Department of Family Science and Social Work

For information, contact the Department of Family Science and Social Work, 101 McGuffey Hall or call 513-529-2323.

The identified areas of focus of this department are:

1. examining and fostering understanding about the concepts “person in the environment” or “development in context;”
2. fostering increased understanding and the development of strengths in individual development, diverse families, and communities;
3. examining families with adolescents and the particular challenges faced by diverse families during this phase of development;
4. creating knowledge and fostering understanding about how diverse families and communities face stressful circumstances and become resilient in the face of transitions and crises;
5. promoting family life education, as well as evaluation, service, and policy research that enhances the well-being and relationship strength of individuals, families, and communities; and
6. promoting knowledge about and developing prevention, intervention, and social justice strategies for individuals, families, and communities.

Two degree programs in the fields related to family life and social work are offered. Each major combines courses in the social sciences, natural sciences, and specialty areas to prepare students for professional careers in a variety of fields including family life education, child life, and social work. Opportunities for fieldwork and Service-Learning are integral to both degree programs.

The National Council on Family Relations verifies that the Family Life Education concentration in Miami's Family Science major provides the required course work to meet all standards and criteria needed for the Provisional Certified Family Life Educator designation. The Child Life Specialist concentration in the Family Science major provides the required coursework to meet the qualifications at the bachelor's level necessary to pursue the designation of Certified Child Life Specialist through the Association of Child Life Professionals. The Bachelors in Social work is accredited by the Council on Social Work Education.

Family Life Education Certification

Upon completion of the Family Life Education concentration within the Family Science major, graduates are eligible to apply for provisional certification as a Family Life Educator from the National Council on Family Relations (www.ncfr.org). This certification emphasizes academic preparation and experience to enable individuals to design and implement curricula, workshops, and other family life education programs. The approved courses that fulfill the requirements of the academic training to become a Family Life Educator include:

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<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>FSW 261</td>
<td>Diverse Family Systems Across the Life Cycle</td>
<td>3</td>
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Ethics

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<td>FSW 494/FSW 594</td>
<td>Internship with Families and Children</td>
<td>2-6</td>
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FSW 418/FSW 518. The Family Life Education Process 3

Total Credit Hours 39-43

Students are required to complete an internship that involves a minimum of 120 clock hours of direct contact focusing on family life education practice (FSW 494).

- Bachelor of Science in Family Science
- Bachelor of Science in Social Work

FSW 142. Exploring Helping Professions. (3) (MPF)

The course provides an introduction to various helping professions. Students will explore the history of helping relationships, the professionalization of helping, and current influences of technology, managed care, and models of service delivery on professional helping. Students will examine characteristics of a helping professional, two major approaches to helping, and techniques for self-care and managing interpersonal relationships. IIC.
FSW 177. Independent Studies. (0-5)

FSW 201. Introduction to Social Work. (3)
Provides an introductory understanding of human needs, social values, ideologies and institutional structures that have shaped the evolution of social welfare values and responses in America. The development of social work as a profession closely parallels the development of the social welfare system as we know it today. Traces the development of social welfare needs and the response of the social work profession.

Critical analysis of historical and current interactions of social welfare policies, programs, and services with diverse recipient populations. Attention given to contexts in which social welfare has been developed and provided. IC, IIC.

FSW 207. Serving and Supporting Children, Youth, and Families I. (4) (MPT)
Introductory analysis of relationships among the conditions, characteristics, and capacities of children, youth, and families (especially those labeled “at risk”) and the institutional services and supports intended to improve their well-being. Emphasis placed upon question-finding in different contexts, especially the ways in which the knowledge we claim and the solutions we offer are dependent upon our analytical frames and language. Offered on regional campuses only.
Cross-listed with KNH 207.

FSW 208. Serving and Supporting Children, Youth, and Families II. (5) (MPT)
Focuses upon children, youth, and families experiencing needs, problems, and crises. Today’s institutional services and supports are analyzed and evaluated both in class and in educational, health, and social service agencies. Students shadow helping professionals in these agencies during directed field experiences. Offered on regional campuses only.
Cross-listed with KNH.

FSW 221. Sexualities. (3)
Introduction to the study of human sexual behavior with particular attention paid to the issues of gender development; premarital, marital, and post-marital sexual patterns; birth control; sexual dysfunction; cross-cultural sexual patterns; and alternative sexual lifestyles.
Cross-listed with SOC/WGS.

