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Ministry of Social Affairs & Handicrafts

Government of Morocco

Institute for Social Work Training

Tangier, Morocco

Curriculum Report

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TANGIER INSTITUTE
PRELIMINARY CURRICULUM

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Appendix

Summaries of the objectives and curricula of several Social Work institutes in other countries.

INTRODUCTION

Curriculum Development Objectives

The importance of both short-term and long-term training of Moroccan social service personnel has been clearly established in reports which were prepared toward the establishment of the Social Work Institute in Tangier. The definition of training objectives, the characteristic of the training population and their required competencies, and the appropriate curriculum priorities have been sketched only in general terms in those earlier reports (see, for example, the project paper).

Some lack of clarity is unavoidable when establishing Morocco's first social services training institute, to prepare cadres for new and evolving positions in a field that is only now beginning to exist in a country in the process of rapid development. Curriculum elaboration, therefore, must be considered as a process, toward which the present report contributes the essential - and necessarily preliminary - first stage.

Moreover, social service training must take into account the social context in which social work practice will take place. The proposed curricula, while taking advantage of the experiences of internationally recognized social work training models, emphasizes those aspects of study which will be useful and relevant in the Moroccan context.

The aim of this curriculum report is to offer a conceptual framework that serves as a foundation and yet is flexible to allow for more detailed elaboration of each course by professors and for program modification at later stages of institute development as training needs become more clearly known through experience.

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TWO-YEAR TRAINING PROGRAM IN SOCIAL WORK
TANGIER INSTITUTE

SANCTION OF STUDIES

According to the Decree submitted by MASA for governmental approval of the creation and organization of "l'Institut National des Travailleurs Sociaux (I.N.T.S.)", it is planned that two cycles of formation will be offered:

- 1) The 1st cycle, with a duration of two-years formation, to be sanctioned by a "Diplôme d'Animation en Travail Social (D.A.T.S.)
- 2) The 2nd cycle, with a duration of two-years formation, to be sanctioned by a "Diplôme Supérieur d'Administration des Affaires Sociales (D.S.A.S.)

The involvement of HRM and AID, and the curriculum recommendations which are the subject of this report, concern only the 1st cycle, which is scheduled to be launched in the coming year. The 2nd cycle is, at present, projected for an as yet undetermined date in the future. Nevertheless, in elaborating the 1st cycle program of studies it is important to keep in mind that this cycle, while being a complete training program for the formation of Animateurs Sociaux, will also serve as the foundation for a more advanced program of studies that will later be developed for the 2nd cycle. This underscores the importance of providing a broad and solid base in the general theory and practice of social work in the 1st cycle program of studies, from which further specialization can later be extended.

STATUS OF STUDENTS

According to MASA's decree, the 1st cycle of formation of "animateurs" will be open for admission, by way of open exam, to:

- 1) candidates having obtained the baccalaureat;
- 2) fonctionnaires at the classification of level 7 and with at least six years of previous government administrative experience, in the proportion of 15% of available student positions.

Given that both groups of candidates will enter the program with limited or no previous formal study of theory and practice of social work, an introduction to the field and to basic concepts and approaches should form the essential core of the program of studies.

In the design and teaching of courses, it will be important to keep in mind the different experiences, levels of formal education, and areas of competence, as well as the different ages and maturity of the two candidate groups, that is, (1) students holding a baccalaureat degree, and (2) students with at least six years of work experience but without the baccalaureat. Instructors will need to be attuned to different strengths and deficiencies. Course assignments will need to take into account the different learning needs of students. It would also be important to encourage classroom interaction among students with varying backgrounds, encouraging the exchange of knowledge and experience that each group brings. For example, theoretical notions presented by a recent recipient of the bac might profitably be discussed in light of the actual experience of previous administrators. In such a fashion, all students gain a better understanding of theory and its practical application in reality. At the same time, it is also recommended that some of the course discussion sections be formed to group previous administrators in one section and bac recipients in another, so that the special learning needs and common shared backgrounds of each group may also receive attention.

At the end of the two-year training program, the formation will be sanctioned by an examination. Upon successful completion of the program, students will be awarded a Diplôme d'Animation en Travail Social.

PROJECTED JOB POSITIONS OF GRADUATES

In order to propose curriculum recommendations that would best fit the learning needs of trainees for their future job

positions, an attempt was made to define the professional roles and responsibilities graduates of the two-year cycle would be likely to assume.

The MASA decree states that all graduates will be required to be engaged in the service of the administration (of MASA or assigned by MASA to other ministries having need of social workers) for a period of eight years following completion of the training program. It is further stated that graduates will be qualified to assume positions as social workers in public administration, local collectives, public establishments, and in semi-private and private sectors.

Several attempts were made to clarify more precisely what job assignments MASA envisions for graduates. Discussions were held with Messrs. Boulasri, Hajibi, and Cherkaoui of MASA, and with the designated director of the Institute, Mr. Benrida. Specifically, the following questions were raised:

- 1) Will graduates likely hold Administrative posts in the delivery of social services and/or will some work as practitioners, in direct intervention with recipients of social service?
- 2) What specific job functions and competencies are likely to be required?
- 3) With which domains of social action and recipient beneficiary groups will graduates likely concentrate their work (e.g. formation professionnelle, e.g. CFP and CET programs).

In response, there was universal agreement that there is tremendous need in Morocco for trained social workers at every level of service delivery, requiring diverse job responsibilities, and involving a wide range of service domains and beneficiaries. It was envisioned that graduates would be placed in social work positions involving all social programs under MASA's mandate (not only, or even primarily, the CFPs and CETs) as well as social services provided by

other Ministries, for example, the Ministry of Health, and with note of the need for social workers in the Ministry of Defense.

In concurrence with the suggestion of Mr. Benrida, it would be extremely valuable to curriculum development to undertake a survey of all existing and projected social services in Morocco, in both public and private sectors. While such a survey would have been most advisable at least a year prior to the launching of the Institute, since it would obviously require a survey team and several months of data collection and analysis, it would still be profitable to carry out over the year ahead. Such a survey might involve a specialist in social service evaluation and utilize the contributions of the Tanger Institute professors as well as students. The gathering and analysis of data would be an excellent field opportunity for training. An additional benefit of such a survey would be in compiling a resource book describing social services in Morocco and available to various agencies for use in client referral, communication and coordination among agencies in the various Ministries and in the private sector.

For the purposes of this preliminary curriculum report, information was sought on the social services currently administered under the mandate of MASA. An organizational chart and outline of major service domains follows. Visits were made to several sites to obtain a firsthand impression of programs in the various domains. The following visits were made:

- two CET programs in Kenitra
- the delegate of the Kenitra province
- day care center at Souissi
- CSE nutrition program at Ain Aouda
- SMB facility for orphans at Salé

In a developing country such as Morocco, the need for basic social services is great and the field of professional social work has yet to be defined and developed. As Mr. Benrida

remarked, the first graduates from the Tangier Institute will be "pioneers" in the field.

