

I. WHEELOCK COLLEGE

BRIEF HISTORY: WHEELOCK COLLEGE

Wheelock College is a 111-year-old institution founded by Lucy Wheelock, one of the founders of the kindergarten movement in this country. The College's mission, which organizes and informs the work of the entire community, is to work to improve the lives of children and families. Wheelock offers multidisciplinary and multicultural liberal arts and sciences majors and professional education, at the graduate and undergraduate levels, for the fields of teaching, social work, and child life.

Although Wheelock College is a private institution supported by members of a Board of Trustees and a Corporation, it maintains a very public profile, attending to the demands of an urban and diverse population in the greater Boston area. Senior administrative officers and members of the faculty engage in decision-making with academics, legislators, and members of the business and domestic communities within the greater Boston and New England areas, as well as in many national and international locations.

Committed to the professions of education, child life, and social work, Wheelock College also offers majors in the arts, humanities, mathematics and science, and human development/social sciences.

MISSION STATEMENT: WHEELOCK COLLEGE

The mission of Wheelock College is to improve the quality of life for children and their families. Wheelock carries out this mission by providing a sound liberal and professional education, contributing to the knowledge of professionals in the field, generating and sharing new knowledge, and influencing the development of social policy. The mission of the College is sustained and promoted by its academic programs, and involvement in the life of the surrounding community, as well as by research, curriculum development, and professional activities.

Wheelock's mission statement creates context for and a relationship with the historical mission and roots of the social work profession. As Lucy Wheelock was engaged in the education of young children, Jane Addams was leading the settlement house movement in Chicago, described by Addams in 1959 as "an experimental effort to aid in the solution of the social and industrial problems which are engendered by the modern conditions of life in a great city." Thus, as Lucy Wheelock was nurturing young children in the establishment of kindergartens, Jane Addams was focusing on improving social conditions in the neighborhoods and communities where children lived with their families and where their parents worked to support them.

MISSION STATEMENT: GRADUATE DIVISION

Wheelock's mission to improve the quality of life for children and their families inspires an honorable calling to the human service professions. Very early in the development of Wheelock College, post-graduate courses were offered for people who wanted "even more responsible positions" working with children, families, and communities. In so doing, Wheelock carried out its mission by providing a sound professional and socially responsible education for graduate students, contributing to the knowledge of

professionals in the field, generating and sharing new knowledge, and influencing the development of social policy.

In the development of the graduate school, as in the undergraduate program, Wheelock's mission is pursued by offering multidisciplinary and multicultural liberal arts and sciences majors and professional education. Wheelock College has expanded its theoretical model for working with children, offering courses that are child centered, family focused, and community oriented. In other words, the College has added an ecological approach to working with children and families, urging students to understand the many nested environments (e.g., social class, culture, etc.) in which children and their families learn and live.

The College consistently and systematically develops programs that affirm human rights, social justice, multiculturalism, and collaboration. A new graduate program in social work is consonant with the graduate school philosophy and is a natural complement to existing programs.

II. INTRODUCTION TO THE DIVISION OF SOCIAL WORK

BRIEF HISTORY: DIVISION OF SOCIAL WORK

Wheelock College has been home to a Bachelor of Social Work (BSW) program since 1980 and graduated its first class in 1984. The BSW program was initially accredited by the Council on Social Work Education (CSWE) in 1985. It has been reaccredited continuously since that time.

The BSW program is seen as an innovative, high-quality course of study, and is particularly renowned for its in-depth coursework requirements in human development, its field experiences throughout students' four years in the program, and its interprofessional and collaborative approaches to practice. It has been especially successful in attracting and graduating a very diverse group of students from communities in which there are widespread poverty, new immigrant populations, discrimination, and violence. A large majority of Wheelock's BSW graduates pursue an MSW degree. Many of the graduates who have obtained their MSW degrees serve as field instructors or field liaisons for the BSW program. The faculty are also well recognized and sought after for their BSW program experience, and serve as frequent site visitors and curriculum consultants for other programs throughout the country and internationally.

From 1991 to 1995, Wheelock College explored the feasibility of establishing a Master of Social Work program. In 1997, based on a recommendation of the Educational Policy Committee of the Board of Trustees, the College received approval to proceed with the development of an MSW program. Wheelock administrators, faculty, and trustees conceptualized a social work program that would be embedded in the College's historical mission of improving the quality of life for children and their families. They believed that the varied expertise of the graduate college faculty, encompassing such areas as violence in the lives of children and families, teaching children with special needs, and multicultural practice with children and families, would influence, support, and expand the capacity of graduate social work program offerings.

