluation, data analysis, and utilization of findings. The course emphasizes involving agency and client constituencies in the development, implementation and dissemination of evaluation efforts. Students in this course will become familiar with various forms of evaluation and acquire the technical skills necessary for their development, design and execution of program evaluation in the international context. Specifically, students will discover methods for crafting evaluation questions, designing instruments, sampling and data gathering to achieve good response rates, data analysis and presentation of evaluation findings in culturally diverse and low-resource settings.

SSAD 63900. Male Roles & Life Course Development in FAM, COM. & Civil Society. 100 Units.

This course examines the range and diversity of male social roles assumed by boys, adolescent males, and adult men within U.S. families, communities and society. As a nation of immigrants, political and religious refugees and descendants of African slaves, nativity and cultural origins of families residing in the United States often influence and potentially clash with historical and evolving American ideals and notions about normative male social roles within an evolving multi-racial and multi-cultural society. With respect to male social roles in families residing in the United States, particular attention is given to how race and/or ethnicity, citizenship and generational status, residence duration and stability, social class status and cultural expectations affect the assumption and performance of expected male social roles. Definitions of family and an overview of family structures are initially examined, followed by a developmental examination on male social roles within families and how boyhood, adolescent and adult male social roles are affected by family structure, socio-economic status, historical and cultural family origins, citizenship status, and individual/family engagement with the broader society. The succeeding component of the course examines male social roles within neighborhood and community contexts and how boyhood, adolescent and adult male social roles external to the family are influenced by engagement within these contexts. The final component of the course examines civic engagement and societal male social roles assumed by boys, adolescent and adult males.

Equivalent Course(s): CRES 23900, GNSE 20123

SSAD 64400. Latinx and Spanish Language for Social Workers. 100 Units.

Social Work students will strengthen their knowledge of the Spanish language, especially the vocabulary and functions relevant to clinical social work practice. In addition, they will develop greater cultural competence concerning the Latinx community, enabling them to function pragmatically appropriately in a range of contexts. The course explores a variety of communicative strategies to adapt phonetics, register, and diction to rhetorical

situations commonly encountered by clinical social work professionals. It also provides cultural instruction through a variety of readings and participation in hands-on, authentic activities.

Prerequisite(s): Prerequisites: Two years of college-level Spanish, completed the Practical Proficiency Assessment in Spanish. Consent of the instructor is required for course registration. In addition, all interested students must complete a 20-minute assessment interview with the instructor, including a brief written component, to determine the appropriate skill level.

Equivalent Course(s): LACS 64400

SSAD 64600. Quality Monitoring & Improvement for the Social Services. 100 Units.

This course has three primary foci. 1) How to help social service agencies monitor their programs for quality. 2) How to help social service agencies improve services when quality problems are recognized. 3) How to develop organizational cultures that support the delivery of quality social services. It helps prepare clinicians for participating in quality monitoring and improvement in social service agencies. It helps social administration students prepare for the role of a quality manager (Director of Quality, Quality Improvement, etc.). The course primarily draws from the quality sciences and applies this work to the social service context, often using the student's field placement as the context for learning.

SSAD 64700. Organizing Coalitions for Change: Growing Power and Social Movements. 100 Units.

Coalitions are building blocks of social movements, often bringing people together across race, class, faith and ethnicity to build the power required to make social change. Coalitions address local, state, national and international policies, public and private sector matters. They are employed successfully, or not, from the far left to the far right. They vary widely, engaging people from very grassroots and local communities to civic, faith, labor, business, and political leadership. At times spontaneously precipitated, at times methodically built, effective coalitions can change the fundamental relationships in our society, change society and challenge what we know or think we know. This course will examine the conceptual models of diverse coalitions formed to impact social, legal, and political structures. We will explore the strengths and limitations of coalitions, and their impact upon low-income and oppressed communities. We will study recent examples to stop public housing displacement, end police misconduct, halt deportations, and seek fair tax reform. We will explore the role of coalitions in changing political machines. Too, we will investigate the use and impact of coalitions in building relations between racial, religious and ethnic groups. As part of class exercises, students will "create" coalitions to address an identified need for social change.

Equivalent Course(s): CHST 24700, DEMS 24700

SSAD 65012. Leading Teams in the Social Sector. 100 Units.

