

Planning Your Jane Addams College MSW Concentration & Field Placement for Fall 2007 - Spring 2008

(Use this informational packet with your Student Handbook.)

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Office of Academic Affairs & Student Services
Jane Addams College of Social Work
University of Illinois at Chicago

UIC

November 2006

To: MSW Students Eligible for MSW Concentrations in 2007 - 2008
Copy: Faculty
Re: Planning Concentrations & Field Placements
From: Jerry Cates, Associate Dean
Faith Johnson Bonecutter, Director of Field Instruction

This concentration information packet explains the process of selecting a concentration and planning a field placement for it (see notice below about school social work).

All students, including those entering school social work concentration, should study this packet carefully as it contains information both about selecting a concentration and planning a field placement for it.

This packet is being distributed to students in compact disc form. It is also available online at the Jane Addams College web site:

<http://www.uic.edu/jaddams/college>

At the college website, go to the menu on the left side of the page, click on "Field Instruction" and scroll down to "Selecting a Concentration, 2007-2008."

Use this packet in conjunction with your MSW Student Handbook which is also available online at the Jane Addams College website.

Overview: Selecting Concentrations and Planning Field Placements

Attend one or more of the concentration meetings. You must attend one of these meetings even if you have already made up your mind about which concentration you want. Important information about planning your concentration field placement will be provided at the meetings.

Indicate your concentration by submitting the **Concentration Choice Form** contained in this packet to the Office of Academic Affairs (EPASW 4329) by the deadline stated below. Then submit the **Field Placement Choice Form** and the **Field Placement Confirmation Form**, described below, necessary to plan for your concentration field placement: please observe the deadlines listed below.

Brief descriptions of each of the six concentrations are contained in this packet. See your Student Handbook for a complete description of the courses required for each. Note that students may not enter a concentration until all required foundation courses have been passed.

Special Notice: School Social Work Concentration. Enrollment in this concentration is limited to those students whose letter of admission so specifies or who won a place in the school concentration lottery that was held in the fall term. *If you have a place in the school concentration through either of these means, you still need to submit the Concentration Choice form discussed in this packet as well as completing the necessary steps to plan a field placement. If you won a place in the lottery, keep in mind you must submit proof of having passed the Illinois Basic Skills Exam by the date previously announced or you will lose your place in this concentration.*

To help in selecting a concentration, the College is holding concentration informational meetings at which concentration faculty will be available to assist you in making a decision. At the same meetings, information about planning your concentration field placement will be provided. The schedule is given below. Students may move from meeting to meeting, learning about several concentrations if they wish.

Important Notice: Once you submit your choice of concentration, it is not possible to switch to another one. Space is limited in each concentration. Once continuing students select their concentrations, the remaining spaces in each concentrations are immediately used for advanced standing MSW students who will be joining us in Fall 2007.

Required Meetings: Selecting a Concentration & Planning Field Placements for 2007-2008

Full-Time Foundation MSW Students

	<i>Wednesday, January 17 11:15 to 12:45</i>	<i>Monday, January 22 11:15 to 12:45</i>
<i>Child & Family</i>	4425	4425
<i>Community & Administrative Practice (CAP) (2007-2008 is the last year this concentration will be offered)</i>	EPASW 4517	EPASW 4517
<i>Health (2007-2008 is the last year this concentration will be offered)</i>	EPASW 4229 (computer lab)	EPASW 4229 (computer lab)
<i>Mental Health</i>	EPASW 4417	EPASW 4417
<i>School Social Work</i>	EPASW 4013	EPASW 4013
<i>Community Health and Urban Development (CHUD)</i>	student lounge, 4th floor EPASW	student lounge, 4th floor EPASW

2nd Year PM, Foundation MSW Students

(Your class times will be adjusted to permit you to attend these meetings. First year PM students do not attend these meetings.)

	<i>Monday, January 22 5:30-6:45 pm</i>	<i>Wednesday, January 24 5:30-6:45 pm</i>
<i>Child & Family</i>	EPASW 4425	EPASW 4425
<i>Community & Administrative Practice (CAP) (2007-2008 is the last year this concentration will be offered)</i>	EPASW 4517	EPASW 4517
<i>Health (2007-2008 is the last year this concentration will be offered)</i>	EPASW 4229 (computer lab)	EPASW 4229 (computer lab)
<i>Mental Health</i>	EPASW 4417	EPASW 4417
<i>School Social Work</i>	EPASW 4013	EPASW 4013
<i>Community Health and Urban Development (CHUD)</i>	student lounge, 4th floor EPASW	student lounge, 4th floor EPASW

Sequence of Steps for Selecting a Concentration and Planning Its Field Placement

Deadlines for forms. There are three forms that must be submitted, on time, by you in this process. They are discussed below and are available in this packet. Additional copies can be printed from the online version of this packet posted at the Jane Addams College website or the compact disc version of this packet distributed to students. Failure to submit all forms by the deadlines may mean you will not receive your first-choice concentration or placement site.

Form	Due Date (earlier submission is encouraged)	Where to Submit
Concentration Choice Form	4:30pm, Monday, Feb. 5, 2007	Office of Academic Affairs (EPASW 4329) or the mailbox for that office.
Field Placement Choice Form	4:30pm, Monday, Feb. 5, 2007	Field Office (EPASW 4137) or the mailbox for that office.
Field Placement Confirmation Form	4:30pm, Friday, April 20, 2007	Field Office (EPASW 4137) or the mailbox for that office.

Step 1. Select your concentration after consulting the sources of information described above. *If you have already made up your mind, it is still necessary to one of these meetings so you can learn how to plan for your field placement.*

All students (including those in school social work) must register their choice of concentration using the **Concentration Choice Form** contained in this packet. **Submit this form to the Office of Academic Affairs (EPASW 4329) by 4:30pm, Monday, February 5, 2007.** Earlier submission is encouraged. Failure to meet this deadline means you may not receive your first choice of concentration. **Once you select a concentration, it is not possible subsequently to change your mind and pick another one. This is because once we know what our continuing students are choosing, we fill up the remaining openings in each concentration with new students admitted with advanced standing for fall 2007.**

Step 3. Complete the **Field Placement Choice Form** included in this packet. As explained on the form itself, you are to submit the Field Placement Choice Form to the Field Instruction office (EPASW 4137) **no later than 4:30 pm, Monday, February 5, 2007.** Earlier submission is strongly encouraged, but you must meet the deadline. Students entering the school social work concentration (either by way of their admission letter or lottery) must submit this form as well.

Step 4. By late February, a field instruction faculty member will contact you to let you know you may call certain agencies for interviews regarding a possible placement. **Important: do not call any agency for an interview before the College field faculty has contacted you.**

Step 5. Submit the **Field Placement Confirmation Form**. After you have completed your interview(s), considered your options, and discussed them, as necessary, with field faculty, and you have reached agreement with an agency for a placement, it is necessary for you to document confirmation of this placement using this form which is included in this packet. (Additional copies can be printed from the online version of the packet.) **Submit your Confirmation Form to the Field Office no later than Friday, April 20, 2007.** Failure to meet this deadline may interfere with proper placement. Earlier submission is strongly encouraged.

Step 6. New concentration advisor. Once you have completed Step 1 above (selecting a concentration), you will be assigned a new advisor. These assignments will be posted on the bulletin board outside the Office of Academic Affairs (EPASW 4329) by mid-March, in time for Fall 2007 registration. When it is time to register for Fall 2006, meet with your new concentration advisor and register for your Fall 2006 classes. Your advisor must also approve your Summer/Fall classes, if any. See your Student Handbook for the courses required in each concentration.

Step 7. When you register for your Fall 2007 classes, be sure to register for the correct section of SocW572 (Field Instruction III). The Jane Addams College Registration packet (which will be distributed in classes) will identify separate sections of Field III for each of the concentrations. Be sure to register for that section which corresponds to your concentration.

**JANE ADDAMS COLLEGE OF SOCIAL WORK
CONCENTRATION CHOICE FORM, 2007 - 2008**

Students must use this form to register their choice of concentration for 2007 - 2008 and submit it no later than 4:30pm, Monday, February 5, 2007 to the Office of Academic Affairs, EPASW 4329. Students entering the school social work concentration are to submit this form as well (see note below about this concentration).

Failure to meet this deadline may mean you will not receive your first choice of concentration.

Once you submit your choice, it is not possible to change your mind. Space is limited in each concentration. Once continuing students make their choices, the College immediately begins filling the concentrations with advanced standing students who are being newly admitted for Fall 2007.

Name _____
(last name) (first name)

UIN _____
(This UIC identification number can be found on your UIC ID card.)

Check your concentration (check only one):

_____ CAP

_____ Child & Family

_____ CHUD

_____ Health

_____ Mental Health

_____ School Social Work. Note: the only students who can enter this concentration are: (1) those whose letter of admission explicitly indicated they were accepted into this concentration, and (2) those who won a place in the lottery.

(Remember to inform Ms. Stanfield in ECSW 4329 about any changes in your mailing address, phone number or name. She can be reached at ronnie@uic.edu or at 312-996-7098 or in person in room EPASW 4329.)

**JANE ADDAMS COLLEGE OF SOCIAL WORK
FIELD PLACEMENT CHOICE FORM, 2007 - 2008
(page 1 of 2)**

Submit this form to the Office of Field Instruction (EPASW 4137). The deadline for submitting this form is Monday, February 5, 2007. (If there is not enough space on the form's lines for your information, indicate "over" and continue the information on the back of this form.)

DATE: _____

Student (last name, first name) _____

Student UIN _____ (this UIC identification number is found on your UIC ID card)

Mail address:

Work Phone:() _____ Home: () _____

Summer phone, if different: (): _____

E-Mail Address: _____

Current status: _____ full-time, foundation _____ PM _____ advanced standing

Your Concentration:

___ Child/Family Services

___ Mental Health Services

___ Health Social Work

___ School Social Work

___ Community and Administrative Practice (CAP)

___ CHUD

Agency preferences for concentration placement:

1. _____

2. _____

3. _____

**JANE ADDAMS COLLEGE OF SOCIAL WORK
FIELD PLACEMENT CHOICE FORM, 2007 - 2008
(page 2 of 2)**

If currently employed, please list employer and briefly describe duties:

Previous social work experience other than field placement: 1 yr. or less _____ 2-5 yrs. _____ 5-10 yrs.

