COURSES: JACK, JOSEPH AND MORTON MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES

School of Applied Social Sciences (SASS)

SASS 284. The Impact of "-ism"s: Oppression, Privilege, and Inequalities in Society. 3 Units.
Privilege flings open the doors of opportunity in a multicultural society. Oppression jams those doors tightly shut. This course provides students with understandings of how oppression and privilege operate in a multicultural society to restrict the life chances of minority and disenfranchised group members. Increasing knowledge about the nature and dynamics of oppression and privilege are fundamental dimensions of the ability to value a diverse world. This undertaking requires self-assessment and reflection on discrimination, oppression, and privilege as components of individual awareness. Such insight will help students to live, work, study, and play well with "others" who are culturally different from themselves with respect to race/ethnicity, religion, class, gender, sexual orientation/gender identity, ability, and age. Beyond increasing respectful social interaction, it is hoped that students will be motivated to work towards dismantling systems that perpetuate de-valuing, exploitation, marginalization, and violence against members of subordinate groups. Major consideration will be given to structures of oppression and privilege related to racism, classism, religious bigotry, sexism, heterosexism/transgenderism, ableism, and ageism. Note: A student cannot receive degree credit for both SASS 284 and SOCI 349.

SASS 310. Trauma, Neurobiology, and the Healing Power of Social Connection. 3 Units.
This undergraduate course offers a comprehensive exploration of trauma, neurobiology, and the healing power of social connection, and is structured into four main units. In Unit 1: Self-Care, students begin by establishing a foundation for self-care, recognizing its critical importance in navigating the potentially challenging and triggering topics discussed throughout the semester. Through self-reflection and guided exercises, students develop personalized self-care plans to prioritize their well-being. Next, in Unit 2: Adverse Childhood Experiences (ACEs), the course delves into the concept of ACEs and their profound impact on individuals' health and well-being. Students explore the various forms of ACEs, the underlying societal factors contributing to their prevalence, and the science of stress and its impact on the brain. In Unit 3: Neurobiology of Trauma, students deepen their understanding of trauma by examining its neurobiological underpinnings and implications for human development and functioning. Students explore topics such as neurosequential brain development, state-dependent functioning, and the neurobiology of coping and healing. In the final unit, Unit 4: Social Connection, the course concludes with an examination of the importance of social connection in promoting resilience and well-being. Students explore the impact of loneliness on physical and mental health, the cultural dimensions of socialization, the biological underpinnings of social connection, and the intersection of technology and social connection. Additionally, students examine the strategies for fostering meaningful social connections in personal and professional contexts. Counts as a Full-Semester Wellness/Non-movement course.

SASS 315. Adoption Practice and Policy. 3 Units.
This course covers the concepts, knowledge, skills, and policies associated with contemporary adoption practice. The practice method reflects a constellation perspective, meaning that adoption is examined from the viewpoints of birth families, adoptees, and adoptive families. Exemplars and case studies are presented for illustration purposes. Consideration of constellation members' needs at different life cycle stages are presented. Ethical issues and dilemmas related to adoption are emphasized throughout the course in each content area. Course content is covered via lectures and classroom discussions, as well as appropriate guest speakers. Students are expected to participate fully through field trips and classroom discussions.

SASS 318. Grim Reminders: Death, Grief, and Loss. 3 Units.
This course provides students the opportunity to become informed, aware citizens understanding human issues related to end-of-life decision making, dying, and experiencing grief and loss. Topics focus on death and grief across the lifespan; the role of death in American culture; understanding individual and family challenges with decision making at the end of life; and the experience of grieving across life stages, cultures, gender, and spiritual difference. The course provides exposure to the experience of death as it relates to the self of the student; the terminally ill person, and the bereaved. Students will gain insight into their own values and beliefs in this area, as well as understanding the needs of terminally ill people, those who need support in their grief and mourning, and persons dealing with challenging life and death decisions regarding self or loved ones. Creation of a personal learning objective is an additional focus. Course content is implemented via lectures, class discussion, individual and small group work, audio-visuals, and guest speakers.

SASS 350. Seminars in Applied Social Sciences. 1 - 3 Units.
Survey of special subject areas. Topics vary in response to faculty and student interests. Small group discussion. Prerequisite depends on content.

SASS 355. The Days of D.A.R.E. Are Over: Drugs and Youth. 3 Units.
Drug abuse is a more acute problem and more widespread than in any previous era of our country. Just as technology continues to evolve, drug use follows similar paths of evolution. Today, there are thousands of new drugs available that are used for medicinal purposes, recreational purposes, and other uses that affect the health of our citizens. The impact of drug use and/or abuse on the lives of ordinary people with be explored both through academic readings as well as biographies of young people who have dealt with the problem of drug abuse. Material will be presented from a wide range of disciplines and theoretical perspectives highlighting the bio-psycho-social nature of the problem--both the etiology as well as the effects of addiction. The impact of both macro (society) and micro (family and friends) on drug use of both licit (alcohol, over the counter drugs, and prescription) and illicit (marijuana, hallucinogens, and cocaine) on various subcultures such as sports/athletics, college students, women, adolescents, etc. will be explored. Course content will be covered via lectures, classroom discussions as well as appropriate guest speakers.

SASS 368. Whatever it Takes: Creating Paths Out of Poverty for Children. 3 Units.
This course will examine current community based strategies for providing young people living in high poverty, multiple needs, urban areas with the educational, social and economic support they need for a stronger future. The course will begin with a review of the debated root causes of poverty in the United States and an exploration of the short and long term effects of poverty on children. Students will understand how poverty differentially affects different populations and geographic areas across the United States and globally. Special attention will be given to the complexity of urban poverty issues and the corresponding need for holistic Interventions. The course will further explore the concepts and strategies underlying innovative community-based initiatives being implemented across the country including the theories, programming content, inclusion criteria and outcomes of these efforts. Students will have to critically think through the cost/benefits of this programming considering economic, political and social justice issues. Special attention will be given to the Harlem Children Zone's (HCZ) model. The HCZ has achieved successes in boosting college attendance and closing the racial and socioeconomic achievement gap among youth in a high-poverty target area in New York City. The HCZ is the model for the Obama Administration's Promise Neighborhoods Initiative to support comprehensive neighborhood development programs for children and youth. It includes efforts for social, educational and medical support designed sequentially to keep up with youth's developmental needs. Students will critically analyze this model and its applicability across other geographic areas and populations. Students will also learn from local best practice Initiatives in education attempting to provide a path out of poverty for Cleveland's children through site visits at local schools. This will include experiential opportunities for firsthand contact with program staff and youth.

SASS 369. Social Networking and Community Organizing in the 21st Century. 3 Units.
This course will examine the changing nature of place, given increased mobility and diversity in communities within the United States and the emergence of a truly global economy and communication network due to the revolution in information technology. Community itself is being redefined as many members of society consider their most important relationships are primarily virtual in nature. The forms of engaging citizens are also changing as old models of community organizing give way to new approaches that focus on connectivity through social networks. This course will examine various new approaches to engagement, from political or campaign organizing to social networking around mutual interest to mobilizing people for a cause. We will examine the Obama presidential campaign as an example of a new mobilization strategy that emphasizes choice, flexibility, value, and the ability to influence through organic informal networks. The course will also explore case studies, such as network centric organizing as developed by Bill Traynor and Lawrence (MA) Community Works. Special attention will be given to controversial efforts criticized by the right or the left, such as the ACORN voter registration initiative. Students will also explore the changing nature of community in Northeast Ohio and how this new approach might lead to social change and economic development for greater Cleveland.

SASS 375C. International Travel & Study Abroad: Invisible Groups in a New Poland. 3 Units.
This 3 hour Spring Break for the undergraduate and graduate students introduces students and faculty to Polish culture and Polish social policies and practices concerning those social groups that are disenfranchised, stigmatized, and disempowered, including the poor, the unemployed, the homeless, the elderly, victims of domestic violence, and people affected by substance abuse and mental health problems. In cooperation with the Institute of Sociology at the University of Poznan, students and faculty will examine the issues of multiculturalism, social integration, feminism studies, and determinants of social exclusion in the context of the economic and social forces that are shaping a new Poland. The trip includes guided tours of neighborhoods and social institutions and daily lectures and workshops with government officials, practicing social workers, and many of Poland's most prominent scholars in residence at the University of Pozman. The experience will challenge students to recognize how the recent political and economic transformation of the country has affected the entire society and how certain groups have paid a higher price. Students and faculty will also participate in cultural events to gain a greater understanding of Polish society. Prior to the trip, students will attend two pre-trip sessions, will be expected to become familiar with the literature on concepts in social policy and practices relevant to social welfare issues in both countries, and following the trip, meet for a post trip session. Counts as a CAS Global & Cultural Diversity course. Counts as a Local & Global Engagement course. Counts as a Understanding Global Perspectives course.

SASS 385. Social Welfare Capstone Seminar. 3 Units.
This seminar course will revolve around the identification and critical investigation of current social problems. Insights gained from social welfare research will be applied to better understand these problems. Successful completion of the course will require critical analysis of published research, integration of information from social work and different disciplines, an oral presentation and a final written research report including a literature review. Counts as a SAGES Senior Capstone course.

SASS 390. Independent Study for Undergraduates. 1 - 3 Units.
Individual study in Applied Social Sciences involving specific programs of reading, research, and special projects. Requires prior approval of faculty member directing the project. Recommended preparation: 12 hours of social science courses; approval of MSASS Associate Dean.