FSW 225. Family School and Community Connections. (3)
This course focuses on the theory and practice of joining families, communities, and schools to support student learning, development and success in education. Strategies to improve communication and collaboration are emphasized with a focus on family types, cultures, economic conditions, school systems, community services, political forces, advocacy groups, and other factors that impact children and their families. IC.
Cross-listed with EDT 225.

Explores individual and family/household decision-making behaviors throughout the lifespan related to the acquisition and allocation of resources in socially responsible ways. Examines the relationships between human needs, values, attitudes, and family/household characteristics and dynamics in individual and family decision-making. Emphasis is placed on families/households, as producing and consuming units, and their efforts to achieve their goals in global and environmental contexts. Attention is given to the roles of family life educators and other helping professionals in guiding individuals and families/households toward optimal well-being and quality of life as it relates to families’ management of resources.

FSW 245. Children and Families: Ages Conception - 12. (3) (MPF, MPT)
Students in this course will examine the developmental contexts and theoretical perspectives of working with children and families. They will conduct in-depth analyses of the complex relationships between school, community and family resources in an educational setting. IIC.

FSW 261. Diverse Family Systems Across the Life Cycle. (3) (MPF, MPT)
Introduction to and survey of the diversity of family systems. Emphasizes the North American experience while drawing upon global understandings. Covers the nature of family systems and how these may vary by social class, ethnicity, urban-rural residence, and other aspects of sociocultural context. Stresses how family systems change across their life span, as well as how individuals experience different family systems in their life spans. IIC.

FSW 277. Independent Studies. (0-5)

FSW 283. Introduction to Child Care Administration. (3)
This course is intended for persons intending to work with young children and their families in a variety of child care settings and will focus on the development of knowledge and skills in understanding various aspects of child care administration and management. Offered on regional campuses only.

FSW 293. Field Placement: Infant/Toddler Setting. (3)
Course designed for students who are assuming teaching responsibilities for an extended period of time under guided supervision in an infant/toddler program. Offered on regional campuses only.
Prerequisites: FSW 382; C- in EDT 273 & 274, EDP 201, & FSW 245. Prerequisite or Co-requisite: EDT 246 and EDT 272.

FSW 294. Field Placement: Preschool Setting. (3)
Course designed for students who are assuming teaching responsibilities for an extended period of time under guided supervision in a preschool program. Offered on regional campuses only.
Prerequisites: C-or better in EDT 273 & 274, EDP 201, & FSW 245. Prerequisite or Co-requisite: EDT 246 and EDT 272E.

FSW 295. Research and Evaluation Methods. (3)
Techniques needed to understand and evaluate research within social work and family studies are explained. Quantitative and qualitative approaches to gathering and interpreting data are addressed. Cross-listed with KNH 295.
FSW 306. Social Work Practice I. (4)
Prepares students for generalist baccalaureate-level social work practice. Built on a foundation of liberal education courses and introductory-level social work courses in human behavior in the social environment and social welfare. Focuses on the knowledge and skills of the social work process. Specific attention given to microlevel systems, emphasizing the interactions of micro systems with mezzo- and macro-level systems. Prerequisite: social work major status.

FSW 309. Social Welfare Policy II. (3)
Promotes knowledge of the nature and impact of policy decisions on the social welfare of diverse groups. Special attention given to disenfranchised, oppressed, and impoverished groups. Students acquire beginning skills in policy practice and value-driven advocacy. Prerequisite: FSW 206.

FSW 312. Human Behavior in the Social Environment. (3)
Examines diverse human behavior through an integration of various theoretical perspectives using a social systems approach. A social systems approach provides a framework to view individuals in the context of the family, groups, organizations, communities, and institutions. Integrates knowledge and develops a foundation necessary for social work practice and social work field experience.

FSW 318. Child Life Theory and Practice. (3)
Application of knowledge of child and adolescent development to educate, prepare, and support children and their families in healthcare settings and the changes in family dynamics related to illness they experience. This course is taught by a Certified Child Life Specialist and meets one of the requirements of the Child Life Council to become a Certified Child Life Specialist. Prerequisite: FSW 245.