Please describe any previous social work/social service work experiences: _____

Your foundation field placement site: name, location, field instructor & phone number; describe duties:

If you speak languages in addition to English, please list them: _____

Do you have access to a car for field?: _____

**Jane Addams College of Social Work
Field Placement Confirmation Form
MSW Concentration 2007 2008**

This form documents that agreement has been reached about your assignment to an agency for field instruction. It is to be completed by the student and submitted to field instruction office, room 4137, or placed in the field instruction office mail box, #52, no later than Friday, April 20, 2007.

Date _____
Student Name

UIN (UIC ID number) _____
Home Address

City & State

Phone: _____ **(home)** _____ **(other)**

Student email

Concentration: CAP Child & Family CHUD
 Health Mental Health School S. Work

Agency Requested for Field Placement:

Field Instructor

Address of Field Site

City & Zip

Field Instructor Phone Number

Agency email

Agency Fax#

Important: The confirmation of your field placement is not complete until you register for the appropriate field course: MSW Concentration Year: Fall, SocW 572 and Spring, SocWk 573. Be sure to register for the particular section of each course that corresponds to your concentration: see the Jane Addams registration packet.

Concentration Descriptions

Introduction to Concentrations

The MSW program's concept of advanced practice is consistent with its urban, at-risk population mission and consistent with the historic purposes of social work.

The character of urban settings varies tremendously along dimensions such as economic status, race, ethnicity, age, national origin, and sexual orientation. Urban settings are not restricted to a city's legal boundaries. Some neighborhoods technically identified as suburban may be highly urban in nature, with population densities and social problems similar to those located within a city's legal boundaries. Our understanding of "urban" does not emphasize the technicalities of urban-suburban territorial lines, but focuses on the theme of at-risk populations, particularly the poor and racial and ethnic minorities, in locations that are characterized by high population densities and high concentrations of social problems.

Urban centers such as the Chicago metropolitan area are extremely complex settings in which to practice social work; cultural, racial and ethnic diversity are extraordinarily high, amplified by high levels of migration and immigration. Many Chicago-area communities consist of relatively homogenous neighborhoods bound together and separated from each other by strong and distinctive ethnic identities. Understanding the nature of each neighborhood's identity and associated unique residential patterns requires an understanding of: (1) constraints on residents' ability to freely exercise choice in where to live owing to the powerful and long-lasting impact of historical and continuing discrimination and segregation, (2) shared cultural, ethnic, and country-of-origin bonds which, when found among neighborhood residents, are sources of identity and pride, (3) the intensely concentrated nature of very serious social problems found in some neighborhoods, and (4) neighborhood assets, strength, and resources, not all of which may at first be apparent to an outsider.

At the collective level, cities such as Chicago are characterized by relatively high levels of social problems such as poverty, crime, violence, substance abuse, physical and mental illness, inadequate housing, absence of employment opportunities, inadequate education, and insufficient access to quality social services. However, these social problems occur at widely different rates at the neighborhood level.

On the positive, side, Chicago and other major urban centers also have concentrated, and, at times, intricate, systems of social work-relevant resources and assets. The high level of cultural diversity means there are valuable culturally-specific resources present which, at times, are based in ethnic social agencies. The distribution of public and private helping resources also varies widely across neighborhoods, raising fundamental questions of distributive justice because resource distribution does not always mirror problem distribution.

Justice issues are further underscored by at-risk status, as particular population groups (based on factors such as race, ethnicity, sexual orientation or age) can have disproportionately unmet needs and social problems (e.g. HIV infection rates are disproportionately higher among African-Americans and Latinos compared to whites; however their access to medical resources is lower).

Social work in complex urban settings such as the Chicago area can take the form of generalist, foundational level practice or advanced practice within a concentration. The foundation curriculum of the MSW program educates for generalist practice and concentration curricula build on that base. As we understand and implement them in our curricula, the two forms of practice have important distinctions:

Generalist practice is conceptualized as planned efforts to help and to seek change which are directed at multiple levels (individuals, families, groups, organizations, communities) and are guided by empirically-derived knowledge. Generalist practice attends to both societal change in the interests of social and economic justice as well as improvements at the levels of private individuals, families, groups, organizations, and communities. Generalist practice is differentiated from advanced practice by its focus on direct services, concrete services and case management, and generalist practitioners typically practice under closer supervision than advanced practitioners.

Advanced practice consists of generalist expertise plus additional professional expertise that is focused and deepened in a practice concentration. Compared to generalist practice, advanced practice contains higher levels of knowledge and skills and represents a higher level of preparation in the application of professional values and ethics. These higher levels are built upon a generalist level foundation. Advanced practice can be focused in terms of practice modality (such as direct casework, community work, administration, group work), in terms of social problems (e.g., substance abuse), focused in terms of a population as in social work with older persons, or focused in terms of a service area such as health social work. Whatever the focus, the advanced practice subsumes the generalist foundation expertise and contains expertise that is extended and specified in terms of the particular focus of the concentration area. In our MSW program, we have selected the following areas for advanced practice preparation concentrations, all of which are highly relevant to the needs of urban, at-risk populations: child and family services, community and administrative practice, health social work, mental health social work, and social work in schools.

In light of the aforementioned urban diversity related to ethnic, racial, gender, sexual orientation and other factors, both generalist and advanced practitioners must be culturally competent. Cultural competence in practice is a prerequisite for all aspects of practice from assessment (including the recognition of culturally or ethnically configured strengths and assets) through interventions and evaluation of practice effectiveness. Consequently, we emphasize educating our students to become capable practitioners who have a solid base of descriptive and analytic knowledge of various diverse populations. However, it is impossible to possess a full, encyclopedic knowledge of even a single population group, much less of the tremendous range of groups found in an urban setting such as Chicago (e.g. one of the Jane Addams College school social work placement sites, the Jane Stetson School, has a diverse immigrant study body in which over 35 languages other than English are spoken). Thus, it is essential that students also be taught to cultivate an open, affirming attitude and a systematic process of learning about the unfolding array of human differences they will encounter throughout a practice career as embodied in ethno-conscious and culturally competent practice. Advanced practitioners have foundational-level expertise in this plus additional expertise specific to the concentration.

Given the fundamental distributive justice issues regarding the incongruence between urban need distribution and resource allocation, both generalist and advanced practitioners must also be able to work for social change in the interest of greater social and economic justice. Advanced practice represents professional expertise that contains within in the generalist professional foundation, an extension of concentration-specific expertise including advanced extended cultural competency and advocacy skills as they pertain to the concentration's substantive focus.

The advanced curriculum builds upon each content areas of the professional foundation in all five of our concentrations to develop this extended expertise. This produces an advanced curriculum, which:

1. has content *deeper* than that of the foundation content. Upon completing a concentration curriculum, our advanced practice graduates have learned a larger amount of mission-consistent knowledge in the areas of practice, policy, HBSE, research, field education, values and ethics, diversity, at-risk populations and justice, and field education than at the endpoint of the generalist foundation curriculum. College faculty and field instructors reinforce foundation learning and expand on it in each concentration.
2. has less *breadth* than the generalist foundation content because its content is selectively focused on the concentration area. This focusing supports intensive education in a bounded area of knowledge and professional expertise (e.g. mental health or school social work).
3. has greater *specificity* than the content delivered by the end of the professional foundation curriculum. Faculty and field instructors teach knowledge, values, and skills that are tailored to each concentration's learning objectives. The broad-based generalist practice expertise obtained in the foundation provides a strong basis upon which to deliver content that is highly focused on the particular concentration.

General Design of All Concentrations.

For 2007-2008 the MSW program has six advanced concentrations:

- Child and Family Services
- Community Health and Urban Development (CHUD)
- Community and Administrative Practice (CAP)
- Health
- Mental Health
- School Social Work.

This is the final year the health and CAP concentrations will be offered; they are phased out and our new concentration, CHUD, has been introduced.

Students have freedom of choice regarding concentrations with one exception: school social work. Demand for this concentration exceeds the program's capacity to meet it, and several years ago faculty adopted a policy of capping enrollment in this concentration. At the point of applying for admission to the MSW program, students are

informed of this and instructed to apply for admission to the school social work concentration at that point if they are interested. No extra application criteria are applied with one exception: under Illinois state law students interested in this concentration must pass the Illinois State Board of Education basic skills test before enrolling in the concentration, and applicants are provided information about testing procedures. Students are admitted until the enrollment cap is met. Only those students whose letter of admission confirms they have a place in this concentration can plan on enrolling in it. In the second semester of the first year when other students are selecting concentrations, it is possible to change one's mind and opt out of the school concentration. Any openings thus created are allocated on the basis of a lottery to other students. Separate school concentration enrollment caps are set for incoming full-time students, incoming PM students and incoming advanced standing students.

Concentrations share a common basic curriculum design in terms of course types and credit hours; concentrations vary in terms of objectives and the specifics of course content. The general concentration curriculum model is displayed in Table 1 and discussed below. Following that, detailed discussions for each concentration are given with each concentration's conceptual framework, objectives, design, content and the manner in which each builds upon the MSW generalist practice perspective foundation and the way it supports the MSW program's conceptualization of advanced practice.

Table AS M2.0.1 General concentration design

<i>General Concentration Design</i>	
<u>Fall</u>	
Practice III: specific to concentration	3
Policy II: specific to concentration	3
Elective*	3
Field III: specific to concentration	8 credits
<u>Spring</u>	
Practice IV: specific to concentration	3
Research II: specific to concentration	3
Elective	3
Field IV: specific to concentration	8
Concentration credits	34 credits
Foundation credits	28
Total degree credits	62
*Students who enter the school social work concentration take as one of their elective the three-credit College of Education course SPED410, Survey of Characteristics of Learners with Disabilities which is a state requirement for practicing as a school social work in Illinois.	

General approach to advanced values and ethics content as built on generalist foundation. Each concentration curriculum expands upon the social work values and ethics content learned in the foundation, focusing this higher level of learning on ethical dilemmas and ethical decision making in the realm of the particular concentration.