Development work has been ongoing since the faculty and Board of Trustees' approved the program. In April 1997, Wheelock College submitted its Feasibility Study and other required documentation CSWE and was found eligible to develop an MSW program. Initially, work focused on the potential of a dual degree in social work and education. However, as the work continued, it became clear, through consultation with CSWE and others, that Wheelock needed to demonstrate success in developing the program initially as a single degree offering. At a later date following accreditation, Wheelock will again explore the feasibility of developing a joint MSW/M.Ed. degree program. For the reasons discussed above, Wheelock College has designed a graduate program in social work with a singular concentration and emphasis on the issues implicated in the lives and well-being of children and families. The program focuses on preparation for practice and leadership with groups of children and families who are the most oppressed, discriminated against, and disadvantaged. This decision both embeds the program in Wheelock's historical mission and uses the expertise of graduate school faculty, as was originally envisioned when the College and Board of Trustees' approved expanding the capacity of the program.

Wheelock College admitted its first class of graduate social work students in the Fall 2000 semester. It is building on the BSW's very successful approaches and strategies used to attract and graduate a diverse group of highly qualified students, prepared for the social work practice, policy, and leadership challenges of the 21st century.

The Wheelock College MSW program was granted candidacy by CSWE on November 20, 2000. Wheelock College is continuing to pursue accreditation in accordance with CSWE policies and procedures. (For further accreditation status information, see Section V: MSW Accreditation Status, p. 39.)

MISSION STATEMENT: MASTER OF SOCIAL WORK PROGRAM

The mission of the Master of Social Work program is to:

- prepare a diverse group of students for advanced interprofessional and collaborative professional social work practice;
- help meet the human service needs of diverse populations and communities in Boston and surrounding areas;
- advance the field of social work through research and scholarship; and
- contribute to the profession's commitment to human rights and social justice for the most disadvantaged and oppressed populations through the practice and policy work of students, faculty, staff, and alumni.

The program's mission statement provides context for the goals of the Master of Social Work program.

PROGRAM GOALS

The Master of Social Work program (MSW) is designed to educate a diverse group of students who are prepared with the knowledge, skills, and values for advanced social work practice with individuals, groups, families, organizations, and communities. The program's concentration focus is to effect change in the social conditions in society that are implicated in the life chances and well-being of diverse and disadvantaged groups of at-risk children and families. Needed social change for all clients and client systems, with a focus on children and families, will be accomplished through the preparation of a new generation of advanced, interprofessionally oriented social work practitioners and leaders. The practitioners will possess the advanced knowledge to create family-centered support systems that foster the healthy development of children and families. The curriculum for the graduate social work program will do the following:

1. provide students with an understanding of the historical, cultural, biopsychosocial, economic, and political contexts that affect the resolution of social issues and the skills to translate these contexts into practice, especially with people from diverse cultures;
2. provide students with the ability to work with populations at risk, especially people who are disadvantaged, discriminated against, and oppressed;
3. provide students with opportunities to practice social work in ways that affirm and advance human rights and social justice;
4. provide students with advanced knowledge and skills to apply, critically analyze, and evaluate the differential use of social work theories, social policies, and social work research in practice, especially with at-risk children, families, and communities;
5. prepare students for advanced social work practice that is ethically based and reflective of the values of the social work profession;
6. prepare students for leadership roles in the development, implementation, and evaluation of family-centered and community-based services to diverse and disadvantaged groups of children and families;

7. prepare students for leadership roles in advancing interprofessional and collaborative practice;
8. prepare students to work holistically with people, systems, and social problems using strengths-based and empowerment approaches; and
9. prepare students to understand the importance of continued self-reflection and ongoing professional development.

COURSE OF STUDY

The MSW program curriculum is organized around eight curricular themes and a full-time, two-year set of foundation and concentration year objectives and courses (see program framework, page 5A). In the foundation year, the objectives and the courses focus on providing the knowledge, skills, and values necessary for social work practice with individuals, groups, families, organizations, and communities. In the concentration year, within the program's concentration focus on diverse groups of children and families who are the most oppressed, discriminated against, and disadvantaged, students choose a particular field of study, e.g., violence in the lives of young children and their families. The chosen field of study guides the advanced year, in terms of electives, course assignments, second year field practicum choice, and the integrative project. The objectives and courses focus on providing knowledge, skills, and values for advanced social work practice and leadership roles. Students learn to develop, implement, and evaluate services, resources and support systems for children and families who are most at risk for failure to benefit from and fully participate in the economic, social, health, and educational resources of society. These courses are offered in a prescribed and sequential manner, in the semester and year they are required to be taken, as illustrated below (see Typical Course Schedule). Students must complete all of the requirements for the foundation year before taking courses in the concentration/advanced year.

