SOCIAL WORK – M.S.W.

Program director
Kimberly Freeman

The social work profession centers on improvement of the quality of life for people and the enhancement of human potential for full, productive participation in society. With this philosophy at its core, the master’s degree offered by the Social Work Program (M.S.W.) in the School of Behavioral Health emphasizes an ecological perspective that focuses on the interaction of a person or system with his/her environment. Reflecting this stance is Loma Linda University’s motto, “To make man whole”, and its heritage as an international leader in the delivery of services in health care and related facilities. It is the combination of these influences that has guided the development of the generalist curriculum, clinical practice specialization, and selection of practicum sites for the Social Work program.

Mission
The mission of the Master of Social Work Program at Loma Linda University is to prepare competent, ethical, and compassionate advanced social work practitioners who possess the knowledge, values, attitudes, and skills necessary for a life dedicated to whole person care in advanced practice and leadership roles within behavioral health institutions and agencies.

Goals
The goals of the M.S.W. degree in social work are to:

• Instill in graduates the knowledge, ethics, values, and skills expected of professional social workers.
• Prepare students for advanced practice with diverse populations and the advancement of social and economic justice in local, national, and international communities.
• Equip students to integrate research and practice for advancing the profession of social work.
• Prepare advanced social work practitioners for work in behavioral health institutions and agencies.
• Transition students into professional roles with a commitment to lifelong learning.

Competencies
Reflected in the above goals are the following nine social work competencies that describe the knowledge, values, skills, and the cognitive and affective processes that define and inform generalist and clinical practice.

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Liberal arts preparation
The M.S.W. degree curriculum is built on a liberal arts perspective. Individual applicants whose undergraduate degree does not reflect this perspective may be asked to enroll in additional courses.

Please note: Any prerequisite requirements must be completed before admission to the M.S.W. degree program.

General overview
The program begins with the generalist content (first-year courses) common to all graduate social work education. The generalist practice curriculum is grounded in the liberal arts and the person-in-environment framework. Within this framework, students learn to promote social well-being, and build on the strength and resiliency of all human beings through a range of prevention and intervention practice methods when working with diverse individuals, families, groups, organizations, and communities. Integrated within the curriculum, students learn to apply ethical principles, critical thinking and research-informed practice at the micro, mezzo, and macro levels while also maintaining emphasis on diversity, advocacy for human rights, and social and economic justice.

The clinical practice specialization builds on the strengths-based and ecological practice perspective of the generalist curriculum by extending, expanding, and enhancing students’ ability to effectively engage in advanced clinical practice. This requires the integration of generalist and clinical practice theories and intervention methods as applied to individuals, families, groups, organizations, and communities. Theoretical perspectives include empowerment, strengths approach, attachment, child development, risk and resiliency, trauma, cognitive neuroscience, family systems, cognitive behavior, and psychodynamic; all of which are enhanced by the person-in-the-environment perspective. These theoretical underpinnings support student skill acquisition and development through the clinical specialization courses with a firm grounding in engagement, diagnostic assessment, problem solving, social policy, and evidence-informed treatment approaches. Students’ clinical practice experiences also attend to the needs and rights of all persons to promote social and economic justice. Clinical students also learn to be alert to and understand the importance of continuous self-reflection and practice evaluation.

Program options
Alternate program options have been designed to address the varying needs of students. As such, the program offers the two-year, three-year, and four-year options. Students completing the two-year option cannot be engaged in regular full-time employment. An advanced standing option is also available to qualified B.S.W. degree students (see below).

Beginning Fall 2016— as a result of a cost-shared agreement—an online hybrid (online and onsite) M.S.W. degree program is offered for full-time employees of Riverside County only. All program requirements for the Riverside County cohort are the same as those required for the on-campus cohorts for the three-year, part-time option. A separate application portal has been created for the Riverside County cohort, which requires verification of full-time employment with Riverside County. Courses for the onsite portion of this hybrid program will be taught at:
Central academic requirements and processes

M.S.W. advancement G.P.A.