Ethical and value dimensions of practice, policy, and research are taught in concentration classroom courses and ethical aspects of advanced concentration-specific practice are learned in concentration field placements. Student's growing awareness of their own personal values and their relationship to professional values is strengthened and refined in the context of the concentration subject matter.

General approach to advanced diversity content as built on foundation.

Each student brings to his or her concentration a broad and rich understanding of human diversity obtained in the foundation. This appreciation of within-group and between-group differences, respect for difference, and ability to implement practice strategies responsive to differences learned in the foundation is deepened and refined in the specific realm of the concentration. Diversity content is integrated in the advanced, concentration-specific Practice III and IV courses, in the advanced Policy II courses, advanced Research II courses, in the electives students take, and concentration field sites are used only if they are consistent with the MSW program's emphasis on diversity.

General approach to advanced populations-at-risk and social and economic justice content as built on foundation.

Urban populations-at-risk continue as important mission-supportive curriculum theme in each concentration, thus expanding and deepening the student's understanding of risk factor dynamics, distributive justice issues, oppression, discrimination, and social work's role in advocating for justice in the particular context of the concentration. Urban populations-at-risk content is integrated in the required classroom courses of each concentration, in the electives taken by concentration students, and access to urban populations-at-risk is a criterion for field agency site approval.

General approach to advanced HBSE content as built on foundation.

Advanced HBSE content in each concentration is integrated in the concentration-specific Practice III and IV courses required of each student. All concentrations have advanced HBSE content that is tailored to the purposes of the specific concentration and that supports the practice models and interventions taught. The HBSE content varies by concentration; for example, while the Mental Health concentration teaches advanced HBSE content on the processes of mental and emotional development in accordance with that concentration's advanced practice focus on direct mental health services, the CAP concentration advanced HBSE content consists of advanced knowledge of the structure and functioning of organizations and communities. As has been stated, students in the school social work concentration have advanced HBSE content integrated in their practice courses in addition to the HBSE content found in the required course SPED410, Characteristics of Learns with Disabilities.

General approach to advanced social welfare policy and services content as built on foundation.

Each concentration student takes an advanced policy course focused on policy issues of the concentration. The broad foundation in social welfare policies and services is the basis for this advanced learning. Advanced knowledge and skills are learned in the areas of: the content of existing policies and services, policy analytical and advocacy skills, and the role of policy in service delivery and the attainment of well being as it is played out in the context of the concentration. Advanced policy courses give students knowledge and tools to play leadership roles, at various levels, in promoting more just social policies and services.

General approach to advanced practice content as built on foundation.

Each concentration student takes two, three-credit, advanced practice course specific to the concentration: Practice III and IV. The generalist practice-at-all-system-levels perspective obtained in the foundation provides the foundation for this learning. Advanced practice knowledge, values, and skills are focused and refined in the context of each concentration's details. All advanced practice courses emphasize strengths, capacities, and resources of client systems; advanced, concentration-specific approaches to collecting and assessing information, identifying issues and assets, using communication skills, identifying and implementing empirically based interventions. All practice courses prepare students for practice that includes urban, at-risk populations and teach the role of practice in promoting social and economic justice. The specific intervention strategies taught vary according to the conceptual framework and objectives of each concentration.

General approach to advanced research content as built on foundation.

Each student develops advanced knowledge, values and skills in regard to concentration-specific research by taking an advanced three-credit course. Students in all concentrations except school social work choose from a pool of advanced research courses which are designed either around a methodological approach or a substantive subject matter. Choices are listed below.

1. Socw563, Program Evaluation. This course is open to students in Child & Family, Mental Health, CAP, CHUD, and Health concentrations. Each student's major assignments must be concentration focused
2. SocW565, Research II: Child and Family Research. This course is open to students in the Child & Family, Health, Mental Health, CHUD, and CAP concentrations. Each student in the class is required to do all major assignments on concentration-specific topics. What they have in common is attention to child and family issues (mental health, health, or community/administrative).
3. SocW565, Research II: Single System Design. This course is open to students in Child & Family, Mental Health, CAP, CHUD, and Health concentrations. Each student's major assignments must be concentration focused.
4. SocW565, Research II: Action Research. This course is open to students in Child & Family, Mental Health, CAP, CHUD, and Health concentrations. Each student's major assignments must be concentration focused.

Students in the School Social Work concentration are required to take the course SocW565, School Social Work Research given the highly distinctive and structured state requirements for becoming credentialed as a school social worker in Illinois.

All concentration students also have the option of meeting advanced research requirements by conducting an extensive, year-long, individual research project (SocW567, Research Project); if undertaken, this project must be concentration-focused.

General approach to advanced field education as built on foundation.

Generalist practice foundation field education has provided a broad, all-systems level education for student by the time they enter concentration field. Urban concentration field sites are carefully chosen and monitored for the ability to develop program mission-congruent and concentration-specific professional competence at the advanced levels described above.

The application of the above concentration model to each of our five concentrations is described below.

Child and Family Concentration:

Objectives. The objectives of the concentration are as follows. Child and family concentration graduates will possess advanced knowledge, values, and skills:

- for advanced practice with an emphasis on public, publicly supported, and not-for-profit child and family service settings
- to practice in a critical, reflective manner
- to provide leadership at various levels with and on behalf of children and families
- for practice that will include at-risk communities, families, adults and children in urban environments

Conceptual framework, design, and content of child & family concentration. The concentration prepares social workers for autonomous practice in a range of roles in a variety of settings with and on behalf of children and families who come into contact with the child welfare, juvenile justice systems and family service agencies. The curriculum provides the theoretical, empirical, and experiential basis for responsible and competent practice. Graduates are prepared to use strengths-based assessment and intervention models in settings heavily influenced by public policies, to use policy analysis frameworks to examine the impact these policies have on children and families, and to understand and influence the process of policy development and implementation, and funding. Graduates are prepared to understand and critique the existing knowledge base of family functioning and effective practice and programs. Graduates acquire advanced research skills that allow them to evaluate the intended and unintended outcomes of interventions, policies, and programs. Graduates are taught that their knowledge and skills allow them to exercise leadership in practice with children and families at multiple levels.

Graduates are prepared for practice that seeks social and economic justice for at-risk communities, families, adults, and children in urban environments. They are equipped with a firm understanding of the ways in which problems that bring children and families into contact with social workers result from a variety of social, economic, and political inequities. They are prepared to work effectively with and advocate on behalf of oppressed populations, including those oppressed because of race, ethnicity, gender or sexual orientation.

What makes the concentration unique is its focus on the family, broadly defined to include extended and augmented family members in their communities. The curriculum places special emphasis on urban services and environments, both in the classroom and in field instruction. An ecological systems framework is used to help students understand how problems that bring children and families into contact with social workers result from and are intertwined with challenges they experience in securing adequate housing, childcare, employment, income, healthcare, and mental health

services. Community violence, family violence, and drug abuse further threaten many of these clients. These challenges are addressed both in required practice and policy courses as well as electives. Content on race, ethnicity, gender, and sexual orientation are included throughout the curriculum to help students understand how oppression affects the development and functioning of individuals and, historically, how oppression has affected specific groups. Students develop skills in identifying and building on strengths of children and families as well as communities, with an understanding of the ways in which these strengths as well as historic and current discrimination inform our practice with diverse client systems.

The concentration emphasizes strengths-based and ecological frameworks and focuses on work with and on behalf of urban, economically disadvantaged, and oppressed populations. Its curriculum emphasizes the multiple agencies and systems clients may have contact with and the curriculum is designed to help graduates provide children and their families integrated and coordinated services, regardless of the agency or system entry point.

Students enter the child and family concentration after passing the previously-discussed 28-credit foundation curriculum (or, in the case of qualified advanced standing students, having passed another CSWE-accredited foundation curriculum with comparable content). The foundation curriculum establishes a generalist perspective foundation for education at the advanced, concentration level. In the concentration, students take the following courses:

Fall

SocW582, Practice III: Child and family services	3 credits
SocW552, Policy II: Child and family services	3
Elective	3
SocW572, Field III: Child and family	8

Spring

SocW583, Practice IV: Child and family services	3
Research II: pick one of the following:	3
SocW563, Research II: Program Evaluation	
SocW565, Research II, Child and Family	
SocW565, Research II: Action Research	
SocW565, Research II: Single System Design	
SocW567, Research II: Project	
Elective	3
SocW573, Field IV: Child and family	8
Total concentration credits	34
Foundation credits	28
Total degree credits	62

Advanced child & family practice content is delivered in two required courses, SocW582 & 583 (Practice III & IV: Child & Family). Practice III teaches advanced theoretical frameworks for practice with urban children and families in general and specifically in Chicago and in Illinois. An ecological systems framework is used to support the teaching of advanced practice content that includes: psychosocial casework, solution-based casework, case management with urban families, crisis intervention.

Specific attention is paid to interventions with urban families affected by substance abuse, on problems related to HIV/AIDS, PTSD, crises of victimization; physical and sexual abuse, and neglect. Students are taught the critical and reflective use of DSM IV as an assessment tool, and a range of other assessment tools. Students are taught advanced content on service planning, practice evaluation, and documentation demands related to work with urban children and families, many of whom are in contact with public child welfare, juvenile justice, and family service agencies. Overall, the two advanced practice classes build upon generalist practice knowledge, values, and skills to develop an advanced level of practice expertise that is tailored to practice with urban children and families, with public child welfare constituting a major focus of learning. Given the importance of public issues and public sector arenas of practice, students are taught advanced knowledge of the legal system, specifically how to work within the court system in regard to child welfare law issues.

Advanced child & family HBSE content integrated in Practice III and IV builds upon the generalist-level knowledge of human development in the social environment to develop advanced abilities to understand urban families in the context of their communities, including advanced, critical understanding of psychodynamic theory, cognitive-behavioral theory, family systems theory and solution-based theory. HBSE knowledge can be very specific, for example, students are taught the demographic characteristics of families involved with the child welfare system. Advanced knowledge is developed in regard to diversity of family structure to support advanced family-centered practice with lesbian and gay families, for example. As Practice III and IV courses progress, HBSE content is integrated throughout to support the advanced education for advanced child and family practice in urban settings.

