

SOCIAL WORK (SOWK)

SOWK 1000 Trauma! A Survey Course (3)

This hybrid survey course introduces students to the universal concept of trauma and the global scope and impact of traumatic experience on individuals and communities. Students have the unique opportunity to be involved in the development of TraumaQuest, an innovative online Course Game that reinforces educational objectives and challenges students to apply knowledge in a gaming environment designed to simulate disaster and promote resiliency. The techniques and methodology pioneered during the development phase of TraumaQuest will provide students with an interdisciplinary examination of trauma and resilience, as well as facilitate engagement through student input on design considerations and stylization of academic content.

SOWK 1500 Do Work that Matters: An Introduction to Social Work Practice (3)

This course will serve as an introduction to the social work profession, its history and development, values and ethics, and the systems where social workers practice with individuals, families, organizations, and communities. This course will examine contemporary issues in the context of social justice and systemic barriers. This course will explore the knowledge and skills that social workers utilize in social service agencies and the educational steps required to become a social worker. This course is open to all undergraduate students.

SOWK 2000 Intro Social Policy/Prac (3)

This course examines the processes that influence the development of social policy and social services. Included are legislative and political processes, models of policy analysis, service delivery and policy implementation. Effects of these on people are considered from global, political, economic and social policy perspectives. This course is developed around the general proposition that social workers utilize knowledge and skills to carry out roles and functions critical for practice. Such knowledge and skills include the application of social policy analysis, the legislative process, the role and impact of politics and political choice on the quality of life of people, and the effect of economic-social policy decision and judicial actions on social services. In addition, the course examines the variability of the common and uncommon attributes of service delivery systems.

SOWK 2100 Family Trauma-A Survey Course (3)

Trauma Foundations is an online only graduate course aimed at students being exposed to and critically evaluating the complex factors that affect people and their relationships following a traumatic event across the life cycle and across various traumatic events and circumstances. Students will focus on understanding the causes, consequences, assessment, and treatment trauma at the individual, interpersonal, and community levels. Through examination, discussion group leadership activities, and other assignments student learn about undergraduate students' experiences with trauma, along with an examination of their own experiences and those of others in their life. They are more prepared to engage in personal reflection about how their life experiences may affect social work practice. Students will develop an understanding of how differing theoretical frameworks can empower and / or oppress diverse populations exposed to trauma. They will also learn to communicate this understanding in a professional and ethical way with fellow graduate students, the instructor, and those undergraduate students in the discussion group they lead. Collectively and together with other courses, students will be more competent assessment, intervention, and evaluation in social work practice.

SOWK 2220 Drug Use: Univ & Inner City (3)

This course is designed to explore the epidemiology, prevalence, and culture of embeddedness of polydrug use and abuse among college students and inner-city residents. Students will compare and contrast the sociopolitical, sociocognitive, legal, and economic processes that contribute to high risk health behaviors in college and inner-city communities. Participants will develop an understanding of how one's family, friends and current systemic anti-drug initiatives come to shape high-risk health behavior patterns. Panel presentations by former polydrug users from each community will be held with a focus on developing creative solutions for a growing problem.

SOWK 2230 Guns & Gangs (3)

Unlike adult crimes, most juvenile delinquency is committed in groups. The aim of this course is to examine national and local gang dynamics within the context of weapon availability, drug markets, turf issues, and the economy. The rapidly changing social variables of race, social class, migration, and immigration are explored relative to gang membership, chronic gang problems, and solutions.

SOWK 2510 Making Meaning of Trauma (3)

This course is about the suffering that may be caused by traumatic events, and the way that suffering is soothed through spirituality and faith. In this class students will: *explore the early history of religion and health, and through the benefit of a mind-body spirit approach to resilience; *learn about disaster impact - to a community, a family, and an individual - and the ways in which disaster recovery tests the human spirit; *learning the basics of stress and trauma from a clinical perspective, and from the perspective of the major religions traditions (Christianity, Judaism, Islam, Hinduism, Buddhism, non-believers, etc.); *discuss concepts such as pain, suffering, despair, pleasure, joy, forgiveness, grace and transformation; *acquire skills (e.g., relaxation and stress reduction methods) that, when practiced regularly, will be useful when life takes a dark turn for you or someone you know; and *learn about trauma theory and religions traditions, and ways in which an integrated approach to trauma recovery may be transformative.

SOWK 2940 Transfer Coursework (3)

Transfer coursework.

Maximum Hours: 99

SOWK 3200 No One Lives Forever: Death, Dying, and Grief in the Modern Era (3)

This course will help students learn about the ways we interact with illness and death. Students will explore how serious health crises impact individuals and families. The exploration continues through end-of-life decision-making and death. This course examines funeral practices locally in New Orleans and then shifts to global practices demonstrating different perceptions of death and familial/community connections with deceased. The course examines special topics such as suicide, euthanasia, physician-assisted death, and violent death through the lens of individuals and families and then in the broader context of communities and policy. Students will be asked to reflect on their own values and beliefs about end-of-life decisions and life after death beliefs.

SOWK 3500 Protests, Activism, and Social Movements (3)

In this course you students will examine the historical, the sociopolitical, socio-cultural, legal, economic, and pedagogical aspects, and experiential processes related to EDI Activism. Students will be provided training on "how to" engage in effective EDI activism within specific contexts and environments. They will hear from nationally renowned scholars and activists who will share the "nuts and bolts" of contemporary protest and activism. Students will have the opportunity to compare and contrast styles of protest and activism during different eras of our nation's history beginning with the Revolutionary War through the Black Lives Matter movement. Participants will develop an understanding of the insidious nature of white supremacy and its role in shaping our nation's history, activism, protest, and issues surrounding equity, diversity, and inclusion. Guest lectures and panel presentations by nationally renowned activism scholars and experts will focus on why protests and activism are necessary and offer creative solutions for achieving social justice, equity, diversity, and inclusion in our nation.