The M.S.W. degree advancement G.P.A. provides an initial predictor used for gatekeeping. The first 12 units completed toward the M.S.W. degree, including units acquired during nonmatriculation, must be completed with a G.P.A. of 3.0. Students who fail to achieve this level may be dismissed from school. Students receive orientation to the process and requirements of the M.S.W. degree advancement G.P.A. during the new student orientation.

Qualifying review

When all generalist course work is completed, students are required to pass the program’s qualifying review (see the M.S.W. Handbook). The intent of this process is to: assist faculty and students in the assessment of strengths and areas for improvement, provide feedback, foster an environment of self-evaluation, and encourage heightened participation in individualized academic development.

Generalist and clinical practica

Field practica are regarded as an integral part of the Social Work Program as these offer students opportunities to integrate and apply theoretical and research knowledge with social work practice and intervention skills in institutional or agency settings. Practica are designed (and selected) to provide maximum learning opportunities under the supervision of a qualified field instructor. As such, experiences are patterned to build upon one another—presenting the increasing challenges present in the continuum of generalist to clinical practice. Students complete 1,080 hours of field work in a qualified setting and 120 hours of concurrent integrated seminar for a total of 1,200 hours.

The emphasis of SOWK 757A Professional Foundation Practicum and Seminar, SOWK 757B Generalist Practicum and Seminar, and SOWK 757C Generalist Practicum and Seminar (480 hours of practicum and 60 hours of seminar or 9 generalist practica units) is on achieving generalist social work knowledge, values, and skills—including developing rapport with agency personnel and clients, acquiring interviewing skills, and obtaining beginning-level psychosocial assessment and intervention capabilities. The content of the concurrent seminar further supports this perspective as it provides students with opportunities to integrate their practicum experiences with their developing professional identity.

The emphasis of SOWK 787A Clinical Practicum and Seminar, SOWK 787B Clinical Practicum and Seminar, and SOWK 787C Clinical Practicum and Seminar (600 hours of practicum and 60 hours of seminar or 12 clinical practica units) reflects the clinical practice specialization and provides the depth and breadth of learning opportunities that underpin the acquisition of advanced practice capabilities. More specifically, clinical practica experiences are expected to promote increased insight and understanding of agency and/or client systems as these build on the generalist skills achieved during the first year of study.

Research

The program includes completion of course work in applied research. An individually-authored thesis option is available for students meeting program criteria. These study options aim to develop knowledge for the advancement of social work practice and provide guided experiences in the conduct of research applicable to a variety of professional and academic settings. Guidelines for these options are provided by the program.
Wholeness portfolio
All students complete a wholeness portfolio during the generalist and clinical practica and seminar experiences. This review of the student’s individualized objectives and professional development begins during the first year of study and culminates during the second year of study as the student completes the final quarter of the clinical practicum. This experience emphasizes the student’s plans for employment, lifelong learning, and integration of the core values of Loma Linda University; and is seen as a capstone academic experience that facilitates closure and the final stage of reflection and review in the development of transitioning professional.

Combined degrees
Students interested in completing a combined degrees curriculum with the Social Work and Gerontology programs, the Social Work and Criminal Justice programs, or the Social Work and Social Policy and Social Research programs should contact the Social Work Department directly.

Accreditation
The Master of Social Work Program is fully accredited by the Council on Social Work Education to provide master’s degree-level education, with the next reaffirmation to be completed in 2018.

Admissions
In addition to Loma Linda University (http://llucatalog.llu.edu/about-university/admission-policies-information/#admissionrequirementstext) admission requirements, admission to the Social Work Program is governed by the policies and procedures established by the School of Behavioral Health (http://llucatalog.llu.edu/behavioral-health/#generalregulationstext). Admission requirements for the M.S.W. Program include the following:

1. A four-year baccalaureate degree (or its equivalent) from an accredited college or university.
2. The MSW curriculum is built on a liberal arts perspective. Individual applicants whose undergraduate degree does not reflect this perspective may be asked to enroll in additional courses.
3. Applicants must submit a completed application, including a personal statement; application fee; all college and/or university transcripts; and at least three letters of recommendation—preferably one of which is from an academic source and one from a work supervisor.
4. Applicants must meet the minimum academic and professional compatibility criteria established by the program. These criteria include:
   • A cumulative undergraduate grade point average of 3.0 or above (on a 4.0 scale). Applicants with lower grade point averages will be considered if the last 45-quarter credits (30 semester units) of non-field practica course work shows significant improvement or if they have additional attributes that demonstrate preparedness and an appropriate fit for graduate social work education. Work and volunteer experiences must be verified by employer/supervisor statements on official agency stationery. Further consideration will also be given to individuals who provide evidence of additional graduate coursework, certifications, and/or training that illustrate preliminary preparation for a career in social work. Students who are admitted to the Social Work Program with a cumulative G.P.A. below 3.0 may be required to participate in individualized academic assessment and a targeted learning assistance program.
   • Demonstration, through the application and interview processes, of compatibility with the profession of social work, ability to develop and nurture interpersonal relationships, communication skills, self-awareness, professional comportment, critical thinking skills, fit with the mission and values of Loma Linda University and the Department of Social Work and Social Ecology, and the capacity to successfully complete the Master of Social Work curriculum.

Program requirements
The M.S.W. degree consists of 78 units of didactic course work and 21 units of professional practica experience. Students must maintain a program grade point average of 3.0 (or a letter grade of B on a 4.0 scale) and meet the knowledge, skills, and professional performance competencies outlined by the program.

All course grades should meet the minimum B (3.0) standard, which by university policy indicates satisfactory performance. Courses in which a student earns a grade below a B (3.0) may need to be repeated (or may not apply to the degree) if competency in the subject area is related to practice performance with clients, and a grade less than a 3.0 represents marginal or unsatisfactory practice performance.

Generalist curriculum
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SOWK 510</td>
<td>Diversity Theory in Practice and Research</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 513</td>
<td>Human Behavior in a Culturally Diverse Environment</td>
<td>5</td>
</tr>
<tr>
<td>SOWK 514</td>
<td>Social Welfare History and Policy</td>
<td>5</td>
</tr>
<tr>
<td>SOWK 517</td>
<td>Practice I: Individuals</td>
<td>3</td>
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<tr>
<td>SOWK 518</td>
<td>Practice II: Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 519</td>
<td>Practice III: Organizations and Communities</td>
<td>3</td>
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<tr>
<td>SOWK 520</td>
<td>Practice IV: Families</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 538</td>
<td>Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>SOWK 574</td>
<td>Practice V: Social Work Administration</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 578</td>
<td>Field Orientation</td>
<td>0</td>
</tr>
<tr>
<td>SOWK 585</td>
<td>Legal and Ethical Aspects in Health and Behavioral Health Services</td>
<td>3</td>
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Clinical practice specialization curriculum
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SOWK 613</td>
<td>Psychopathology, Psychopharmacology, and Diagnosis of Behavioral Health Conditions</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 617</td>
<td>Global Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 647</td>
<td>Integrated Behavioral Health</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 648</td>
<td>Co-occurring Processes and Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 661</td>
<td>Psychodynamic Therapies</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 661L</td>
<td>Psychodynamic Practice Lab</td>
<td>1</td>
</tr>
<tr>
<td>SOWK 662</td>
<td>Behavioral and Cognitive Therapies</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 662L</td>
<td>Behavioral and Cognitive Therapies Practice</td>
<td>1</td>
</tr>
<tr>
<td>SOWK 663</td>
<td>Crisis and Trauma Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 675</td>
<td>Supervision</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 681</td>
<td>Behavioral Health Policies and Systems</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 695A</td>
<td>Advanced Research Methods</td>
<td>2</td>
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<tr>
<td>SOWK 695B</td>
<td>Advanced Research Methods</td>
<td>2</td>
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<tr>
<td>SOWK 695C</td>
<td>Advanced Research Methods</td>
<td>2</td>
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Required cognate

RELE 522  Bioethical Issues in Social Work  3
or RELE 524  Bioethics and Society

General selectives

Select 4 units from one of the following lists: 6

Population groups

GERO 515  Diversity and Aging
GERO 654  Therapeutic Interventions with Older Adults
MFAM 644  Child Abuse and Family Violence
PLTH 513  Introduction to Play Therapy
PLTH 515  Play Therapy III: Assessment and Diagnosis
PLTH 516  Child-Centered Play Therapy
PLTH 546  Child-Parent Relationship Therapy-CPRT (Filial Therapy)
PLTH 548  Child Psychosocial Play Therapy
PLTH 650  Play Therapy with Adolescents and Adults
SOWK 651  Medical Social Work
SOWK 653  Child Welfare Practice
SOWK 658  Children's Psychotherapy
SOWK 680  Children and Families Policies and Services