Social sector organizations face problems that are too complex for an individual to tackle alone. It is essential to lead high-performing, effective teams to achieve the desired social impact. Unfortunately, a shocking number of teams fail to live up to their potential, or even deliver at all - especially in the nonprofit sector where resources, professional development, and management training are constrained. Leading effective teams requires multiple competencies, including critical thinking, communication, developing and coaching others, equity mindset, communication, project management, and collaborative problem solving. In this course, you will learn how to:

SSAD 64950. International Disability Rights and Justice. 100 Units.

The rights of persons with disabilities have become a new frontier of human rights across the world. This course introduces recent developments in concepts, tools, and practices of disability rights both internationally and in different regions/countries. We will pay specific attention to the United Nations Convention on the Rights of Persons with Disabilities, including its principles, provisions on key topics (e.g., institutionalization, education, employment, and political participation), and the role of state and non-state actors in its implementation. We will also consider the implications of disability rights on global social development and humanitarian work. Moreover, we will critically examine barriers and concerns in realizing disability rights, areas where dominant understandings of disability rights fall short, and alternative approaches to conceptualizing and promoting justice for persons with disabilities. The course will consist of reading and critique of literature, large and small group discussions, guest lectures by practitioners, case studies, and student presentations. Students will develop skills to analyze disability policies or design/evaluate disability inclusive development projects in international settings.

Terms Offered: TBD

Equivalent Course(s): HLTH 24950, SSAD 24950, GNSE 24950, HMRT 34951, GNSE 34950, HMRT 24950

SSAD 65500. Harm Reduction at Intersection of Policy, Program & Clinical PRAC. 100 Units.

This course will provide an overview of the theories, clinical approaches & reality based intervention strategies of U.S.-based Harm Reduction theory. Beginning as a political response to the AIDS Epidemic, this set of practices can be as controversial as Syringe Exchange and mundane as seat belts in cars. This course will explore the lived experiences of the most marginalized clients and offer students an opportunity to think through the necessary partnership of multi-threshold (macro) program design and clinical responses (micro) to supporting our most vulnerable community.

SSAD 65712. Immigration, Law & Society. 100 Units.

Law is everywhere within the social world. It shapes our everyday lives in countless ways by permitting, prohibiting, protecting and prosecuting citizens and non-citizens alike. This course reviews social science perspectives on law and legal institutions, with a major emphasis on immigration. Throughout, we focus on a central question within the scholarship of law and society: when and how does law matter? We explore the

meaning and complexity of law, the relation between law and social change, and the social impact of law. This course centers on the connections and relationships of law and society in the American context, with significant attention to international perspectives. Students will develop analytical skills to enable informed and critical examination of law broadly construed, and identify various ways that social workers and law intersect.

SSAD 65812. Making Kin: Adoption and Fostering in a Global Perspective. 100 Units.

Studies of kinship have provided the foundation for the ethnographic record of communities and family arrangements around the world, and over time. The majority of these studies take place in contexts outside of the United States, contributing essential evidence of the wide array of kin organizational models that challenge assumptions about the 'nuclear family' structure. Both fostering and adoption reveal important cultural assumptions about processes of relatedness and concepts of personhood. In this course, we will learn about different ways of reproduction, childrearing, and circulation cross-culturally, but also the varying degrees by which notions of 'family' and raising young people influence understandings of age and generations, relationships, identity, and responsibility. Students will discuss and write about ethnographic readings and films, reflecting on life course development and human adaptation. Through this process, the course will address how different cultures in various social and ecological settings conceptualize and care for displaced young people. This course fulfills the Human Diversity Requirement. This course is one of Crown Family School's global and international course offerings.

Equivalent Course(s): SSAD 25812

SSAD 67000. School Social Work Policy and Practice. 100 Units.

This course will present knowledge and skills for engaging in social work practice in public school settings by discussing the varied roles, responsibilities and practices of school social workers. There are tensions and possibilities inherent in school social work practice. By exploring the dynamics and dimensions of social work in schools, we will examine the challenges, possibilities and depth of effective practice, in order to provide students with core foundational skills necessary for their internships and future careers in school social work.

SSAD 67100. Introduction to Disability Studies. 100 Units.