Typical Course Schedule for a Full-time Student: 60 credits

<u>Foundation Year: Semester 1 (Fall)</u>	
Human Behavior and the Social Environment I	(3 credits)
Generalist Social Work Practice I	(3 credits)
Social Policy	(3 credits)
Social Work Practice Laboratory I	(2 credits)
Social Work Field Practicum I ¹	(3 credits)
Social Work Field Seminar I	(0 credits)
<u>Foundation Year: Semester 2 (Spring)</u>	
Human Behavior and the Social Environment II	(3 credits)
Generalist Social Work Practice II	(3 credits)
Foundations of Social Research	(3 credits)
Social Work Practice Laboratory II	(1 credit)
Social Work Field Practicum II ¹	(3 credits)
Social Work Field Seminar II	(0 credits)
Social Work Assessment	(3 credits)
<u>Concentration Year: Semester 3 (Fall)</u>	
Social Work Practice with Children and Families I	(3 credits)
Advanced Social Research	(3 credits)
Human Behavior and the Social Environment: Advanced Applications	(3 credits)
Integrative Project Seminar I	(1 credits)

¹ Students are in the field a minimum of 16 hours weekly

Social Work Field Practicum III ²	(3 credits)
Social Work Field Seminar III	(0 credits)
Concentration Elective	(3 credits)

² Students are in the field a minimum of 24 hours

<u>Concentration Year: Semester 4 (Spring)</u>	
Social Work Practice with Children and Families II	(3 credits)
Social Policy Practice	(3 credits)
Social Work Field Practicum IV ²	(3 credits)
Social Work Field Seminar IV	(0 credits)
Concentration Elective	(3 credits)
Integrative Project Seminar II	(2 credits)

DEGREE REQUIREMENTS

Only students who have earned a bachelor's degree from an accredited institution are considered for admission to the graduate program in social work. The MSW program requirements include the expectation that students begin the program having completed a minimum of 18 credits in liberal arts courses, as described in the admissions criteria. If content in human biology and statistics, as outlined in the Curriculum Policy Statement, have not been taken during an undergraduate degree program, students are advised to complete these requirements, ideally before they begin their MSW study. In rare circumstances, students are permitted to start the program while needing a single prerequisite. However, such a course requirement must be completed successfully before the student progresses to the advanced year of study.

In order to graduate with an MSW degree, full-time students must successfully complete the prescribed minimum 60-credit-hour course of study. A minimum of 30 credits of foundation year courses and a minimum of 30 credits of advanced year courses are required. Students may elect to do additional coursework in areas of interest that support their concentration. During the concentration year, students choose two electives, each of which must be advanced and relate to their field of study within the concentration. These electives may be chosen either from those offered by the social work program or from advanced electives offered by other Wheelock graduate programs. Electives must be pre-approved by the student's advisor.

A final degree requirement is the Integrative Project. This requirement is considered the equivalent of a comprehensive examination. Students take a 3-credit seminar, the Integrative Project Seminar, in order to prepare for fulfilling the requirement of a final Integrative Project on a topic of interest that further advances their knowledge and skills in the concentration year focus. This paper/project is expected to demonstrate some of the following: 1) the application, critical analysis and evaluation of theories and knowledge from courses in Human Behavior and the Social Environment, Policy, Practice, and Research; and the Field Practicum, in the generation of practice and policy solutions to a problem (individual child and family, groups of children and families, or systems issues), policy issue, or social condition that is implicated in the life chances and well-being of at-risk populations of children and families, 2) affirmation of human rights and social justice with children and families who are most in need, disadvantaged, and oppressed, 3) a commitment to strengths and empowerment approaches that demonstrate holistic, family-centered, and community-based practice, 4) leadership in collaborative and interprofessional practice approaches, and 5) a commitment to the values of the profession of social work.