Problem areas

BHCJ 550  Fundamentals of Dialectical Behavior Therapy
CRMJ 519  Expert Testimony: Procedure and Practice
CRMJ 520  Restorative Justice
MFAM 665  Structural and Multidimensional Family Therapy
PLTH 517  Sandplay: A Therapeutic Process
PLTH 547  Play Therapy Approaches for Treating Developmental and Behavioral Disorders
PLTH 549  Therapeutic Play for Children Affected by Illness and Injury
PLTH 550  Trauma Focused Play Therapy
SOWK 659  Recovery in Behavioral Health
SOWK 684  Advanced Policy Projects

Total Units  78

Professional practica experience

Generalist practicum and seminar

SOWK 757A  Professional Foundation Practicum and Seminar  3
SOWK 757B  Generalist Practicum and Seminar  3
SOWK 757C  Generalist Practicum and Seminar  3
Clinical practicum and seminar

SOWK 787A  Clinical Practicum and Seminar  4
SOWK 787B  Clinical Practicum and Seminar  4
SOWK 787C  Clinical Practicum and Seminar  4

Total Units  21

1  Not eligible for waiver.
2  Hours: 160 + 20; Not eligible for waiver
3  Thesis option is available for students meeting program criteria.
   Once approved students will take SOWK 697 (4 units) and SOWK 698 (2 units) in place of SOWK 695ABC (6 units).
4  Hours: 200 + 20
5  700-numbered courses are not calculated into the total didactic units required for the degree.
6  Students wishing to take courses that are not included in this list of approved selectives must obtain an academic variance through the department’s Academic Standards Committee prior to enrolling in the course.

Normal time to complete the program

2 years (6 academic quarters) based on full-time enrollment; part time permitted

Courses

SOWK 510. Diversity Theory in Practice and Research. 3 Units.
Examines contemporary theories of diversity from a critical perspective that includes intersectionality. Using a cultural humility framework for engaging diverse populations at all levels of practice, as well as policy and research, provides students the opportunity to apply the concepts learned. Gives students the opportunity to build self-awareness and self-regulation and to grow beyond the influence of personal biases and values in order to work more effectively with and on behalf of diverse clients and constituencies.

SOWK 513. Human Behavior in a Culturally Diverse Environment. 5 Units.
Provides the basis for understanding human development and life transitions throughout the life span within an ecological perspective. Orient the student to the generalist social work approach to understanding human behavior in a cross-cultural context, with a focus on normal behavior from birth through senescence. Provides a theoretical foundation on which to build social work practice skills.

SOWK 514. Social Welfare History and Policy. 5 Units.
Provides students with an understanding of the historical foundations of the social work profession, including its influence in the development of the U.S. system of social welfare. Examines the societal perspectives and contradictions that have affected the development and evolution of contemporary social policies and services in the U.S. Emphasizes understanding of the role of race, gender, and perception of human needs in shaping social policy.

SOWK 517. Practice I: Individuals. 3 Units.
Facilitates understanding of generalist practice in microsystems. Students conduct a biopsychosocial-spiritual assessment, along with a full range of beginning intervention strategies for working with individuals. Emphasizes the special problems experienced by populations at risk, women, and minorities; the unique skills necessary for goal setting and successful interventions; and the cultural values that influence the development and resolution of psychosocial problems. Prerequisite to or concurrent with social work practicum.

SOWK 518. Practice II: Groups. 3 Units.
Provides students with an understanding of generalist social work practice with groups. Includes a survey of small-group constructs, research, and principles of ethical application. Emphasizes differentiation among the types of individuals, situations, and presenting problems best served through group processes and intervention methods.
SOWK 519. Practice III: Organizations and Communities. 3 Units.
Provides students with an understanding of generalist social work practice in organizational and community settings. Utilizes an ecological systems framework and an empowerment practice model in discussion within the macro context. Students examine neighborhood and community conditions that affect outcomes for populations at risk. Students also examine the role of social service agencies within urban communities, including relationships with other neighborhood institutions and organizations. Students define concepts of community and organization as they develop community organizing and organizational leadership skills that are culturally sensitive and based in social work values.