Disability Studies is an interdisciplinary field which critiques mainstream models of disability and health. Disability Studies is invested both in centering the experiences and knowledge of people with disabilities, and in critiquing systems of power and oppression. This course introduces key Disability Studies theories and explores their applications to critical social work practice and broader social justice work. Topics include: the social model of disability, Mad Studies, embodiment theories, accessibility, Disability Justice, and disability activism. The course will take an intersectional approach to the study of disability. Course materials will be multimedia and will include academic texts as well as videos, blog posts, art, and activist work. Class sessions will include close readings and discussions of course materials, student facilitation, and short lectures dissecting key concepts. Course assignments may include online accessibility audits, applications of course concepts to critique of films or television, and translation of Disability Studies theories into easily digestible formats for an audience of peers. Please note that the workload and format of this course have been adjusted from the past year in light of current global crises -- please contact the instructor if you have questions.

SSAD 68500. Fundraising Practice and Principles -- An Introduction for Social Workers. 50 Units.

An understanding of fundraising is recognized as a valuable tool for any professional in a nonprofit organization, regardless of one's particular role. This course will utilize a combination of lecture, experiential activity, small group work, case study analysis and guest speaker(s) to give an overview of strategies and best practices of fundraising. Students will learn a relationship-based model of fundraising that focuses on the life-cycle of a donor and the psychology of giving, as well as basic fundraising techniques and the roles of both professionals and lay leadership.

SSAD 68900. Critical Conversations-School Safety and Policing. 100 Units.

This course will explore the origins of school policing as well as the racialized consequences of relying on police to enforce school discipline and safety. Over the past 50 years, school--particularly in low-income Black and Latino communities-- have become sites of increased criminalization of young people. Coupled with the rise of mass incarceration came a punitive turn toward Black and Latinx adolescents and the extension of youth policing from the neighborhood block to the classroom. Once in schools, the scrutiny and authority of law enforcement are often turned upon schoolchildren themselves, the very group that's supposed to be protected. This seminar will include a weekly conversation, moderated by students, with key stakeholders in this debate, including school and district leaders, organizers with the Movement for Black Lives (MBL), and with at least one School Resource Officer. The seminar is meant to elicit meaningful participation in this public debate from students. Assignments will include moderating in class discussions, live-tweeting weekly guest lectures with a course hashtag, and writing at least one editorial that could be submitted for publication, by the end of the quarter. Terms Offered: TBD

SSAD 69004. Social Work and Sex Workers. 100 Units.

This course will focus on best practices for social workers who wish to provide support to sex workers and individuals involved in the sex trade. Historically, social workers have viewed sex workers as either "victims" or "criminals," a problematic conceptualization that often misconstrues motivating factors, and leads to misguided clinical interventions and regulatory schemes. Social stigma against sex workers and the sex trades has forced this population to hide their activities from service providers; as a result few programs address their needs directly and effectively. Marginalization also increases vulnerability to violence and arrest, further complicating

service provision. This course will outline optimal interventions using a harm reductionist approach to best serve this population; some of these interventions have been designed by sex workers themselves. This course will also encourage students to analyze the effects of current policies and policing on the lives on sex workers and their impact throughout the community.

SSAD 69100. Working with Alternative Sexual Interests and Relationship Structures. 100 Units.

Sex and romance can be expressed in a variety of ways, but traditionally therapists receive only basic sexuality training, much of it geared for heteronormative "vanilla" sex and monogamous relationship structures. The popularity of BDSM and non-monogamous relationship structures are on the rise and more visible than ever in mainstream media, and a growing number of our clients are either in these groups or have friends, family or partners who are. Through discussion, role playing, journals and case study analysis students will reflect on a variety of marginalized populations including the Kink, Poly, and Swinger communities. Students learn non-pathologizing, sex positive clinical approaches and address some of the clinical and ethical issues unique to working with these groups. Class will consist of lecture, guest lecture, class discussion, and multimedia presentation.

SSAD 69300. Transdiagnostic Treatment of Emotional Disorders. 100 Units.

Transdiagnostic treatments are clinical interventions that can be applied across diagnostic categories to address underlying emotional disorder. In this course, David Barlow's Unified Protocol: Transdiagnostic Treatment for Emotional Disorders (UP) will be the foundational transdiagnostic approach taught. The UP incorporates elements of behaviorism from all three waves, including mindfulness, cognitive restructuring, and emotional exposure. The UP can be applied to a range of different disorders and problems that share emotional dysfunction as their core (e.g., panic attacks, social anxiety, obsessive thought/compulsions, depressed mood, impulsive behaviors, eating disorders). The overarching goal of the UP is to help patients learn new ways of responding to uncomfortable emotion that reduce symptoms across a patient's range of problems. The course will be highly experiential, including asking students to participate in activities designed to evoke uncomfortable emotions.