The Tangier Institute, itself, is a pioneer venture for Morocco, where professional level training in the fields of social work and mental health do not yet exist. Even the terms "social work", "social worker", and "animateur" are not as yet well conceptualized as they apply to the Moroccan context. Clearly, the definition of the field and its training needs will require longer study than is possible at the present time, and will need to evolve once the Institute director has assumed his post and over the course of the development of the training program.

Thus, the development and refinement of a professional social work curriculum, if it is to be truly responsive to training needs, should be seen as a process, which, by necessity will require several steps, or stages of elaboration and refinement:

- 1) Preliminary guideline and recommendations to prepare for commencement of the first year of training.
Curriculum elaboration and modification based on:
- 2) A survey of existing and projected (a) social service programs, (b) beneficiaries, and (c) job roles and responsibilities for Institute graduates.
- 3) The completion of the first year of training experience.
- 4) The completion of the first two-year cycle.
- 5) A follow-up evaluation of job placement, roles, responsibilities of graduates at 6 months (or one year) after graduation, to assess and improve the fit between the curriculum and the training needs and competencies actually required.

Curriculum modification and refinement should be done at each of these stages in program development, as more information and experience become available.

With these recommendations, nonetheless it is essential

to take the first steps in curriculum design in order to launch the Institute and to begin this process of elaboration. It would be premature at this time to propose more than a preliminary program outline, and it is recognized that at this early stage such an outline will likely be modified. Thus, the curriculum recommendations which follow are presented as a ground-breaking effort for the purpose of generating further discussion, clarification of objectives, and specification of detailed course content and sequence.

Because Moroccan models for social work and its training do not yet exist, the curriculum development consultant has undertaken a brief survey of social work training in the United States, as well as prominent examples in Canada, France, and Tunisia, for presentation in this report of other successful models of social service training. They are presented with full recognition of the socio-cultural contextual relativity of the utility of such models and the importance of evolving for Morocco its own model. These other experiences are presented, rather, as alternative approaches for consideration and comparison to further the process of definition of the field of social work in Morocco and the course of studies to be developed for the Tangier Institute.

MODELS OF SOCIAL WORK TRAINING IN OTHER COUNTRIES

Curricula materials were reviewed from leading social work training programs in the United States, Canada, France, and Tunisia. Eight of the most highly regarded programs in the United States were selected for their emphasis of social service administration and/or service delivery to disadvantaged poverty clientele. Schools of Social Work surveyed included programs attached to the University of Chicago, New York University, Columbia University, Smith College, Howard University, University of Illinois, Loyola University, and the University of California. Canadian perspectives on social work training were obtained from programs at the University of Montreal and McGill University.

Among European models of social service training, the French Institut de Travail Social et de Recherches Sociales was selected for focus because of its strong international division and because it was the site of Master's degree training recently completed by three Moroccans who are scheduled to teach as counterparts at the Tangier Institute.

Finally, the experience of the Tunisian Institut National du Travail et du Service Social is presented as a training model recently evolved in a socio-cultural and economic milieu close to that of Morocco and undergoing similar processes of development.

In surveying these social work training models for the purpose of the present report, attention was given to:

- 1) Training goals and objectives
- 2) Curriculum priorities and concentrations
- 3) Program structure and organization.

A review of specific course content and training methods in detail, while potentially valuable to curriculum development, is beyond the scope of the present report which is to limit itself to a curriculum outline. Program catalogues will be kept in the Tangier Institute library for further perusal. Summary statements can be found in the appendix of this report.

AMERICAN MODELS
OF SOCIAL WORK

TRAINING PHILOSOPHY AND OBJECTIVES

The field of social work in the United States and Canada is broad and diverse. Historically, it has placed emphasis on the provision of social services to segments of society who are most disadvantaged and most troubled. Although other disciplines in the field of mental health--notably, psychiatry and clinical psychology--are involved in the resolution of human problems, the profession of social work is distinguished by the perspective and the treatment of individuals in their family and social context. This "psycho-social" orientation serves as the foundation for policy and planning of social programs, of implementation of services, and of direct intervention, and, additionally, of social research. This perspective attends to the complex interaction of human systems: the biological, psychological, familial, and social (cultural, economic, and political) which contribute together to human functioning, development, and adaptation.

The training of social workers, thus, is based on this orientation to human needs and the means of resolving problems which are presented. While various social work schools accentuate certain aspects of practice (for example, community development, family therapy, or individual psychodynamic therapy), most programs present a general theoretical base and teach basic skills which will find application in diverse practice domains--in public or private, whether it be in administration of social services or in direct intervention with recipients of services. Although the American welfare system is well known, it occupies only a small proportion of professionally trained social workers. In practice, the majority of social workers are employed in a variety of settings ranging from mental health facilities, medical settings, children and family service agencies, and services for the elderly. Several examples of training program curricula

which are representative of American models of social work training are found in the Appendix of this report. Most are at the Masters level of study; several offer programs at the undergraduate level.

L'INSTITUT DE TRAVAIL ET
RECHERCHES SOCIALES
Montrouge, France

This French training institute, founded in 1978, offers a variety of programs training general social workers and service cadre. The activities are as follows:

1. Basic training for French "assistants(es) sociaux(les)";
2. Advanced training:
 - one formation for French social service cadres;
 - one formation for administrators: "responsables de circonscription";
 - one formation of group work.
3. Basic training for social workers from developing countries.
4. International Division for foreign cadres.

Three Moroccan candidates in preparation to become future teaching counterparts at the Tangier Institute received training in the International Division of this training program in 1980-1981 in Paris. This program, the "Formation Supérieure Internationale Pour Cadres Etrangers", is designed for foreign cadres to carry out professional functions for services in social action, social work and social development (e.g. rural integration, mass education).

The instruction includes both professional and scholarly foundations. Observation learning experiences, arranged in local collectives, social action service, and centers for the training of trainers, are an integral part of the program. The training leads to an advanced diploma in social work (Diplôme Supérieur en Travail Social). The duration of studies is eleven months, however, field research could demand supplementary work.

INSTITUT NATIONAL DU TRAVAIL
ET DU SERVICE SOCIAL,
REPUBLIQUE TUNISIENNE

The Tunisian "Institut National du Travail et du Service Social" was created by the government in 1974, under the direction of the Ministry of Social Affairs. It evolved from the earlier "Ecole Nationale de Service Social" founded in 1964.

According to the official Tunisian government decree, the Institute of Social Services is composed of the following training sections:

1. Section for Administrators of Social Affairs;
2. Section for Social Attachés.

The training program, thus, prepares professional cadre for these two future employment areas, defined as follows:

"Administrators of Social Affairs are charged to direct and coordinate activities related to social action. They could hold positions at the head of a service or of an establishment under the authority of a ministry which is involved in social services."

"Social Attachés form a professional corps of practitioners charged to participate in the amelioration of social conditions at the individual, family, or group level, notably by prevention and treatment of disfunctions and social instabilities as well as social inadaptations."

Students are recruited by means of entrance exam open to candidates holding a degree of completion of secondary school

(les bacheliers). At the creation of the institute, the program of studies began with a training cycle of two years. Currently, the institute also offers a second cycle of advanced training.