SASS 405. Nonprofit Ethics and Professionalism. 3 Units.
This course is an application of ethical frameworks and analysis to nonprofit organizations. Using cases and essays, the course will help nonprofit managers become better equipped to address ethical problems and dilemmas in their work in the following areas: ethics of boards, ethics and leadership, ethics and organizational culture, professional ethics, and ethics and fundraising.

SASS 407. Nonprofit Revenue Planning and Development. 3 Units.
Revenue strategy and development are critical in advancing the mission and core work of a nonprofit organization, and are among the most strategic responsibilities held by an executive director and his/her board. Nonprofits face a myriad of revenue options which could be pursued but each of these has implications for how the organization advances it mission and its sustainability. The course will examine how to assess these revenue sources and evaluate how they can contribute to an organization's overall financial vitality.

SASS 408. Fundraising, Development, and Philanthropy. 3 Units.
This course provides current and future nonprofit leaders with a broad and detailed survey of the practices, principles, and processes of fundraising and development. It enables them to create, engage in, and manage fund development operations. The course touches on all aspects essential to a successful development and fundraising program including the art and science of effective solicitation. Distinguished guest speakers bring additional insights to the learning.

SASS 409. Nonprofit Strategic Planning. 3 Units.
This is an integrated practicum designed to provide "hands-on" experience in planning for, designing, and conducting strategic planning in nonprofit organizations. Students will learn to assess organizational readiness, facilitate the design of strategic planning processes, create a variety of approaches involving key stakeholders, and finalize a planning design suited to organizational culture.

SASS 410. Nonprofit Databased Decision-Making. 3 Units.
Nonprofit leaders face a wide range of data needs and opportunities to use data to inform strategy and practice. This course is designed to give students a working knowledge of data analysis, statistical concepts, research designs for program planning and evaluation, and techniques for problem solving. By exploring a continuum of decision making opportunities in the nonprofit sector, the course will present methods and frameworks for collecting and interpreting data to inform organizational action.

SASS 411. Nonprofit Leadership Dialogues. 3 Units.
This course is intended to enable students to learn about major nonprofit leadership issues and trends through interaction and dialogue with successful nonprofit leaders. It is also designed to provide outside nonprofit leaders with the opportunity to learn about the quality of the Mandel Center's student body.

SASS 420. Nonprofit Organization and Management. 3 Units.
This course will focus on theories of organizations and general concepts and principles of management, governance, and leadership. Organizational design, behavior, performance, and effectiveness will be studied, and the special character and management problems of nonprofit organizations will be highlighted and analyzed.

SASS 425. Nonprofit Financial Management. 3 Units.
This course focuses on techniques and principles of financial management including budgeting, finance and investment decision making. Topics include budget formulation, analysis and planning, present value analysis, cost-effectiveness, cash flow analysis, portfolio management, and venture planning. Special emphasis will be given to the unique problems of nonprofits in capital formation, generating earned income, managing endowments, gifts and grants, and tax planning.

SASS 427. International Non-Governmental Organizations. 3 Units.
This course examines the role of voluntary associations in the international arena and, in particular, the multiple roles of international non-governmental organizations in affecting international political and economic outcomes. The course also examines the theoretical issues surrounding NGOs and international relations, particularly the relationship between global civil society and international political outcomes.

SASS 428. Nonprofit Board Governance. 3 Units.
This elective course deals with the definition, history and concept of trusteeship, the areas of responsibilities of Boards of Trustees, the authority of Boards and the limits on its exercise, the organization of Boards and their committees, and the Board's relationships with the Executive Director, the staff and the organization's constituencies.

SASS 430. Nonprofit Human Resources and Volunteer Management. 3 Units.
Theories and principles of managing people in organizations are addressed in this course, including motivation theory and human resource development strategies. Particular attention is devoted to issues critical to nonprofit organizations, such as the management of volunteers, management of professionals, working with trustees, and staff/board relationships.

SASS 432. Nonprofit Marketing. 3 Units.
This course provides students with a comprehensive overview of the principles and techniques of nonprofit marketing and with an understanding of the multiple contexts in which they are applicable--marketing of products and services, marketing to potential funders, marketing of ideas and behaviors (social marketing and advocacy). The focus of the course is on managerial decision-making to achieve organizational objectives and enhance organizational viability.

SASS 450. Nonprofit Law. 3 Units.
This course provides the student with a basic grounding in the laws and regulations governing nonprofit organizations. Content will include the procedures for incorporating, reporting, and maintaining tax-exempt status as a nonprofit organization, a familiarity with legal principles and research methods, and an overview of the legal, regulatory, and policy issues facing contemporary nonprofit organizations.

SASS 455. Organizational Theory and Practice. 2 Units.
This course is designed to be taken by master of social work students in the generalist portion of the MSW program as a corequisite of SASS 652A. The goal of this course is to prepare students for and process the practicum learning experience and their role as a social worker. Students will be introduced to organizational theory and practice through organizational engagement, assessment, intervention, and evaluation. Coreq: SASS 652A.

SASS 456. Field Education: Organizational Theory and Practice Seminar II. 1 Unit.
This course is designed to be taken by master of social work students in the generalist portion of the MSW program as a corequisite of SASS 652B. The goal of this course is to prepare students for and process the practicum learning experience and their role as a social worker. Students will be introduced to organizational theory and practice through organizational engagement, assessment, intervention, and evaluation. Prereq: SASS 455. Coreq: SASS 652B.

SASS 457. Advanced Field Education: Organizational Theory and Practice Seminar. 1 Unit.
This course is designed to be taken by advanced standing master of social work students in the specialized portion of the MSW program as a corequisite of SASS 653A. The goal of this course is to prepare students for and process the practicum learning experience and their role as a social worker. Students will be introduced to organizational theory and practice through organizational engagement, assessment, intervention, and evaluation. Prereq: Advanced Standing and enrolled in the online MSW program. Coreq: SASS 653A

SASS 465. Organizational Theory and Practice. 2 Units.
This course is designed to be taken by master of social work students in the generalist portion of the MSW program as a corequisite of SASS 662A. The goal of this course is to prepare students for and process the practicum learning experience and their role as a social worker. Students will be introduced to organizational theory and practice through organizational engagement, assessment, intervention, and evaluation. Prereq: Enrolled in MSW Weekend program. Coreq: SASS 662A.

SASS 466. Field Education: Organizational Theory and Practice Seminar II. 1 Unit.
This course is designed to be taken by master of social work students in the generalist portion of the MSW program as a corequisite of SASS 662B. The goal of this course is to prepare students for and process the practicum learning experience and their role as a social worker. Students will be introduced to organizational theory and practice through organizational engagement, assessment, intervention, and evaluation. Prereq: SASS 465. Coreq: SASS 662B

SASS 467. Advanced Field Education: Organizational Theory and Practice Seminar. 1 Unit.
This course is designed to be taken by advanced standing master of social work students in the specialized portion of the MSW program as a corequisite of SASS 663A. The goal of this course is to prepare students for and process the practicum learning experience and their role as a social worker. Students will be introduced to organizational theory and practice through organizational engagement, assessment, intervention, and evaluation. Prereq: Enrolled in MSW Weekend program. Coreq: SASS 663A.

SASS 471. Introduction to Data Science for Social Impact. 3 Units.
Students will be introduced to the current uses of data science in social work and social policy through the analysis of case studies in the areas of child welfare, homelessness, and criminal justice. Through these case studies, students will develop a clear understanding of data science tools for data discovery, prediction, and causal inference, as well as the ethical framework in which projects are developed and applied. The class will cover social stewardship in data science for social impact, including confidentiality, ethics, unequal impact, bias awareness and algorithmic fairness. This is a required class for students pursuing a Certificate in Data Science for Social Impact (DSSI). As such, this class will motivate students to identify areas of interest and sources of data for a research project to be developed in their second year, once they have acquired a more in-depth knowledge of data science techniques.

SASS 472. Semester Research Project in Data Science for Social Impact. 3 Units.
Students will perform a semester-long reproducible research data science project on a topic relevant to social impact. Students will present advances of their project as they go through the traditional steps of implementing a data science project within an ethical framework outlined in the appendix. Lectures will address social stewardship in data science for social impact, including confidentiality, ethics, unequal impact, bias awareness and algorithmic fairness. Students will apply these concepts at each step of their research project. They will share progress of their research project at intermediate stages of the process and engage in constructive peer feedback in the classroom. Lectures will review the basic elements of data science and analytics using R Project open source software. R is an open-source software project with broad abilities to access machine-readable open- data resources, data cleaning and assembly functions, and a rich selection of statistical packages, used for data analytics, model development, prediction, inference and visualization. This is a second year class for students pursuing a Certificate in Data Science for Social Impact (DSSI). As such, this class will ground the knowledge and practice acquired through the certificate program on a specific data science project for social impact. Prereq: SASS 471 and DSCI 451.

SASS 495. Organizational Theory and Practice. 2 Units.
This course is designed to be taken by master of social work students in the generalist portion of the MSW program as a corequisite of SASS 601. The goal of this course is to prepare students for and process the practicum learning experience and their role as a social worker. Students will be introduced to organizational theory and practice through organizational engagement, assessment, intervention, and evaluation. Coreq: SASS 601.

SASS 500. Special Topics in Applied Social Sciences. 1 - 6 Units.

SASS 501. Nonprofit Practicum. 0 - 6 Units.
The overall goal of this course is to provide MNO students the opportunity to develop a practicum experience in a non-profit organizational setting. The course is designed to enhance knowledge acquired in the classroom by allowing students the flexibility to develop an individualized plan that will integrate professional practice skill development. The students will work closely with their Academic Advisor to determine whether a practicum meets the student's learning needs. The student will also be assigned a Practicum Instructor, who is based at the non-profit setting and provides the direct instruction of the student. Finally, the student will work with the Faculty Advisor, who is based at the School and serves as a link between all parties, oversees the requirements and standards of the School, and participates and consults in the design of the student's learning experience. The Student, Practicum Instructor, and Faculty Advisor all participate in various ways in the evaluation of student's practicum; the Faculty Advisor is responsible for assigning the grade.