FSW 333. Writing For Helping Professions. (3)
This course assists students in recognizing the difference between academic writing and writing in helping professions such as psychology, social work, and family science and in mastering skills needed in a variety of practices (e.g., clinical work, research, program evaluation, grant writing, case notes, treatment plans, assessments and administration). This writing intensive course is designed to improve critical thinking and skills in various forms of communication; prepares the student to write professionally for audiences within and outside a corporation or nonprofit enterprise; proofreading skills are stressed; students create artifacts such as case notes, article reviews, and policy briefs. The course emphasizes developing ideas, pursuing knowledge, and conveying one’s thoughts through oral and written media for advanced communication. Strong writing skills with the ability to adapt writing to different tasks and audiences is critical for a helping professions competency and career advancement. ADVW.

FSW 345. Empowerment Skills in Family Development. (3)
This introductory practice course provides students with opportunities to learn and develop foundational skills aimed at empowering families in their quest for healthy self-reliance. Using the national curriculum of the Family Development Credential™, students will apply research-driven practices in engagement and communication skills with diverse populations while exploring the importance of self-care in helping professions. Upon successful completion of FSW 345 and FSW 346, students are eligible to apply for formal credentialing through the University of Connecticut for an additional fee.

FSW 346. Advanced Practice Skills in Family Development. (3)
Following the national curriculum of the Family Development Credential™, students will have opportunities to learn and practice advanced skills designed to empower families throughout the lifespan. Using a strength-based focus, students will learn how to apply ethical practices in setting goals with families, communication and engagement skills, and collaborating with other professionals in order to support families as they reach their ambitions for healthy self-reliance. Students must successfully complete FSW 345: Empowerment Skills in Family Development prior to enrolling in this course. Upon successful completion of FSW 345 and FSW 346, students are eligible to apply for formal credentialing through the University of Connecticut for an additional fee. Prerequisite: FSW 345.

FSW 361. Couple Relationships: Diversity and Change. (3)
Investigation of intimate couple relationships in their many diverse forms. Focuses on social and psychological factors influencing development and maintenance of such couple relationships as dating, cohabitation, and marriage. General principles are discussed as well as factors that are more specific to certain age groups, relationship types, or sociocultural settings. IC. Prerequisite: three hours of social science. Cross-listed with WGS 361.

FSW 362. Family Poverty. (3)
Examines definitions, theories, causes and consequences of family poverty in the U.S. Identifies the extent and degree of U.S. poverty and demographic characteristics of those who are poor or likely to become poor. Consideration given to programs that reduce poverty and/or its negative effects, including those practiced in the past, those now practiced, and those that offer promise for improving the economic and social status of those who are poor. Costs and benefits of welfare and welfare reform and strategies for preventing poverty among future generations also discussed and evaluated. IC. Cross-listed with BWS 362 and SOC 362.

FSW 363. Sociology of Families. (3)
Analysis of the impact of social change on family systems and patterns, structures, dynamics, and social policy, with emphasis on differences by social strata and culture. Cross-listed with SOC 363.

FSW 365. Family Life Sexuality Education Across Cultures. (3) (MPT)
Addresses cultural issues related to sexuality education, sexual behavior, and sexual identity. Comprehensive overview of the biological and social aspects of human sexuality, specifically directed at training for family life educators. Differences in cultural background are examined and presented as powerful educational tools to be applied toward the improvement of communication about sexuality. Presents a variety of teaching strategies for different age groups, which will meet licensure requirements for family life educators.

FSW 375. Perspectives on Child Maltreatment and Child Advocacy. (3)
This course covers the history of child maltreatment and child advocacy in the United States and around the world, the current theoretical perspectives for understanding child maltreatment, the definitions of child maltreatment, an introduction to the professional responses to child maltreatment, an introduction to advocacy for children and contemporary issues in the fields of child maltreatment and child advocacy.
FSW 377. Independent Studies. (0-5)

FSW 382. Infant and Toddler Caregiving and Supervision. (3) (MPT)
For those who plan and provide care for infants and toddlers in families and in various types of child care settings. Concepts in care provided with activities to help students develop caregiving knowledge and skills. Offered on regional campuses only.