SOWK 520. Practice IV: Families. 3 Units.
Introduces family interventions. Examines views and issues regarding contemporary family structure and function, and focuses on concepts and techniques used to promote change in family functioning. Course meets state requirement for content in family violence.

SOWK 548. Research Methods. 5 Units.
Reviews quantitative and qualitative research methodologies in order to provide students with an understanding of the scientific and ethical approaches to building knowledge. Employs computer-based statistical analysis and data interpretation to assist students in integrating research into social work practice.

SOWK 574. Practice V: Social Work Administration. 3 Units.
Provides macropractice knowledge, skills, and perspectives of administrative practices needed to develop, support, and maintain effective service delivery. Topics include role identification and development, professional and organizational ethics, situational leadership, strategic planning, levels and types of decision making, management of organizational behavior, use of information systems, budgeting, documentation and reporting, resource development and utilization, and community networking.

SOWK 578. Field Orientation. 0 Units.
Provides students with the policies and procedures for completing the program’s practicum requirements. Begins the process of examining social work values and ethics as students are introduced to the NASW code of ethics and fundamental principles of professional behavior prior to beginning their field practicum.

SOWK 584. Special Topics in Social Work. 1-4 Units.
Lecture and discussion, under the direction of a faculty member, on a current topic in social work. May be repeated for a maximum of 4 units applicable to degree program.

SOWK 585. Legal and Ethical Aspects in Health and Behavioral Health Services. 3 Units.
Focuses on those instances when legal mandates or concerns interact with and affect the practice of social work. Overviews the sources of legal authority, the judicial system, and the legal standards applicable to particular proceedings. Examines the legal implications of the social worker/client relationship. Emphasizes consent to treatment. Examines the statutes and judicial decisions that govern the confidentiality implicit in a social worker/client relationship. Examines the statutes and judicial decisions that permit or place an obligation on social workers to breach client confidentiality. Explores course content in the context of common and high-risk situations.

SOWK 595. Professional Development. 2 Units.
Tutorial course work aimed at ameliorating difficulties associated with meeting the professional performance competencies of the M.S.W. degree program (see M.S.W. Student Handbook). Students enrolled in the course as a result of a corrective action plan developed with the Department of Social Work’s Academic Standards Committee.

SOWK 599. Directed Study. 1-4 Units.
Limited to matriculating master’s degree students in social work who wish to pursue independent investigations in social work practice or policy under the direction of a department faculty member.

SOWK 613. Psychopathology, Psychopharmacology, and Diagnosis of Behavioral Health Conditions. 4 Units.
Focuses on understanding and application of the DSM-5 and Mental Status Examination, as organized from a person-in-the-environment perspective. Integrates recovery and a review of psychopharmacology into the diagnostic process, while enhancing awareness of sociocultural needs and issues of populations at risk. Students enhance their analytic writing and verbal skills via presentations based on the biopsychosocialspiritual perspective of psychopathologies, and engage in experiential activities aimed at increasing practice skills encountered as a clinical social worker.

SOWK 617. Global Practice. 3 Units.
Deepens students’ appreciation and understanding of professional social work in a global context. Emphasizes analysis and application of social work strategies and practice methods to address catastrophic events (natural or man made), as well as the related social, economic, environmental, and human rights injustices that compromise the ecological well-being of individuals, families, groups, organizations, and communities. Prerequisite: SOWK 757A, SOWK 757B, SOWK 757C.

SOWK 647. Integrated Behavioral Health. 2 Units.
Focuses on the wholistic (bio-psychosocial-spiritual) approach to integrating behavioral health within primary care settings. Emphasizes the fundamental interrelationship between health and behavioral health, including the physical and emotional impact of discrimination, economic and social oppression, and trauma and violence on health and disease across the lifespan.