The first cycle, which is similar to the level proposed for the first cycle at the Tangier Institute, offers a multi-disciplinary training. It includes basic courses in the social sciences; in practical methods of administration and intervention with individuals, families and groups; and methods of social research. In general, the objectives and content of the courses follow the American and French models already described, but greater accent is placed on courses of law and social legislation, and the socio-economic aspects of development. The program offers, in addition, language studies in Arabic.

TANGIER INSTITUTE

PROPOSED TWO-YEAR TRAINING PROGRAM

ORGANIZATION AND LOGIC OF THE PROGRAM

The training program is conceived in terms of content which is based on a model that is both scholarly and professional. This model emphasizes the interdependence between theory, practice, and research in the training of professionals in social services. The curriculum content is organized along three axes:

- Axis I - The Social Sciences
- Axis II - The Practice of Social Work
- Axis III - Social Research

AXIS I - THE SOCIAL SCIENCES

This axis of study promotes a critical comprehension of theory from the social sciences upon which the practice of social work is based. It gives an appreciation of major orientations, essential concepts, and general principles. At the same time, it draws particular attention to the Moroccan context and to the subjects which are specific to that context.

The courses are multidisciplinary; they take into account contributions from the fields of psychology, sociology, economics and law. The courses place accent on the interactional processes between the individual, the social milieu, and the impact of social policies. They encourage students to better understand the biological, psychological, and social aspects of human functioning in one's life context, and the factors which impede development and adaptation. They consider the priorities of social action and the means of solving problems which are posed for a country in the process of development.

AXIS II - THE PRACTICE OF SOCIAL WORK

This axis explores, first, the diverse fields of practice in social work, principally by means of field visits to a variety of social program sites in the Tangier area. The study of social policy and social action launched by the Moroccan government will include: historical and socio-cultural analyses of the context in which they have been developed, their forms of organization, their types of direction, and their goals, constraints, and strategies. Social work practice will be considered, as well, in light of the transformations of a society in process of rapid development. Special attention will be given to the social and economic needs of the most disadvantaged groups.

The two principal aspects of social work practice will be treated in depth: these are the administration of social services and direct intervention with beneficiaries. Each student, in the first year of studies, should acquire a general overview of the processes of administration--planning, implementation, and evaluation of programs--as well as the models and methods of psycho-social intervention with individuals, families, groups, and communities. With this basic orientation, the student will have, in the second year, the option of specializing in either administrative practice or direct service. These courses of specialization will elaborate the principal parameters of management or of intervention in social work: methods of evaluation, implementation of strategies, and outcomes. A fieldwork placement will be arranged to provide supervised experience in an employment domain, preferably preparing for each student's post-graduation job plans when possible. In addition, the training of trainers will be taught by means of a course--principles of teaching, communication, and evaluation of skills--and also by means of a "stage"--the teaching of monitors or monitrices (non-formal educators) in the Centres de Formation Professionnelle et Centres d'Education et du Travail (recyclage). In sum, this axis of social work practice will

provide students with fundamental principles, essential techniques, and basic skills which will be useful to their future employment in diverse domains of social work in Morocco.

AXIS III - SOCIAL RESEARCH

This axis furthers a comprehension of scientific methods of social research. A course in statistics teaches the definitions and characteristics of elementary statistics: measures of central tendency and of variability as well as probability theory. The courses which follow trace the steps in research methodology-- the research question, the sample, the methods of investigation, and the analysis of results. The goal of these courses is to become acquainted with the principal domains of research and the methods utilized in social work research and to understand how to interpret and to use research findings in the planning and implementation of programs which will be responsive to social needs.

IN SUM

The program thus proposed constitutes an integrated whole, yet it is relatively flexible and modifiable according to future choices which will be made and constraints which might arise.

SUMMARY

SOCIAL SCIENCES

Major orientations and essential concepts applied to social work in the Moroccan context.

- I. INTRODUCTION TO PSYCHOLOGY
 - The personality and the interactivity of heredity and the social milieu.
 - Intellectual, affective, behavioral and social processes.
- II. INTRODUCTION TO SOCIOLOGY
 - Basic notions of the structure and functioning of society.
 - The Moroccan socio-cultural context: history, culture, values, socio-economic stratification; gender roles.
- III. THE FAMILY
 - The family system: structure and functioning.
 - Conjugal, parental, and extended family roles and relations.
 - Crises and changes (e.g. divorce, widowhood, remarriage).
 - Social service priorities: the reinforcement of family capacities.
- IV. HUMAN DEVELOPMENT

Biological, psychological and social aspects of normal functioning and major dysfunctions at each stage of development; service and prophylaxis priorities.

 - A. Childhood
 - B. Adolescence (youth)
 - C. Adulthood (maturity and ageing)
- V. INTRODUCTION TO ECONOMICS
 - Basic principles.
 - Political economy.
- VI. LAW
 - Moroccan laws and social legislation: individual, family, work, civil, penal.
 - Rights and legal problems of the poor.

VII. SOCIO-ECONOMIC DEVELOPMENT

The process of socio-economic development in Morocco; problems and priorities of social policies and social action; intercultural perspectives; experiences of other developed and developing countries.

A. Political Economy

- National, regional and local priorities.
- Public and private sectors.
- Work and training priorities.

B. Rural/Urban Development

- Resources, constraints, program planning.
- Migration and dislocation.

THE PRACTICE OF SOCIAL WORK

The fields of social work: social policy and methods of administration, intervention, training of trainers, and research.

I. INTRODUCTION TO SOCIAL SERVICE

- Human systems orientation and psycho-socio processes.
- Fields of public and private social action in Morocco (e.g. services to children and to their families; professional training (CFP and CET); public health and mental health; services to the handicapped; maladjusted children; social, family and military cases, etc.)
- Observation visits to various centers.

II. SOCIAL SERVICE ADMINISTRATION

Introduction to the basic policies and practices of social service administration - sequence of courses:

- A. Program planning and organization.
- B. Program implementation.
- C. Program evaluation.

III. METHODS OF SOCIAL INTERVENTION

Basic methods and techniques of direct intervention with beneficiaries of social services.

A. Practice Methods

- Interview
- Social research
- Psychometric techniques

B. Intervention Models

- Overview of therapeutic and counseling methods:
 - individual
 - family
 - group

C. Community Development

- Theory, activities and modes of action.

IV. TRAINING OF TRAINERS

A. Training Principles and Methods

- Pedagogical methods.
- Theory and methods of communication.
- Evaluation of skills.

B. Practicum in Training of Trainers

- Teaching of monitors
(recyclage courses)

V. SOCIAL RESEARCH

Principles and methods of social research.

A. Statistics

- Basic concepts and measures.
 - a) Measures of central tendency and variability.
 - b) Probability theory.

B. Research Methods

- Applied methodology.
 - a) The research question.
 - b) The sample.
 - c) Methods of investigation.
 - d) Methods of analysis.

C. Research Analysis

- Analysis and interpretation of information.
- Utilization of social research.