FSW 385. Global Child Advocacy Issues. (3)
The course is designed to increase student understanding of the lives of children growing up in various countries around the globe. The purpose of this course is to prepare students to recognize, report, and respond to child maltreatment, cultural, religious, political, and social advocacy issues in the child's country that affect the welfare and well-being of the child. The overall goal of this course is to increase understanding of the role of the advocate and be able to demonstrate advocacy skills for a chosen population.

FSW 406. Social Work Practice II. (4)
Prepares students for generalist baccalaureate-level social work practice. Built on a foundation of liberal education courses and introductory-level social work courses in human behavior in the social environment and social welfare. Focuses the knowledge and skills of the social work process with specific attention to groups and community.
Prerequisite: FSW 306 and social work major status.

FSW 411. Senior Field Experience I. (4)
Provides social work majors with the opportunity to integrate and apply liberal education foundation and generalist social work knowledge and skills gained in the classroom by practicing with various sized systems, including individuals, families, groups, agencies, communities, and institutions.
Prerequisite: Completion of FSW 306 and FSW 406, social work major status, and permission of the instructor.
Co-requisite: FSW 412.

FSW 412. Senior Seminar in Social Work I. (2)
Provides opportunity to continue the integration of liberal education requirements and social work courses with field experiences.
Co-requisite: FSW 411.

FSW 413. Senior Seminar in Social Work II. (2)
Provides opportunity to continue the integration of liberal education requirements and social work courses with field experiences. Focuses on experiences and knowledge regarding macro-level systems, however, students are expected to integrate and apply generalist social work knowledge and skills with multi-level, diverse systems.
Co-requisite: FSW 411.

FSW 414. Senior Field Experience II. (4)
Provides social work majors with the opportunity to integrate and apply liberal education foundation and generalist social work knowledge and skills gained in the classroom by practicing with various sized systems, including individuals, families, groups, agencies, communities, and institutions.
Prerequisite: Completion of FSW 306 and FSW 406, social work major status, and permission of the instructor.
Co-requisite: FSW 413.

FSW 418/FSW 518. The Family Life Education Process. (3) (MPC)
In-depth examination of family life education process. Students gain understanding of educational principles to develop curricula for various family life education settings. Program design, delivery, and evaluation are covered.
Prerequisite: FSW 295 or SOC 262.
FSW 462/FSW 562. Family Policy and Law. (3) (MPC)
Examines family policies related to U.S. families' well-being using an ecological framework. Considers the impact of family policies/laws at state and federal levels including: policy development, implementation, and evaluation; and roles of professionals in building/influencing family policy.
Prerequisite: FSW 295 or SOC 262.

FSW 466/FSW 566. Interpersonal Perspectives on Adulthood and Aging. (3) (MPT)
Examination of the central importance of close relationships in adulthood. Topics include long-term intimate relationships, sexuality/sexual behavior, dating, singlehood, divorce, widowhood, parent-adult child relationships, siblings' grandparenthood, friendships, retirement/financial concerns, caregiving, and policy issues impacting close relationships in adulthood.

FSW 475/FSW 575. Family Theories. (3)
Analysis of selected theories of the family. Emphasis placed on conceptual knowledge, understanding of the importance of family theories and in-depth analysis of several theoretical frameworks, such as family process, conflict, and symbolic interaction.
Prerequisite: six hours of family sciences courses and upperclass or graduate standing, or by permission of instructor.

FSW 477. Independent Studies. (0-5)

FSW 481/FSW 581. Adolescent Development in Diverse Families: Ages 13-25. (3) (MPT)
Students will engage in an interdisciplinary examination of the fields of adolescent development and emerging adulthood from contextual and cross-cultural perspectives. The racial, ethnic, and cultural diversity of adolescents is considered while studying persons 13-25 years of age within family and social systems. Topics include identity development, peer relations, sexuality, gender norms, physical and emotional development, community resources and engagement, intimate relationships, parent-adolescent relationships, and other family and social influences during adolescence and emerging adulthood.

FSW 490/FSW 590. Professional Issues in Family Science. (3)
Seminar focusing on preparing family studies majors, minor, and graduate students for life (work or continued education) in the field. Topics and skill development that are covered include: family studies as a profession (e.g., what do I do with my degree?); applying for a job (e.g., resumes, cover letters, interviewing skills, job searching); professional ethics; applying for graduate school (e.g., choosing graduate programs; statements of professional goals, etc); developing a professional portfolio; and an introduction to the grant writing process.