SASS 503. Foundations of Social Policy and Service Delivery. 2 Units.
The course focuses on ethical dilemmas inherent in social policy issues, the political and organizational processes used to influence policy, the process of policy formulation, advocacy, and the use of ethical reasoning in frameworks for examining social policies in light of principles of social, economic, and environmental justice. It examines the philosophical, historical, and socioeconomic foundations of social welfare and the evolution of social policy and the social work profession in the United States. Students are taught to consider current social policy within the context of historical and contemporary factors that shape policy.

SASS 504. Theories of Human Development and Human Diversity. 2 Units.
This generalist course examines theories and research on human development and human diversity. The course explores theories and research on biological, social, cultural, and spiritual development over the lifespan, as well as how oppression and privilege manifest at the individual, institutional. and social/cultural levels and how oppression impacts the life opportunities of members of minority and disenfranchised groups. The course stresses interactions between an individual and their environment.

SASS 505. Adoption: Practice and Policy. 3 Units.
This course covers the concepts, knowledge, skills, and policies associated with contemporary adoption practice. The practice method reflects a triad perspective, meaning that adoption is examined from the viewpoints of birth parents, adoptees, and adoptive parents. For each topic area, social work roles, activities, tasks, and skills are explored along with policy issues. Exemplars and case studies are presented for illustration purposes. Consideration of triad needs at different life cycle stages are presented. The issues of ethnically competent adoption practice are emphasized throughout the course in each content area.

SASS 507. Community Theory and Practice. 2 Units.
This theory and practice course introduces community (or macro) practice social work. This course advances multiple theories (critical social theory, community capitals theory, conflict theory) and methods of community practice for social workers as agents of social change. Students learn to design and implement a participatory assessment process at a community level and provides foundational theories and assessment methods. Students learn to conduct quantitative research for assessing community needs and assets. Course work focuses on the development and application of practice skills in work with communities and organizations, particularly models and skills in community building. Focusing on real world situations, the course includes both didactic and experiential teaching and learning. The course integrates and applies foundation learning in the areas of social policy, diversity, discrimination with theories of power and empowerment, human capabilities and asset based community development.

SASS 508. Individual and Family Theory and Practice. 4 Units.
This course focuses on integrating and applying theory and social work practice with both individuals and families. The overarching goal of Individual and Family Theory and Practice (IFTP) is to develop culturally competent social work generalist practitioners who use and anti-oppressive/anti-racist lenses and possess the knowledge and skills necessary to practice ethically with individuals and families in diverse social work practice settings. This course is structured to include pre-recorded lectures to be viewed before class, with discussion and experiential laboratory learning during class sessions. In addition to watching the pre-recorded lectures, there is considerable preparation time required before each class session. The lab portions of the course provide the opportunity for students to practice skills used with individuals and families and receive constructive feedback from the instructor and peers. Major social work theories/approaches to practice, such as ecological systems and family systems theories, empowerment, strengths-based approaches, life course theories, evidence-informed practice will be introduced and applied to frame students, learning social work practice with individuals and families. Students will also be introduced to systems-based, trauma-informed, solution-focused, task-centered, and relationship-based intervention approaches and other change-oriented strategies utilized in social work practice with individuals and families and have opportunities to apply some of these approaches.

SASS 509. Group Theory and Practice. 2 Units.
Group Theory and Practice (GTP) focuses on theory and practice with groups, with a particular emphasis on task groups, psychoeducational groups, skill development and remediation groups, and mutual aid groups. The overarching goal of GTP is to develop culturally competent social work generalist practitioners who possess the knowledge and skills necessary to practice ethically with groups in diverse social work practice settings. This course is structured to include pre-recorded lectures to be viewed before class, and discussion and experiential laboratory learning in the class session. In addition to watching the pre-recorded lectures, there is also considerable preparation time required before each class session, and students develop weekly reflections after each session. The lab portion will consist of student participation in a live mutual aid group / task group regarding their experiences in the social work program and will provide the opportunity for students to practice group work skills and receive constructive feedback from the instructor and peers. Major social work approaches to practice with groups, such as stages of group development, group roles and norms, group leader's varying roles will be introduced to frame students' learning in this approach to social work practice. Skills for beginning practitioners relevant to work with groups will be a major focus of work in readings, videos, lectures, and during the skills lab. The introduction and application of skills will focus on the strategies needed to carry out generalist practice with groups, namely engagement, assessment, goal setting/treatment planning, intervention and evaluation, termination and follow-up. The skills taught in the lab are intended to provide a foundation that students can build on in field placements and further in advanced methods courses. The role of race, ethnicity, culture, class, gender, sexual orientation, religion, physical and mental disability or illness, age, and national origin in social work practice with groups will be highlighted throughout the course. Although this course focuses on working with groups, the transactions between groups and community or organizational environments will be integrated to give attention to the manner in which group work can be instrumental to achieving social and economic justice. The development of reasoning and critical thinking skills will be discussed and developed including factors that influence decision-making processes and the need for ongoing self-evaluation. Students with a particular interest in learning more about therapeutic groups will be encouraged to take the elective SASS 585 as part of their specialization coursework. This course serves as the prerequisite.

SASS 512. Legislative and Political Process. 3 Units.
This course focuses on how to deal effectively with legislators, their staff, and legislative systems. The roles of money and information in legislative and political systems are examined. The process through which a bill moves to become law is explored, including critical points of intervention in that process. Lobbying legislators, including presentation of testimony and use of coalitions, is featured. Prereq: Advanced Standing or SASS 503 or enrolled in the MNO program.

SASS 517. Family System Interventions. 3 Units.
This course covers the knowledge, concepts, and skills associated with working families. The practice method will reflect a family systems approach, integrating theories and approaches within a systemic perspective. It will build practice skills in assessing, interviewing, and intervening with families and emphasize a strength-based perspective on intervention with families. Considerations of family issues at different developmental stages will be presented. The issue of ethically competent and community-based social work practice with families will be stressed throughout the course for each content area. Prereq: Advanced Standing or SASS 477 or (SASS 504 and SASS 508).

SASS 518. Social Work with Death, Grief and Loss. 3 Units.
This course focuses on the concept of death and related topics from a social work perspective. Such topics include the role of death in American culture; the dying process and its institutions; assessment and intervention strategies; life span and family life considerations; and end-of-life decisions. The course provides both theoretical and experiential exposure to the dying process as it relates to self, the dying person, and the bereaved. Students will gain insight into serving the terminally ill, those who need assistance with mourning and grief, and clients dealing with difficult life-and-death decisions regarding loved ones. Prereq: Advanced Standing or (SASS 504 and SASS 508 and SASS 509).

SASS 519. Children and Families in the School Setting. 3 Units.
This course is required for all students in the planned program of study leading to eligibility to apply for the State of Ohio Department of Education (ODE) Pupil Services License (PSL) in school social work. It is also an advanced elective for any student either in the direct practice or community practice for social change concentration who wishes an informed understanding of the social work role within K-12 educational settings. The seminar prepares social work students who will be employed in school districts or in community agencies to work effectively with clients experiencing issues that may impact educational achievement in their school setting. The course addresses the historical development of social work services in schools; school reform; the role of student support teams; identification processes for students with disabilities; classroom interventions for children with mental health and/or trauma-based challenges; behavioral and crisis intervention plans; individual and group work; promoting parental/caregiver involvement; evidence-based interventions and evaluation of practice; systems-focused interventions and community agency linkages; legal and ethical issues; local, state, and federal issues; policy and legislation; school social work organizations; and career opportunities in schools and agencies. The course includes focus on student and family/caregiver challenges that may impact a child's school achievement. These issues include, but are not limited to disability, truancy, separation/divorce; pregnancy; violence and bullying/harassment; grief and loss; trauma; substance abuse; dropping out of school; and mental health issues such as depression and suicide. The course is offered within the context of assessing the impacts of racism, sexism, homophobia, and other forms of discrimination on the cognitive, emotional, and social development of students, thus enabling the school social worker to design and deliver services that respond sensitively and competently to diversity. Prereq: Advanced Standing or (SASS 504 and SASS 508 and SASS 509).

SASS 521. Supervision. 3 Units.
The course focuses on the role of strength-based supervision in improving outcomes clients served in the various social service and nonprofit systems, and on developing the skills necessary for effective supervision and leadership. The course examines the context of contemporary supervision, and presents models of supervision grounded in systems theory, developmental theory, and social justice theory. This course is also designed to build practical skills for organizational leadership, focusing on adaptive leadership.

SASS 522. Motivational Interviewing. 3 Units.
This advanced methods course provides a basic orientation to the concepts in Motivational Interviewing, which is a collaborative, person-centered form of eliciting and strengthening motivation for change. It is a way of working with persons to assist them in accessing their intrinsic motivation to change behaviors that contradict their essential values and interfere with the achievement of their life goals. Motivational Interviewing is both a philosophy and a set of strategic techniques. It is an evidence-based treatment with a broad range of applications. The course will place an emphasis on individuals with severe and persistent mental illness and/or substance use disorders. Specific techniques to recognize, elicit and strengthen change talk, as well as responding to resistance and consolidating a person's commitment to change will be explored. Exercises and examples specific to the unique practice setting of participants will be incorporated. Students will have an opportunity to practice these techniques in role/real-play and other group exercises as well as measure skill application and provide meaningful feedback to their peers. Prereq: Advanced Standing or (SASS 504 and SASS 508).