SOWK 4000 SPP: Emerging Programs & Policy (3)

This course is in the social policy curriculum area required for undergraduate SP&P Coordinate Majors. Students will apply both social work and interdisciplinary perspectives to analyze contemporary social welfare policy issues and programs at the federal, state and local levels. This course will explore the historical, economic, political, ideological, and other social conditions that influence policy development in the United States. Specific policy areas discussed include: means-tested social welfare programs, immigration, education, intimate partner violence, community violence, incarceration and health. This course will give particular attention to the impact of social policies and programs on at-risk or marginalized populations (e.g. people of color, people with disabilities, women, children, LGBTQ individuals), highlighting social and economic justice dimensions of social policy and potentials for policy reform.

Prerequisite(s): SOWK 2000.

SOWK 4800 Morphology of Disasters (3)

In this course we will explore the morphology of disaster, by gaining an understanding of what disaster is, how disaster is generated, the associated impacts of disaster and how to mitigate disaster impacts through policy and legislation. Students will compare and contrast the different types of disasters by applying the progression of vulnerability to different disaster scenarios. Participants will develop an understanding of how root causes, dynamic pressures and unsafe conditions come to shape the associated impacts of disaster on the individual, the household/family and the community. Guest lectures by disaster resilience experts will be held with a focus on developing innovative and sustainable solutions for an ever increasing universal problem.

SOWK 6670 Social Work (12-15)**SOWK 6940 Transfer Coursework (0-20)**

Transfer coursework at the 6000 level. Departmental approval required.

Maximum Hours: 99

SOWK 7015 Collective Trauma (3)

This is an elective course delving into the multifaceted roles and responses to collective trauma across diverse contexts, with a focus on facilitating effective assistance to survivors. The course is meticulously structured to provide a comprehensive understanding of collective trauma following an initial exploration of the universality of trauma, prevalent definitions, and theories, as well as the causes, consequences, risk factors, and protective elements associated with trauma resilience. An overarching goal of the course is to furnish students with an in-depth overview and best practices for aiding those profoundly affected by collective trauma, exemplified by occurrences such as natural disasters, war, terrorist attacks, genocide, slavery, and catastrophic accidents. The aftermath of collective trauma gives rise to survivors encountering parallel challenges encompassing psychosocial, emotional, and medical dimensions. In addressing these complexities, the course adopts an anti-oppressive, trauma-informed psychosocial lens, inherently promoting human development.

Prerequisite(s): SOWK 7320.

SOWK 7075 Disaster Mental Health Interventions (3)

Disaster Mental Health Interventions is an elective course that explores the nuanced roles and responsibilities of mental health practitioners within disaster contexts through the lens of anti-oppressive social work practice. Designed to follow the disaster management cycle, the course systematically explores the distinctive roles and obligations of mental health practitioners, addressing the diverse needs of individuals, families, and communities impacted by disasters. Structured around six distinct practice methods, the course provides an in-depth examination of the applicable settings for these methods. Moreover, it scrutinizes strategies for cultivating resilience, fostering posttraumatic growth, and mitigating the risk of compassion fatigue among helpers in the aftermath of disasters. The content is meticulously designed to equip students with comprehensive insights into the complex dynamics of disaster mental health interventions.

Prerequisite(s): SOWK 7320.

SOWK 7120 Social Welfare History & Policy (3)

This course focuses on both the historical development of American social welfare policy and the practice of policy analysis in relation to the systematic analysis of contemporary social welfare policies. It delves into critical issues intrinsic to understanding American social welfare policy, including but not limited to poverty, racism, sexism, globalization, privatization, and faith-based policies.

SOWK 7130 Diversity and Social Justice (3)

This course is aimed at enabling students to engage in diversity and difference in practice with people who have multiple, intersecting dimensions of diversity, including (but not limited to): age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Using an overarching critical theoretical framework of oppression and liberation/resilience, students will learn to critically evaluate the social and historical sources of contemporary social problems. Awareness of the multiple intersecting dimensions of privilege will be a running theme throughout the course. Students will engage in continuous self-awareness and critical consciousness to understand to manage personal values and their effects on the diverse people with whom social workers work. Students will work to become an ally and work in solidarity with others and advance the human rights of these populations.

SOWK 7211 Human Behavior and the Social Environment I (3)

Human Behavior and the Social Environment I is aimed at exposing students to the complex factors that may affect human development and experiences across the life course. Students will understand theories of human behavior and the social environment (HBSE), and critically evaluate their implications when applied across diverse populations. Students will gain knowledge of human development across differing contexts and understand salient topics across stages of the life course. Through examinations, papers, and presentations, students will demonstrate their knowledge of theories, apply theories to specific contexts, and engage in personal reflection about how their life experiences may affect social work practice. Students will develop an understanding of how differing theoretical frameworks can empower and/or oppress diverse populations and communicate this understanding in a professional and ethical way. This knowledge will provide the foundation to enable social workers to understand multiple factors when engaging with individuals and families to critically analyze theories, which will enable competent assessment, intervention, and evaluation in social work practice.