VI. SPECIALIZATION OPTIONS

The second year will be divided into modules with a choice of specialization:

A. Administrative Practice

1. 1st Trimester

- Direction and leadership
- Coordination
- Human relations

2. 2nd Trimester

- Budget preparation
- Financial management

3. 3rd Trimester

- Controlling and bookkeeping
- Information systems for management

D. Direct Intervention

1. Individual intervention

- Job counseling
- Psycho-social counseling

2. Family intervention

- Family dynamics
- Family intervention
- Couple counseling
- Family planning

3. Group intervention

- Group dynamics
- Group animation
- Psycho-educational models

VII. PRACTICUM TRAINING EXPERIENCE

Choice of fieldwork placement in a program, project, or work related to a field of specialization.

COURSE SEQUENCE
TRAINING PROGRAM FOR "ANIMATEURS SOCIAUX"

F I R S T Y E A R

1st Trimester	2nd Trimester	3rd Trimester
<u>Introduction to Psychology</u> - Basic processes	1. <u>Human Development I: Childhood</u> - Bio-psycho-social functioning - Major dysfunctions - Service priorities	1. <u>Human Development II: Adolescence</u> - Bio-psycho-social functioning - Major dysfunctions - Service priorities
<u>Introduction to Sociology</u> - Concepts applied to Moroccan socio-cultural context	2. <u>The Family</u> - Structure & functioning - Dysfunctions - Service priorities	2. <u>Law & Social Legislation</u> - Social aspects of Moroccan law
<u>Introduction to Economics</u> - Basic principles; - Political economy	3. <u>Socio-Economic Development I</u> - Models of development - Economic policy in Morocco - Job market & training priorities	3. <u>Socio-Economic Development II</u> - Rural development - Urban development - Migration & dislocation
<u>Introduction to Social Work Practice</u> - Psycho-social orientation; - Fields of social action - Observation visits	4. <u>Practice Methods</u> - Interview - Psycho-social assessment - Psychometric techniques	4. <u>Intervention Models</u> - Overview of methods: individual, family and group intervention
<u>Social Service Administration I</u> - Program planning and organization	5. <u>Social Service Administration II</u> - Program implementation	5. <u>Social Service Administration III</u> - Program evaluation
<u>Languages</u>	6. <u>Languages</u>	6. <u>Languages</u>

COURSE SEQUENCE
TRAINING PROGRAM FOR "ANIMATEURS SOCIAUX"
S E C O N D Y E A R

1st Trimester	2nd Trimester	3rd Trimester
1. <u>Human Development III: Adulthood</u> - Bio-psycho social functioning - Major dysfunctions - Service priorities	1. <u>Community Development</u> - Theory - Activities & modes of action	1. <u>Social Change</u> - Objectives - Processes of change & social action
2. <u>Statistics</u> - Basic concepts	2. <u>Research Methods</u> - Applied methodology	2. <u>Research Analysis</u> - Analysis, interpretation & utilization of social research
3. <u>Specialization Options</u>		
3a. <u>Administrative Practice I:</u> - Direction & Leadership - Coordination - Human Relations	3a. <u>Administrative Practice II:</u> - Budget preparation - Financial management	3a. <u>Administrative Practice III:</u> - Controlling & bookkeeping - Information systems for management
3b. <u>Direct Intervention I: Individual</u> - Psycho-social counseling - Job counseling	3b. <u>Direct Intervention II: Family</u> - Family dynamics & therapy	3b. <u>Direct Intervention III: Group</u> - Group dynamics & animation
4A. <u>Training of Trainers</u> - Pedagogical methods - Communication - Evaluation of skills ^{1/}	4. <u>Practicum</u> - Supervised experience	4. <u>Practicum</u> - Supervised experience
4B. <u>Practicum in Training of Trainers 1/</u>		
5. <u>Languages</u>	5. <u>Languages</u>	5. <u>Languages</u>

^{1/}One third of the students will participate each trimester in the course and a practicum training experience in the "recyclage" program for monitors of CFP/CET, while the remaining students have a specialized practicum experience, off campus, in one of the social action domains.

Short-Term Inservice Training
Mid-level MASA Personnel

Training Objectives

Short-term inservice training--4 weeks--will be offered to mid-level administrative personnel of the Social Action division of the Ministry of Social Affairs and Handicrafts (MASA) for the purpose of improving and expanding their capacities to provide high quality social services. The personnel for whom this training is intended are provincial and regional-level social service staff who are responsible for various social programs which are administered under the mandate of MASA. Social programs include such services as: nonformal education centers for boys (CFPs) and girls (CETs); centers and schools for orphans administered by the Société Marocaine de Bienfaisance (SMB); centers for the blind, deaf, and other physically handicapped; homes and activities for the aged; day-care centers; co-operatives for abandoned, divorced, and women heads of households; and nutrition centers. (Centres Socio-Educatifs).

Due to constraints existing in a nation in the process of rapid development, most MASA administrators have had to assume their work responsibilities with a limited educational background and little or no job training. The proposed short-term program, therefore, is designed to meet a critical training need for social service staff and program development. The purpose of the training is to enhance job performance by building both practical skills and comprehension of social service needs and priorities.

The planned focus of training is threefold:

1. To teach practical, problem solving approaches to administrative and management procedures.
2. To help trainees gain a basic psycho-social orientation to human problems and an overview of the MASA programs which address those problems.
3. To assist trainees in application of basic social service theory and policy, taking into account the practical needs and levels of MASAs clients.

This brief training is to be pragmatic in nature, in order to equip mid-level personnel with basic principles and useful techniques that will have immediate value to them in carrying out their administrative duties. This enhanced job functioning should, in turn, result in better service delivery to the beneficiaries of social services.

In order to provide training that will be best suited to the learning needs of personnel, it will be important, in coming months, to define as precisely as possible, the following points:

1. The particular domains of social action and the future priorities of MASA toward which the training program should be oriented.
2. Specific job roles, responsibilities and tasks of personnel, in order to determine competencies required.
3. The background of personnel to receive training: in particular, educational level, ages, type and length of job experience.

At this initial stage of curriculum development, two model short-term program options have been constructed, in terms of core elements, for two potential mid-level staff training groups. The first program is designed for regional "responsables", who function under the authority of each provincial "Delegué." They are charged with administration duties for a variety of social action programs throughout their region.

The second short-term program is designed for regional Directrices of non-formal education programs for girls, the Centres d'Education et Travail. Each directrice administers CET programs in her region from an office located in the provincial delegation. This personnel group was selected for initial training focus because of the special commitment of the Tangier Institute to furthering the aims of non-formal education programs and to promote the income-generating capabilities of impoverished, disadvantaged youth, as well as the role of women in development.