² Students are in the field a minimum of 24 hours weekly

GOALS FOR STUDENT LEARNING

The educational objectives of the MSW program represent the operationalization of the program's mission and goals. They contextualize and extend the program's mission and goals to student outcomes. As a whole, the program objectives guide and identify what the curriculum and other program activities will achieve as students move through the two years of the program and graduate. These program objectives are the goals for students' learning and guide what students should expect to achieve as a result of completing Wheelock College's graduate social work program.

Therefore, students who successfully complete the course of study for the MSW program will graduate as competent and effective social work practitioners and leaders, working to effect social change in the lives of disadvantaged and oppressed populations of children and families by being able to:

1. demonstrate a human ecology model of social work practice that is ethically based and reflects the values of the social work profession;
2. demonstrate the use of advanced knowledge and skills and a commitment to culturally appropriate practice with people from diverse cultures;
3. demonstrate the use of advanced knowledge and skills in practice with populations at risk, children and families who are disadvantaged, discriminated against, and oppressed;
4. demonstrate advanced social work practices that affirm and advance human rights and social and economic justice and celebrate differences of all kinds, regardless of age, sexual orientation, religion, ethnicity, race, color, ability, socioeconomic status, gender, marital status, political beliefs, and national origin;
5. demonstrate the differential use of advanced knowledge and skills in the application, analysis, and evaluation of use of social work theories, policies, and research in practice with at-risk groups of children, families, and communities;
6. demonstrate leadership in the development, implementation, and evaluation of services and supports to children and families that increase their opportunities for successful life outcomes;
7. demonstrate leadership in the use of interprofessional collaborative processes and practices to create family-centered, integrated, and coordinated systems of services for children and families who are disadvantaged by a variety of interrelated social conditions such as poverty, immigration, and discrimination;
8. demonstrate and evaluate the use of strengths-based and empowerment approaches in practice, policy, and research activities;
9. demonstrate a commitment to self-reflection and continuing professional development that is actualized in ongoing evaluation of one's practice, and participation in training opportunities that focus on new and emerging knowledge and skills in social work and in interprofessional practice.

INTEGRATED CURRICULAR THEMES

The Wheelock College graduate social work curriculum includes a set of integrated themes that identify the philosophical underpinnings and practice approaches of the program and integrate, horizontally and vertically, the multiple components of the curriculum into a coherent whole. The curricular themes are the following:

Human Rights and Social Justice

The concept of human rights directs social workers to work for basic rights that assure all human beings a quality of life and access to resources needed to live healthy and productive lives. A social justice lens suggests that social workers must be especially vigilant in providing access to resources and a just share in world prosperity for people who are the most discriminated against, disadvantaged, and oppressed. This promotion of human rights and social justice distinguishes social workers from other helping professionals. Students will be prepared as effective and competent social work professionals who fully understand the political and economic roots of inequality and exclusion, and who have the skills to understand power relationships and construct social policy solutions.

Social Work Values and Ethics

Social work values and professional ethics direct social workers to “embrace a set of core values which are the foundation of social work’s unique purpose and perspective: service, social justice, dignity and worth of person, importance of human relationships, integrity and competence” (NASW Code of Ethics, Preamble, 1996). Social work values and ethics provide a moral grounding for the curriculum. Students will be prepared to demonstrate a commitment to these values and to actualize the code of ethics in all relationships with people and systems.

Strengths Perspective

The strengths perspective directs social workers to view people as strong, resilient, and resourceful and to validate clients’ views of themselves and the systems that provide services. This philosophical stance and approach to people and systems will be integrated throughout both years of the curriculum. Students will be prepared to demonstrate partnership with their clients in all aspects of policy and program development and to ensure that the strengths perspective is foundational to social and environmental solutions.

Ecological Perspective

The ecological perspective emphasizes a holistic approach to practice in the environmental contexts in which people live, including family, friends, work, services, education, and religious affiliation. It suggests that people can and do change their environments in order to survive and thrive. Students will be expected to demonstrate practice and policy approaches that incorporate biopsychosocial factors into differential intervention approaches.

Family-Centered Practice

Family-centered social work practice is a perfect fit with the profession’s vigorous and enduring commitment to families throughout its history. Family-centered approaches to practice direct the social worker to understand families’ definition of themselves and their issues, and to offer services in ways that families define as supportive and helpful. It is essential that children and families are at the center of and partners in any system designed to serve them.

Community-Based Practice

Community-based social work practice directs the social worker to provide services as close to home as possible, in a client’s neighborhood, and to consider natural and informal supports as strengths-based approaches to interventions with clients and client systems.