SOWK 648. Co-occurring Processes and Interventions. 3 Units.
Builds on the practice experiences and generalist courses of the first year by increasing competency in the assessment, diagnosis, and treatment of individuals experiencing mental, emotional, and/or behavioral disturbances with co-occurring chemical dependency. Students learn to utilize behavioral health-treatment strategies and substance-abuse counseling techniques from within a biopsychosocial-spiritual paradigm that integrates an understanding of the recovery process. Prerequisite: SOWK 757A, SOWK 757B, SOWK 757C.

SOWK 651. Medical Social Work. 2 Units.
Orients students to medical social work in hospitals and other health care environments. Gives attention to the ecological practice perspective, biopsychosocial-spiritual assessment, brief interventions, and the roles and responsibilities of membership in an interdisciplinary health-care team, including the requirements of follow-up care and engagement in the development of community health-care systems as an aspect of accountable health-care environments.
SOWK 653. Child Welfare Practice. 2 Units.
Focuses on practice with children and families in relationship to environmental stability. Examines the association between the physical and mental health of children and family and environmental permanency. Emphasizes development of parental and social support capacities, as well as the requisite professional knowledge and skills to help children deal with identity issues and concerns of joining a new family. Addresses the impacts of race, ethnicity, gender, economic deprivation, physical illness, and disability.

SOWK 658. Children's Psychotherapy. 2 Units.
Considers treatment techniques appropriate for young children with a wide range of diagnoses and behavior problems. Emphasizes the integration of theory and practice of psychotherapy with the ecological perspective of social work practice. Discusses diagnosis, phases of treatment, and special communication issues. Research, ethical, and value issues addressed.

SOWK 659. Recovery in Behavioral Health. 2 Units.
Provides students with an understanding of philosophies, theories, models, and techniques used in psychosocial rehabilitation for individuals with severe mental illness. Emphasizes understanding the recovery paradigm and the process of reclaiming the individual's social interactions and life. Focuses on concepts/techniques for establishing and maintaining therapeutic alliances with the family and strengthening family's coping and participation in treatment.

SOWK 661. Psychodynamic Therapies. 3 Units.
Basis for understanding psychodynamic therapy (from object relations therapy to interpersonal therapy to short-term psychodynamic therapy), the concepts and techniques of various types of psychodynamic interventions, and the empirical data regarding the efficacy of this treatment orientation. Prerequisite: Qualifying Review or permission of Academic Standards Committee.

SOWK 661L. Psychodynamic Practice Lab. 1 Unit.
Supervised practice simulations observing and/or engaging in psychodynamic therapy. Prerequisite: Qualifying Review or permission of Academic Standards Committee.

SOWK 662. Behavioral and Cognitive Therapies. 4 Units.
Provides understanding and practice of cognitive-behavioral therapies (CBT). Reviews CBT theories and interventions, including a range of cognitive-behavioral strategies such as systematic desensitization, cognitive restructuring, and contingency management. Emphasizes more progressive models, such as Dialectical Behavior Therapy (DBT). Prerequisite: Qualifying Review or permission of the Academic Standards Committee.

SOWK 662L. Behavioral and Cognitive Therapies Practice. 1 Unit.
Supervised practice simulations observing and/or engaging in cognitive/behavioral therapies. Prerequisite: Qualifying Review or permission of the Academic Standards Committee.

SOWK 663. Crisis and Trauma Interventions. 3 Units.
Examines the nature and characteristics of crisis, as well as traumatic events, for their long-term effects on psychosocial functioning. Presents crisis theories and interventions for working with children and adults who have been exposed to man-made or natural traumas such as violence or loss; along with ethical, legal, and cultural factors of crisis intervention. Introduces students to specific strategies for responding to community, national, and international crises. Prerequisite: Qualifying Review or permission of Academic Standards Committee.

SOWK 672. Theories of Organizations and Systems. 3 Units.
Explores the complexities of large organizations and bureaucratic systems. Examines formal and informal structures, communication patterns, and philosophical approaches as these affect the effectiveness and efficiency of services delivery, worker motivation, and resource procurement and allocation. Accomplishes the objectives of the course through the application of diverse organizational and diffusion theories and perspectives as a means to increase students' understanding of their practicum experiences in the policy, planning, and administration concentration. Prerequisite: Pass qualifying review; or permission of Academic Standards Committee.