Short-term Inservice Training
Mid-Level MASA Personnel

Module I:
Administration of Human Services

Following the guidelines described above, an inservice training program of four weeks duration for regional administrators responsible will concentrate on three major aspects of administration of human services:

Axe I. Administrative Practice

- Management & Budgetary procedures
- Practical problem-solving approaches

Axe II. Social Science Foundations

- Overview of basic principles of human functioning and dysfunction in the social environment: psychological, sociological, economic, and legal aspects

Axe III. Social Policy and Programming

- Social action in Moroccan context
- MASA mandate
- Analysis of local needs, resources, constraints, and service priorities
- Observation visit to local program

Short Term Inservice Training
Mid-Level MASA Personnel

Module I
Administration of Human Services

Weekly Course Schedule
4 Week Program

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
8-10	I. Administrative Practice →				
10-12	II. Social Science Foundations →				
3-6	III. Social Policy & Programming →			X	

	<u>Course</u>	<u>Hours</u>	<u>Total Weekly Hours</u>
I.	Administrative Practice	8-10, M,T,W,Th,F	10
II.	Social Science Foundations	10-12, M,T,W,Th,F	10
III.	Social Policy & Programming	3-6, M,T,W	9
			29 hours

Total hours for 4-week program = 116 hours

Mid-Level Training
MODULE I

I. Administrative Practice

This course is intended to provide practical, problem-solving approaches to daily tasks in the administration of a wide range of social services. The course will survey middle-management procedures, with an operational emphasis, following sequentially over the four week program the various phases of management activities.

First Week Program Planning and Organization

The course will begin with an overview of program planning principles. Both long-range and short-range planning will be addressed, with specific attention to determination of the following aspects of the process:

- a. Socio-economic needs and service objectives
- b. Resources and constraints
- c. Costs and Benefits
- d. Priorities and means of accomplishment

The organization of personnel and of resources to accomplish objectives and to balance priorities will be addressed. Leadership issues of decision-making, direction, coordination, delegation, communication, and maturation of personnel will be applied to the job situations of mid-level managers and the actual job experiences of trainees.

Second Week. Program Implementation

Specific procedures in program implementation will be detailed, using a problem-solving model. Methods of budget preparation, resource allocation and control, and bookkeeping will be applied to management of a range of human service programs. Negotiation and resolution of personnel tensions or conflicts will also be addressed.

Third Week. Program Evaluation

The third week will concentrate on methods of evaluating social programs. "Information Systems for Management" will be presented, with application to the specific programs which are administered by trainees, strategies of introducing change to improve existing services will be discussed.

Fourth Week. Review and Application

The course will conclude with a review of basic management principles and procedures. Trainees will be asked to apply the problem-solving approach in program implementation to a particular service delivery problem they actually confront. They will be expected to formulate a plan outlining how they might realistically solve their problem over several months following the completion of the training program. Projects will be discussed and contracts will be agreed upon to follow-through on the job in concrete steps which can be realized. A means of evaluation of progress will be determined.

II. Social Science Foundations

This course presents a general overview of basic principles from the social sciences which will serve as a conceptual base for planning, implementation, and evaluation of social services. The purpose of this survey will be to provide a <<systems>> orientation to the understanding of human functioning, development, and maladaptation. The course will address various factors in the social milieu which influence the physical, psychological, and social well-being of individuals and their families. The following topics will be surveyed:

First Week: Moroccan Socio-Cultural Content

The most important aspects of Moroccan society which have social impact for functioning, development, and adaptation, including the following:

- a. history, religion, culture, and values
- b. law and social legislation
- c. demography and stratification
- d. rural and urban sectors
- e. the economy and the work force

Second Week: Human Development

The principal aspects of bio-psycho-social functioning and maladaptation, as well as the priorities of social service, at each major stage of development:

- a) childhood
 - the importance of nutrition, hygiene, etc.
 - education and literacy

b) adolescence

- preparation for adult life:
 - job training
 - marriage and parenthood
- problems of delinquency

c) adulthood

- tasks regarding family and work demands
- crises and adaptation
- needs of the elderly

Third Week: The Family

The organization and functioning of the Moroccan family. Stress and dislocation accompanying the rapid development of the society: effects on the family and means of strengthening the family. In particular, services directed toward the following issues:

- a) divorce, widowhood, and abandonment
- b) gender roles and tasks
- c) the extended family
- d) family planning

Fourth Week: Development and Social Action

An overview of issues concerning social and economic development and of social action approaches.

- a. the effects of modernization and urbanization;
- b. employment opportunities and training needs;
- c. roles of men and women in development
- d. special needs of the poor and of disadvantaged youth;
- e. social dislocation accompanying rapid change.
- f. priorities and strategies for social action.

The objective of the course is the appreciation of the interaction of multiple factors that have impact on human functioning and maladaptation, as well as the means by which social programs can address the diverse factors in order to raise the level of productive functioning and well-being of beneficiaries of social services.

III. Social Policy and Programming

This course provides a framework for comprehension of (1) the field of social action in Morocco, (2) the range of social services administered by MASA, other programs in the public and private sectors, and (3) the coordination of services.

The first week will commence with an overview of the domains of social action in Morocco. During the second and third week, a microscopic view of specific programs under the mandate of MASA will be gained through lectures, discussion of administration experience of participants and by observation visits to centers in the Tangier area. Whenever possible, local program administrators will be invited to discuss various aspects of their services. Program analysis should include 1) identification of beneficiaries, their characteristics, local resources, and service needs; 2) the organization and implementation of programs to meet those needs; 3) the costs and constraints in program delivery; 4) potential means of overcoming obstacles and providing better service; 5) availability and accessibility of services; 6) benefits and effects of service to clients.

The aim of this program and policy analysis is to increase the awareness of administrators who may have a variety of programs under their management, to the specific needs, constraints, priorities, and potential programming solutions in each particular domain.

In the final week of the course, a macroscopic, or systemic overview of programs will be examined, so that separate services can be viewed as parts of an integrated whole. Discussion will be directed toward the promotion of an integrated network of human services, coordinated within MASA, among the various ministries with overlapping services, and between the public and private sectors. This promotion is aimed toward decreasing the fragmentation

of services, and improving the efficiency, and accessibility, of service to beneficiaries.

ITSRS

INSTITUT DE TRAVAIL SOCIAL

ET DE RECHERCHES SOCIALES

D

DIVISION

INTERNATIONALE

1, rue du 11 Novembre MONTROUGE 92120.

(Tél.657.83.83)

DIVISION INTERNATIONALE

FORMATION SUPERIEURE INTERNATIONALE

POUR CADRES ETRANGERS

PROGRAMME 1960 - 81

INSTITUT DE TRAVAIL SOCIAL ET DE RECHERCHES SOCIALES.

- 1 - La Formation Supérieure en Travail Social pour Cadres étrangers s'inscrit dans une filière à la fois professionnelle et universitaire.
- 2 - Elle s'adresse à des Cadres (étrangers) de l'action sociale du travail social et cadres des services s'occupant des aspects sociaux du développement (développement rural intégré, éducation de masse etc ...).
- 3 - Elle propose une formation pluridisciplinaire qui au plan des connaissances se traduit par une formation comprenant des éléments de sociologie, d'économie, de droit, de méthodes d'intervention sociale ainsi que deux options, soit :
- . Une option administrative (Gestion, Administration, Management).
- soit :
- . Une option pédagogique (Formation de formateurs).

Les enseignants ont une double origine professionnelle et universitaire.

- 4 - L'équipe d'enseignement, sous la responsabilité de Madame Renée GERARD, responsable de la Division Internationale est composée de deux cadres pédagogiques permanents Madame Ruth ARGANDONIA et Monsieur Michel KAISER, et de professeurs à temps partiel spécialistes en économie, sociologie, psychosociologie, gestion et management et pédagogie.