SOWK 7221 Human Behavior and the Social Environment II (3)

Theories of human behavior is a two-course sequence aimed at exposing students to the complex factors that may affect human development and experiences across the life course and explore biopsychosocial theories across systems. This course explores the impact of social systems on human behavior in terms of socioeconomic, sociopolitical and sociocultural forces, from a variety of theoretical perspectives. This course examines the ways in which systems promote or pose challenges in the achievement and maintenance of optimal health and well-being of clients. The effects of prejudice and discrimination on individuals and groups, based on race, ethnicity, gender, affectional orientation, class, or other stigmatizing characteristics are emphasized are explored. Building upon theoretical approaches to human service organizations/agencies and their distinct attributes, the course addresses key practice knowledge, skills, and values that promote, develop, and maintain organizations that effectively meet community and agency needs. This course also emphasizes models of community and agency intervention as integral to the social work professional's role in community and addresses challenges working with diverse populations in terms of community engagement assessment, intervention and evaluation.

Prerequisite(s): SOWK 7211.

SOWK 7230 Community Organizing and Policy Advocacy (3)

This methods course delves into the domain of community organization—a facet of social work practice focused on addressing structural inequities through collective responses. Community organization harnesses collective human potential by mobilizing individuals to pool resources and strategically act in pursuit of shared interests, aiming for tangible social change. Social workers engaged in community organization utilize policy practice and advocacy to transform community aspirations into laws and regulations, contributing to the realization of social and economic justice goals. This course underscores the integral role of policy practice across various social work settings, spanning local, state, and national levels, as well as micro, mezzo, and macro levels of intervention.

Prerequisite(s): SOWK 7120.

SOWK 7300 Clinical Work with Children and Adolescents (3)

This advanced elective offers comprehensive knowledge into the physical, psychological, and social development of children and adolescents. Emphasizing clinical intervention, the course focuses on knowledge and skills with children, including: 1) acquiring the skills needed to keenly observe and analyze child behavior for its hidden meaning; 2) how to gather a complete and meaningful social history of the child and family within a clinical-community context; 3) interviewing and assessment techniques; and 4) treatment techniques. Students examine a wide range of issues common to adolescents, delving into the social and psychological underpinnings accompanying these challenges. The course prioritizes the development of practical and specific assessment and treatment skills applicable to clinical-community social work practice with children, adolescents, and their families.

SOWK 7310 Introduction to Direct Social Work Practice (3)

This foundation course is the first of three direct practice methods courses (it is followed by Methods II and Advanced Methods). It focuses on teaching students a broad and integrated variety of helping methods that span individuals, families, and groups within a clinical-community perspective. The central vehicle for navigating and managing these many systems is the social worker-client relationship, or Relationship-Centered Practice. Students will learn how to engage, assess, and facilitate change in small systems within the context of larger systems such as neighborhoods and communities. Students will learn to perform major social work practice roles and communication processes as well as procedures necessary for resource development, linkage, and utilization.

Prerequisite(s): SOWK 7130* and 7211* .

* May be taken concurrently.

SOWK 7320 Social Work Practice with Individuals, Groups, and Families (3)

This required methods course is the second of two foundation courses and integrates clinical with community practice. It covers practice with individuals, families, and small groups. The course continues to emphasize relationship-centered practice as a central premise for intervention, addressing traditional direct service approaches.

Prerequisite(s): SOWK 7310.

SOWK 7331 Advanced Integrated Clinical and Community Practice I (3)

This advanced course integrates material from Methods I and Methods II and builds on content delivered in Human Behavior, Research, and Field courses. It is the first part of a two-part Advanced Methods curriculum, followed by SOWK 7341. The focus of the course is on the application of advanced relationship-centered clinical-community methods with complex cases. While students in this course are also taught advanced methods for discrete areas of practice (e.g., advanced case management, intervention and termination, treatment matching), integration of practice skills and professional identity is driven by the challenge to "work across" conventional conceptualizations of "micro," "mezzo," and "macro" practice within local, national, and global milieus.

Prerequisite(s): SOWK 7310 and 7320.

SOWK 7335 Protest, White Supremacy, Social Justice & EDI Movements (3)

In this course, students will examine the historical, sociopolitical, socio-cultural, legal, economic, and pedagogical aspects, as well as experiential processes, pertaining to Equity, Diversity, and Inclusion (EDI) Activism. Students will be provided training on "how to" engage in effective execution of EDI activism within specific contexts and environments. The course features insights from nationally renowned scholars and activists, who will share the "nuts and bolts" of contemporary protest and activism methodologies. Students will have the opportunity to compare and contrast styles of protest and activism across different eras of the nation's history, from the Revolutionary War to the Black Lives Matter movement. Participants will develop an understanding of the insidious nature of white supremacy in shaping the nation's history, activism, protest, and issues related to equity, diversity, and inclusion. Notable guest lectures and panel presentations by activism scholars and experts will shed light on the necessity of protests and activism, offering creative solutions for advancing social justice, equity, diversity, and inclusion in the nation.

Prerequisite(s): SOWK 7320.

SOWK 7341 Advanced Integrated Clinical and Community Practice II (3)

This advanced course serves as an integration of content from previous methods courses, extending the foundation established in theory, practice, and field courses. With a focus on advanced relationship-centered clinical-community methods, the course emphasizes their application to intricate cases. Beyond teaching advanced methods in specific practice areas, such as case management, intervention and termination, treatment matching, policy analysis, and direct action organizing, the course prioritizes the integration of practice skills and the development of professional identity. Students engage with complex cases that challenge conventional boundaries of "micro," "mezzo," and "macro" practice, operating within local, national, and global contexts. The overarching goal is to cultivate a nuanced understanding of practice integration across various levels, fostering a holistic and adaptable approach within diverse milieus.

Prerequisite(s): SOWK 7331.