SASS 523. Introduction to Neuroscience in Social Work Practice. 1 Unit.
This course is a one-credit course and provides an introduction to Cognitive Neuroscience principles useful in social work practice. The goal of the course is to explain the biological basis of human behavior in the social environment. Students will learn to recognize mechanisms of perception and cognitive processes and will learn to identify pathways of signal processing, from the body of a single neuron to specialized neuronal structures of the brain. Class discussion will focus on how events of the physical world may affect an individual's behavior, as an individual and as a member of the community. Information gained in this course will help students to understand the complexity of the human adult nervous system in health and disability including trauma and addiction as well as the role of neural processing in cognitive interventions.

SASS 528. Evidence Informed Practice. 2 Units.
This course is an introduction to the research methods and tools used in social work. Premised on CSWE competencies #4 and 9 this course provides the foundational skills needed to evaluate evidence-based/evidence-informed practice interventions. It includes qualitative and quantitative research content that provides understanding of scientific, analytic, and ethical approaches to building knowledge for practice. Social workers employ research in the provision of high-quality services; to initiate change; to improve practice, policy and social service delivery; and to evaluate their own practice.

SASS 531. Collaboration & Strategic Partnerships. 3 Units.
The development of strategic alliances is being used increasingly as a key for nonprofit organizations to carry out their missions. This course is designed to provide students with the conceptual and practical resources necessary for leadership in the formation and maintenance of such alliances. Various models and strategies for creating and sustaining local, community-based, and national relationships are explored. The course is based on "practical theory," builds on current knowledge about creating mulch-organizational partnerships, and expands capabilities to participate in these efforts. The overarching goals of this course are that students, as members of this "learning community," will (a) develop a deeper understanding of the core knowledge required for successful collaboration, (b) deepen their appreciation of the values and ethics involved in creating strategic alliances, and (c) enhance their ability to apply acquired skills in the area of inter-organizational relations. Prereq: Advanced Standing or (SASS 504 and SASS 507 and SASS 508 and SASS 509) or enrolled in the MNO Program.

SASS 532. Needs Assessment and Program Evaluation. 3 Units.
This course covers research methods and analytic tools that are used in communities and organizations to plan, monitor and evaluate programs, projects and initiatives. It builds upon the research methods course in the foundation curriculum and deepens and expands this content at the advanced level. The content prepares students to use quantitative and qualitative research methods to plan and evaluate programs, policies and practices. The class covers the conceptual and technical aspects of conducting needs assessment in and applying the tools and findings to the community, program and organizational development process. The course employs a circle perspective with the goal that students will be able to judge the strengths and weaknesses of various tools and approaches and the degree to which ethical standards have been met. Students are introduced to a variety of methods for community and needs assessment, demographic, statistical and geographic analysis, qualitative and quantitative data gathering methods, and program and policy evaluation designs. The importance of conducting research in ways that respect cultural diversity and are valid across diverse populations is emphasized. The practical aspects of using data to drive decision making, quality improvement, outcomes management and the engagement of partners and stakeholders are also covered in the course. This course is structured to have a strong emphasis on skill development in data gathering, analysis and application. Prereq: SASS 426 or MSW Advanced Standing or enrolled in Master of Nonprofit Organizations program or enrolled in Graduate Certificate in Nonprofit Management program.

SASS 536. Individual Research Practicum. 3 Units.
With instructor and research sequence chair approval, an individual program of supervised research experience may be undertaken. This course allows the student to tailor a program of applied research to a specific practice issue or program. Prereq: SASS 528.

SASS 538. Evidence-Based Practice: Selection, Implementation, and Practice Issues. 3 Units.
This course prepares students to critically assess and reflect on evidence-based practice theory, principles, and practice issues as they relate to social work. Students will integrate knowledge of assessment and clinical treatment theories with the growing research and science base of evidence-based practice. The course will focus on multiple levels of evidence-based practice promotion including the individual level, the programmatic and agency level, and the broader market place contexts. In the beginning of the course, students will be introduced to the history and background of the evidence-based practice movement, including definitions and terms. Students will also examine how to incorporate strategies optimizing client needs and circumstances into the EBP decision-making process, and to think critically about how to ensure that their practice adheres to social work values and ethics. Students will learn issues and strategies for locating, selecting, and evaluating EBP practice research, including the selection of EBPs tailored to a specific client or population. On the programmatic and agency levels, students will examine core implementation components and challenges (e.g., planning, educating, financing, restructuring, managing quality, attending to policy) commonly faced in agency practice by clinicians, supervisors and administrators. As students are exposed to the implementation science literature and research, they will appreciate how key multilevel implementation approaches can be designed and applied to promote health and behavioral health innovation on both the prevention and intervention levels. Finally, students will review that EBP landscape from a broader perspectives including prevention science, and the diffusion of innovations, examining important controversies and market trends that influence and impact contemporary evidence-based practice in social work. Prereq: Advanced Standing or (SASS 504 and SASS 507 and SASS 508 and SASS 509).

SASS 540. Integrated Health and Wellness Specialized Policy Course. 3 Units.
This course addresses policy and service delivery issues at the specialized practice level with individuals, families, and groups across a range of service settings and delivery systems. The course extends and enhances content in the generalist curriculum and focuses on the continued development of policy analysis and advocacy skills. A wide range of policies at the federal, state, and local levels provide the backdrop for students to delve more deeply into policies associated with particular problems and/or groups, tailored to each student's path of study and practicum. Through readings, lectures, discussion, and written assignments, the course will aid students in developing professional level application of knowledge and skills to strengthen current policies and to advocate for new policies to address gaps. Special emphasis will be placed on helping students develop and advocate for policies that support human rights and anti-racist/ anti-oppressive practice. Prereq: SASS 503.

SASS 542. Evaluating Programs and Practice. 3 Units.
This course prepares social work students in all specializations to critically evaluate the practice and programs that they are involved in. It builds upon the evidence informed practice course in the generalist curriculum and deepens and expands this content as applicable at the advanced practice level. Students learn to use evidence-based research methodology and findings to inform their social work practice. Students will learn to evaluate their practice within their field setting. Students will learn to use single system design methods to evaluate social work interventions with individuals, families, and groups, learning about specifying the intended outcome of worker intervention, systematically collecting and analyzing client system outcome data throughout service delivery, and using this information to guide clinical and ethical decision making. Prereq: Advanced Standing or (SASS 503 and SASS 504 and SASS 507 and SASS 508 and SASS 509 and SASS 528).

SASS 545. Program Design. 3 Units.
Program design and development are of critical importance in nonprofit organizations. In this course students will gain a practical, hands-on understanding of strategies for designing programs. The course focuses on program development approaches that attempt to maximize a program's relevance to the need being addressed and increase the likelihood that the program will attain its identified outcomes. Emphasis is placed on learning to understand a community's need/problem, reviewing evidence on potential strategies and identifying promising practices, anticipating potential implementation challenges and addressing them, and identifying potential funders. The link between program design and the development of effective program proposals is stressed. Through this course students will have the opportunity to design a program using a specific analytic framework. Students will learn: (1) to address the demands of multiple constituencies and competing values in program development process, (2) skills for developing and implementing programs in the nonprofit sector, and (3) to examine issues of diversity as they affect organizations and community efforts and explore personal values and ethics as these influence programs and interventions.

SASS 547. Problem Identification, Screening and Assessment/Diagnosis. 3 Units.
The course will provide a bio-psycho-social approach to identification, screening, assessment and diagnoses of common psychosocial problems/dysfunctions and life problems experienced by clients and their families. This course introduces the student to etiology, assessment, recognition, and diagnoses of problems in the context of social work practice. Through use of a competency-based model, students will be introduced to techniques used to screen, assess, and diagnose problems such as serious mental illness, suicidality, depression and anxiety, substance abuse, child abuse, elder abuse, and exposure to trauma. Students will also become familiar with the use of DSM 5 in providing diagnostic formulations commonly used in social work practice. A skills-based approach will be used in presenting students with specific screening, assessment, and diagnostic protocols as well as problem lists and competency assessments. This course is designed to incorporate a range of issues associated with stages across the lifespan from childhood to late life. Prereq: Advanced Standing or (SASS 502 and SASS 504 and SASS 508 and SASS 509).

SASS 548. International Social Work. 3 Units.
This is an advanced seminar designed for students interested in the international dimensions of the social work profession and social work practice. The seminar focuses on commonalities and differences in the roles and functions of social workers in different nations. It also gives attention to social work as a global profession and social work practice on an international level. Prereq: Advanced Standing or (SASS 502 and SASS 504 and SASS 508 and SASS 509).

SASS 549. Theory/Practice Approaches in Direct Practice Social Work. 3 Units.
This required, three credit course introduces selected theories and practice approaches commonly used in social work with individuals, families and groups. The course is designed to provide students with knowledge of theoretical explanations and practice frameworks commonly used in direct social work practice. The course also encourages students to apply critical thinking skills to theory and its practical applications. Case presentations, class discussions and assignments will require students to apply various theoretical perspectives to common problems and issues in social work practice. The course will highlight the use of professional social work values and attention to human development issues, diversity and cultural perspectives as they apply in each theory or framework. Prereq: Advanced Standing or (SASS 502 and SASS 504 and SASS 508 and SASS 509).