Interprofessional Collaboration

The ability to work from an interprofessional and collaborative perspective is a necessity and an obligation of professional social work leadership. There is a need to work collaboratively and across disciplines and systems to solve the complex and multidimensional issues facing children and families, especially families who are challenged by poverty and oppression.

Diversity

To collaborate successfully, social workers must celebrate differences and use culturally competent methods of providing services to individuals, groups, families, organizations, and communities from diverse groups in an increasingly global society. Understanding the particular belief systems of immigrant populations of children and families, especially those who are oppressed and poor, is critical in providing access to needed services, resources, and supports. Students in this program will have multiple opportunities to experience and celebrate diversity in every part of their graduate social work experience – at Wheelock, in classrooms, among social work and college faculty, in agencies and communities where they will do their field practicum, and in a variety of activities sponsored by the division, the College, and surrounding communities.

These curricular themes are infused horizontally and vertically throughout the foundation and concentration courses and in field placements, and distinguish the central themes and approaches to clients and client systems of all sizes.

FOUNDATION YEAR CONTENT AND STRUCTURE

The Wheelock College graduate social work curriculum is organized around a set of foundation year objectives that are expressed in courses, curricular themes, field practica, and other social work activities that prepare students for generalist social work practice with individuals, groups, families, organizations, and communities. The second year is organized around a set of advanced objectives that are expressed in courses and other social work activities that emphasize a single concentration on children and families, and specifically prepare students to effect change in the issues (e.g., poverty, homelessness, immigration, discrimination, and school failure) that are implicated in the life chances and well-being of particular at-risk groups of children and families.

The foundation year curriculum objectives have been developed from the mission, program goals, and program objectives, and describe the knowledge, skills, and values students need to acquire and apply to their practice so that people and communities who are challenged by oppression, poverty, and discrimination can experience a sense of health and well being.

A set of foundation year curriculum objectives describes what constitutes the social work foundation content and how students will acquire it. Students will be prepared through their courses and other learning experiences to:

- identify and begin to apply the values and ethics of the social work profession to practice;
- begin to identify and apply practice approaches and solutions to social issues that affirm and advance human rights and social justice;
- begin to understand and apply the multiple dimensions of culture to practice, particularly with people who are members of cultural groups that are disadvantaged, discriminated against, and oppressed;

- identify and begin to apply ecological, strengths, and empowerment-based approaches to practice;
- identify and begin to apply social work theories, social work policy, and social work research to social work practice;
- recognize the value of interprofessional and collaborative approaches to practice; and
- identify and begin to apply family-centered and community-based approaches to practice.

These foundation objectives are incorporated the core set of required, sequential foundation courses in five substantive areas: theoretical foundations of human behavior and the social environment, the history of social welfare and social policies, a research course that covers qualitative and quantitative methods, two social work practice courses, and the companion field seminars and practica. The offerings by semester are illustrated below.

Course Description	Fall	Spring
SWK 510 Human Behavior and the Social Environment I	x	
SWK 511 Human Behavior and the Social Environment II		x
SWK 520 Social Policy	x	
SWK 542 Social Work Practice Laboratory I	x	
SWK 543 Social Work Practice Laboratory II		x
SWK 530 Foundations of Social Research		x
SWK 540 Generalist Social Work Practice I	x	
SWK 541 Generalist Social Work Practice II		x
SWK 546 Social Work Assessment	x	
SWK 550 Social Work Field Practicum I	x	
SWK 552 Social Work Field Seminar I	x	
SWK 551 Social Work Field Practicum II		x
SWK 553 Social Work Field Seminar II		x

The Foundation year requires a minimum of 30 credits for students who are enrolled in a two-year, full-time, 60-credit program.

CONCENTRATION YEAR CONTENT AND STRUCTURE

A second component of the graduate social work program is a set of advanced year curriculum objectives that describe the program's definition of advanced knowledge, skills, and values, and the content students will acquire to graduate as advanced social work practitioners. The program has a defined singular concentration, which focuses on children and families and the issues implicated in their life chances and well-being, particularly for families who are at-risk for or are experiencing discrimination, poverty, violence, special health and education needs, and the like. Students will be prepared, through their courses and other learning experiences, to demonstrate their ability:

- to critically analyze the historical, cultural, economic, political, social, and spiritual forces that shape definitions of health, education, childhood, and family, and how these forces influence services to children and families;