SOWK 7345 Psychopathology and the DSM (3)

This course provides an overview of mental health assessment and diagnostic tools, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) categories, and touches on treatment strategies and techniques. Building on the knowledge base acquired in the foundation courses, SOWK 7310: Introduction to Direct Social Work Practice and SOWK 7320: Social Work Practice with Individuals, Families, and Groups, this course examines the relationship between the biological, psychological, social, environmental, and cultural influences and emotional and mental health from an ecological context. Particular attention is given to variations in the assessment process and access to treatment for populations at social and economic risk. In addition, students examine the political and social implications of mental health and their relations to social work values and ethics.

Prerequisite(s): SOWK 7310, 7320 and 7331*.

* May be taken concurrently.

SOWK 7360 Contemporary Practice with Couples & Families (3)

This advanced elective is meticulously designed to integrate theories, practice principles, and intervention strategies applicable to both traditional and nontraditional couples and families. Building upon the foundational knowledge, the course specifically emphasizes contemporary couples and family treatment, rooted in post-modern theory and philosophy. Exploration of the translation of post-modern theories and methods into effective couples treatment is a pivotal focus of this course. While incorporating mini-lectures, the primary instructional approach centers on case-centered and participatory methodologies. Emphasis is placed on the integration of theories and practice principles, culminating in their translation into specific intervention strategies. A culmination of the course involves a final oral presentation, wherein students engage in case analysis, treatment planning, and the implementation of post-modern intervention strategies.

Prerequisite(s): SOWK 7320.

SOWK 7365 Clinical Practice in Addiction (3)

This elective course is meticulously designed to provide students with clinical practice in the conceptualization, assessment, and treatment of addictions and substance abuse within a relational context. This clinical course places a significant emphasis on the interplay between connection, family, and the recovery process from addiction and substance abuse. The relationship between trauma and addiction are discussed and incorporated in assessment and treatment. The course addresses key aspects, including (1) the brain, the body, interpersonal neurobiology and attachment in healing, (2) Clinical assessment of addictions and substance misuse/abuse, (3) Treatment planning and implementation, (4) The ecosystem of the substance abuse and addiction health care delivery system and healing, and (5) Work with specific populations. Within the course, students will explore the critical role of connection and relationships in the healing process, delve into the ecosystem of addiction and substance abuse care delivery, and master treatment modalities and transitions. Throughout this comprehensive study, students will engage in conceptualizing a client and their family's relational ecosystem. A central component involves completing a thorough assessment and treatment plan, including interventions, for each stage of the recovery process.

Prerequisite(s): SOWK 7320.

SOWK 7370 Intro to Behavior Pharmacology (3)

This elective course offers foundational knowledge pertaining to the nomenclature of pharmaceutical drugs and the intricate process of drug development. It delves into the examination of the biological, social, and behavioral mechanisms underlying substance use. The curriculum addresses contemporary trends and investigates cultural, ethnic, gender, and age-related dimensions of substance use. Additionally, the course examines the impact of diverse forms of substance use on family systems and communities, providing a comprehensive exploration of this complex subject matter.

Prerequisite(s): SOWK 7320.

SOWK 7380 Treatment of Anxiety and Depression (3)

This course comprehensively explores the etiologies, manifestations, nosology, and biopsychosocial interventions associated with depression and anxiety—the predominant concerns presented by clients in primary care and mental health service settings. Guided by the epistemological foundations of the Strengths Perspective and a coordinated holistic biopsychosocial approach, the curriculum incorporates a nuanced consideration of physiological, psychological, social, developmental, familial, cultural, and environmental factors in both the assessment and intervention processes for anxiety and depression. Structured to promote active learning, the course encourages students to engage in practical case applications that span cognitive-behavioral, solution-focused, interdisciplinary case management, and comparative psychotherapy techniques. A focal point of the course involves accessing and evaluating research literature through the lens of Evidence-Based Practice, seamlessly integrating principles to scrutinize the outcomes and effectiveness of various clinical-community treatment approaches.

Prerequisite(s): SOWK 7320.

SOWK 7421 Research for Program Evaluation and Evidence Based Social Work (3)

In this course, students begin to develop mastery of some of the tools or skill sets required for successful completion of the MSW program and for ethical, effective clinical-community social work practice, including the evaluation of social work programs. The course focuses on the methods used to evaluate research and implement research methods into social work practice. The principles of Evidence-Based Practice (EBP) and research methodology will be identified and applied in order to integrate the knowledge gained to diverse practice contexts and the evaluation of practice and program outcomes. Students are familiarized with research knowledge resources vital to social work practice and evaluation and learn strategies for efficiently accessing and applying emerging research knowledge in order to effectively evaluate practice and programs. This course introduces and develops knowledge, values, skills and cognitive and affective processes related primarily to CSWE Competency 4: Engage in practice-informed research and research-informed practice and CSWE Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

SOWK 7431 Data Analysis and Interpretation for Program Evaluation Research (3)

In this three-credit course, students continue to develop skills related to the accession, creation, utilization, and dissemination of knowledge for social work practice and program evaluation. The course focuses primarily on the principles, methods, and applications of quantitative and qualitative data analysis used in clinical-community social work research and program evaluation. The course emphasizes the practical application of data analysis knowledge in both assessing the quality of existing research evidence and contributing to knowledge through systematic inquiry on topics of concern to social work practitioners and their clients. Special emphasis is given to issues of norms, validity, and generalizability of measures, statistical methods, and data interpretation for research with diverse populations. The utilization of computer applications for data management and analysis is stressed.

Prerequisite(s): SOWK 7421.