SASS 550. Trauma Informed Social Work Practice with Children & Families. 3 Units.
This course builds on foundation direct practice courses and focuses specifically on children, adolescents and families affected by trauma. It uses both a developmental and an ecological systems perspective recognizing that in order to successfully treat trauma, it is important to not only focus on the individual but also on the family and the larger community environment of which the child or adolescent is a part. It is designed to foster an understanding of the neurobiology of trauma as well as to develop specific skills in interviewing children, child assessment including case formulation, selection of appropriate interventions, and using specific intervention strategies at different levels of the trauma system. Rather than teaching one specific intervention model, students will develop an understanding the importance of using the empirical literature, critical thinking skills, and clinical judgment to determine how to best intervene. The issues of ethically and culturally competent practice are emphasized throughout the course in each content area. Finally, the impact of secondary trauma on the practitioner is acknowledged and students develop plans for self-care. Prereq: Advanced Standing or (SASS 502 and SASS 504 and SASS 508 and SASS 509).

SASS 554. Trauma Informed Social Work Practice with Adults. 3 Units.
The purpose of this course is to provide students with an in-depth understanding of both trauma theory and the neurobiology of trauma, expanding practice knowledge to include the assessment and treatment of adult survivors of multiple forms of trauma. Different types of traumatic exposure will be explored to understand the impact of trauma symptoms and disorders, providing appropriate trauma informed evidence-based and evidence-supported intervention strategies. An emphasis will be placed on the emotional/behavioral manifestations of trauma as well as the physiological effects of trauma within the body. The course will begin with an overview of different types of trauma and will make a distinction between posttraumatic reactions and the development of posttraumatic stress disorders, with a focus on complex traumatic stress as opposed to "classic" PTSD. Prereq: Advanced Standing or (SASS 502 and SASS 504 and SASS 508 and SASS 509).

SASS 556. Mindfulness in Social Work Practice. 3 Units.
This three-credit hour course introduces students to the use of mindfulness practice in social work. Mindfulness techniques are helpful for social work practice, both to support the social worker in effective practice, and to teach to clients to improve their outcomes. Mindfulness therapies have become very popular in various social work settings, because of their range and adaptability. Mindfulness can be used at all levels of social work practice: micro, mezzo, and macro. There is a growing need for social work practitioners to understand the philosophical and historical base for these interventions to be able to use them effectively. This course provides an overview to develop understanding of the nature and history of mindfulness practice and the impact mindfulness has had on the social work field. This course provides students with opportunities to develop therapeutic skills and explore the ways mindfulness can facilitate social work practice through various therapeutic models and techniques. Theoretical framework(s), process, and practice methodology will be discussed. The course will include experiential activities to support student understanding and ability to apply their learning. The course will use a trauma-informed lens to ground the use of mindfulness techniques in social work practice. Students will learn about how to use mindfulness at all levels of practice: micro, mezzo, and macro. Through the class assignments, students will develop a deeper understanding of mindfulness in a specific setting or with a specific population or area of intervention that is of interest to them. Prereq: SASS 508 and SASS 509.

SASS 557. Neurosequential Model of Therapeutics I. 2 Units.
Neurosequential Model of Therapeutics I is an advanced year elective focused on assessing the neurodevelopmental impact of trauma and selecting interventions consistent with this assessment. Students will learn to identify major regions of the brain, appreciate the sequential nature of brain development, and determine which areas of the brain have likely been affected by developmental trauma. Consistent with a neurosequential understanding of development, students will be taught to recognize which interventions involve specific brain regions in order to assist them in choosing those most likely to promote growth in areas of the brain impacted by trauma. This assessment and intervention process occurs within the frameworks of systems and attachment theories, which recognize that the relational environments and communities in which clients live must be adequately safe and supportive for any intervention to be effective. This course uses a flipped classroom model. It incorporates recorded material supplied by The Neurosequential Network. Students will view these recordings outside of class and meet for 2-hour live sessions every other week to discuss and apply the material. By the end of the course, students will have completed more than half of the requirements for Level 1 Certification in the Neurosequential Model of Therapeutics. In order to complete the full requirements, students will follow this course with SASS 558: Neurosequential Model of Therapeutics II. Prereq: SASS 504 and SASS 507.

SASS 558. Neurosequential Model of Therapeutics II. 1 Unit.
Neurosequential Model of Therapeutics II is an advanced year elective that is the second in the NMT course series, which focuses on assessing the neurodevelopmental impact of trauma and selecting interventions consistent with this assessment. Consistent with a neurosequential understanding of development, students will be taught to recognize which interventions involve specific brain regions in order to assist them in choosing those most likely to promote growth in areas of the brain impacted by trauma. This assessment and intervention process occurs within the frameworks of systems and attachment theories, which recognize that the relational environments and communities in which clients live must be adequately safe and supportive for any intervention to be effective. This course utilizes a flipped classroom model. It incorporates recorded material supplied by the Neurosequential Network. Students will view these recordings outside of class and meet for 4 sessions in order to discuss the material and apply the full NMT assessment process, brain mapping, and treatment planning model to a case of their choosing. By the end of the course, students will have completed the requirements for Level 1 Certification in the Neurosequential Model of Therapeutics. Prereq: SASS 557.

SASS 559. Operationalizing Antiracism for Everyday Impact. 3 Units.
Operationalizing Antiracism for Everyday Impact is an advanced skill-building course that equips students with the tools, techniques and practices for effective antiracism. This course approaches antiracism as "a purposeful way of seeing and being in the world in order to transform it" (Lerner, 2021). Class participants will be equipped for a career disrupting racism in all its forms and manifestations at the internalized/intrapersonal, interpersonal, institutional and system level. This course focuses on issues of race and racism in the U.S. context, but the antiracist concepts and skills can be applied globally. Class participants will learn and deploy the Eight Elements of Everyday Antiracism framework (Joseph, 2023) to help refine their comfort and skill at everyday antiracism. Class participants will strategize about their positionality at the micro, mezzo and macro levels of their work and apply principles of systems thinking and intersectionality. Class participants will team with an antiracism buddy in their personal or professional lives to serve as a learning and accountability partner throughout the course. Class participants will keep an everyday antiracism journal and document their insights and growth. Class participants will select a real-world application focus in their personal or professional lives to apply the antiracism concepts and tools they learn throughout the course. Class participants will produce a course deliverable that documents their experiences and observations during the course. The hands-on, skill-building focus of the course will give the experience the feel of a workshop.

SASS 561. Community Practice Policy: Analyzing and Changing Social Policy. 3 Units.
This course teaches knowledge, values and skills for analyzing and changing social policy. The course uses a policy practice framework to examine the development and implementation of community and social policy and to prepare students to participate in policy change. A Policy Practice Project provides an opportunity for students to develop skills in planning, advocacy, and policy development. Students work in groups to develop and implement a change strategy targeted at the agency or community level. Course content includes policy analysis, logic models, and advocacy methods. The course will also cover essential social policies relevant to community practice including place based and population based policies for improving communities such as community development, employment and housing policies.

SASS 562. Social Work Intervention with Co-occurring Mental Health and Substance Use Disorders. 3 Units.
This advanced methods course provides a basic orientation to substance use disorders in persons with mental illness. A biopsychosocial framework will be used to explore the etiology, the maintenance, and the recovery of both mental and substance use disorders. The historical background of practitioner, programmatic, and institutional barriers that impede the development and application of clinical skills to dually diagnosed individuals will be explored. Emphasis will be placed on strategies for the implementation of services to deal with individuals with co-occurring problems and their families using the Integrated Treatment model. This model helps people address both disorders at the same time in the same organization, and is evidence based. Current assessment techniques and treatment of special populations including, but not limited to: women, minorities, and adolescents will be discussed. Prereq: SASS 564.

SASS 564. Social Work Practice with Substance Use Disorders. 3 Units.
This is an advanced direct practice concentration course focused upon knowledge, skills and values important for social work practice with people who abuse alcohol and other drugs. The content of SASS 564 directly builds upon the generalist curriculum and the required advanced course (SASS 547). SASS 564 takes a bio-psycho-social approach to prevention, assessment and treatment of alcohol and other drug abuse (AODA) problems. This course introduces the student to the etiology and treatment of alcohol and other drug abuse in the context of social work practice. The historical background and the development of the evidence base of alcohol and other drug treatment interventions, self-help groups, and conceptual models of addiction will be presented. Students will explore their own attitudes and values toward AODA problems and how these affect treatment outcome as well as the development of programs. Emphasis will be placed on current screening and assessment techniques and prevention and treatment issues in social work practice with alcohol and other drug abuse. The course will use case materials to illustrate similarities and differences among various populations including minority/ethnic identity groups. Prereq: Advanced Standing or (SASS 502 and SASS 504 and SASS 508).

SASS 566. Assessing and Engaging Community for Community Change. 3 Units.
This course enables the student to become a change agent in their organization and community. This course advances multiple theories (critical social theory, community capitals theory, conflict theory) and methods of community practice for social workers as agents of social change. This course builds on foundational theories and research methods, instructing students on applied community facilitation, planning, and organizing models and skills. We will examine strategies of community building and organizing, focusing on communities and organizations as a means of fostering social change and improving the quality of life for individuals and families, especially in historically marginalized communities. Students will learn frameworks and models of community building and community organizing, focusing on the role of the change agent and the change process in the context of structural racism, privilege, and inequity. Prereq: Advanced Standing or (SASS 502 and SASS 503 and SASS 504 and SASS 507 and SASS 509).

SASS 567. Strategic Power Building with Communities. 3 Units.
This course will prepare students to design an organizing campaign to build grassroots power among those who have been historically marginalized and among constituents within a community and to effectively use that power to leverage social change. Students will explore and share learnings from several traditions of organizing including those for civil rights, labor, neighborhood work, anti-colonial struggles, and consciousness raising. The course will explore a variety of different approaches including organizing institutions, social movements, and organizing campaigns around specific issues or in conjunction with other approaches for social change. It will also examine the opportunities and ethical considerations of organizing within a variety of important contexts including various community geographies, online/offline, and working with social service participants and agencies.