- to independently engage members of complex client and resource systems in collaborative and interprofessional partnerships to influence practice and policy changes for children and families;
- to apply, critically analyze, and evaluate the differential use of advanced knowledge of research, human behavior in the social environment, and social policy development in order to influence social change in the lives of children and families;
- to autonomously and competently apply multiple theoretical perspectives and multi-level interventions to address the individual needs of at-risk groups of children and families and the systems that provide services to them;
- to apply and evaluate multicultural perspectives to advanced practice with children, families, and the communities in which they live in order to provide culturally competent and appropriate services, especially to those who are members of oppressed and disadvantaged groups;
- to apply and evaluate the application of a human rights and social justice approach, a strengths perspective, and ethical decision making to complex practice situations and proposed interventions;
- to provide leadership in the development, implementation, and evaluation of family-centered and community-based services to children and families in ways that families identify as helpful and supportive.

These advanced objectives are incorporated in a core set of required, sequential concentration-focused courses in social policy/practice, advanced practice, and research; an integrative seminar; and a concentration-focused field practicum. The concentration year builds on and integrates the knowledge, values, and skills gained in the foundation year, both in social work and in related areas (e.g., sociology, psychology, and human biology). The companion field practicum requires a minimum of 20 hours in a field agency. The offerings by semester are illustrated below.

Course Description	Fall	Spring
SWK 610 Human Behavior and the Social Environment: Advanced Applications	x	
SWK 640 Social Work Practice with Children and Families I	x	
SWK 641 Social Work Practice with Children and Families II		x
SWK 620 Social Policy Practice		x
SWK 630 Advanced Social Research	x	
Concentration Elective I	x	
SWK 650 Social Work Field Practicum III	x	
SWK 652 Social Work Field Seminar III	x	
SWK 651 Social Work Field Practicum IV		x
SWK 653 Social Work Field Seminar IV		x
Concentration Elective II		x
SWK 690 Integrative Project Seminar I	x	
SWK 691 Integrative Project Seminar II		x

The concentration year requires a minimum of 30 credits for students who are enrolled in a two-year, full-time, 60-credit program. In the concentration year, students use their field of study to focus their coursework, including their elective courses.

Field practicum curriculum courses are taken each semester (as illustrated in the foundation and advanced year charts of courses above), and are required to be taken concurrently with every practice course. In the first year of the field practicum, students bring to the field the knowledge, skills, and values they are learning in the classroom. They are also testing their ability to apply theory, and knowledge, as well as historical, economic, and cultural context, to their experiences with individuals and families, as well as with groups of all sizes. During the second year of the field curriculum, students practice in an agency related to the concentration focus on children and families who are at risk for multiple social conditions that affect their life chances and well-being. Thus, in all aspects of their second year, whether policy, practice, or research, students are working on issues directly related to their concentration.

We want students to be able to practice in a program model that affirms the social work faculty's and program's commitment to advancing human rights and social justice, and that enables students to:

- apply, critically analyze, and evaluate theories, approaches, research, and policies that suggest success for children and families who are identified as at risk for failure to participate in all aspects of democratic life;
- practice with children and families from culturally, economically, and socially diverse areas of the world; celebrate differences; and infuse the values and ethics of social work within the environments of Roxbury, Dorchester, and other neighboring communities;
- facilitate and lead interprofessionally oriented conversations about models of practice that could be developed and tested in terms of the provision of family-centered, integrated service systems for children and families at risk;
- develop a commitment to continuing their own professional growth and development, and to contributing to the knowledge base of social work practice; and
- practice their legislative and political advocacy, program evaluation, and grant writing skills on behalf of children and families who are poor, discriminated against, and living in communities that experience high levels of violence, school dropout rates, and rates of accidental injury and death.

In sum, the curriculum plan demonstrates a coherent, fully developed, 60 credit, two-year, full-time program of study that leads to a master's degree in social work, with a concentration area in practice with at-risk groups of children and families. It includes a clear conception of what constitutes social work foundation content and a specific set of foundation objectives which guide course development and field practica. The advanced curriculum is described with a specific set of advanced objectives that define the program's conception of advanced social work practice, and a set of required, sequential, concentration-focused courses in social policy practice, advanced practice, research, and field practice. The program has a defined, single concentration on children and families at risk for homelessness, school failure, violence, and the like. It focuses on preparing advanced practitioners and leaders with the knowledge, skills, and values to intervene and effect change in the social conditions that are implicated in the life chances and well-being of these children and families.