Terms Offered: TBD

SSAD 69500. Nonprofit Governance. 50 Units.

This course is intended for graduate students interested in learning about the governance of nonprofit organizations and the role of nonprofit boards. The course will cover models of nonprofit governance, roles and responsibilities of boards, board structure and composition, board development, relationship of boards and management and board performance. At the end of the course, learners will understand nonprofit board purpose, structure and responsibilities, the relationship of the board to organizational/CEO performance, fiduciary, strategic, and generative governance models and common problems and issues encountered in nonprofit governance.

Terms Offered: TBD

DOCTORAL LEVEL COURSES

SSAD 50400. Development Over Life Course. 100 Units.

This course explores the biological and social patterning of lives from infancy through old age. Readings will include class and contemporary theory and research related to varied stages of the life course. Discussion will focus on paradigmatic themes in life course development such as: the social situation of lives in time and place, the interconnectedness of lives and generations, the nature of developmental transitions, the timing of life experiences, and the continuity of lives through time. Examples will be drawn from populations of traditional concern within social welfare policy and social work practice.

Equivalent Course(s): CHDV 42350

SSAD 52700. Social Psychology of Service Delivery: Theories of Helping Processes. 100 Units.

Whereas specific social work practice theories or evidence-based practices typically anchor the study of social issues and social work interventions, the focus of this course will be the social psychological sources of change that are viewed as common factors of treatment effectiveness (as well as others that are often treated as "noise" or error variance). That is, we will focus upon aspects of the person, the provider, and social context that facilitate, impede or moderate outcomes within the context of service delivery. We will begin with a close examination of the way we define theories, models or perspectives of the helping process in social work and then pay particular attention to the ways in which the pathway to treatment outcomes have been conceptualized. We will examine individual factors (such as processes of stress regulation and coping; concepts of change motivation, help-seeking and compliance) as well as clinician-level factors (such as attribution, expectancies and clinician-provider relationship) as well as social process (such group processes, intergroup relations, social networks and social support). Finally, we will consider methodologies under discussion in social work for identifying moderators and mechanisms of client change. Students will demonstrate their mastery of material by framing and leading seminar discussion and by providing a close reading/mapping and analysis of selected published articles.

SSAD 53500. Dissertation Proposal Seminar. 300.00 Units.

This seminar focuses on the development and discussion of dissertation proposals. Over the course of year, students will attend 15 2-hour workshops devoted to 1) formulating and refining research questions, 2) clearly presenting a methodological strategy, theoretical grounding, and relevant literature review, and 3) building a committee who will provide ongoing intellectual support. It is expected that each student will produce

successively more complete documents, leading to full proposals, over the course of three quarters. Before the end of the year, each student will present a pre-circulated draft proposal for discussion and feedback.

SSAD 54900. Research Methods for Social Work. 100 Units.

This course is designed to provide doctoral students a foundational understanding of basic research processes and methods. Topics covered in the course include: problem formation, use of theory, conceptualization, measurement, research design (including experimental, non-experimental, and observational designs), data collection, overview of qualitative and quantitative methods, the logics of causal analysis and inference, and writing research proposals and reports. Throughout the course, students will explore what it means to apply social work research methods to real world problems and settings, including an analysis of power inherent in research processes as well as anti-oppressive approaches. Students will be introduced to the language and major concepts of research methods, on which they can scaffold future methodological and analytic courses. Course assignments will provide students an opportunity to apply research concepts to their own substantive area of interest.

Instructor(s): Staff Terms Offered: TBD

Prerequisite(s): Doctoral Students

SSAD 55200. The Profession of Social Work. 100 Units.

This seminar will consider the development of social work as a profession since the late 19th century. How and why did social work emerge as a profession? In what ways did developments in political and moral philosophy, philanthropy, social science theory, the growth of the welfare state, the development of other professions, and various political and economic forces shape the social work enterprise? This will include an examination of the attempts over the past century to define what social work is, and what it is not. Is there a "mission" for the social work profession, and if so, what is it? What has been the role of social work education and research in the development of the profession? The seminar will also involve an examination of selected issues facing the profession today. The pursuit of answers to these questions will involve extensive reading and discussion of competing histories of the profession and seminal works by leaders in the field.