Des enseignants appartenant à des organismes de formation pour le développement apportent également une collaboration.

Des stages d'observation de terrains dans des collectivités locales, services d'action sociale et établissements pour la formation des formateurs sont une partie intégrante du programme.

L'équipe se réunit en séances de coordination et concertation.

- 5 - La sanction de la formation est un DSTS (Diplôme Supérieur en travail social) établi par arrêté du Ministère de la Santé en date du 14 Novembre 1978, et pour les étudiants qui le désirent une Maîtrise national des Sciences et Techniques de la communication délivrée par l'Université de Paris-Nord après soutenance d'un mémoire de Maîtrise.
- 6 - La durée des études est de onze mois à temps complet pour les étudiants qui sont en majorité des cadres détachés de leurs services. On peut prévoir cependant que la recherche sur le terrain pourra demander un travail supplémentaire pour collecter des données avant la soutenance finale.

7 - OBJECTIFS DE LA FORMATION

Les objectifs de la formation sont les suivants :

a) Aider les étudiants à acquérir les instruments et concepts nécessaires à l'exercice d'une fonction de cadre pour les services d'action sociale, les services sociaux, et les services du développement social.

b) Développer chez des étudiants d'horizons et de formations différentes la capacité d'analyser les politiques sociales et sectorielles et leurs instruments afin de formuler les stratégies et les programmes adaptés à leur propre pays.

c) Donner aux étudiants une meilleure connaissance et si possible la maîtrise des diverses méthodes d'intervention sociale nécessaires pour mettre en oeuvre les stratégies les programmes et les projets.

d) Faire acquérir les connaissances pour promouvoir les activités de recherche et utiliser les résultats de la recherche pour la formulation de programmes et de projets.

LOGIQUE DE LA FORMATION

La formation est pensée en fonction d'un contenu qui se répartit selon cinq axes principaux en fonction d'étapes de progression qui sont assorties de certains contrôles.

Les axes sont les suivants :

AXE I - ACTION SOCIALE (Politique, stratégies et programmes)

- 1) I a - Analyse comparative des politiques, systèmes et structure de l'action sociale dans les pays concernés en fonction de leur modèle de développement.
- 2) I b - Contexte de l'action sociale (sociologie du développement, structures juridico-administratives).
- 3) I c - Politique sociale et action sociale. Planification sociale et programmation sociale.

AXE II - ECONOMIE DU DEVELOPPEMENT

- 4) II a - Economie sociale
- 5) II b - Modèles de développement

AXE III - INTERVENTION SOCIALE

- 6) III a - Problématique de l'intervention sociale
- 7) III b - Elaboration de projets et mise en oeuvre

AXE IV - RECHERCHE

- 8) IV a - Problématique de la recherche
- 9) IV b - Méthodologie de la recherche & ateliers

AXE V - LE CADRE ET LA FONCTION D'ENCADREMENT

- 10) V a - La fonction d'encadrement pour :
 - G.A.M. (Gestion Administration Management)
 - Formation de Formateurs.

Options

1ère option

11) V b 1 - Gestion Administration Management
(G.A.M.)

2ème option

V b 2 - Formation de Formateurs.

LES ETAPES visent à assurer l'intégration des enseignements donnés dans les différents axes à des moments donnés de la formation.

1ère étape - Le Cadre et son Environnement

consiste en une analyse de la demande, analyse des données du pays d'origine et mise à niveau du groupe sur le plan des instruments de travail.

2ème étape - Le milieu, les milieux et les institutions
Apport de connaissances et réflexion sur les milieux, les sociétés, structures, organisations, idéologie, politiques d'action.

3ème étape - Modèles

Action sociale en relation avec le développement, ses modèles, ses phases.

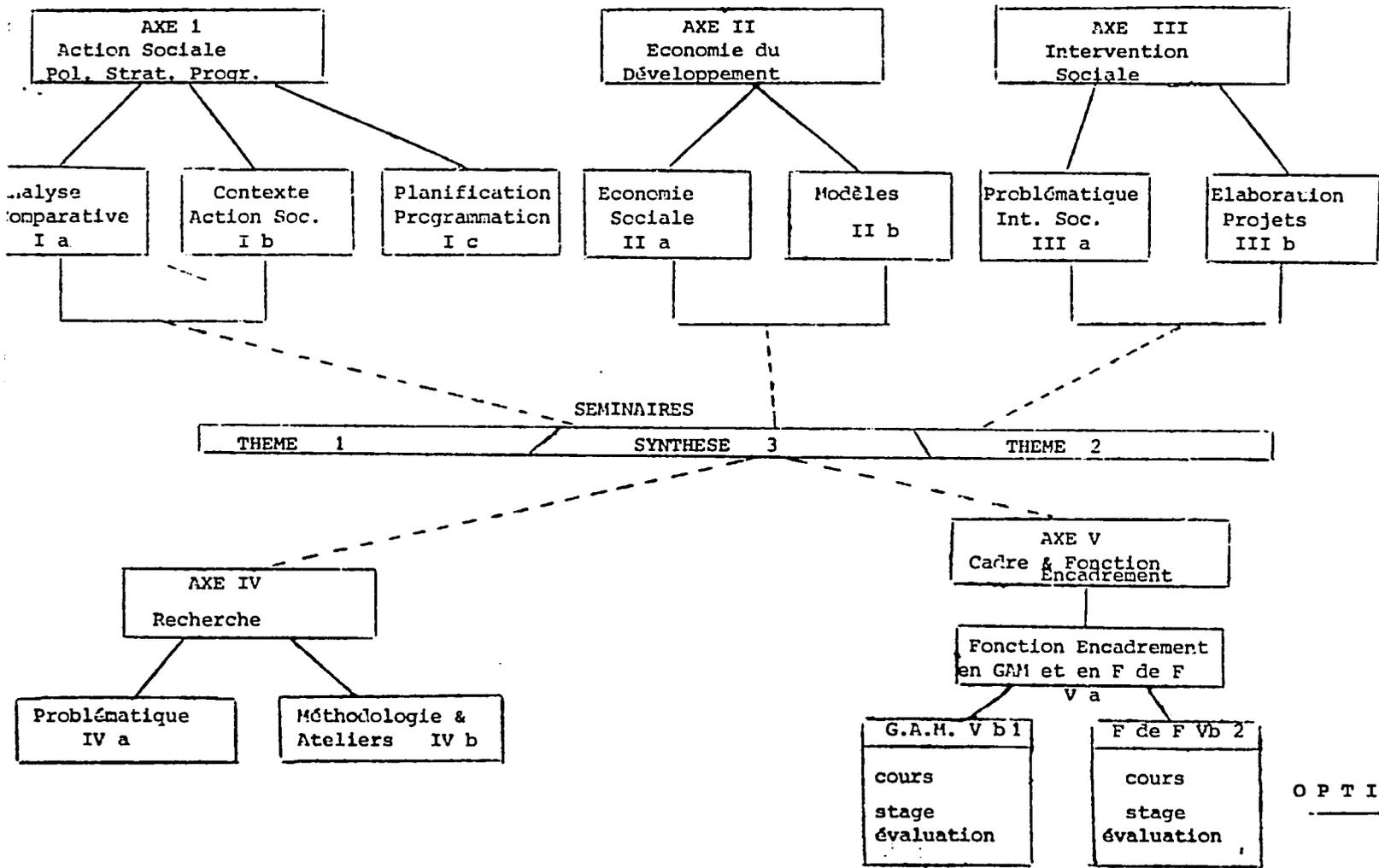
4ème étape - Elaboration de l'action

5ème étape

Les instruments, les actions, la mise en oeuvre de l'action.