FSW 491/FSW 591. Seminar in Family and Child Studies. (1-4; maximum 4)
Various topics offered across semesters, professors, or sections.
Prerequisite: upperclass or graduate standing in family science and social work.

FSW 494/FSW 594. Internship with Families and Children. (3-6; maximum 6)
Students participate in a professional work environment, prepare written reports and journals, and complete a project. Students build upon previous knowledge and experience by working within, and critically appraising, a professional setting related to families and/or children. Focus is on professional development and the critical appraisal of career options. Students wishing to become Certified Family Life Educators must complete 125 clock hours and focus their internship experiences on the practice of family life education or prevention. Coursework is completed online. EL.

FSW 498. Critical Thinking About Family Relationships. (4) (MPC)
Each semester this Capstone addresses critical family issues and students develop position papers grounded on multiple sources of information (e.g., scholarly literature, interview, personal values). The topic of the course is determined by the instructor and may vary from semester to semester.

FSW 585. Social Work in a Diverse World. (3)
Enhances understanding and sensitizes students to our increasingly diverse society. Provides content about differences and similarities, needs and beliefs of minority groups and their relations to the majority group.

FSW 600. Independent Reading. (1-4; maximum 4)
Planned reading in any field in family studies with guidance of a department faculty member.
Prerequisite: advanced standing, nine semester hours in family studies and social work, and approval of the plan by department chair.

FSW 611. Social Welfare Policy I. (3)
Social Welfare Policy I provides an overview of social welfare and social work as a profession. An overview of U.S. Social welfare services are provided in the context of social work values and ethics. This course includes a critical analysis of historical and current interactions of social welfare policies, programs, and services with diverse recipient populations.
Prerequisite: admission to the MASW Program.

FSW 612. Social Welfare Policy II. (3)
Social Welfare Policy II emphasizes issues such as racism, poverty, and community building. Policy analysis and development is taught from the point of view of agency management, community organizers/planners, and policy advocates. Attention is paid to policy development important to racial and ethnic groups and women as well as gay and lesbian persons. The historical development of major U.S. community policy initiatives is addressed as well as contemporary community policy issues at the federal, state and local levels. This course builds upon the policy analysis frameworks developed in Social Welfare Policy I to develop a higher level of critical thinking and competency used to address social welfare policy issues at all levels of the social welfare and social work systems.
Prerequisite: admission into the MASW program and Social Welfare Policy I.
FSW 613. Social Work Ethics: Social Work Ethics, Professionalism and Self Care. (3)
This course introduces graduate social work majors to the ethical practice of social work from a generalist perspective, including professional conduct and self care awareness and skills. Students will increase their understanding of the history and evolution of values and ethics in the social work profession, and develop skills in applying relevant ethical concepts and theories to social work practice. Students will also increase their ability to recognize ethical issues and to apply ethical decision-making frameworks and protocols through enhanced use of critical thinking skills. Lastly, students will learn self care awareness and skills needed to decrease incidents of vicarious trauma in social work settings.
Prerequisite: admitted to MASW Program.

FSW 615. Cultural Competency. (3)
The purpose of this course is to empower students to develop an appreciation for their own cultural identities and become critically self-reflective in their orientation toward differences in the cultural identities of others as defined by race, ethnicity, gender, class and sexual orientation. Students will acquire the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences and in increasingly diverse domestic and international environments.
Prerequisite: admission into the MASW collaborative program.

FSW 616. Graduate Social Work Research I. (3)
This is the first of three research courses required in the Master of Arts in Social Work (MASW) Program. Students will learn basic skills of quantitative and qualitative social research methodology and techniques of gathering, analyzing and interpreting data. Students will evaluate research reports for relevance to practice with at-risk and underserved populations. Students will develop an initial research or evaluation design for social work practice.

FSW 617. Human Behavior in the Social Environment I. (3)
The course employs a social systems approach as the primary foundation for viewing families, groups, organizations, communities and social institutions. The course will utilize theories about human behavior to develop the foundation needed to learn effective social work practice.
Prerequisite: admission to the MASW Program.