SOWK 7440 Integrative Capstone Seminar (3)

The Capstone Seminar in relationship-centered, integrated clinical and community practice is designed to integrate the cumulative knowledge acquired in prior foundation and advanced courses. The goal is to produce a graduate who is firmly grounded in professional identity and in the values and purpose of social work. This is accomplished through an engaging and dialectical process involving students and the professor. Fundamental inquiries will revisit topics such as structural oppression, local and global issues in social work, critical thinking for social work, systemic oppression, and the application of social work practices.

Prerequisite(s): SOWK 7331.

SOWK 7450 Death, Dying and Grieving (3)

This course critically explores end-of-life issues and their profound impact on clients, families, and social workers. Through a structured curriculum, students will engage in a comprehensive examination of their emotions related to death, dying, grieving, and other losses. The course employs a multifaceted approach, incorporating class readings, targeted exercises, and discussions to provide a nuanced understanding of the complex dynamics surrounding end-of-life considerations.

SOWK 7520 Field Practicum & Seminar I (4)

Field education is the signature pedagogy of social work education. The Field Practicum & Seminar courses are designed to integrate MSW coursework with field practicum learning and experience. Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills to help the student assume a professional social work role. Field Practicum & Seminar courses require students to complete 300 hours in field placement in conjunction with class attendance and participation. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

Prerequisite(s): (SOWK 7120, 7130, 7221 and 7310).

SOWK 7530 Field Practicum & Seminar II (4)

Field education is the signature pedagogy of social work education. The Field Practicum & Seminar courses are designed to integrate MSW coursework with field practicum learning and experience. Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills to help the student assume a professional social work role. Field Practicum & Seminar courses require students to complete 300 hours in field placement in conjunction with class attendance and participation. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

Prerequisite(s): SOWK 7520.

SOWK 7540 Field Practicum & Seminar III (4)

Field education is the signature pedagogy of social work education. The Field Practicum & Seminar courses are designed to integrate MSW coursework with field practicum learning and experience. Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills to help the student assume a professional social work role. Field Practicum & Seminar courses require students to complete 300 hours in field placement in conjunction with class attendance and participation. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

Prerequisite(s): SOWK 7530.

SOWK 7840 Independent Study (1-3)**SOWK 7910 Field Practicum & Seminar PT 1 (2)**

Field education is the signature pedagogy of social work education. The Field Practicum & Seminar courses are designed to integrate MSW coursework with field practicum learning and experience. Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills to help the student assume a professional social work role. Field Practicum & Seminar courses require students to complete 150 hours in field placement in conjunction with class attendance and participation. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

Prerequisite(s): SOWK 7120, 7130, 7211 and 7310.

SOWK 7920 Field Practicum & Seminar PT 2 (2)

Field education is the signature pedagogy of social work education. The Field Practicum & Seminar courses are designed to integrate MSW coursework with field practicum learning and experience. Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills to help the student assume a professional social work role. Field Practicum & Seminar courses require students to complete 150 hours in field placement in conjunction with class attendance and participation. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

Prerequisite(s): SOWK 7910.

SOWK 7930 Field Practicum & Seminar PT 3 (2)

Field education is the signature pedagogy of social work education. The Field Practicum & Seminar courses are designed to integrate MSW coursework with field practicum learning and experience. Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills to help the student assume a professional social work role. Field Practicum & Seminar courses require students to complete 150 hours in field placement in conjunction with class attendance and participation. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

Prerequisite(s): SOWK 7920.

SOWK 7940 Field Practicum & Seminar PT 4 (2)

Field education is the signature pedagogy of social work education. The Field Practicum & Seminar courses are designed to integrate MSW coursework with field practicum learning and experience. Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills to help the student assume a professional social work role. Field Practicum & Seminar courses require students to complete 150 hours in field placement in conjunction with class attendance and participation. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

Prerequisite(s): SOWK 7930.

SOWK 7950 Field Practicum & Seminar PT 5 (2)

Field education is the signature pedagogy of social work education. The Field Practicum & Seminar courses are designed to integrate MSW coursework with field practicum learning and experience. Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills to help the student assume a professional social work role. Field Practicum & Seminar courses require students to complete 150 hours in field placement in conjunction with class attendance and participation. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

Prerequisite(s): SOWK 7940.

SOWK 7960 Field Practicum & Seminar PT 6 (2)

Field education is the signature pedagogy of social work education. The Field Practicum & Seminar courses are designed to integrate MSW coursework with field practicum learning and experience. Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills to help the student assume a professional social work role. Field Practicum & Seminar courses require students to complete 150 hours in field placement in conjunction with class attendance and participation. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

Prerequisite(s): SOWK 7950.

SOWK 8880 No Courses This Term (0)**SOWK 9010 Portfolio Planning Seminar I (1)**

These 9000 level seminars (Portfolio Planning Seminar Units 1-4) are designed to offer individual academic support to Doctor of Social Work (DSW) students to develop their individual APP and professional portfolios. The Portfolio Planning Seminar provides individualized support for students as they develop their research questions, construct an argument, focus their review of the literature, identify statistical and data analytic methods appropriate to the research question, and demonstrate cohesion between the identified research topic and the application of a theoretical framework. These required courses are designed for students to identify their individual research interests relevant to their respective fields and to develop these interests into an approved APP Proposal.

SOWK 9020 Portfolio Planning Seminar II (1)

These 9000 level seminars (Portfolio Planning Seminar 1-4) are designed to offer individual academic support to Doctor of Social Work (DSW) students to develop their individual APP and professional portfolios. The Portfolio Planning Seminar provides individualized support for students as they develop their research questions, construct an argument, focus their review of the literature, identify statistical and data analytic methods appropriate to the research question, and demonstrate cohesion between the identified research topic and the application of a theoretical framework. These required courses are designed for students to identify their individual research interests relevant to their respective fields and to develop these interests into an approved APP Proposal.