Advanced child & family policy content. Students apply their broad understanding of the structure and processes of American social welfare, and social work's role in it, obtained in the foundation curriculum to advanced, focused study of child and family policy issues in the required course SocW552, Policy II: Child & Family. The course focuses on public policies that address basic needs of urban families as well as policies affecting the child welfare, juvenile justice, adult criminal justice, mental health system, and special education systems that are important to the well being of urban children and families. Advanced professional social work expertise in the application of policy analysis frameworks is taught including policy development and implementation, funding issues, and the intended and unintended outcomes of policy. Key policies from legislative, administrative, and judicial decisions are taught. Policy addressed include income support policies (TANF, SSI), low income housing, child care, health care (specifically child health, prenatal and perinatal care, and healthcare for women), policies relevant to intimate partner violence, child abuse and neglect, federal and state policies, mental health, special education, as well as juvenile and adult justice policies. Overall students, receive strong, advanced education in public policies, and social work's role in affecting them, that have pervasive impacts on urban children and families.

Advanced child & family content on research content is provided by offering students their choice of a range of advanced research course. See the previously identified list of advanced research courses. Each student is required to complete an advanced three-credit social work research course. The MSW program permits students a range of

choices regarding advanced research methodological focus, with the requirement that all students do their advanced course research assignments and projects on topics supportive of each one's concentration.

Advanced child & family content on social work values and ethics.

Advanced content on social work values and ethics is integrated in the child and family curriculum. The Practice III & IV courses (SocW582, 583), teach an ethical framework for concentration practice. The NASW Code of Ethics is studied again with a focus on drawing out child and family practice implications. The Illinois Department of Child and Family Services Code of Ethics for Child Welfare Practice is studied. The concentration policy course (SocW552), as it teaches advanced policy analysis, teaches students to examine the value and ethics content of actual and proposed policies and services. In each of the advanced research courses that can be taken to meet concentration requirements, students are taught how to conduct research in an ethical manner, building on the basic knowledge acquired in this regard in the foundation curriculum. All concentration field sites provide learning opportunities regarding professional values and ethics.

Advanced child & family content on diversity

Content on diversity is integrated throughout the child and family curriculum. In the professional foundation, students are taught to respect, value, and affirm human diversity. This education continues here with a focus on specific child and family contexts. Culturally sensitive and competent practice is taught in the Practice III & IV courses. Diversity of family structure is emphasized (for example, gay and lesbian families). Students are taught to understand the diversity related to urban residence, poverty, gender, racial, ethnic, economic, and sexual minority status.

Advanced child & family content on populations-at-risk and social and economic justice

Content on populations-at-risk and social and economic justice is integrated in the concentration curriculum. The discrimination, oppression, and injustice that are disproportionately associated with diversity in status (e.g. racial, ethnic, economic, gender, sexual orientation) are taught as they are expressed in the lives of urban children and families. The social work responsibility to promote justice in regard to at-risk status is taught in regard to practice (Practice III & IV courses), policy analysis and development (SocW552), and in regard to the conduct of research. Field sites are selected for their ability to provide teaching opportunities regarding the social work role in responding to at-risk status and injustice.

Advanced child and family field education

All students complete a two-semester, minimum 720 clock hour concentration field placement in a Chicago metropolitan area child and family services setting. Sites are assessed by the College's field office for suitability in meeting the concentration's learning objectives.

Community Health and Urban Development **(CHUD)Concentration:**

Objectives. The objectives of the concentration are as follows. Community health and urban development concentration graduates will possess advanced knowledge, values, and skills:

- for advanced practice with an emphasis on public, publicly supported, and not-for-profit community health and urban development organizations
- to practice in a critical, reflective manner with individuals, families, groups, organizations, and communities in ways that can contribute to community health and strengths within a dynamic of shared power
- to provide leadership at multiple levels within and in collaboration with community-based organizations, voluntary associations and institutions for practice that will include urban, at-risk populations

Conceptual framework, design, and content of the Community Health and Urban Development Concentration. The primary emphasis of the concentration is on asset-building and capacity-building approaches to community building that emphasize participatory, interdisciplinary, and justice-oriented practice consistent with the promotion of universal human rights and the mission of Jane Addams College of Social Work. This concentration prepares students to contribute to building urban communities that are physically, socially, economically and environmentally healthy. The emphasis of the concentration is on community building in solidarity with the poor; the oppressed; racial and ethnic minorities; women; gay, lesbian, bisexual and transgender persons; persons with disabilities; older adults; and other at-risk urban populations within a biopsychosocial and ecological framework. Health disparities, lack of opportunity, and lack of access to the basic requirements of life are among the critical issues requiring attention in at-risk urban communities. The concentration recognizes the systemic connections among people, families, and larger collectives in building community capacity. The Community Health and Urban Development Concentration therefore prepares students for integrated practice with individuals, families, groups, organizations and communities in urban settings in ways that can contribute to community health and strengths within a process of shared power. The concentration is designed with an advanced generalist orientation, and particularly emphasizes practice with groups, neighborhoods and communities, given the central place of these modalities for contributing to healthy communities. Given the importance of diversity in healthy ecological systems, the concentration emphasizes practice that honors and supports such diversity by focusing on cultural assets.

Students in this concentration will (a) achieve an understanding of the conceptual underpinnings of asset-building and capacity-building approaches for community building as these frameworks guide practice with all system levels, within an overall biopsychosocial and ecological framework; (b) achieve an understanding of how asset-

building and capacity-building approaches to community building can advance personal and collective health, empowerment, social justice, and human rights; and (c) achieve an understanding of the interconnections among community assets in urban settings. Those assets include cultural assets, human and social capital, civic culture, community-based organizations, economic assets, environmental assets, natural resources, and linkages to larger systems including political and economic systems. In addition, students will learn the skills required to contribute to asset-building and capacity-building approaches to community building that emphasize participatory, interdisciplinary, and justice-oriented practice.

In the concentration, students take the following courses:

<u>Fall</u>	
Practice III: CHUD	3 credits
Policy II: CHUD	3
Elective	3
Field III: CHUD	8
<u>Spring</u>	
Practice IV: CHUD	3 credits
Research II: pick one of the following:	3
SocW563, Research II: Program Evaluation	
SocW565, Research II, Child and Family	
SocW565, Research II: Action Research	
SocW565, Research II: Single System Design	
SocW567, Research II: Project	
Elective	3
Field IV: CHUD	8
Total concentration credits	34
Foundation credits	28
Total degree credits	62

Advanced community health and urban development practice content. Social Work Practice III: Community Health and Urban Development and Social Work Practice IV: Community Health and Urban Development constitute an integrated, advanced practice sequence to prepare students for work in Community Health and Urban Development. The primary emphasis of the concentration is on asset-building and capacity-building approaches to community building that emphasize participatory, interdisciplinary, and justice-oriented practice consistent with the promotion of universal human rights and the mission of Jane Addams College of Social Work.

Social Work Practice III: CHUD is the first practice course within this integrated sequence. The focus in this course is on building healthy communities from the grassroots, beginning with health-enhancing work with individuals and families that

emphasizes supporting clients' personal power and gifts, promoting health, strengthening social support networks, and collaboration of clients and workers in effective advocacy, particularly within care and service systems and community-based organizations. The course then moves to advanced work with groups, the principal system level emphasized in the course. Social Work Practice IV: CHUD is the second and final practice course within this integrated sequence, and builds on the small-system (individual, family, and group) work done in Practice III. Practice IV: CHUD takes the next step, emphasizing practice with larger community collectives and coalitions that challenge health disparities and support health promotion; consensus and advocacy organizing; design and implementation of community development and prevention projects; evaluation of community building efforts; and the enrichment of social capital and civic engagement. The course emphasizes community-building practice within and in collaboration with community-based organizations, voluntary associations and institutions.

Advanced community health and urban development HBSE content. Substantial, advanced HBSE content is integrated into the Practice III & IV courses focusing on person-in-environment dynamics in community settings; the biopsychosocial interconnections among personal, family, and community health and cultural assets, human and social capital, civic culture, community-based organizations, economic assets, environmental assets, natural resources, and linkages to larger systems including political and economic systems; as well as the structure and functioning of urban organizations, neighborhoods, and communities. Advanced HBSE content is also taught related to topics such as organizational culture, the nature of urban community communication systems, characteristics of community-based organizations, political processes in urban neighborhoods, organizational-environment relations, and the nature of power, privilege and oppression in diverse urban communities.

Advanced community health and urban development policy content. While policy content is integrated throughout the concentration, the course Policy II: CHUD focused specifically on this area. This course is an advanced policy course that emphasizes policies and policy issues that have an impact on urban communities including health disparities, discrimination, urban poverty, and social dislocation. Particular attention is paid to the impact of health and community development policies on at-risk and oppressed groups including racial and ethnic minorities, women, older adults, persons with disabilities, and gay, lesbian, bisexual and transgender persons in urban settings. New developments in community development and health policies such as neighborhood-based services, and asset-building/capacity-building approaches are explored within a framework of advancing social, racial, and economic justice and universal human rights. Building upon the policy analysis frameworks used in Social Work 420 Social Welfare Policy and Services, this course develops the advanced analytical and critical thinking skills necessary to address policy issues at all levels of the social welfare system, including local, state and federal governments. The course supports the policy practice skills required to develop and advocate for policy change in partnership and collaboration with community members and organizations. The roles of community members, service providers, community organizers/planners, and policy advocates in the policy change process are clarified.

Advanced community health and urban development research content is provided by offering students their choice of a range of advanced research course. See the previously identified list of advanced research courses. Each student is required to complete an advanced three-credit social work research course. The MSW program permits students a range of choices regarding advanced research methodological focus, with the requirement that all students do their advanced course research assignments and projects on topics supportive of each one's concentration.