FSW 618. Human Behavior and the Social Environment II. (3)
This course is designed to provide an understanding of human behavior and development throughout the life span within its social context. Specific theories from the biological, psychological, social and cultural theory base are presented throughout the course, concurrent with the presentation of life span development. Human behavior is analyzed in terms of intrapersonal, familial and sociocultural phenomena. The course includes theories and knowledge about the range of social systems in which individuals live, including families, groups, organizations, institutions, and communities.
The ecological perspective provides a holistic basis for examining adaptive and maladaptive behavior, family processes and their effects on individual family members, and individual development and behavior in relationship to race, ethnicity, gender, social class, sexual orientation, and other aspects of diversity. The influences of prejudice, discrimination and oppression on individual, family and social functioning are addressed throughout the course. Theories are examined critically for their validity in recognizing human potential for growth and as a foundation for strengths-based social work practice, with an emphasis on empowerment. Attention is also given to ethics and social work values in evaluating theories and their application to practice.
Prerequisite: admission to the MSW program and Human Behavior and the Social Environment I.

FSW 621. Social Work Practice I. (3)
Social work practice I is designed to help students develop an understanding of the knowledge base and values of social work practice; acquire basic skills through the use of role-playing and simulated interviewing process. Specific attention is given to micro levels systems, emphasizing the interactions of micro systems with mezzo and macro level systems.
Prerequisite: admission to the MASW Program.

FSW 622. Social Work Practice II. (3)
This course will focus on the continued application of theories, concepts and principles in direct social work practice. A wide range of treatment modalities are presented including individual, family, and group as well as psycho-social educational approaches. Focus on deepening skills with each of these populations and knowledge about social work practice is presented. A particular focus is on empowerment, social and economic justice, groups, and communities.
Prerequisite: FSW 621 and admission to the MASW Program.

FSW 641. Concentration Focus Area Families and Children: Practice. (3)
This is a concentration focus area course related to families and children. This course provides the knowledge, skills, and values needed for advanced generalist social workers to engage, assess, intervene, and evaluate direct practice with children and families.
This course will include use of the DSM and other diagnostic tools that apply to children and families. This course will discuss clinical interventions with children and families.
Prerequisite: admission into the MASW Program.
FSW 642. Concentration Focus Area Macro: Families and Children. (3)
This course focuses on U.S. social welfare policy with children and families. Particular attention is paid to social welfare policy analysis, the nature of social welfare system trends, and their impact on children and families. Completion of FSW 611 and FSW 612 is required. In addition, previous undergraduate course work in social welfare policy is strongly suggested, as well as a basic statistics course, taking such a course simultaneously is strongly suggested. Prerequisites: FSW 611 and FSW 612 and enrollment in MASW program or permission of instructor.

FSW 645. Concentration Focus Area Older Adults: Practice. (3)
This course is designed to provide students with an understanding of advanced generalist practice with older adults. A life course perspective that incorporates cultural, economic, historical and structural contexts that provides the framework for examining aging-related issues, particularly in regards to the impact on the quality of life of older adults. Topics to be explored include cross-cultural issues, health and mental health, social theories of aging, and resilience in older persons of color, among others.

FSW 646. Older Adults: Macro Practice. (3)
This course provides the knowledge, skills, and values needed for advanced generalist social workers to engage, assess, intervene, and evaluate policy practice with older adults. This course will include policies and programs that specifically target positive outcomes for older adults.

FSW 661. Field Education I. (2)
Field education is the signature pedagogy of social work education. Student in Social Work Field Education I must complete 300 hours of field education experience in the community. Field education provides the opportunity for the student to engage in selected and organized activities, with or on the behalf of clients, that apply the social work skills, knowledge, and values learned in the classroom. In field education, students meet a range of clients, encountering diversity, and growing in their self-awareness and abilities to help clients of various backgrounds and with different problems. Prerequisite: admission to MASW Program.

FSW 664. SW Field Education Seminar I. (1)
The seminar is specifically designed to integrate the Field Education I experience and coursework, and is offered to students admitted to the MASW Program.

FSW 667. Policy and Politics of Aging. (3)
Focuses on major policy areas including income security, health care, long-term care, housing, and social services. Cross-listed with GTY 667.