Prerequisite(s): Doctoral students

SSAD 55900. Human Services Organizations. 100 Units.

Human service organizations, such as social service agencies, religious organizations, schools, and advocacy, community development and social movement organizations, are central actors in the lives of disadvantaged populations and important tools for solving social problems. This class explores the ways in which an organizational lens can be usefully applied in the context of social welfare-related research. The course will provide an overview of the ways in which scholars have approached the study of organizations and highlight theoretical traditions useful for understanding the work of human service organizations. It will also provide insight on how to use organizational theory in research, allowing for a range of methodological approaches.

Prerequisite(s): Doctoral students

SSAD 56201. Seminar on Urban Politics and Community Action. 100 Units.

This seminar examines a range of approaches to urban politics and their implications for the study of community organizing, planning and development. The course is designed to provide a basic introduction to theories of urban structure, policy and politics drawn from sociology, political science and urban studies. We will also examine how these theories inform a variety of empirical investigations, from historical accounts to contemporary case studies, of the relationship between urban politics and community-level efforts to address such problems as inequality, poverty, disinvestment and displacement. The emphasis throughout the course will focus on the connections between theory, methodology and empirical investigation in the field of urban community research.

Instructor(s): William Sites Terms Offered: Autumn

SSAD 56300. Applied Qual Research Sem. 300.00 Units.

This qualitative research seminar is designed to support the productivity and promote the development of advanced doctoral students who have chosen a qualitative research design as part of the dissertation. This applied seminar creates a structured and rigorous context for students to learn with instructor guidance and experience all stages of the interpretive research process through designing, executing, evaluating, and presenting their own interpretive research. It is an expectation of this seminar that all students make substantial and ongoing contributions to the group learning process through providing peer feedback, group coding, group analysis, constructing/critiquing conceptual models and theoretical frameworks, and learning how to critically evaluate and enhance the methodological rigor in the projects of those involved in the seminar. It is designed to be a dynamic environment for moving forward with one's work at all stages of the dissertation process; group needs and the instructor's assessment of student's individual progress will drive the content of each meeting. Prerequisites: A qualitative research course through Crown Family School or approved equivalent. Students must have passed their qualifying examinations, selected a research topic, and be actively constructing their dissertation proposals. Permission of the instructor is required and enrollment is limited to maximize student learning in the structure of a seminar.

SSAD 56601. Theory In Research. 100 Units.

This course is designed to introduce doctoral students to theorization and its role in the research process. The emphasis in the course will be on understanding the fundamental challenges posed by social-scientific investigation and their relevance to conducting research on policy and practice. Cutting across the disciplines

are two classic traditions in the philosophy of social science that approach questions of knowledge, observation, and causation differently. We will examine both naturalist and anti-naturalist conceptions of ontology, epistemology, theory, and method, as well as efforts to develop a third tradition based on "critical realist" or "historical" approaches, to construct three major paradigms of social inquiry. These paradigms present different strategies for making connections between such basic issues as problem definition, theory construction, research design, empirical investigation, and evaluation. Following this basic overview, the course will focus on three different paradigmatic approaches to a single social problem to more fully illustrate the contrasts and potential complementarities between the paradigms. Finally, we focus on how these paradigms address the theoretical challenges posed by two common modes of investigation: the case study and the comparative study. Neither a survey of social-scientific theories nor an introduction to research methods, this course examines multidisciplinary approaches to bringing theory to bear on the process of research. Readings will combine selections from the philosophy of social science, examples of scholarship that embody divergent strategies of investigation, and excerpts from the small body of useful work on "social inquiry" that reflects on the connections between the two.

Prerequisite(s): Doctoral students

SSAD 56801. Wkshp:Theories In Soc Wk Res 1. 100 Units.

This workshop will provide Crown Family School doctoral students with the opportunity to examine the diverse social science theories that undergird social work and social welfare—as defined by contemporary scholarship in the field. The workshop is organized to support this process by offering bimonthly presentations loosely determined by a set of questions basic to the development of any field of inquiry: What fundamental epistemological paradigms are represented? What theoretical and conceptual frameworks undergird scholarship in social work and social welfare? How do scholars in the field ask questions and find answers? How do they make claims and support them? What specific research methods are used? The workshop is designed to introduce beginning students to ongoing research and scholarship in the School and to provide advanced students and faculty with a regular forum for presentation and discussion of their work. Participation in this seminar is required for first-year students; advanced doctoral students and faculty are encouraged to attend on a regular basis. One faculty member or advanced doctoral student will present his or her research each session and may assign readings in advance.