Advanced child & family content on social work values and ethics. Advanced content on social work values and ethics is integrated throughout the community health and urban development concentration. The Practice III & IV courses teach an ethical framework for concentration practice. Particular attention is paid to the ethical and values challenges that commonly arise in community-building practice (for example, issues related to professional relationships, which can be quite different than in clinical settings.) The NASW Code of Ethics is studied again with a focus on drawing out community health and urban development implications. The concentration policy course (Policy II: CHUD), as it teaches advanced policy analysis, teaches students to examine the value and ethics content of actual and proposed policies and services. Throughout the concentration, students develop a critical perspective on social work ethics and values, social justice, and universal human rights for community practice. In each of the advanced research courses that can be taken to meet concentration requirements, students are taught how to conduct research in an ethical manner, building on the basic knowledge acquired in this regard in the foundation curriculum. All concentration field sites provide learning opportunities regarding professional values and ethics.

Advanced community health and urban development content on diversity. Content on diversity is integrated throughout the community health and urban development curriculum. In the professional foundation, students are taught to respect, value, and affirm human diversity. This education continues here with a focus on specific community health and urban development contexts. Culturally sensitive and competent practice is taught in the Practice III & IV courses. Students are taught to understand the diversity related to urban residence, poverty, gender, racial, ethnic, economic, and sexual minority status. Beyond simply respecting diversity and achieving cultural sensitivity, the concentration emphasizes the use of cultural assets within the community for practice. This includes an ethno-conscious services framework, in which community and cultural representatives have powerful voices in the design, implementation, and evaluation of agency and community services. Afrocentric and indigenous approaches, for example, are often much more collectively and spiritually oriented than are services emerging from dominant society perspectives. Many community approaches also involve facilitating expansion of ethnic resources within a community as sources of pride and contributors to social capital.

Advanced community health and urban development content on populations-at-risk and social and economic justice. Content on populations-at-risk and social and economic justice is integrated in the concentration curriculum. The discrimination,

oppression, and injustice that are disproportionately associated with diversity in status (e.g. racial, ethnic, economic, gender, sexual orientation) are taught as they are expressed in the lives of urban residents and communities, as well as within health and other service systems. The social work responsibility to promote justice in regard to at-risk status is taught in regard to practice (Practice III & IV courses), policy analysis and development (Policy II), and in regard to the conduct of research. Field sites are selected for their ability to provide teaching opportunities regarding the social work role in responding to at-risk status and injustice. The curriculum throughout is grounded in distributive, participatory/processual (individual and groups), and human rights frameworks for understanding social justice.

Advanced community health and urban development field education

All students complete a two-semester, minimum 720 clock hour concentration field placement in a Chicago metropolitan area community health/urban development setting. Sites are assessed by the College's field office for suitability in meeting the concentration's learning objectives.

Community and Administrative Practice (CAP) concentration:

(2007-2008 is the last year this concentration will be offered)

Objectives. The objectives of the concentration are as follows. CAP graduates will possess advanced knowledge, values, and skills:

- for advanced practice with an emphasis on public, publicly supported, not-for-profit settings
- to practice in a critical, reflective manner
- to provide leadership at multiple levels in communities and in public, publicly supported, and not-for-profit organizations and community-based initiatives
- for practice that will include urban, at-risk populations.

Conceptual framework, design, and content of concentration. The concentration develops advanced knowledge, values and skills in community and administrative practice. Building on the generalist-perspective foundation, it emphasizes collaborative, interdisciplinary, and empower-oriented approaches that build on the strengths and assets of at-risk, urban communities. It assumes CAP practitioners should be prepared to plan and implement social change through informal task groups, formal organizations, and comprehensive, community-based initiatives. Practice intervention methods include skills associated with roles such as community builder, grassroots organizer, middle manager, and advocate. Community content emphasizes innovative practice, including community building initiatives, community organizing and policy practice for change and advocacy for poor and at-risk populations. Administrative content includes strategic planning, human resource management, policy analysis, financial management, and program evaluation. Concentration-specific skills are set in a framework of social work ethics and professional values, critical thinking, social and economic justice, and social change.

Through a combination of classroom courses and field placements, CAP students acquire the theoretical frameworks, knowledge base, planning tools, and analytics and practice skills needed to assume leadership positions in public and nonprofit agencies, communities and other community-based settings.

Students enter the CAP concentration after passing the previously-discussed 28-credit foundation curriculum (or, in the case of qualified advanced standing students having passed a CSWE-accredited foundation curriculum with comparable content). They then take the following sequence of courses:

<u>Fall</u>	
SocW580, Practice III: CAP	3 credits
SocW552, Policy II: CAP	3
Elective	3
SocW572: Field III: CAP	8
<u>Spring</u>	
SocW581, Practice IV: CAP	3
Research II: pick one of the following:	3
SocW563, Research II: Program Evaluation	
SocW565, Research II, Child and Family	
SocW565, Research II: Action Research	
SocW565, Research II: Single System Design	
SocW567, Research II: Project	
Elective	3
SocW 573: Field IV: CAP	8
Total concentration credits	34
Foundation credits	28
Total degree credits	62

Advanced CAP practice content

Students take two advanced practice courses (SocW580 & 581, Practice III & IV). Practice III builds upon the generalist foundation education for practice at all system levels by teaching students advanced knowledge, values, and skills for administrative practice. Similarly, Practice IV teachings advanced community practice. In Practice III, students are taught advanced content regarding organizational governance, purpose and mission; the process of organizational risk management, organizational strategic planning, organizational needs assessment, knowledge and skills to design and implement programs, agency human resource development and management, the acquisition and management of financial resources (including proposal writing), and the maintenance of organizational-urban community relations.

In Practice IV, students are taught advanced skills in community practice and practice in community-based organizations. Advanced knowledge and skills are taught regarding understanding and assessing urban communities and neighborhoods; students are taught a range of community practice models, how to develop a community profile, how to engage urban communities, techniques of mobilization, participation, membership and leadership development. The course covers urban community politics, coalition-

building and community asset development. Evaluation of community initiatives is taught.

Advanced CAP HBSE content

Substantial, advanced HBSE content is integrated in the Practice III & IV courses regarding the structure and functioning of urban organizations, neighborhoods, and communities. Advanced HBSE content is taught on topics such as organizational culture, characteristics of risk management in nonprofit settings, the nature of urban community communication systems, characteristics of community-based organizations, political processes in urban neighborhoods, organizational-environment relations, and the nature of power, privilege and oppression in diverse urban communities.

Advanced CAP policy content

CAP students take the advanced policy course SocW556, Policy II: CAP. The course, building upon the foundation knowledge and skills in policy teaches advanced content and skills for urban administrative and community practice. The course teaches content on urban neighborhood initiatives to address poverty, public housing issues, policies directed at rebuilding inner cities, community action strategies in the context of globalization, work and welfare policies, discrimination and vulnerable populations in urban communities, affirmative action policy, assets and the poor, devolution and faith-based initiatives, neighborhood-based initiatives, and social capital and civil society content. Advanced policy analysis skills are taught through the application of analytic frameworks.

Advanced CAP research content is provided by offering students their choice of a range of advanced research courses (see the previously identified list of advanced research courses). Each student is required to complete an advanced three-credit social work research course. The MSW program permits students a range of choices regarding advanced research methodological focus, with the requirement that all students do their advanced course research assignments and projects on topics supportive of each one's concentration.

Advanced CAP social work values and ethics content

Content on social work values and ethics is integrated throughout the CAP curriculum. The practice courses (SocW580 & 581) and CAP policy course (SocW556) teach students the ethical dimensions of administrative and community practice. Extensive content is provided on the ethical dilemmas posed by policies that fail to respond fully to the needs of urban at-risk populations and the role of CAP practitioners in promoting justice through ethical practice is emphasized.

Advanced CAP diversity content

Diversity content is integrated throughout the CAP practice (SocW580 & 581) and policy courses (556). Content on community building in Latino and African American communities, application of the Indian Child Welfare Act, implications of welfare reform for Mexican-American families, multiservice centers for Chinese American immigrants, recent trends in the Hispanic American population, Latino poverty, Hispanic fathers and child enforcement policies, community asset building in Puerto Rican communities, and other diversity topics expand upon the diversity content covered in the foundation curriculum.

Advanced CAP populations-at-risk and justice content

The concentration integrates social justice, human rights, and populations-at-risk content throughout the curriculum. Social work's historic legacy of justice-oriented community work is taught and students are educated about contemporary issues of power, privilege and oppression in communities and social work's role in working with communities to promote justice. Content on equity and justice in the administration of social work agencies is taught through affirmative action human resource content as well as content on the values dimensions of organizational environments including topics such as implementation of the Americans with Disabilities Act, gender identification and sexual orientation issues in the workplace, and sexual harassment and hostile workplace issues.

Extensive content on issues of race and poverty as they relate to inner city public housing and community building programs is taught; a detailed case study of race, crime and discrimination in Chicago is an important learning exercise in SocW556. Justice issues in the inner city "underclass" debate are analyzed. Extensive attention is given to inequality and attempts at multiracial coalition building (Socw556).

Advanced CAP field education

All students complete a two-semester, minimum 720 clock hour concentration field placement in a Chicago metropolitan area CAP services setting. Sites are assessed by the College's field office for suitability in meeting the concentration's learning objectives.

Health Concentration:

(2007-2008 is the last year this concentration will be offered)

Objectives. The graduates of the health concentration will possess advanced knowledge, values, and skills in the following areas:

- health social work practice with an emphasis on public, publicly supported, not-for-profit settings
- for critical, reflective practice
- for leadership at various levels in health social work
- for practice that includes at-risk, urban populations.

Conceptual framework, design, and content of concentration. Contemporary health care is rapidly changing, requiring diverse and flexible skills for health social workers. The concentration's conceptual framework is community-based and uses both strengths and advocacy perspectives, requiring an understanding of economic, psychosocial, biomedical, cultural, and political issues. The knowledge base includes an understanding of stress and coping, empowerment, mobilization of social supports, continuity of care, managed care, and organizational issues that exist both within service settings and the larger community. Skill development includes policy and research knowledge and knowledge of best practices for direct services. Students are prepared to practice in urban, at-risk communities with diverse populations and to assume leadership roles in developing and evaluating improved policies, programs, and services.