SOWK 673. Program Planning and Implementation. 5 Units.
Orients students to the range of issues, knowledge, and skills required in designing, planning, implementing, monitoring, and evaluating programs. Students build on knowledge obtained in other concentration courses. Integrates the course focus through the development of a comprehensive program proposal for the students' practicum agency or other identified community group. Prerequisite: Qualifying Review or permission of the Academic Standards Committee.

SOWK 675. Supervision. 3 Units.
Examines administrative, educational (clinical), and supportive supervisory functions combined with an ethical decision-making model. Emphasizes supervisory skills necessary for the development of staff capable of functioning creatively and independently. Discusses principles and techniques of staff development and explores a variety of approaches. Prerequisite: SOWK 757A, SOWK 757B, SOWK 757C.

SOWK 676. Human Resources Planning and Development. 4 Units.
Examines the complexities of human resources management in large organizations and/or with diverse employee populations. Strengthens students' knowledge and professional decision making relative to the implementation of federal, state, and local policies (i.e., affirmative action, nondiscrimination, sexual harassment, etc.). Deepens students' exposure to leading edge discussions on the legal and ethical aspects of human resources management and contemporary issues affecting morale and productivity in today's work environments (e.g., familial dysfunction of employees, single-parent families, care provider roles of employees, and co-worker violence). Permission of instructor required for registration by students not in the policy, planning, and administration concentration.

SOWK 678. Integrative Generalist Practice and Seminar. 2 Units.
Required of students with advanced standing. Students complete 200 hours of practicum and 20 hours of practicum seminar. Designed to provide a bridge quarter to integrate the B.S.W. degree experience with the second year of the M.S.W. degree program. Emphasizes reviewing the knowledge, values, and skills of generalist social work practice; and defines the additional competencies required for advanced practice. Assists instructor and students in identifying and addressing individualized needs for further development, including application of professional ethics and judgment, use of self as a therapeutic tool, and self-awareness. At the culmination of this course, students also formulate conceptual and experiential learning objectives for their second year of study.

SOWK 680. Children and Families Policies and Services. 2 Units.
Provides students with an understanding of the major social-policy issues affecting the current organization and delivery of human services for children and families. Analyses current debates about the tensions between social policy and the doctrine of family privacy, with attention to the legal basis of state interventions and judicial decisions affecting family relationships, including parent to parent and child to parent.
SOWK 681. Behavioral Health Policies and Systems. 2 Units.
Deepens students’ understanding of federal, state, and county policies and systems that affect the delivery of public and contracted behavioral health services. Gives attention to how differences between political perspectives, treatment philosophies, and consumer preferences can result in conflicting views that influence service options and choices. Promotes the clinical benefits of advocating for, developing, and delivering culturally relevant, recovery-oriented therapeutic partnerships. Prerequisite: SOWK 757A, SOWK 757B, SOWK 757C.

SOWK 683. Advanced Policy Analysis. 3 Units.
Deepens students’ understanding of both the conceptual and analytical requirements of policy analysis through the integration of behavioral, political, economic, and sociometric frameworks for understanding human conditions. Students gain experience in structuring and defining policy problems, establishing criteria for policy choices, mapping alternative strategies, and applying appropriate analytical and research methods to policy questions. Use of cost-benefit analysis, cost-effectiveness analysis, and decision analysis as means toward developing formal augmentation toward sustained change. Prerequisite: Qualifying Review or permission of Academic Standards Committee.

SOWK 684. Advanced Policy Projects. 2 Units.
Enhances understanding of the interconnections between politics, policy making, and policy analysis through first-hand participation in a political action campaign. Choices for projects may focus on local initiatives or those coordinated annually through the California chapter of NASW.

SOWK 695. Advanced Research. 6 Units.
Supports students in advancing their research knowledge through examination and application of a broad spectrum of quantitative and qualitative research methods—including rapid assessment, single-subject design, quality assurance, and program evaluation. Didactic and laboratory experiences draw on students’ advanced practice and develops their capacity to differentiate and apply the most appropriate and widely used research designs and methods used in practice settings.