SSAD 56900. Managing the Wretched and Unruly Poor. 100 Units.

This course interrogates the strategies employed by the state and state-sanctioned actors, like the police, the courts, teachers, psychiatrists, psychologists and social workers, to manage the raced, criminalized, foreign born and generally "unruly poor" in the United States, and subsequently, how the "unruly" resist those strategies. The sweep of the course is broad and interdisciplinary, covering select readings on plantation life, domestic labor, chain gangs, the sanitarium, ghettos, workhouses, schools, prisons and welfare offices. It asks, how have unruly populations been conceived of and managed across institutional settings? How have those conceptions and practices evolved? What do they tell us about ourselves? How have the unruly mobilized to resist those strategies?

Note(s): Doctoral Students

SSAD 57200. Disrupting Epistemic Injustice in Social Work Scholarship: Race, Meaning, and Method. 100 Units.

This seminar will provide structured opportunities for students to identify and disrupt racialized forms of epistemic injustice—testimonial and hermeneutical—in the practice of social work research generally, and in "anti-racist" research specifically. Grounded in critical-intersectionality and a dialectical class process, we will explore social identity power throughout the production of scholarship and its harm in exaggerating or silencing the capacity of varied knowers and of knowledge itself. Students are encouraged to identify core dimensions of epistemic injustice, including racialized epistemologies of ignorance and expertise in their own areas of research, including potential dissertation projects, and all students using any methodology are welcomed. Students will similarly deepen their critical reflexive stance toward the methods and meanings of "race" and "racism" and tensions in democratizing knowledge within their projects and their own interpretive points of reference. Our collective work in this seminar is to envision what epistemically just social work scholarship might look like and identify necessary transformations in our fields, our science-producing systems, and ourselves. Recommended Prerequisite (may be taken concurrently): SSAD 56601 Theory in Research.

Terms Offered: TBD

Prerequisite(s): Recommended Prerequisite (may be taken concurrently): SSA 566: Theory in Research

SSAD 57900. Regression Analysis in the R Programming Language. 100 Units.

This course will provide a basic introduction to multivariate analysis in the R programming language. Topics covered include linear regression, logit and probit models, analysis of randomized trial data, instrumental variables, the bootstrap, and data visualization. Students will be expected to complete a course project, which can be related to their dissertation.

Terms Offered: TBD

SSAD 58200. Implementation Science in Social Work Research to Achieve Health Equity. 100 Units.

Implementation science, defined as "the study of methods to promote the adoption and integration of evidence-based practices, interventions, and policies" (Northridge et al., 2019) into health and social service settings, is critical for bridging the gap between research and practice and for helping to achieve health equity. This

course will provide a foundational overview of the key principles, theories, frameworks, and strategies in implementation science, with a focus on achieving health equity for populations, programs, and settings relevant to social work research. Course content will be conveyed through a combination of readings, media, guest speakers, and case-based learning.

Terms Offered: TBD

SSAD 58300. Ethnographic Inquiry for Social Work and Social Policy. 100 Units.

As research methods, ethnography uses the researcher's active participation and systematic observation to reveal the meaning, practice, and relations of social world(s). This course introduces students to ethnographic research methods through a combination of reading, discussion, and fieldwork practice. Students will learn how ethnographers design their research projects, undertake participant observation in their chosen field sites (offline or online), write fieldnotes, prepare for and conduct interviews, collect and analyze artifacts, and work with historical and contemporary archives. We will also discuss common ethical and political questions facing ethnographers. Specific consideration will be given to how to conduct ethnographic studies on social work and social policy: what perspective and positionality one might take, what engaged research might mean, and how to think about a study's implication for policy and practice. Throughout the course, students will practice and apply ethnographic methods to small projects, and will be asked to draft the methods section of an ethnography-based study proposal.

Terms Offered: TBD

SSAD 59900. Individual Readings and Research. 100 Units.

Individual Readings and Research for Doctoral Students.