The conceptual framework is cast in terms of five categories of underlying knowledge and principles upon which the concentration curriculum is based: (1) theories to be taught; (2) concepts to be emphasized; (3) assumptions that guide health social

work practice and education for practice; (4) contexts for health practice and education for practice; and (5) key values to be emphasized in the concentration.

Theories to be taught. The concentration curriculum teaches students critical understanding of the disease model; it does this by building upon the person-in-environment conceptual framework acquired in the MSW foundation curriculum. Emphasis is also placed on social capital, strengths and empowerment perspectives. Curriculum content builds upon foundation-acquired bio-psycho-social HBSE knowledge and behavioral theories. The concentration teaches students political theory content as it relates to allocation of health resources, particularly managed care. Attention to power and conflict concepts is given and in doing this, curriculum builds upon foundation-level knowledge of group and organizational level dynamics.

Key concepts in the concentration include: personal responsibility, wellness and well-being; the concept of victim-blaming and its consequences, managed care, case management, and epidemiology. Knowledgeable use of these concepts is an important component of professional expertise in this concentration.

Key assumptions underlying the concentration curriculum include: the importance of knowing evolving best practices in healthcare, importance of patient participation in health care decisions, increasing emphasis on health promotion and disease prevention; empowerment of individuals, families, and communities; effective learning; equitable access to services; necessity of culturally relevant health care services, equitable available of resources, elimination of barriers to access to health resources (economic, cultural, institutional, geographic, and those based on sexism, racism, homophobia and ethnocentrism).

Contexts: emphasis is given to the community-embedded nature of client systems, to inter-agency team collaboration, to the social/environmental determination of diseases, and to the importance of the ecological model in framing practice.

Values. Of particular importance to the concentration are these value areas: quality care, improving the quality of life, maximizing a broader concept of health for all, health promotion and disease prevention, reduction of health disparities, social and economic justice for multicultural, urban, at-risk communities, families, and individuals.

The above theoretical and conceptual material guides a concentration that prepares social workers for health social work practice at the levels of individuals, families, groups, organizations, and communities; that prepares social workers to provide leadership at multiple levels, including leadership of health care teams and in the social work component of health care systems, supervisory and administrative leadership, as well as community, professional, and policy leadership

Students enter the health concentration after passing the previously-discussed 28-credit foundation curriculum (or, in the case of qualified advanced standing students having passed CSWE-accredited foundation-on curricula with comparable content). They then take the following sequence of courses:

<u>Fall</u>	
SocW584, Practice III: Health	3 credits
SocW553, Policy II: Health	3
Elective	3

SocW572, Field III: Health	8
<u>Spring</u>	
SocW585, Practice IV: Health	3
Research II: pick one of the following:	3
SocW563, Research II: Program Evaluation	
SocW565, Research II, Child and Family	
SocW565, Research II: Action Research	
SocW565, Research II: Single System Design	
SocW567, Research II: Project	
Elective	3
SocW573, Field IV: Health	8
Total concentration credits	34
Foundation credits	28
Total degree credits	62

Advanced health practice content

Students take two advanced practice courses (SocW584, 585, Practice III & IV: Health). SocW584 covers: an overview of health social work fields, the context of urban health care settings, the multicultural context of health social work, health within a family and community context, service planning, working with systems and making arrangements (discharge planning, case management, and managed care), collaborative and interdisciplinary issues, overviews of a series of health and disease entities including chronic diseases, disease prevention, rehabilitation, psychosocial consequences of health and illness, alternative/complementary approaches to healing, working with families and family caregiving, intensive loss and future directions of healthcare.

SocW585 topics include: major theories of etiology and epidemiology, applications, health models to serve specific vulnerable and oppressed populations, advanced assessment and intervention development, interaction between health, illness and mental disorders, psychosocial issues related to medication, advanced psychosocial intervention, applications to populations with disproportionate risk for health and social problems, women-specific concerns, childhood health problems, healthcare issues of older adults, sexuality and sexual orientation and health care, service delivery and community applications, models of community health interventions, homelessness and healthcare issues, responses of the health and mental health care systems to urban issues of violence, intimate partner violence, abuse and neglect, and community violence.

Advanced health HBSE content

The health concentration integrates advanced HBSE content in the SocW584 & 585, Practice III & IV courses). This content includes extensive HBSE material on human development and behavior as it is affected by health and healthcare delivery. HBSE content to understand basic information about major illnesses and health concepts is taught. Advanced organizational and community content is delivered as it is related to the specifics of urban healthcare delivery and practice.

Advanced health policy content

Students take the course SocW553, Policy II: Health Care Systems and Policies. They are taught content on current trends in health programs and policies and advanced analytical

skills. They study U.S. health care policies in an international perspective, the structure and politics of managed care, the policy making process for health care and social work's advocacy role in it, public and private financing of health care including Medicare and Medicaid, organizational and administrative structures for delivery of health care, quality of care issues, and ethical, legal, gender and minority population issues. In addition, students are taught the structure of health care delivery including ambulatory care, primary care, HMO's, day care, hospital, and long term care. Content includes the roles and responsibilities of healthcare personnel and special attention to health care issues relevant to disadvantaged populations.

Advanced health research content is provided by offering students their choice of a range of advanced research courses (see the previously identified list of advanced research courses. Each student is required to complete an advanced three-credit social work research course. The MSW program permits students a range of choices regarding advanced research methodological focus, with the requirement that all students do their advanced course research assignments and projects on topics supportive of each one's concentration.

Advanced health social work values and ethics content
The health practice and policy courses integrate content on the value base of social work and ethical and bio-ethical dilemmas related to the roles of health social workers. For example, students are taught about standards and ethics in clinical health care practice, cross-cultural perspectives in medical ethics (SocW584) and protection of human subjects in health research.

Advanced health diversity content
The health concentration integrates diversity content throughout its curriculum. The practice and policy courses have extensive content on health issues related to gender, race, ethnicity, cultural background, sexual orientation, age, and economic status is taught. Culturally distinctive health seeking behaviors are studied as part of educating for culturally competent advanced practice. In addition to general models of culturally competent care, highly specific instruction is provided in topics such as "Variation in asthma beliefs and practices among mainland Puerto Ricans and Mexican-Americans" "Folk remedies as indicators of common illnesses," "Lesbian health: Therapeutic perspectives," "Empacho in four Latino groups," (SocW584) and "Hispanic culture and family care of Alzheimer's patients," "AIDS prevention for lesbian, gay and bisexual adolescents," "The influence of ethnicity on the health of older women" (Socw585) and others.

Advanced health populations-at-risk and justice content
The concentration integrates extensive urban at-risk populations content throughout the curriculum. The practice courses (SocW584, 585) teach health models to serve specific vulnerable and oppressed populations that address race, gender, ethnicity, and sexual orientation as influences in social work assessment and intervention in health settings. Extensive content is provided on topics such as Hispanic/Latino women's health issues, cultural barriers to care, women's issues in substance and alcohol abuse treatment, the health needs of homeless women, a health perspective on violence and abuse, suicidality among gay, lesbian, and bisexual youth, stress among sexual minority community members as a consequence of heterosexism, homophobia, and stigmatization. The role of

health social workers in promoting justice through practice and advocacy efforts is emphasized.

Advanced health field education

All students complete a two-semester, minimum 720 clock hour concentration field placement in a Chicago metropolitan area health setting. Sites are assessed by the College's field office for suitability in meeting the concentration's learning objectives.

Mental Health Concentration:

Objectives. The objectives of the mental health concentration are as follows. Graduates of the mental health concentration will possess advanced knowledge, values, and skills:

- for direct practice with an emphasis on public, publicly supported, and not-for-profit settings.
- for critical, reflective practice.
- to exercise mental health leadership at various levels.
- for practice that includes urban, at-risk populations.

Conceptual framework, design and content of concentration. The concentration prepares for practice in a variety of public and publicly-supported mental health settings in the urban environment. It is organized around a mode of practice—direct practice—and a field of practice—mental health. The primary focus is on the preparation of direct practice professionals who use strengths-based ecosystems approaches to assessment and intervention.

The curriculum includes integrated coursework in social work practice, policy, and research as well as field instruction and opportunities for electives. Practice courses are designed to give in-depth, advanced knowledge and skills for work with various clients ranging from those with mild distress to those with severe mental health conditions including mood, anxiety, psychotic, substance-related and personality disorders. This specialized content builds on foundation curriculum that focuses on human functioning in interaction with diverse environments and practice skills such as strengths-based assessment, engagement, collaborative goal-setting and problem-solving and community empowerment. Mental health policy courses build on foundation curriculum policy themes and specifically heighten student understanding of mental health policy issues and trends, how these policies affect work with various client systems, and social work's role in client advocacy and policy development. Courses in advanced research help students develop essential skills to evaluate their practice and learn how research can be used to inform social work mental health practice. Mental health research builds on skills and knowledge acquired in foundation research and applies them to mental health clients and settings.

In addition to classroom courses, students have a year-long placement in a mental health setting; concurrency of placement and classroom courses facilitates integration of learning. These settings could include psychiatric hospitals, outpatient mental health facilities, family agencies, substance abuse treatment centers, etc. Students are challenged to apply classroom-based knowledge, values, and skills. To facilitate integrated learning, classroom course instructors often require students to conduct field-based case presentations in class.

Throughout the curriculum, students are taught a strengths-based and ecosystems approach to assessment and intervention which emphasize clients' unique attributes and capabilities, adaptiveness and resilience; personal-environmental resources and transactions; and personal empowerment. The concentration espouses these perspectives because they are congruent with college and program mission as well as core social work values and principles. In the framework of these perspective, the concentration emphasizes various assessment and intervention models and modes for direct practice with individuals, families, and groups.

In regard to assessment, a bio-psycho-social approach is used that recognizes the dynamic interplay of biological, psychological and social factors in client functioning. It emphasizes a critical and reflective use of DSM-IV-TR, recognizing its utility as a prevalent, though not exclusive, tool for the assessment of mental health problems with which clients may struggle. We simultaneously emphasize client strengths as an integral part of a comprehensive assessment process.