SOWK 695A. Advanced Research Methods. 2 Units.
The first course in a three-quarter sequence that supports the student who chooses to advance his/her knowledge through examination and application of a broad spectrum of quantitative and qualitative research methods used in professional practice settings. Didactic and laboratory experiences draw on the student’s advanced practice. Develops student’s capacity to differentiate and apply the most appropriate and widely used research designs and methods of practice evaluation and renewal. Gives continuous attention to current federal and state requirements for assessing intervention effectiveness. Emphasizes self-evaluation and evaluation of practice effectiveness with individuals and families.

SOWK 695B. Advanced Research Methods. 2 Units.
The second course in a three-quarter sequence that supports the student who chooses to advance his/her knowledge through examination and application of a broad spectrum of quantitative and qualitative research methods used in professional practice settings. Didactic and laboratory experiences draw on the student’s advanced practice. Develops the student’s capacity to differentiate and apply the most appropriate and widely used research designs and methods of practice evaluation and renewal. Gives continuous attention to current federal and state requirements for assessing intervention effectiveness. Emphasizes practice evaluation groups as well as the design and implementation of quality assurance studies for monitoring work with specific populations.

SOWK 695C. Advanced Research Methods. 2 Units.
The third course in a three-quarter sequence that supports the student who chooses to advance his/her knowledge through examination and application of a broad spectrum of quantitative and qualitative research methods used in professional practice settings. Didactic and laboratory experiences draw on the student’s advanced practice. Develops the student’s capacity to differentiate and apply the most appropriate and widely used research designs and methods of practice evaluation and renewal. Gives continuous attention to current federal and state requirements for assessing intervention effectiveness. Emphasizes evaluation at the program, organizational, and community levels.

SOWK 697. Applied Research. 2 Units.
Supports students choosing to complete the thesis option. Provides research matriculation in the collection and analysis of data for the thesis. Students required to register for two quarters, or a total of 4 units. Prerequisite: SOWK 548.

SOWK 698. Thesis. 2 Units.
The culminating work of the student’s independent research, under the direction of the research advisor. Registration during the quarter in which student defends research and submits the final document to the department and School of Behavioral Health.

SOWK 704. Older Adult Interventions and Services. 1 Unit.
Provides subject content in the laws related to older adult interventions and services, as required by the state of California for licensure as a licensed clinical social worker (LCSW). Does not count toward the M.S.W. degree or the Case Management Program certificate.

SOWK 757A. Professional Foundation Practicum and Seminar. 3 Units.
Provides student with experiential learning opportunities in generalist social work practice through practicums arranged by the program’s director of field education. Student completes 160 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters. A block practicum option available to qualified students. Prerequisite or concurrent: SOWK 578.

SOWK 757B. Generalist Practicum and Seminar. 3 Units.
Provides student with experiential learning opportunities in generalist social work practice through practicums arranged by the program’s director of field education. Student completes 160 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters. A block practicum option available to qualified students. Prerequisite: SOWK 578.

SOWK 757C. Generalist Practicum and Seminar. 3 Units.
Provides student with experiential learning opportunities in generalist social work practice through practicums arranged by the program’s director of field education. Student completes 160 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters. A block practicum option available to qualified students. Prerequisite: SOWK 578.

SOWK 787A. Clinical Practicum and Seminar. 4 Units.
Provides student with experiential learning opportunities in clinical social work practice through practicums arranged by the program’s director of field education. Student required to complete 200 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters. Prerequisite: SOWK 578, SOWK 757A, SOWK 757B, SOWK 757C; SOWK 678.
SOWK 787B. Clinical Practicum and Seminar. 4 Units.
Provides student with experiential learning opportunities in clinical social work practice through practicums arranged by the program’s director of field education. Student required to complete 200 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters. Prerequisite: SOWK 578, SOWK 757A, SOWK 757B, SOWK 757C; SOWK 678.

SOWK 787C. Clinical Practicum and Seminar. 4 Units.
Provides student with experiential learning opportunities in clinical social work practice through practicums arranged by the program’s director of field education. Student required to complete 200 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters. Prerequisite: SOWK 578, SOWK 757A, SOWK 757B, SOWK 757C; SOWK 678.