SOWK 9030 Portfolio Planning Seminar III (1)

These 9000 level seminars (Portfolio Planning Seminars 1-4) are designed to offer individual academic support to Doctor of Social Work (DSW) students to develop their individual APP and professional portfolios. The Portfolio Planning Seminar provides individualized support for students as they develop their research questions, construct an argument, focus their review of the literature, identify statistical and data analytic methods appropriate to the research question, and demonstrate cohesion between the identified research topic and the application of a theoretical framework. These required courses are designed for students to identify their individual research interests relevant to their respective fields and to develop these interests into an approved APP Proposal.

SOWK 9040 Portfolio Planning Seminar IV (1)

These 9000 level seminars (Portfolio Planning Seminars 1-4) are designed to offer individual academic support to Doctor of Social Work (DSW) students to develop their individual APP and professional portfolios. The Portfolio Planning Seminar provides individualized support for students as they develop their research questions, construct an argument, focus their review of the literature, identify statistical and data analytic methods appropriate to the research question, and demonstrate cohesion between the identified research topic and the application of a theoretical framework. These required courses are designed for students to identify their individual research interests relevant to their respective fields and to develop these interests into an approved APP Proposal.

SOWK 9101 Leader Evidence Inform Practice (4)

This course introduces students to scholarly leadership principles in social work practice. The course allows the development of critical thinking skills by gaining an understanding of scientific, analytical, and ethical approaches utilized when conducting program evaluation and service outcomes research. Students' mastery of course content prepares them to develop, use, and effectively communicate evidence informed social work research knowledge.

SOWK 9102 Theory, Models & Methods (4)

This course provides students opportunities to examine the structure of selected theories, models and principals that social workers use to support their practice. Specifically it provides both a framework and a forum for students to: (a) hold conversations about the historical and contemporary factors affecting social work practice theory, including the values of American culture and changing technologies; (b) examine practice effectiveness research; and (c) propose newly configured models for theory supported practice.

SOWK 9200 Program & Clinical Evaluation (4)

The purpose of the summer immersion course is to prepare students with the needed skills to measure the effectiveness and appropriateness of programs and interventions. In this course students will learn how to apply action research with community organizations and have the opportunity to apply service outcomes research methods to a local agency. Students will also be introduced to descriptive statistics and effective report writing. The course will further prepare students to develop a critical frame for designing real world program and clinical evaluations.

SOWK 9203 Hist Policy Social Welfare (4)

This seminar introduces students to the historical, political, and sociological approaches to investigate the formation, evolution, and implementation of social policy. Research studies in policy formation, policy implementation and policy evaluation are stressed. Materials on the legislative processes, societal institutions and societal values as reflected are stressed. The seminar is designed to provide a basic theoretical foundation for students to conduct advanced policy research. Students will review and critique some of the seminal theoretical literature that informs policy research and will examine specific applications of social theory to policy questions.

SOWK 9204 Quant Method Research (4)

This course is an introduction to research methods for doctoral students in social work. This course introduces students to the principles; methods and analytical techniques associated with quantitative social work research and service outcome methods. The course allows the development of critical thinking skills by gaining an understanding of scientific, analytical, and ethical approaches utilized when conducting research for social work practice. Students will become familiar with efforts to achieve and measure variables in the context of human and social development. Students' mastery of course content prepares them to develop, use, and effectively communicate empirically-based social work research with experimental, quasi-experimental, and non-experimental research designs.

SOWK 9205 Pedagogy Development (4)

This course introduces the student to the philosophies of adult education, and strategies to enhance learning in the classroom with special emphasis on incorporating diversity content and conflict resolution in the classroom. Students will increase proficiency in the process of learning and teaching especially linking to CSWE Core Competencies. Content will focus on development of specific teaching skills, including curriculum/syllabus design, lecture preparation, assignments and evaluation. Students will also create a teaching philosophy that will be included as part of their professional portfolio.

SOWK 9206 APP Research Ethics (4)

This course is designed for doctoral students beginning to develop their own program of research. It will provide an emphasis on understanding the basic expectations and requirements of research proposal, as well as the ethical and pragmatic considerations to conduct a research study. The primary goal of this course is to provide an opportunity for students to identify research interests relevant to their respective fields and develop these interests into an IRB proposal effectively.

SOWK 9210 Qualitative Methods & Analysis (4)

This course introduces the student to the purposes, goals, and logic of qualitative/naturalistic research methods as they are applicable to social work problems and questions. The course is orientated toward providing students with (1) an introduction to qualitative inquiry and analysis; (2) a beginning experience with research skills appropriate to the ecological perspective on social work practice. The emphasis in this course is on the discovery function of knowledge building activities. In this, as in all courses in the program, the ultimate aim is to prepare students to effectively meet their responsibility to continually assess and improve their own practice and to add to the general store of social work practice knowledge.

SOWK 9307 Applied Social Statistics (4)

This course introduces students to applied social statistics where students will learn to analyze, interpret, and present real world findings. Content includes descriptive and inferential statistics for univariate, bivariate, and multivariate analyses, and the use of electronic data processing technology to manage and analyze secondary data. At the end of this course, students will be able to apply statistical techniques and communicate results common to program evaluation.