6ème étape -

Individualisation de l'étape 5 pour des projets qui concernent plus spécialement chaque étudiant.



25

CONTENU	SEPT.	OCT.	NOV.	DEC.	JANV.	FEV.	MARS	AVRIL	MAI	JUIN	JUIL/AOU.
AXE I ACTION SOCIALE											
I a Analyse comparative	-----										
I b Contexte act. Soc.			-----								
I c Plan. Program.						-----					
AXE II ECONOMIE DEVELOP.											
II a Economie Sociale			-----								
II b Modèles de dével.					-----						
AXE III INTER. SOC.											
III a Problématique	-----										
III b Elaboration Projets Mise en Oeuvre					-----						
AXE IV RECHERCHE											
IV a Problématique			-----								
IV b Méthodologie		Méthodologie			Méthod + Ateliers						
AXE V CADRE (a) et ENCADREMENT (b)											
Options (V b 1)		(f) Cadre G.A.M.									
Options (V b 2)		(f) Cadre F. de F.									
Options (V b 1)						Option G.A.M.					
Options (V b 2)						Option F. de F.					
SEMINAIRES				-----				-----			

Professional Science Program - NEW YORK UNIVERSITY
SCHOOL OF SOCIAL WORK

Attached

are to be used
 app. file.

The School of Social Work offers an undergraduate program leading to a Bachelor of Science degree that provides students with a combination of liberal arts and social work training. Its objective is to prepare students for social work practice immediately on graduation or for admission to graduate programs. Undergraduate students whose performance is deemed superior may apply for advanced standing in the School's graduate social work program.

The undergraduate curriculum is aimed at providing the critical combination of knowledge, skills, and attitudes necessary for developing a social work practitioner. The curriculum is guided by three principles:

1. The development of a social work curriculum built on a liberal arts base that includes general knowledge of the humanities and the social, behavioral, and physical sciences.
2. The provision of a core of basic content applicable to all human services activities together with the professional social work specialization.
3. The maximum articulation between undergraduate and graduate social work education.

Based on these principles and educational objectives, three core areas have been identified that together comprise the undergraduate curriculum. They are Human Services, Liberal Arts, and Social Work Specialization (content and practicum). Studies in these areas assure continuity and integration of learning.

The curriculum plan enables the student interested in human services/social work content to attain early awareness of these areas while building a sound liberal arts foundation necessary in any profession eventually chosen.

Degree Requirements

All candidates are required to complete 120 credits in three areas as follows:

Human Services (8 credits)

This introductory core of two courses is of paramount importance to the beginning student. Planned for the sophomore and junior years, it is taught by School of Social Work faculty. Both courses utilize extensive field observation to buttress classroom content. These courses are designed to help the beginning student test his or her capacity and motivation for a career in social work.

INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE S03.0001

4 credits.

This course is designed to provide an overview of the social work profession and its relationship to social welfare. It orients the student to the value system and goals of social work as well as to the various modalities of social work, such as work with individuals, groups, and the community. The different types of agencies and fields of practice are presented, with a focus on the social service delivery system. Selected social welfare programs and issues are included. Through field trips to agencies, speakers, and assignments, students have an opportunity to test their interest and suitability for the field.

SKILLS IN INTERPERSONAL COMMUNICATION S03.0002

4 credits.

This course is designed to promote interpersonal sensitivity, observational skills, and rudimentary interviewing skills. Experiential exercises involving a variety of simulated and actual client-worker situations are presented through extensive use of audiovisual presentations, field observations, and other presentation techniques. Content includes the basic tools of intervention such as interviewing skills, use of self-motivation, etc.

Liberal Arts (60 credits)

The liberal arts foundation is planned to broaden the perspective of the student and is ancillary to the basic understanding of human services and social work. These courses, offered at the College of Arts and Science, satisfy the University's liberal arts requirements for the Bachelor of Science degree.

The 60 credits of liberal arts will be taken from the fields of humanities, social sciences, natural sciences, and mathematics. Students must complete the following requirements satisfactorily:

1. Liberal Arts Core (20 credits)
 - a. Writing Workshops—8 credits
 - b. Introduction to Psychology—4 credits
 - c. Introduction to Sociology—4 credits
 - d. Natural Science or Mathematics—4 credits
2. Liberal Arts Course Distribution (28 credits)
 - a. Humanities—12 credits
 - b. Social Sciences—16 credits
3. Unrestricted Electives (12 credits)

A student's selection of specific courses is made with the assistance of his or her School of Social Work adviser.

Social Work Specialization (52 credits)

Courses in the Social Work Specialization core are designed to: (1) cover the content areas relevant to social work knowledge and social work practice and (2) merge classroom and field practice so that content and experience are joined into a single body of knowledge and skills.

The content areas covered by these courses are:

1. Human Behavior in the Social Environment
2. Research Methodology
3. Social Welfare Programs and Policies
4. Social Work Practice
5. Fieldwork

Courses in the practice area are closely integrated with supervised social agency experience so that the student has the opportunity to apply in practice the knowledge and skills learned in the classroom. Further, fieldwork is developed to achieve two additional objectives:

Place students in substantive areas of interest (e.g., child welfare, medical social work, public welfare, corrections, etc.).

Place students in agency settings having familiarity with and interest in the baccalaureate social worker.

Required Courses

Of the 52 credits needed to complete the Social Work Specialization, 41 are required as follows:

SOCIAL WELFARE PROGRAMS AND POLICIES I S03.0011

4 credits.

The major goals of the course are to prepare professionals to act as informed and competent practitioners in devising, analyzing, and providing services and as participants or leaders in efforts to achieve desirable social change. Content includes the typology of social problems, social welfare as a right or principle, models of government programs, voluntary social welfare, social welfare structures, and the professionalization of social work.

SOCIAL WORK RESEARCH S03.0012

4 credits.

An introduction to social work research stressing the connection between research and practice, basic concepts in research, the comprehension of research reports, and utilization of research results.

SOCIAL WELFARE PROGRAMS AND POLICIES II S03.0013

Prerequisite: S03.0011. 4 credits.

Concentration is in two areas: definition and analysis of social policy and study of major areas of welfare concern. The major objective is to teach the student to utilize an analytical model and understand the relationship between social policy, social

work practice, and social welfare problems.

PERSONALITY DEVELOPMENT I S03.0021

4 credits.

The focus is on the socialization process and the development of individual identity from birth through late adolescence, with stress on the link between intrapsychic, family, and social systems. Concepts from ego psychology, learning theory, and the biologic and social sciences are examined as part of the theoretical framework.

PERSONALITY DEVELOPMENT II S03.0022

Prerequisite: S03.0021. 4 credits.