COURSE DESCRIPTIONS

Foundation Year Courses: Description

SWK 510/511 Human Behavior and the Social Environment I, II

The purpose of this two-course sequence is to provide students with a basic understanding of human behavior from social, political, biological, economic, cultural, and psychological perspectives. Students will study a variety of major psychosocial, behavioral, cognitive, and moral theories. As they gain an understanding of life span development, students will begin to examine how variables such as race, culture, gender, and ethnicity influence world thinking and views of people in their environments. All work will be viewed through the lens of human rights and social justice, diversity, and the values and ethics of the social work profession and will be framed by a discussion of alternative and traditional paradigms for understanding others and their environment. Students will be expected to begin to identify and demonstrate how course content can be used to understand clients and client systems, and how such content applies to practice, research, policy, and field practica.

SWK 520 Social Policy

The purpose of this course is to provide students with an understanding of the history and philosophy of the social welfare system and the history of the profession, as well as a beginning understanding of social science, political, economic, and social work approaches to social welfare policy development. Emphasis is placed on the impact of policy in relation to human rights, social and economic justice, and human diversity.

SWK 530 Foundations of Social Research

This course introduces students to the purposes, types, and basic methodology of social research, using studies in social work, education, and health care as examples. It includes such topics as literature review, problem formulation, research design, data collection, data analysis and utilization, and ethical and political issues. As alternatives to traditional research perspectives, approaches are non-discriminatory, feminist, collaborative, and empowering. Emphasis is placed on preparing students to be reflective, critical, and informed consumers of research.

SWK 540/541 Generalist Social Work Practice I, II

The purpose of this two-course sequence is to provide students with a comprehensive introduction to practice with individuals, groups, families, organizations, and communities. It emphasizes the basic processes of a helping relationship: engagement, assessment, intervention, termination, and evaluation. Social work practice theories and approaches such as biopsychosocial, strengths, empowerment, family-centered, and community-based are introduced at the application level. Social work values and what constitutes ethical practice are examined, with emphasis on the NASW Code of Ethics.

SWK 542/543 Social Work Practice Laboratory I, II

The purpose of this laboratory course is to help students develop the skills needed for the engagement, assessment, contracting, intervention, evaluation, and termination stages of the social work relationship with clients and client systems. Using their experiences in field practica, case studies, and role plays, students will work on such skills as interviewing, relationship building, active listening, reaching for information and feelings, conveying respect, identifying strengths, and providing supports and resources.

SWK 546: Social Work Assessment: Applying Theory to Practice

Embedded in cultural competence and using strengths-based and empowerment approaches, this course focuses on the processes of culturally sensitive social work assessment with individuals, families, groups, organizations and communities. Multicultural social work

addresses facets of culture, including race, ethnicity, gender, age, sexual orientation and religion. Traditions, values, belief systems and cultural norms are factors that need to be assessed as *central* to the client's functioning. Building on the assessment typologies in Generalist Practice I, and the use of assessment as a basis for the planning, contracting, intervention and evaluation phases of the helping process, we will further our understanding of person-in-environment. (Completed SWK 510, 520, 540, 542, 550, 552; completed/concurrent with SWK 511, 530; concurrent with SWK 541, 543, 551, 553.)

SWK 550/551, 552/553 Social Work Field Practicum and Seminar I, II

The purpose of this two-course field practicum experience is to provide students with an agency-based environment in which they can begin to demonstrate their mastery of content from Human

Behavior and the Social Environment, Generalist Social Work Practice, Social Research, and Social Policy. Students will learn to apply this content to practice with individuals, groups, families, organizations, and communities. In addition, students are expected to begin to demonstrate and apply their knowledge of the NASW Code of Ethics, the values of the profession, approaches that reflect a celebration of differences, and a commitment to human rights and social justice. Finally, students are expected to examine their own value orientations and feelings as they interact with a variety of client groups and agency staff, and demonstrate a commitment to self-reflection and ongoing learning.