In regard to interventions, the concentration does not emphasize a single practice model or theoretical approach. Rather, it presents models that have some evidence of effectiveness and which are relevant and appropriate to the unique needs of a client and problem. Some of the more prevalent models include: psychoeducational, case management, psychosocial, cognitive-behavioral, interpersonal, and psychodynamic.

Through the mental health policy course, students are introduced to the historical development of mental health policies, the structure of the mental health delivery system, and the policies and legal bases of it. It emphasizes a critical understanding of the ways in which the conceptualizations of mental health and mental illness as well as issues related to diversity and the marginalization of specific social groups have affected policies and programs. It further focuses on a critical analysis of the mental health needs of underserved groups and how to advocate effectively at the organizational, community, and policy levels for mentally ill clients and their families.

Through advanced research coursework, students learn the importance of evaluating the effectiveness of the work with client systems and they learn specific approaches to program and single system evaluation. It is a requirement that all advanced research students pursue projects specific to their concentrations. Evaluation of practice is also emphasized in field placements where every student must complete at least two evaluation-of-practice research assignments. Beyond evaluating their own practice, students are taught about the evidence-based practice movement in social work and the importance of critical analysis of practice models and the evidence that supports them.

The concentration recognizes the importance of diversity and teaches that effective advanced practice cannot be carried out without the knowledge of diversity, oppression, and justice as integral aspects of practice itself. Building on professional foundation content, the concentration infuses such content through concentration coursework. The concentration also emphasizes urban, at-risk populations; this is concretely presented in course work as well as the selection of field agencies. This emphasis flows from the concentration objectives and the mission of the MSW program the college.

The concentration is built on the assumption that social workers, as advanced professionals, exercise a comparatively high degree of autonomy in practice. To do that in a responsible manner means students must have advanced tools to evaluate their

practice. Further the concentration assumes all social workers have a role to play in contributing to the knowledge base of the profession through research, writing, and professional conference presentations. Since the field of mental health social work is rapidly evolving, the concentrations assumes graduation is just the beginning of professional development and every student is taught the necessity of continued professional development. Lastly, the concentration emphasizes the need for social workers to advocate for the profession and for the interest of client systems.

Students enter the mental health concentration after passing the previously-discussed 28-credit foundation curriculum (or, in the case of qualified advanced standing students having passed CSWE-accredited foundation-on curricula with comparable content). They then take the following sequence of courses:

Fall

SocW586, Practice III: Mental health	3 credits
SocW554, Policy II: Mental health	3
Elective	3
SocW572, Field III: Mental health	8

Spring

SocW587, Practice IV: Mental health	3
Research II: pick one of the following:	3
SocW563, Research II: Program Evaluation	
SocW565, Research II, Child and Family	
SocW565, Research II: Action Research	
SocW565, Research II: Single System Design	
SocW567, Research II: Project	
Elective	3
SocW573,Field IV: Mental health	8

Total concentration credits	34
Foundation credits	28
Total degree credits	62

Advanced mental health practice content.

As indicated above in the description of the concentration course work, students receive advanced practice content through 2 course, SocW 586 Practice III: Mental Health and SocW 587 Pracice IV: Mental Health, as well as through their field placements (see field placement description below). These two courses prepare students to understand and work effectively with individual clients, families, and groups in a variety of mental health settings in the urban community context. Practice III first considers the use of DSM-IV in strengths-based psychosocial assessment and treatment planning, diversity issues in mental health practice, and guidelines for ethical and effective practice within managed care settings. Detailed attention is then given to the strengths and treatment needs of individuals and families affected by schizophrenia; mood disorders; and anxiety, adjustment and dissociative disorders. Practice IV considers the strengths and treatment needs of persons affected by substance use and eating disorders; of children and adolescents affected by depression, anxiety, attention-deficit and disruptive behavior

disorders and their families; and of individuals and families affected by personality disorders, dementia, and health conditions that impact mental health including HIV/AIDS. Later sessions focus on special issues such as ethnocentrism and spirituality in mental health practice, professional development, and others of students' choice. Gender, ethnicity, sexual orientation, and socioeconomic disadvantage as well as the use of differential practice modalities and models are considered throughout both courses.

Advanced mental health HBSE content

Advanced mental health HBSE content is included in SocW 586 and 587 (Practice III and IV in Mental Health) and builds upon what students learned in the generalist foundation year. Special attention is given to understanding mental health and mental illness within the human developmental framework and the reciprocal interplay of the person in his/her social environment. Both in terms of assessment as well as intervention planning and implementation, the courses emphasize an ecological and strengths-based approach. In addition, students learn to consider micro, mezzo, and macro factors that affect a client's functioning and how effective interventions may need to target all 3 levels. For example, when discussing depression among the elderly, students are taught to distinguish the symptoms of clinical depression from developmentally-appropriate changes (e.g. sleeping more, having less energy). Or, as another example, when studying anxiety disorders, students discuss how community factors such as living in a high crime area may contribute to a client's generalized anxiety and hypervigilance. The interplay of micro, mezzo, and macro systems is also considered in SocW 554 Mental Health Policy.

Advanced mental health policy content

Advanced mental health policy content is delivered primarily through SocW 554 Policy II: Mental Health Policy. This course serves as the basis for specialized knowledge in policy formulation and implementation for MSW students in the Mental Health Concentration. Students are introduced to the historical development of mental health policies and to the structure of the mental health delivery system and the policies and legal bases that undergird it. The policies that guide the delivery of mental health services in Chicago and Illinois are highlighted. Special emphasis is given to how policies affect the care of the chronically mentally ill, and of racial and ethnic minorities, sexual minorities, women, and the elderly living in urban environments.

Advanced mental health research content is provided by offering students their choice of a range of advanced research courses (see the previously identified list of advanced research courses). Each student is required to complete an advanced three-credit social work research course. The MSW program permits students a range of choices regarding advanced research methodological focus, with the requirement that all students do their advanced course research assignments and projects on topics supportive of each one's concentration.

Advanced mental health social work values and ethics content

All of the required courses in the mental health concentration include content on social work values and ethics that builds on the foundation year. Practice III and IV courses (SocW 586, 587) teach an ethical framework for social work practice with the mentally ill and their social networks. The NASW Code of Ethics is highlighted with special emphasis on issues that are particularly relevant to mental health practice such as client autonomy, dual relationships, record keeping, fiduciary responsibility, etc. The mental

health policy course (SocW 554) teaches students to consider the ethical implications of current and proposed mental health policies and legislation especially around issues pertaining to access to services and client self-determination. In each of the advanced research course options, students are taught how to conduct research in an ethical manner. All mental health field placements provide learning experiences related to professional values and ethics and it is a topic of discussion during field instruction.

Advanced mental health diversity content

Consistent with the College's Mission, content on diversity is spread throughout the required courses of the mental health concentration and students are taught to understand, respect, and affirm human diversity. Evidence of this content is present in each of the courses' syllabi, particularly in the course descriptions, the topic outlines, and the required readings. The advanced practice courses (SocW 586, 587) place special emphasis on issues of diversity and how attention to diversity is crucial to understanding psychosocial vulnerability, to thorough and effective psychosocial assessment of clients, and to subsequent intervention planning. The advanced policy course includes content and discussion on how policies affect the care of the chronically mentally ill, and of racial and ethnic minorities, sexual minorities, women, and the elderly living in urban environments. The advanced research courses likewise draw attention to how research and mental health practice evaluation need to be sensitive to diversity in the planning, implementation, and the interpretation of findings.

Advanced mental health populations-at-risk and justice content

Consistent with the College's Mission, content on urban populations-at-risk and social and economic justice is spread throughout the required courses of the mental health concentration. In Mental Health Practice III and IV (SocW 586,587), class content and discussions often focus on mental health issues that may be related to and/or exacerbated by minority status, gender, sexual orientation, and/or low socioeconomic status. The courses recognize and examine the role of discrimination and oppression on mental health related topics such as mental health disparities, help seeking behavior, stigma, access to care, intervention research, policy development, etc. Attention to these factors is especially evident in class discussions related to strengths-based assessment and intervention planning. In addition, the social work responsibility to advocate for clients and to promote justice for urban at-risk populations is a recurring theme in the mental health policy course (SocW554) and the need for research on urban at-risk populations is a focus of the advanced research options.

Advanced mental health field education

All students complete a two-semester, minimum 720 clock hour concentration field placement in a Chicago metropolitan area mental health setting. Sites are assessed by the College's field office for suitability in meeting the concentration's learning objectives.

School Social Work Concentration:

Objectives. The objectives of the school social work concentration are as follows. Graduates of the school social work concentration will possess advanced knowledge, values, and skills:

- for practice at multiple levels in public schools and school-linked settings that serve individual children, groups, families, and communities
- for critical, reflective practice
- to exercise leadership at multiple levels of social work practice
- for practice that includes urban, at-risk populations

Conceptual framework, design, and content of concentration. The primary theoretical framework for the concentration is the ecological systems framework. The strengths perspective is interwoven with the ecological systems framework throughout the curriculum. Ecological theory involves relationships between individuals and their environments. From a school social work perspective, the emphasis is on dynamic transactions between a student, his family, and the environmental systems in which they are embedded. Ecological theory helps school social workers to recognize all the systems that contribute to a student's difficulty. This framework also helps school social workers to understand that intervention at multiple levels are more effective than interventions only with individuals, only with teachers, or only with communities.

The strengths perspective involves a number of assumptions. It involves an understanding of the existing competencies and resources which children, families, groups, schools, and communities possess. A school social worker who is working from a strengths perspective acknowledges the potential for positive change and relies on the knowledge that people are experts about their own situations and challenges. Schools have the potential to be resilience-building organizations for pupils and staff. Six resiliency-building factors that have been identified in the literature include: (a) increased bonding, (b) clear and consistent boundaries, (c) teaching of skills, (d) provision of caring and support, (e) setting and communicating high expectations and, (f) providing opportunities for meaningful participation as discussed by Henderson and Milstein.*

In regard to or rationale for selecting these theories, Alderson** identified four historical models of school social work practice: (1) the traditional clinical model, focused on the social and emotional difficulties of individual students, (2) the school change model, which focused on changing school norms and conditions, (3) the community-school model which focused on disadvantaged communities and the development of school programs to assist students in poverty and to alleviate conditions of deprivation, and (4) the school interaction model which focused on the reciprocal interactions of pupils and schools. None of these models proved to be adequate to address the full range of possibilities for school social work practice, and, more recently, an ecological perspective of school social work services has been adopted as the unifying conceptual framework for school social work practice. The T.I.E. framework demonstrates the focus of the school social worker on the transaction between the coping behaviors of pupils and the qualities of the impinging environment.