FSW 677. Independent Studies. (0-5)

FSW 688. Clinical Interventions in Social Work. (3)
This course is designed to give advanced generalist social workers an opportunity to examine, compare and evaluate a variety of evidenced-based clinical approaches and interventions used in social work practice. Students will gain knowledge and understanding of the main tenets of each therapeutic approaches and/or intervention and will be encouraged to use critical thinking and analytical skills to compare and differentiate these various approaches. The course will focus on evidenced-based clinical interventions used for depressive, anxious, trauma, personality, and other related disorders.

FSW 700. Masters Thesis. (1-14)
Prerequisite: approval of faculty member.

FSW 700A. Thesis: Independent Research. (1-3; maximum 6)
Prerequisite: approval of faculty member.

FSW 716. Graduate Social Work Research II. (3)
This second research course concerns the data analysis component of social science research and program evaluation. The course covers the procedures for the rigorous, valid, reliable, and credible collection and analysis of quantitative and qualitative data to arrive at decisions that improve interventions and contribute to knowledge. Students will continue to develop the research design for their culminating research project.

FSW 717. Social Work Capstone. (3)
In this third research course, students implement a culminating research project following a rigorous qualitative and/or quantitative design to collect and analyze data to inform agency practice and/or policy decisions. Students must successfully complete the culminating research project to graduate. Prerequisite: FSW 616 and FSW 716 and admitted to the MASW Program.

FSW 723. Social Work Assessment and the DSM. (0-3)
Advanced social work practice builds on the foundation of social work practice I and social work practice II. Consistent with the field of social work, and the Family Studies and Social Work department, course content seeks to facilitate knowledge and competency in working with diverse populations. Content includes practice with individuals, children, families, communities and larger systems. Advanced social work practice will utilize an ecological systems framework and strengths perspective as contexts for the development of basic competencies. These skills are applied during the following stages of social work intervention: Engagement, Assessment, Intervention and Evaluation. Content will include the accurate application of DSM and other clinical assessment tools, an understanding of social deviance, and the application of clinical treatment models, such as cognitive, behavioral, strengths based, psychodynamic, psychoeducational and group approaches.

FSW 724. Advanced Generalist Social Work II: Macro. (3)
Advanced social work practice II teaches advanced generalist social work direct practice skills with communities and organizations. These skills are applied during the following stages of social work intervention: Engagement, Assessment, Intervention, and Evaluation. Content will include community organization, locality development, advocacy, and legislative policy change. Content will also include skills to write grants to support funding of social service organizations. Prerequisites: FSW 616 and FSW 717.

FSW 761. Advanced Standing Field Seminar. (1)
The seminar is specifically designed to serve as an introduction to the field education at the masters’ level in social work for advanced practice students. We will discuss the knowledge expected of advanced practice students as well as the competencies and practice behaviors which are defined by the Council of Social Work Education (CSWE). The focus of the course will be burnout prevention and getting your life in order to be a successful graduate student and social work practitioner.
FSW 762. Social Work Field Education II. (1-3)
Field education is the signature pedagogy of social work education. Students in Social Work Field Education II must complete 300 hours of field education experience in the community. Field education provides the opportunity for the student to engage in selected and organized activities, with or on behalf of clients, that apply the social work skills, knowledge, and values learned in the classroom. In field education, students meet a range of clients, encountering diversity, and growing in their self-awareness and abilities to help clients of various backgrounds and with different problems.
Prerequisite: admitted to the MASW Program.

FSW 763. Social Work Field Education III. (1-3)
Field education is the signature pedagogy of social work education. Students in Social Work Field Education III must complete 300 hours of field education experience in the community. Field education provides the opportunity for the student to engage in selected and organized activities, with or on behalf of clients that apply the social work skills, knowledge, and values learned in the classroom. In field education, students meet a range of clients, encountering diversity, and growing in their self-awareness and abilities to help clients of various backgrounds and with different problems.
Prerequisite: admitted to the MASW Program.

FSW 765. Social Work Field Education Seminar II. (1-3)
The seminar is specifically designed to integrate the Field Education II experiences and coursework, and is offered with social work advanced generalist fieldwork and competencies.
Prerequisite: admitted to the MASW Program.

FSW 766. Social Work Field Education Seminar III. (1-3)
The seminar is specifically designed to integrate the Field Education III experiences and coursework, and is offered with social work advanced generalist fieldwork and competencies.
Prerequisite: admitted to the MASW Program.