SOWK 9308 Nonprofit Mgmt & Development (4)

The focus of this course is on agency leadership. The purpose is for students to understand different management aspects, roles of boards, strategic planning and fundraising ethics for non-profit management. Students will be able to articulate the theoretical foundations that affect the growth of and external influences on the nonprofit sector. Students will also be able to perform basic analyses of financial information provided by nonprofit entities, including budgetary calculations, cost allocation techniques, capital planning, and operational needs.

SOWK 9309 Community Advocacy and Participatory Research for Applied Practice (4)

The focus of this course is on community leadership. The purpose is on the development of research knowledge and skill needed for effective evidence-based clinical-community research application. This course will specifically prepare student with the needed skills for effective community level (macro) practice. Students will be able to identify and describe theories and relevant models of effective community practice and theoretical models for community organization. Students will also be introduced to community based participatory research (CBPR) approaches and methods if CBPR consisted with program evaluation.

SOWK 9310 APP Grant Writing (4)

This course is designed for doctoral students to further develop their programs of research. It will provide an emphasis on grant writing and funding attainment to conduct a research study. The primary goal of this course is to provide an opportunity for students to identify potential grants, funding justification, budgeting, and program evaluation; culminating in development of an effective grant proposal.

SOWK 9410 Quantitative Methods I (3)**SOWK 9420 Qualitative Methods I (3)****SOWK 9430 Intermediate Statistics (3)****SOWK 9440 Adv Multivar Appro & Inf (3)****SOWK 9450 Portfolio Dev Seminar V (1)**

These 9400 level seminars (Portfolio Development Seminars 5-8) are designed to build on the 9000 level planning courses and offer individual academic support to Doctor of Social Work (DSW) students to complete their individual APP. The Portfolio Development Seminar provides individualized support for academic writing, data analytics, manuscript submission, grant proposals, and/or program evaluation. These required courses are designed for students to complete their APP proposal and further develop their professional portfolios.

SOWK 9460 Portfolio Seminar VI (1)

These 9400 level seminars (Portfolio Development Seminars 5-8) are designed to build on the 9000 level planning courses and offer individual academic support to Doctor of Social Work (DSW) students to complete their individual APP. The Portfolio Development Seminar provides individualized support for academic writing, data analytics, manuscript submission, grant proposals, and/or program evaluation. These required courses are designed for students to complete their APP proposal and further develop their professional portfolios.

SOWK 9470 Portfolio Develop Seminar VII (1)

These 9400 level seminars (Portfolio Development Seminars 5-8) are designed to build on the 9000 level planning courses and offer individual academic support to Doctor of Social Work (DSW) students to complete their individual APP. The Portfolio Development Seminar provides individualized support for academic writing, data analytics, manuscript submission, grant proposals, and/or program evaluation. These required courses are designed for students to complete their APP proposal and further develop their professional portfolios.

SOWK 9480 Portfolio Develop Seminar VIII (1)

These 9400 level seminars (Portfolio Development Seminars 5-8) are designed to build on the 9000 level planning courses and offer individual academic support to Doctor of Social Work (DSW) students to complete their individual APP. The Portfolio Development Seminar provides individualized support for academic writing, data analytics, manuscript submission, grant proposals, and/or program evaluation. These required courses are designed for students to complete their APP proposal and further develop their professional portfolios.

Course Limit: 4

SOWK 9510 Res. Meth., Dev. & Impl. (3)

SOWK 9550 Research Design In Sowk (3)

SOWK 9610 Soc Wk Pract & Thry:Comp (3)

SOWK 9620 Sys and Theories of Org (3)

SOWK 9640 Advanced Sem Ego Psych (3)

SOWK 9650 Small Group Theory/Treat (3)

SOWK 9670 Lit Sem:Child/Adolsnt I (3)

SOWK 9680 Measure Social Phenomena (4)

This course will provide students with the opportunity to expand their knowledge and understanding of the complexities related to working in varying contests given evolving priorities, pressures, opportunities and constraints. Students will become familiar with efforts to achieve and measure variables in the context of human development. This approach takes into consideration the multiple processes and inherent challenges that come into play across theoretical, economic, environmental, and political in society.

SOWK 9690 Lit Sem:Child/Adolsnt 3 (3)

SOWK 9710 Hist App To Soc Welfare (3)

SOWK 9720 Scholarshp of Pract In P (3)

SOWK 9730 Read In Hist of Soc Wel (3)

SOWK 9740 Advanced Readings (1-3)

Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOWK 9750 Read In Soc Wel Org Adm (3)

SOWK 9760 Advan Read In Hum Beh Sc (3)

SOWK 9800 Ways of Knowing, Learnin (3)

SOWK 9810 Conflict In Families (3)

SOWK 9820 Sem In Advanced Meth II (3)

SOWK 9840 Integrative Seminar (3)

SOWK 9850 Sp Proj In Soc Wk Meth I (3)

SOWK 9870 Sp Proj Soc Wk Meth II (3)

SOWK 9880 Qualifying Exam (4)

The purpose of this seminar is for the student to demonstrate their ability to develop a command of the literature in particular areas and subareas and synthesize this knowledge into a coherent framework. Students are required to demonstrate considerable knowledge about the evolution and growth of ideas in the area as well as the issues that continue to engage scholars. Students will need to go beyond formal coursework to master independently their identified area of expertise. Students must also demonstrate an ability to situation specific research fields, constructs, and theories within a broader academic framework.

SOWK 9900 Clinical Internship I (3)**SOWK 9920 Clinical Internship III (3)****SOWK 9930 General Internship (3)****SOWK 9940 Dissertation Dev Sem I (1)**

Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOWK 9941 Intro to Quant. Methods Rsh (4)

This course is an introduction to statistical analysis for doctoral students in social work. It covers basic statistical methods for use with experimental, quasi-experimental, and non-experimental research designs. The course provides basic mathematical, conceptual, and design tools for data analysis in social work research. Beginning computer applications for data analysis in social work research are also introduced.