SASS 569. Planning & Implementing Social Change. 3 Units.
This course builds skills for the design, planning and implementation of social change. The focus of this course is on promoting social change through more strategic and impactful planning, positioning and partnerships. The premise of this course is that the impact and sustainability of programs, initiatives and other change efforts can be strengthened through more effective planning, better strategic positioning and organizational adaptation to external circumstances and trends, and stronger collaborations and partnerships. Students will strengthen their ability to work effectively within organizations, in collaborations and coalitions, and within communities and systems. Course content includes the development of theories of change and action, logic, models, strategic planning, organizational assessment, strategic positioning, collaboration and coalition building, systems reform, and effective working relationships with funders and local intermediaries. A service learning assignment with a community partner.

SASS 579. Cognitive Behavioral Interventions. 3 Units.
This course acquaints students with the theoretical, conceptual, and skill bases of several cognitive-behavioral approaches to practice. Topics include assessment, use of tasks and homework, coping skills, cognitive restructuring, and problem solving approaches to practice. The course draws upon students' field and work experiences to illustrate the application of the concepts and skills under discussion. Prereq: Advanced Standing or (SASS 502 and SASS 504 and SASS 508 and SASS 509).

SASS 580. Social Work Practice in Mental Health: Children and Adolescents. 3 Units.
This advanced methods course builds on the content from required foundation social work methods, policy and human development courses including Direct Practice Methods and Skills, Mental Health Policy and Service Delivery. This course complements the content of advanced methods courses including Social Work with People Who Have Chronic Mental Illness, Social Work in Child Abuse and Family Violence, and Interventions in Alcohol and Other Drug Abuse. This course develops biopsychosocial knowledge and intervention techniques related to professional settings specializing in child and adolescent mental health: hospitals, child guidance agencies, family service agencies, mental health centers, and residential treatment centers. Students learn to use development and clinical theory to guide interventions while, maximizing individual strengths, social work treatment centers. Students learn to use development and clinical theory to guide interventions while, maximizing individual strengths, social work values and ethics, and empowerment. Social and economic risk factors, such as poverty, discrimination, and oppression, are considered in the intervention process and in the utilization of mental health services. In addition, students learn to think critically about the myriad ways cultural diversity influences parenting, child and adolescent norms and expectations. Students utilize assessment skills, coupled with knowledge of development and clinical theory to explore clinical case studies. Prereq: Advanced Standing or (SASS 502 and SASS 504 and SASS 508 and SASS 509).

SASS 581. Social Work Practice with Older Adults. 3 Units.
This course is an advanced methods course that builds on the knowledge gained in Foundation Methods. The content of SASS 581 directly builds upon the foundation direct practice course (SASS 477) and the required advanced course in screening and assessment (SASS 547). It is also a required course in the Aging Specialization for the MSSA. The course will focus on the persistent principles and emerging emphases in direct practice with older adults and their families. Students will be asked to develop a model of practice based on knowledge of this unique population, social work values, and practice concepts. The course includes special issues in assessment, strengths-base case management, and intervention approaches known to be effective with emotional disorders in older adults. Prereq: Advanced Standing or (SASS 502 and SASS 504 and SASS 508 and SASS 509).

SASS 582. Social Work in Child Abuse and Family Violence. 3 Units.
This course addresses the etiology, investigation, and treatment of child abuse including sexual abuse and the roles of child welfare, health, and mental health agencies. Particular attention is given to direct work with children and adults who have experienced abuse, and to interventions in instances of family violence. Prereq: Advanced Standing or (SASS 502 and SASS 504 and SASS 508).

SASS 583. Social Work Practice in Mental Health Adults. 3 Units.
This advanced methods course, Social Work Practice in Mental Health: Adults, deepens and broadens knowledge and skills developed in SASS 549: Theory and Practice Approaches, and SASS 547: Problem Identification, Screening and Assessment/Diagnosis and provides an integration of knowledge gained in the foundation courses on human development and social work methods with our most current literature and understanding of the treatment of mental health disorders among adults. Students will integrate knowledge of biopsychosocial assessments and clinical practice theories with knowledge related to evidence-based intervention techniques used in professional settings specializing in adult mental health: hospitals, family service agencies, mental health centers, and residential treatment centers. Students will learn to apply developmental and clinical theories within the context of evidence-based interventions. Social and economic risk factors, such as poverty, discrimination, and oppression, are considered in the intervention process and in the utilization of mental health services. Students will also examine how to incorporate strategies maximizing individual strengths and empowerment, and to think critically about how to ensure that their practice adheres to social work values and ethics. In addition, students will learn to think critically about the myriad of ways cultural diversity influences illness manifestations, trajectories and treatment progress. Prereq: Advanced Standing or (SASS 502 and SASS 504 and SASS 508 and SASS 509).

SASS 585. Advanced Social Work Practice with Groups. 3 Units.
This course combines understanding the dynamic processes and the neurobiological mechanisms of working with clinically- focused groups in integrated health and wellness social work practice. The course uses both experiential and reflective learning to prepare students for process-oriented practice with groups. Students gain conceptual knowledge with a practical application of the group process including insights on therapeutic group interactions from neuroscience findings and also discuss the use of evidence-based group protocols in treatment. This course is organized around the stages of group development and the appropriate leadership interventions for each phase. There is a focus on facilitation of group intervention for clinical social work groups while addressing aspects of oppression and privilege in social work groups. Assignments are designed to guide students through the process of planning, developing, implementing, and evaluating a treatment group and are designed to prepare students to assess, prepare, and effectively communicate interventions and evaluation used in clinical social work practice. An emphasis on personal growth in leadership skills through the use of parallel processes in this course. In addition to readings and written assignments, the course includes a range of experiential and reflective exercises. Successful completion of this course requires students to lead, co-lead, or observe a minimum of 6 group sessions during the semester, at their workplace, field placement, in the community, or online. Prereq: Advanced Standing or (SASS 502 and SASS 504 and SASS 508 and SASS 509).

SASS 588. Integrative Seminar. 1 - 2 Units.
This path specific Integrative Seminar is a one-credit course designed to allow students to integrate and synthesize their learning from their master's program, provide an opportunity for students to assess and demonstrate their knowledge, values, skills, and cognitive and affective processes at the specialized level, and provide them with tools needed to assist in their transition to the world of work. This course is not intended to provide a great deal of new content but rather to help the student reflect upon and integrate what they have already learned. Working individually and with their peers, students will use a standardized case study to allow them to demonstrate their abilities to engage with, assess, plan, intervene, evaluate, and terminate services with individuals and families in their area of specialized practice. They will also be encouraged to reflect upon and document what they have learned and how they have changed during their master's studies. Finally, they will develop a plan and tools to provide them with a path toward licensure employment, and ongoing sustainability, and professional development. This class is designed to be taken in the last semester of a student's studies. It will meet for a total of 14 hours over the course of the semester. In the on-campus format, this would mean that students would be in class for two hours per week every other week. Faculty from the MSW program will use students' work from this course to assess student outcomes at the specialized level. These findings in the aggregate will be reported on the School's website and to the Council on Social Work Education (CSWE) and will be used to help assess the School's curriculum. Prereq: SASS 540 or SASS 514 or SASS 529 or SASS 516 or SASS 561.

SASS 589. Advanced Social Work Practice In Integrated Healthcare. 3 Units.
The objective of this course is to introduce social work students to the direct practice of integrated behavioral health in primary care settings. Students will become knowledgeable of the roles of behavioral health providers working in healthcare settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention, planning and implementation, and practice evaluation. Because the populations served in primary care settings span the continuum of severity in both the physical and behavioral health dimensions, students will develop competencies in engaging and supporting diverse patients across a range of health conditions. Prereq: Advanced Standing or (SASS 502 and SASS 504 and SASS 508).

SASS 598. Individual Reading. 1 - 12 Units.
Special written permission needed. See MSASS registrar.

SASS 600. Special Topics in Applied Social Sciences. 1 - 6 Units.
Topics vary by semester and course section. Prereq: Enrolled in the PhD in Social Welfare Program.

SASS 601. Field Education I. 2 Units.
This course is designed to provide a practicum experience for master of social work students in the generalist portion of the MSW program. The goal of this course is to provide students the opportunity for ongoing competence development and evaluation in all practice areas. This includes integrating knowledge of social work theory, skills, values, ethics, and cognitive and affective processes acquired in the classroom with practice with individuals, families, groups, organizations and communities at the generalist level.

SASS 602. Field Education II. 3 Units.
This course is designed to provide a practicum experience for master of social work students in the generalist portion of the MSW program. The goal of this course is to provide students the opportunity for ongoing competence development and evaluation in all practice areas. This includes integrating knowledge of social work theory, skills, values, ethics, and cognitive and affective processes acquired in the classroom with practice with individuals, families, groups, organizations and communities at the generalist level. Prereq: SASS 495 and SASS 601.

SASS 603. Field Education III. 3 Units.
This course is designed to provide a practicum experience for master of social work students in the specialized portion of the MSW program. The goal of this course is to provide students the opportunity for ongoing competence development and evaluation in specialized areas of practice. This includes integrating knowledge of social work theory, skills, values, ethics, and cognitive and affective processes acquired in the classroom with clients, communities, and constituency groups within their specialized practice. Prereq: SASS 602 or equivalent.