The concentration has chosen to teach students to use the ecological perspective on school social work practice and to focus on the transactions between students and environment. We have chosen not to teach the traditional clinical model because it limits

* Henderson, N.E., & Milstein, M. (1996) Chapter 4, Characteristics of resiliency building schools, pp. 47-58. *Resiliency in Schools*. Thousand Oaks, Corwin Press.

** Alderson, J (1972), as cited in Allen-Meares, Washington, R.O., Welsh, B.L. (2000) Chapter 2 p. 41. *Social work services in schools*, Needham Heights, MA: Allyn & Bacon

interventions to those which address deficits of individual children or families. We have also chosen not to teach the school change model because it does not allow for work with individual children and groups. We also have not selected the community school model because it does not include interventions with individual families and children or classroom interventions. The social interaction model is congruent with the ecological systems framework and, as such, most adequately describes the potential for school social work practice.

The concentration develops practitioners who can intervene at multiple levels in the following ways. In SocW588, Practice III: School Social Work, the focus is on practice with individuals, groups, and families, including tasks which are mandated for work with special education, building on the professional foundation, generalist-perspective practice content they have already received. In the course SocW552, School Social Work Policy, the focus is on meso and macro level systems where students learn about policies related to schools and also learn policy practice and policy analysis skills related to schools, building on the foundation, generalist-perspective content they have already received.

In SocW589, Practice IV: School Social Work, the focus moves to interventions with larger systems, including classroom interventions, teacher consultation, school-wide interventions, and community interventions. A series of topics is discussed for which interventions at multiple levels are needed. These topics include violence and violence prevention, gangs, truancy, and homelessness. In the SocW552, School Social Work Policy class, there is a specific assignment focusing on the analysis of a specific school policy. Thus, the policy course focuses on interventions at the school, school district, or legislative levels.

In the required course SocW565, Research II: School Social Work Research, the focus is on systematic study of school procedures. These are not limited to social work practice. Some students do projects on the relationship between school funding and academic achievement, using publicly available data. Others do projects in which they evaluate a grief and loss group or a group for children of alcoholics. Still others do projects in which they examine outcomes for socially promoted students, overrepresentation of minority students in special education or outcomes for different types of bilingual education in a school. Thus, students are exposed to a range of projects, all of which are presented to the class near the end of the term. These projects demonstrate ways in which school social workers can systematically analyze schools and make recommendations for change at the individual, group, school-wide, district-wide, community or larger levels. Every year, several students are asked to present their findings to their district's board of education.

Among the keys elements in the curriculum are: classrooms, school-wide interventions, interdisciplinary teams, family empowerment, teacher consultation, community interventions, as well as group and family interventions.

Special attention is paid to vulnerable populations including racial and ethnic minorities, immigrant children, persons with disabilities, and persons affected by gender and sexual orientation issues. Supported by core social work values and the principles of ethical practice are frameworks for critical thinking in policy analysis and the influencing of school policies. Best practices are taught through an emphasis on evidence-based practice, the use of measurable goals and benchmarks and the evaluation of practice.

Additional practice models that are taught in the ecological framework and the strengths perspective are cognitive-behavioral, play therapy, crisis intervention, and brief treatment with individuals and groups.

Specific skills and topics that are addressed include assessment of individuals, families, groups, schools and communities; skills in meeting legally-mandated requirements in ways that are consistent with best practice principles, as well as skills in addressing truancy, violence prevention, homelessness, and issues related to gay and lesbian students.

Students enter the school social work concentration after passing the previously-discussed 28-credit foundation curriculum (or, in the case of qualified advanced standing students having passed CSWE-accredited foundation-on curricula with comparable content). They then take the following sequence of courses:

Fall

SocW588, Practice III: School Social Work	3 credits
SocW551, Policy II: School Social Work	3
SPED410, Survey of Characteristics of Learners with Disabilities	3
SocW572, Field III: School Social Work	8

Spring

SocW589 Practice IV: School Social Work	3
Research II: pick one of the following:	3
SocW565, Research II: School Social Work	
SocW567, Research II: Project*	
Elective	3
SocW573, Field IV: School Social Work	8

Total concentration credits:	34
Foundation credits	28
Total degree credits	62

Advanced school social work practice content

As has been mentioned above, students take two advanced practice courses, SocW588 & 589 (Practice III & IV: Social Work in Schools). As students progress through these two courses, the generalist foundation knowledge values, and skills, acquired in the foundation curriculum is extended, and advanced for higher levels of expertise at the levels of practice with individuals, families, groups, organizations, and communities with a focus on school social work.

Practice III teaches an overview of helping models (brief treatment, crisis intervention, interviewing) followed by assessment and intervention in schools (e.g. assessing adaptive behavior of urban children and adolescents, strengths-based family assessment, DSM-IV and school related issues; mental status assessment, ADHD and pervasive developmental disorders). Practice IV then teaches students service planning,

* If this option is chosen, the project must address a school social work topic.

evaluation, collaboration, empowerment and partnerships in urban school settings. In this course the social worker's role in collaborating and consulting with teachers and other professionals is taught including classroom interventions and collaborative linkages in the classroom. School-based group work and group work with high-risk urban populations is covered. In addition to organization-level (school-based) interventions, students are taught urban community interventions (neighborhood networking, resource mobilization, community collaboration and consultation). In Practice IV special urban school practice issues are addressed: underachievement in urban school settings, school attendance and truancy, risk and protective factors, substance abuse issues, violence in urban schools and communities, treatment with aggressive children, violence prevention in schools (conflict resolution, peer mediation, bullying interventions). Students are taught the effects of homelessness on children and implications and for practice with urban homeless children.

Advanced school social work HBSE content

Extensive advanced HBSE content is taught in the College of Education, SPED410, Survey of Characteristics of Learners with Disabilities, which is taken by all concentration students. Additional advanced HBSE content is integrated in the Practice III and IV courses and content on organizational (school) and community functioning is delivered in tandem with intervention techniques at these system levels. Individual, family, and group structure and process content is taught in conjunction with school social work interventions at these levels. Knowledge of the developmental impact of factors such as community violence, homelessness, substance abuse, immigration are taught as students are taught practice interventions relevant to these topics.

Advanced school social work policy content

Students take the course SocW551, Policy II: School Social Work Policy. The broad knowledge of American social welfare policies and services provide a foundation for advanced, focused knowledge about local, state, and federal policies relevant to school children, their families, and the social work role. Generalist foundation skills in policy analysis are expanded as students analyze school policies. To the general role of social workers in policy formation studied in the foundation curriculum is added specific, focused knowledge and skills about social work leadership in improving school-related policies and services. Students are taught analysis of policies related to: education of children with disabilities in urban settings, early urban childhood education, issues of bilingual/bicultural education, homelessness and poverty, gender issues, sexual minority youth, discipline policy, truancy, violence in urban schools, and child welfare issues as they relate to school settings.

Advanced school social work research content

All students take the course SocW565, Research II: School Social Work Research. As has been described above, this course expands the research knowledge, values, and skills acquired in the foundation curriculum by teaching students the specifics of urban school-related research. The uses of research in school reform, the evaluation of school social work practice and building the knowledge base of the profession are taught as are advanced specific skills in the conduct of research.

Advanced school social work social work values and ethics content

Social work values and ethics content is integrated throughout the advanced school social work curriculum. The Practice III & IV courses teach ethical frameworks for school social work practice including ethical decision-making. The school policy course

(SocW551) teaches a framework for policy analysis that includes ethical decision-making. The same course draws out the ethical and value issues found in the policies studied. The required social work research course (SocW565, School Social Work Research) teaches advanced content on ethical research procedures. The ethical dimensions of practice are taught and monitored in all school social work field placements.

Advanced school social work diversity content

Diversity content is integrated in the school concentration. The Practice III & IV courses build upon the foundation curriculum knowledge of diversity to teach respect for and affirmation of human diversity as it is found in the school social work arena. Education for culturally competent practice with urban children and families is taught. The special issues associated with lesbian, gay, bisexual and transgendered students are studied. Specific content on the impact of violence on school achievement and behavior of African American children is taught as are the factors associated with homeless status of children and families. Gender issues as they relate to school social work practice are taught. Cultural variations in parenting, ways to welcome children from gay families into school systems, and numerous other diversity-related content areas are covered. Similarly, the school policy course (SocW551) and school research course (SocW565) contain extensive content on diversity as it relates gender, race, ethnicity, culture, immigrant status, and sexual orientation. The urban field agencies for concentration students must meet the program's expectations for learning opportunities regarding diversity before they can be approved as sites.

Advanced school social work populations-at-risk and justice content

Urban populations-at-risk content is integrated throughout the concentration curriculum. For example, the Practice III & IV courses teach about challenges in the lives of many urban children such as violence, poverty, homeless, effects of substance abuse, abuse and neglect. The special needs of gay, lesbian, bisexual, and transgendered students and their families are taught. Gender issues are addressed in the context of at-risk status as are at-risk issues associated with cultural, racial, and ethnicity status. Students are taught social work roles and skills for seeking social and economic justice in the context of at-risk status. The practice dimension of this is addressed in Practice III and IV, the policy analysis and advocacy issue of justice promotion is taught in the school policy course (SocW551) and the role of research in addressing at-risk and justice issues is addressed in the advanced research course. Field sites are not used unless they can provide learning opportunities in regard to at-risk and justice learning objectives of the concentration.

Advanced school social work field education

All students complete a two-semester, minimum 720 clock hours of concentration-specific, advanced education in a Chicago metropolitan area school setting. Field sites are investigated by the College's field office for their appropriateness in meeting the concentration's learning objectives before they can be approved.