SOWK 9942 Intro Qual & Inter Hum Inquiry (4)

This course introduces the student to the purposes, goals, and logic of qualitative/naturalistic research methods as they are applicable to social work problems and questions. The course is orientated toward providing students with (1) an introduction to the "field" of qualitative inquiry and (2) a beginning experience with research skills appropriate to the ecological/field perspective on social work practice. The emphasis in this course is on the discovery function of knowledge building activities. In this, as in all courses in the program, the ultimate aim is to prepare students to effectively meet their responsibility to continually assess and improve their own practice and to add to the general store of social work practice knowledge.

SOWK 9943 Applied Social Statistics (4)

This course introduces students to applied social statistics where students will learn to analyze, interpret, and present real world findings. Content includes descriptive and inferential statistics for univariate, bivariate, and multivariate analyses, and the use of electronic data processing technology to manage and analyze secondary data. At the end of this course, students will be able to apply statistical techniques and communicate results common to program evaluation.

SOWK 9950 Dissertation Dev Sem II (3)**SOWK 9951 Research Methods, Dev & Implem (4)**

This course introduces students to scholarly leadership principles in social work practice. The course allows the development of critical thinking skills by gaining an understanding of scientific, analytical, and ethical approaches utilized when conducting program evaluation and service outcomes research. Students' mastery of course content prepares them to develop, use, and effectively communicate evidence informed social work research knowledge.

SOWK 9955 Designs for Clinical Comm Prac (4)

This course focuses on the development of research knowledge and skill needed for effective evidence-based clinical-community research application. The purpose of this course is to prepare students with the needed skills to measure the effectiveness and appropriateness of program interventions. This course will specifically prepare student with the needed skills for effective community level (macro) practice.

SOWK 9960 Sw Research Practicum I (1)**SOWK 9961 SW Theory, Prac Models & Meth (4)**

This course provides students opportunities to examine the structure of selected theories, models and principals that social workers use to support their practice. Specifically it provides both a framework and a forum for students to: (a) hold conversations about the historical and contemporary factors affecting social work practice theory, including the values of American culture and changing technologies; (b) examine practice effectiveness research; and (c) propose newly configured models for theory supported practice.

SOWK 9970 Sw Research Practicum II (1)

Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOWK 9971 Hist Approaches to Soc Welfare (4)

This seminar explores the historical context for the development of professional social work values, ideologies and methods.

SOWK 9972 Schol Practice Policy Context (4)

This seminar introduces students to the political and sociological approaches to investigate the formation, evolution, and implementation of social policy. Research studies in policy formation, policy implementation and policy evaluation are stressed. Materials on the legislative processes, societal institutions and societal values as reflected are stressed. The seminar is designed to provide a basic theoretical foundation for students to conduct advanced policy research. Students will review and critique some of the seminal theoretical literature that informs policy research and will examine specific applications of social theory to policy questions.

SOWK 9980 Teachers Practicum (0)

Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOWK 9990 Dissertation Research (0)

This course students register for while working on their dissertation products. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOWK 9991 Adv Clinical Project (1)

These seminars are designed to offer individual academic support to Doctor of Social Work (DSW) students to complete their individual ACP. Students will have the opportunity to apply knowledge and skills from their coursework in research methods, research design, and data analysis techniques. The goal of these courses is to provide additional individualized faculty support for DSW students in their final year of DSW courses and completion of the ACP.

Maximum Hours: 99

SOWK 9992 Portfolio Planning Seminar (1)

These seminars are designed to offer individual academic support to Doctor of Social Work (DSW) students to develop their individual APP and professional portfolios. The Portfolio Planning Seminar provides individualized support for students as they develop their research questions, construct an argument, focus their review of the literature, identify statistical and data analytic methods appropriate to the research question, and demonstrate cohesion between the identified research topic and the application of a theoretical framework. These required courses are designed for students to identify their individual research interests relevant to their respective fields and to develop these interests into an approved APP Proposal.

SOWK 9993 Adv Clinical Proj Dev Sem I (4)

This course is designed for doctoral students beginning to develop their own program of research. It will provide an emphasis on understanding the basic expectations and requirements of research proposal, as well as the ethical and pragmatic considerations to conduct a research study. The primary goal of this course is to provide an opportunity for students to identify research interests relevant to their respective fields and develop these interests into a proposal effectively.

SOWK 9994 Adv Clinical Proj Seminar I (1)

These seminars are designed to offer individual academic support to Doctor of Social Work (DSW) students to develop their individual ACP. These required courses are designed for students to identify their individual research interests relevant to their respective fields and to develop these interests into an approved ACP Proposal. The ACP seminar provides additional support for students as they develop their research questions, construct an argument, focus their review of the literature, identify statistical and data analytic methods appropriate to the research question, and demonstrate cohesion between the identified research topic and the application of a theoretical framework. This ACP course will incorporate the knowledge and skills developed in previous course work in the program. The goal of these courses is to provide additional individualized faculty support for DSW students throughout their enrollment in the program.

SOWK 9995 Adv Clinical Proj Seminar II (4)

This course is designed for doctoral students to further develop their programs of research. It will provide an emphasis on grant writing and funding attainment to conduct a research study. The primary goal of this course is to provide an opportunity for students to identify potential grants, funding justification, budgeting, and program evaluation; culminating in development of an effective grant proposal.