SASS 604. Field Education IV. 3 Units.
This course is designed to provide a practicum experience for master of social work students in the specialized portion of the MSW program. The goal of this course is to provide students the opportunity for ongoing competence development and evaluation in specialized areas of practice. This includes integrating knowledge of social work theory, skills, values, ethics, and cognitive and affective processes acquired in the classroom with clients, communities, and constituency groups within their specialized practice. Prereq: SASS 603.

SASS 608. Philosophy of Science and Theory Building. 3 Units.
This is a required foundation course. The nature of theory is examined. Inductive and deductive methods for knowledge building are reviewed. Course content draws from philosophy of science as well as empirical and phenomenological research.

SASS 612. Evaluative Research. 3 Units.
This is an advanced research methods course focusing on the techniques and principles of evaluation research. Emphasis will be on methods of evaluation and research design, instrument development, and data collection techniques within a public/applied setting. Additionally, students will become familiar with the policy implications and consequences of evaluation research. Focus will be placed on using evaluative research to build students' scholarship/research careers.

SASS 613. Advanced Research Design. 3 Units.
This foundation course in research methods is required of all students. It is a prerequisite to the quantitative and qualitative courses. Topics covered include operationalization of variables, threats to validity, and experimental, quasi-experimental and non-experimental research design.

SASS 614. Models of Qualitative Research. 3 Units.
This required course introduces students to the principles, approaches, methods, and analytical techniques utilized when conducting qualitative research in the social sciences. Five models of qualitative research design and methodology are studied, including narrative analysis, case study, ethnography, and grounded theory and phenomenology. This course is designed to provide students with the tools to critically evaluate as well as to enhance the academic rigor or "quality" of qualitative data.

SASS 615. Social Statistics and Data Analysis. 3 Units.
This foundation course (or its equivalent) is required of all students. Content includes univariate, bivariate and inferential statistics, and the use of electronic data processing technology to manage and analyze data.

SASS 616. Applied Regression and the Linear Model. 3 Units.
This is a required course in the research methods sequence for MSASS doctoral students. At the end of this course, students will be able to apply ordinary least squares regression and logistic regression in the analysis of social science data. They will learn to formulate research questions and hypotheses, specify statistical models, carry out the appropriate analyses, interpret their findings, and communicate their results clearly and effectively. Prereq: SASS 613 and SASS 615.

SASS 618. Measurement Issues in Quantitative Research. 3 Units.
This required course covers the operationalization of social science concepts and development of methods for their measurement. Issues covered include index and scale construction, validity, reliability, questionnaire design, factor analysis, measurement error, and missing data. Prereq: SASS 613 and SASS 615.

SASS 619. Structural Equation Modeling. 3 Units.
This advanced-level, elective statistics course focuses on the family of analytical techniques referred to as structural equation modeling (SEM). SEM covers both measurement models (e.g., confirmatory factor analysis) and structural models. The course covers theoretical and methodological considerations and preliminary data screening necessary to ascertain whether SEM would be an appropriate technique; terminology and notation specific to SEM; statistical assumptions and strategies for assessing and remedying possible violations; use of SEM to conduct confirmatory factor analysis; use of SEM to test structural models, including mediation models; advanced models (e.g., multiple-group, longitudinal, dyadic, to be determined by student interests); how to critique SEM analyses and identify common problems; statistical power; and best practices for reporting SEM analyses and results. AMOS will be used to conduct the SEM analyses and SPSS to conduct preliminary analyses. The course uses a combination of readings, class discussion, lecture, written assignments, and hands-on computer labs. Prereq: SASS 613, SASS 615, SASS 616 and SASS 618.

SASS 622. Mixed Methods in Social Science Research. 3 Units.
This course will provide advanced skills to rigorously "mix" quantitative and qualitative methods and analytic techniques using didactic sessions with in-class laboratory sessions to achieve two aims. First, students will be introduced to the application of the approaches, methodological designs, and analytic techniques used in mixed methods research in the social sciences. Second, students will apply "integration," the quintessential component of mixed methods research, through experiential or application-based learning opportunities related to methodological designs and analytic techniques. Students will work with real data in the application of "integration" and develop skills to navigate the complex work of mixing methods. The course will focus on an introduction to: 1) approaches in mixed methods research, 2) the three core mixed methods designs and related analytic techniques, 3) application of "integration" in methods, analysis, and interpretation, and 4) complex mixed methods designs in the social sciences. This course is designed to be flexible to students' learning journeys and does not require the completion of any prior courses in quantitative or qualitative analysis; however, students need to have completed at least one research methods course to be eligible for the class. Prereq: SASS 613.

SASS 623. Research Synthesis & Systematic Review Methodology. 3 Units.
This course will provide advanced skill development of systematic review methodology and will combine didactic sessions with in-class laboratory sessions where students will be taught how to perform each step in a review. Students will conduct their own systematic review resulting in a final product of a systematic literature review manuscript that is ready for submission to a peer-reviewed journal. The purpose of this course is to (1) develop student's methodological skills in how to conduct a systematic literature review and (2) train students on how to analyze, integrate, and synthesize a body of literature. By the end of the course, students should have achieved the following objectives: -Identify a suitable research topic for the preparation of a systematic review -Systematically search and identify literature -Code and collect data from identified studies -Analyze and interpret patterns of evidence across studies -Write about the body of literature in an integrated and synthesized manner -Present systematic literature review findings in a manuscript format ready for submission to a peer-reviewed journal Students who wish to take this course as a Fellowship Course must follow the School of Graduate Studies policy and submit an application (http://case.edu/gradstudies/currentstudents/forms/). This application requires permission of the instructor, the student's faculty advisor, and the School of Graduate Studies. Students taking the course as a Fellowship Course are expected to meet all course requirements and prerequisites. Prereq: SASS 613.

SASS 630. Seminar on Social Work Education. 3 Units.
This required seminar examines the structure and content of social work education within the context of higher education in American society. Emphasis is placed on curriculum design and course development. The course also is designed to help students develop a strategic approach to teaching based on learning theory. Finally, attention is given to current issues and future directions for social work education.

SASS 631. Job Seekers Seminar. 1 - 3 Units.
This dynamically dated seminar is designed to prepare doctoral students for a successful academic job search. The course objectives include: Obtaining knowledge about where to find academic job postings and how to determine appropriate fit; understanding the job search process; developing application materials; practicing mock interviews and mock job talks; and, developing a strategy for a successful first year as a professor. Prereq: Advanced to Candidacy.

SASS 637. Individual Reading. 1 - 9 Units.
This is an elective individual reading course permitting students to select areas of interest and pursue these interests with specific faculty.

SASS 638. Integrative Seminar: Research Development for Social Welfare Scholars. 1 Unit.
Social work is, historically, an inclusive and diverse discipline that draws from multiple traditions to focus scholarship and research to address social justice and social change. The field of social work is in a period of critical self-reflection, strategy-setting (e.g. the Grand Challenges), and transformation. Developing scholars of social welfare will enter into an increasingly transdisciplinary research landscape that requires training opportunities that align with trends in the field, including capacity and readiness to engage in team science, interdisciplinary and transdisciplinary teams, translations of research evidence to policy, and partnerships with multiple stakeholders. The purpose of this year-long integrative seminar is to provide a forum for developing social welfare scholars to engage in an active learning community across cohorts. The community is designed to actively engage in developing dimensions of social welfare researchers that are common to all of us, although we have varied research aims, populations, change goals, and disciplinary and/or system/community partners. The seminar uses a range of formats (e.g. invited speakers, discussion panels, and student working sessions) and is designed to offer flexible responsiveness to challenges that doctoral students are experiencing, and beyond the normative bounds of standing courses or project activities. This course is purposefully cross-cohort, from first year students through dissertation active students. The aim is to foster a sense of collegiality, peer mentorship, and doctoral student community.

SASS 639. Independent Study for Early Teaching Support. 0 Unit.
Doctoral candidates are required to complete SASS 630: Seminar on Social Work Education in fall semester of the second year, and during that semester or immediately following, to complete a non-credit teaching mentorship with a full-time faculty. Following the mentorship and with judged readiness to teach independently, the student will request that the Associate Dean for Academic Affairs assign the student an undergraduate or graduate course to teach independently. This course is designed to be taken concurrently with the candidate's independent teaching experiences. In rare instances, and with permission of the Chair of the Doctoral Program (or permission of the instructor), it may be taken prior to or concurrently with SASS 630. The course is offered in fall and spring. The course may be repeated during the candidate's first three teaching experiences for students entering Fall 2016, or later.

SASS 644. Critical Theories in Social Welfare. 3 Units.
This doctoral seminar focuses on the nature and role of theory in contemporary social welfare research and policy, informed by a central commitment to social justice and multiculturalism. It provides foundations in the socially constructed nature of theory and social 'problems' and in historical changes in conceptual and theoretical perspectives on human society, interactions, and policy in the social realm. Domains of interest encompass a range of theoretical perspectives and provide the opportunity for exploring the theoretical and meta-theoretical assumptions and models that frame social welfare and social science scholarship, research, and policy. The overarching goal of this course is to help you develop a working knowledge of how theory, including metatheoretical assumptions and mid-level 'explanatory' theories shape social welfare and social science scholarship, research, and policy. Reviewing, critiquing, refining, and integrating theories is central to this process and thus we will devote much of the course to these tasks. Also central to this process if the linking of 'levels of theory' (i.e. metatheoretical assumptions; grand theory; and mid-level 'explanatory' theory) to the applied, i.e. contemporary social work practice and social welfare policy. To this end, the major assignment provides students with the opportunity for in-depth study of theoretical developments in a social welfare research domain of personal interest. Throughout the course, emphasis is placed on critical thinking, collegial engagement, and the conventions of formal scholarly practice.