Concentration Year Overview: Description

A singular concentration on children and families at risk, with a special focus on families who are the most discriminated, disadvantaged, and oppressed, provides the context within which students acquire the advanced practice skills and knowledge are required. The curriculum is designed to prepare graduates to assume interprofessional practice and leadership roles in the development, implementation, and evaluation of services that focus on the resources and supports that are implicated in the well-being and life chances of particular groups of children and families. Students are expected to differentially identify, apply, and critically evaluate theories, approaches, research, and policies that suggest success for at-risk children and their families. We will use a network of interprofessional field sites – in community health centers, schools, community development centers, grassroots advocacy centers, and social services offices – we will model the program's firm commitment to human rights and social justice, by locating the concentration field sites in areas characterized by poverty, homelessness, new immigrant families, violence, discrimination, stigmatization, and unemployment, such as the communities of Roxbury and Dorchester.

Concentration Year Courses: Description

SWK 610 Human Behavior and the Social Environment: Advanced Applications

This course is geared to the advanced practice that will be expected of students who work in the kinds of agencies described in the Concentration Year Overview. A series of modules will be completed in the following knowledge and skill areas: supervision, staff development, grant proposal development, budget development and analysis, organizational assessment, and political and legislative lobbying.

SWK 620 Social Policy Practice

This course builds on SWK 520, Social Policy, and will focus on the development of advanced skills in the arena of policy practice. The course will provide the advanced level

student with the skills necessary to formulate, to analyze, to implement, and to evaluate social policy. The completion of an advocacy plan for legislation and the formulation of an NASW – Social Work Speaks policy statement that informs practice with children and families will be the final products of this course. The policy advocacy plan may then be adapted to support the student's work in their Integrative Project in their concentration year.

SWK 630 Advanced Social Research

This course builds on SWK 530, Foundations of Social Research, and will focus on the development of a research proposal. This course will provide the advanced level student with the skills necessary to conduct research using quantitative or qualitative methodology. The completion of a research plan that informs practice with children and families is the final product of this course. Topics will include a revised literature review and theoretical framework; problem formation; research question, hypothesis, and research design; data collection; data analysis, and limitations and feasibility issues for successful research in the social work arena. Special attention will be placed on the ethics and politics of research. This proposal may then be adapted to support the student's work in their Integrative Project in their concentration year.

SWK 640/641 Social Work Practice with Children and Families I, II

The focus of this two-course sequence is on advanced practice and policy approaches to the issues that are implicated in the life chances and well being of children and families. Students will be prepared to integrate social work theories, theories of human behavior, sociology, and other frameworks to develop new models and approaches for work with children and families who are challenged by violence, poverty, discrimination, homelessness, and the like. These new approaches will be developed in partnership with children and families and the other professionals with whom they are involved.

SWK 650/651, 652/653 Social Work Field Practicum and Seminar III, IV

For this two-semester, twenty-hour minimum field experience, students will be expected to integrate all areas of the foundation courses, continue to use human rights and social justice approaches, apply the values and ethics of the profession to their choice of intervention strategies, and conceptualize approaches that celebrate diversity and demonstrate cultural competence. They will also apply advanced knowledge and skills to practice interprofessionally in effecting social change at the individual, family, and community levels.

SWK 690/691 Integrative Project Seminar I, II

This course provides instructor guidance and peer feedback as students develop, over the course of two semesters, their individual or group integrative projects. The capstone project, focusing on an issue affecting families and children, must demonstrate an ability to integrate key concepts learned in previous courses, reflect curricular themes of the MSW program, and contribute to the social work profession, social service agencies, and/or communities. A written product and an oral presentation are required.

ELECTIVES

There are a variety of electives that students can take during their program. These include electives currently offered by the division:

SWK 710 Crisis Intervention

SWK 720 Theory and Practice of Stress Reduction: Foundation for Professional Development

SWK 750 Social Work Practice with Children and Families in Health

In addition, at a college devoted to all aspects of improving the lives of children and families, there is considerable faculty expertise and a rich array of courses appropriate for students who are preparing to work with at-risk children and their families. A sample of electives currently offered through the College includes:

HDF 560 Risk and Resilience in Infancy

CTA 710 Interprofessional Seminars: Child and Family Violence and Therapy Games

HDF 612 Family and Culture

LPA 701 Becoming Leaders in a Democracy

HDF 630 Helping Children Cope with Stress

HDF 604 Family Systems: Theory and Applications

HDF 606 Family Support: Theory and Applications

HDF 632 Children and Families in Health Care

CTA 642 Impact of Special Needs on Learning and Development: The Early Years

HDF 714 Child Law

HDF 634 Families and Chronic Illness over the Life Cycle

HDF 722 Women, Feminism, and Social Change

HDF 788 Children and the Media

HDF 620 Techniques for Leading Parent Groups