SASS 651. Field Education I. 2 Units.
This course is designed to provide a practicum experience for master of social work students in the generalist portion of the MSW program. The goal of this course is to provide students the opportunity for ongoing competence development and evaluation in all practice areas. This includes integrating knowledge of social work theory, skills, values, ethics, and cognitive and affective processes acquired in the classroom with practice with individuals, families, groups, organizations and communities at the generalist level.

SASS 652A. Field Education II-A. 1.5 Unit.
This course is designed to provide a practicum experience for master of social work students in the generalist portion of the MSW program. The goal of this course is to provide students the opportunity for ongoing competence development and evaluation in all practice areas. This includes integrating knowledge of social work theory, skills, values, ethics, and cognitive and affective processes acquired in the classroom with practice with individuals, families, groups, organizations and communities at the generalist level. Prereq: SASS 651. Coreq: SASS 455.

SASS 652B. Field Education II-B. 1.5 Unit.
This course is designed to provide a practicum experience for master of social work students in the generalist portion of the MSW program. The goal of this course is to provide students the opportunity for ongoing competence development and evaluation in all practice areas. This includes integrating knowledge of social work theory, skills, values, ethics, and cognitive and affective processes acquired in the classroom with practice with individuals, families, groups, organizations and communities at the generalist level. Prereq: SASS 652A.

SASS 653A. Field Education III-A. 1.5 Unit.
This course is designed to provide a practicum experience for master of social work students in the specialized portion of the MSW program. The goal of this course is to provide students the opportunity for ongoing competence development and evaluation in specialized areas of practice. This includes integrating knowledge of social work theory, skills, values, ethics, and cognitive and affective processes acquired in the classroom with clients, communities, and constituency groups within their specialized practice. Prereq: SASS 652A and SASS 652B.

SASS 653B. Field Education III-B. 1.5 Unit.
This course is designed to provide a practicum experience for master of social work students in the specialized portion of the MSW program. The goal of this course is to provide students the opportunity for ongoing competence development and evaluation in specialized areas of practice. This includes integrating knowledge of social work theory, skills, values, ethics, and cognitive and affective processes acquired in the classroom with clients, communities, and constituency groups within their specialized practice. Prereq: SASS 653A.

SASS 654A. Field Education IV-A. 1.5 Unit.
This course is designed to provide a practicum experience for master of social work students in the specialized portion of the MSW program. The goal of this course is to provide students the opportunity for ongoing competence development and evaluation in specialized areas of practice. This includes integrating knowledge of social work theory, skills, values, ethics, and cognitive and affective processes acquired in the classroom with clients, communities, and constituency groups within their specialized practice. Prereq: SASS 653A and SASS 653B.

SASS 654B. Field Education IV-B. 1.5 Unit.
This course is designed to provide a practicum experience for master of social work students in the specialized portion of the MSW program. The goal of this course is to provide students the opportunity for ongoing competence development and evaluation in specialized areas of practice. This includes integrating knowledge of social work theory, skills, values, ethics, and cognitive and affective processes acquired in the classroom with clients, communities, and constituency groups within their specialized practice. Prereq: SASS 654A.

SASS 655. Dual Degree Field Practicum II. 1 - 3 Units.
This course is designed to be taken by MSW/MPH joint degree students as the second field period of their master's program. It consists of a field practicum and participation in professional development opportunities. The Field Practicum is an integral component of the MSW and MPH curriculums, allowing students to apply, develop, and refine their conceptual knowledge and skills as part of a planned, supervised, and evaluated community-based experience. The Practicum is designed to move students beyond the walls of academia, to understand the political, economic, social, and organizational contexts within which social work and public health activities are conducted. These collective experiences provide students with a forum to develop skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. (EPAAS Program Objective M6 and EPAAS Content Area 4.7). The overall goal of this course is to provide graduate level MSW/MPH joint degree students with field related opportunities to continue to develop foundation level competencies in the eight MSSAS abilities by helping students apply knowledge of social work and public health theory, skills, values and ethics acquired in the classroom in an agency setting. Offered as MPHP 655 and SASS 655. Prereq: SASS 601.

SASS 656. Dual Degree Field Capstone III. 3 Units.
The Public Health Capstone Project is an integral component of the MPH curriculum, allowing students to apply, develop, and refine their conceptual knowledge and skills as part of a planned, mentored, and evaluated public health scholarly project. This course is designed to be taken by advanced level students. It consists of a 288 hour field based Capstone experience and participation in 12 hours of professional development opportunities. The overall goal of this course is designed to move students beyond the walls and constraints of the classroom, to understand the political, economic, social, and organizational contexts within which public health and social work activities are conducted. It is also designed to provide graduate level dual degree students with field related opportunities to begin to develop advanced level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. These collective experiences provide students with a forum to continue to develop and hone social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. (EPAS Program Objective M6 and EPAS Content Area 4.7). Offered as SASS 656 and MPHP 656. Prereq: SASS 655.

SASS 657. Dual Degree Field Capstone IV. 3 Units.
The Public Health Capstone Project is an integral component of the MPH curriculum, allowing students to apply, develop, and refine their conceptual knowledge and skills as part of a planned, mentored, and evaluated public health scholarly project. This course is designed to be taken by advanced level students. It consists of a 288 hour field based Capstone experience and participation in 12 hours of professional development opportunities. The overall goal of this course is designed to move students beyond the walls and constraints of the classroom, to understand the political, economic, social, and organizational contexts within which public health and social work activities are conducted. It is also designed to provide graduate level dual degree students with field related opportunities to begin to develop advanced level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. Offered as MPHP 657 and SASS 657. Prereq: SASS 656 or MPHP 656.

SASS 661. Field Education I. 2 Units.
This course is designed to provide a practicum experience for master of social work students in the generalist portion of the MSW program. The goal of this course is to provide students the opportunity for ongoing competence development and evaluation in all practice areas. This includes integrating knowledge of social work theory, skills, values, ethics, and cognitive and affective processes acquired in the classroom with practice with individuals, families, groups, organizations and communities at the generalist level. Prereq: Enrolled in MSW Weekend program.

SASS 662A. Field Education II-A. 1.5 Unit.
This course is designed to provide a practicum experience for master of social work students in the generalist portion of the MSW program. The goal of this course is to provide students the opportunity for ongoing competence development and evaluation in all practice areas. This includes integrating knowledge of social work theory, skills, values, ethics, and cognitive and affective processes acquired in the classroom with practice with individuals, families, groups, organizations and communities at the generalist level. Prereq: Enrolled in MSW Weekend program. Coreq: SASS 465.

SASS 662B. Field Education II-B. 1.5 Unit.
This course is designed to provide a practicum experience for master of social work students in the generalist portion of the MSW program. The goal of this course is to provide students the opportunity for ongoing competence development and evaluation in all practice areas. This includes integrating knowledge of social work theory, skills, values, ethics, and cognitive and affective processes acquired in the classroom with practice with individuals, families, groups, organizations and communities at the generalist level. Prereq: SASS 662A. Coreq: SASS 466.

SASS 663A. Field Education III-A. 1.5 Unit.
This course is designed to provide a practicum experience for master of social work students in the specialized portion of the MSW program. The goal of this course is to provide students the opportunity for ongoing competence development and evaluation in specialized areas of practice. This includes integrating knowledge of social work theory, skills, values, ethics, and cognitive and affective processes acquired in the classroom with clients, communities, and constituency groups within their specialized practice. Prereq: SASS 662B.

SASS 663B. Field Education III-B. 1.5 Unit.
This course is designed to provide a practicum experience for master of social work students in the specialized portion of the MSW program. The goal of this course is to provide students the opportunity for ongoing competence development and evaluation in specialized areas of practice. This includes integrating knowledge of social work theory, skills, values, ethics, and cognitive and affective processes acquired in the classroom with clients, communities, and constituency groups within their specialized practice. Prereq: SASS 663A.

SASS 664A. Field Education IV-A. 1.5 Unit.
This course is designed to provide a practicum experience for master of social work students in the specialized portion of the MSW program. The goal of this course is to provide students the opportunity for ongoing competence development and evaluation in specialized areas of practice. This includes integrating knowledge of social work theory, skills, values, ethics, and cognitive and affective processes acquired in the classroom with clients, communities, and constituency groups within their specialized practice. Prereq: SASS 663B.

SASS 664B. Field Education IV-B. 1.5 Unit.
This course is designed to provide a practicum experience for master of social work students in the specialized portion of the MSW program. The goal of this course is to provide students the opportunity for ongoing competence development and evaluation in specialized areas of practice. This includes integrating knowledge of social work theory, skills, values, ethics, and cognitive and affective processes acquired in the classroom with clients, communities, and constituency groups within their specialized practice. Prereq: SASS 664A.

SASS 701. Dissertation Ph.D.. 1 - 9 Units.
This course is intended for students who have passed the qualifying examination and are actively working on their dissertation. Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

SASS 850. Integrated Health and Wellness Specialized Policy. 0 Unit.
This course addresses policy and service delivery issues at the specialized practice level with individuals, families, and groups across a range of service settings and delivery systems. The course builds upon content in the generalist curriculum and focuses on the continued development of policy analysis and advocacy skills. A wide range of policies at the federal, state, and local levels provide the backdrop for students to delve more deeply into policies associated with particular problems and/or groups, tailored to each student's path of study and practicum. Through readings, lectures, discussion, and written assignments, the course will aid students in developing professional level application of knowledge and skills to strengthen current policies and to advocate for new policies to address gaps. Special emphasis will be placed on helping students develop and advocate for policies that support human rights and anti-racist/anti-oppressive practice.