The focus is on the continuing evolution and expression of personal and social identity in the stages of the life cycle from young adulthood through old age. Concepts from ego psychology and social science that relate to various aspects of normal development, integration, and socialization in later life are examined as well as theories of stress and crisis. The impact of social structure and processes on individual, familial, and work roles over time are emphasized throughout.

SOCIAL WORK PRACTICE I S03.0031

Corequisite: S03.0041. 4 credits.

Assumptions, concepts, principles, and values of social work practice are examined in relation to interviewing processes, the professional relationship, social work roles, the use of services, and the knowledge base derived from behavioral and social sciences.

SOCIAL WORK PRACTICE II S03.0032

Prerequisite: S03.0031; corequisite: S03.0042. 4 credits.

Emphasis is on a range of social work modalities, including dyadic interviewing, family treatment, group treatment, and community action approaches as well as on a blending in application of techniques and procedures in attaining social work goals.

FIELD EXPERIENCE S03.0040

4 credits.

Taken during the spring semester of the junior year (approximately 100 hours), this course introduces students to the social worker's roles and responsibilities and to the programs, staffing patterns, and

staff collaboration procedures of social service agencies. Field experience includes a two-hour, biweekly seminar that is focused on the student's agency experiences.

FIELD INSTRUCTION I AND II S03.0041, 0042

Corequisites: S03.0031, S03.0032. 12 credits.

Taken during the senior year (approximately 600 hours), these two courses provide students with opportunities to acquire skill in social work practice, to try out social work practice roles in the field, and to test in a field setting the theories and principles learned in the classroom. Students are assigned to social agencies or social work programs where, under the supervision of professional social workers, they learn by directly participating in the delivery of social work services.

Electives

The remaining 8 credits in Social Work Specialization are electives. Recent examples of elective courses offered include:

INDEPENDENT STUDY S03.0025

Variable credits.

Students may engage in individual study under special circumstances. The independent work is approved if the student furnishes evidence of mastery of the basic content in the social work area selected. The work done by the student in this course is carried out with the guidance of a member of the faculty.

SKILLS AND ISSUES IN PROVIDING COMMUNITY MENTAL HEALTH SERVICES S03.0052

4 credits.

This course deals with controversial issues and new forms of practice such as new roles for social workers; redefinition of clinical practice; integration of prevention and treatment; involvement of consumers in decision-making and in provision of service; community control; innovative techniques of treatment including crisis intervention, group and family therapies, social therapy, utilization of self-help community groups; use of community organization and social change technologies in prevention of mental illness and rehabilitation of the mentally ill; new approaches to mental health administration; fact-finding, research, and evaluation in community mental health.

Bachelor of Science Program

SERVICES TO CHILDREN AND FAMILIES S03.0053

4 credits.

This course provides an overview of supportive, supplemental, and substantive services for children and their families. Special emphasis is on funding patterns, the current legal structure and requirements, child welfare research and theories of child development (particularly those related to maternal deprivation and separation), and the implications for social work practice.

SOCIAL WORK AND HEALTH CARE S03.0054

4 credits.

The course is designed as an introduction to the health field and the role of the social worker in hospitals, neighborhood health centers, and other medical care settings. Emphasis is placed on the definition of health and disease, the process of diagnosis and treatment, patient rights, and consumer participation. The course examines the major trends in urban health planning and policy and the implications of national health insurance and new models of health delivery.

BLACK AND PUERTO RICAN LIFE-STYLE S03.0055

4 credits.

The goal of this course is to develop understanding of the background, composition, and character of the black and Puerto Rican communities in New York. Particular emphasis is placed on social problem areas and the impact of social and racial bias on the delivery and perception of social services in these communities. Relevant cultural, subcultural, class, and familial patterns are identified and examined.

SOCIAL WORK PRACTICE WITH THE AGING S03.0056

4 credits.

This course reviews the contemporary demographic, cultural, social, economic, and health conditions of the aging. Major social and psychological theories of aging are evaluated for practice and policy application. Approaches in assessing and helping the elderly and their families in community agencies and institutions are emphasized. Individual, group, and community work is examined with respect to the service network and to research on the developmental requirements of the aging.

Sample Program

The following is a sample schedule. Required social work courses (those beginning with letter S) typically follow this pattern. The liberal arts courses are used for illustration only since they will vary in accordance with student preference.

Sophomore

First Semester

Uses of Language I	A41.0003
Economic Principles I	A31.0001
Introduction to Social Work and Social Welfare	S03.0001
Man in the Biological World	A23.0002

Second Semester

History of Art	A43.0001
Introduction to Philosophy	A83.0001
Theories of Personality	V89.0031
Political Theory	V53.0100

Junior

First Semester

Introduction to Social Work and Social Welfare*	S03.0001
Skills in Interpersonal Communication	S03.0002
Social Welfare Programs and Policies I	S03.0011
Deviant Behavior	V93.0502

Second Semester

Social Work Research	S03.0012
Social Welfare Programs and Policies II	S03.0013
Field Experience	S03.0040
Social Work Elective	S03.0053

Senior

First Semester

Personality Development I	S03.0021
Social Work Practice I	S03.0031
Field Instruction I	S03.0041
Social Work Elective	S03.0054

Second Semester

Personality Development II	S03.0022
Social Work Practice II	S03.0032
Field Instruction II	S03.0042
Social Work Elective	S03.0055

Students enrolled in other schools in the University are invited to register for

courses given in the School of Social Work for which they have the appropriate educational background. Permission to register for undergraduate social work courses must be obtained from Professor Selznais, 3 Washington Square North, Room 33; telephone 595-2605.

Admission

Applicants to the School of Social Work are admitted as transfer students only, beginning at the sophomore level, on the basis of academic records, scores on standard tests, and recommendations from faculty advisers, teachers, and others.

The transfer applicant must show evidence of scholastic ability (at least a 2.7 grade-point average) and a beginning level of awareness of social work values, tasks, and responsibilities.

A candidate must submit the Undergraduate Application Form, which will be provided on request by the Office of Undergraduate Admissions, New York University, 905 Tisch Hall, Washington Square, New York, N.Y. 10003. Applicants should return the completed form accompanied by the \$25.00 nonrefundable application fee. Applicants must submit official credentials from all institutions attended, including secondary school records, SAT/ACT scores, and transcripts from all colleges attended, whether or not the student completed any courses there. The Office of Undergraduate Admissions may require additional testing at the University for those with interrupted education. No final admissions decision can be rendered until all required credentials and recommendations have been received and evaluated. A personal interview is required. Each candidate should urge the delivery of these credentials to the Office of Undergraduate Admissions on or before March 31.

Applicants seeking February admission should file the form and supporting credentials before January 1.

Advanced Standing Credit

If a transfer applicant is ruled admissible to New York University, his or her records are examined carefully to determine

* For transfer students entering in junior year.

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The Columbia University School of Social Work

Social work practice as we know it in this country began with the compassionate concerns of the charity organization movement in the United States at the turn of the century. Social work education began in 1898 when the New York Charity Organization Society established a summer school for volunteers and others who wanted to deepen their understanding of the poor people they were dedicated to helping. This was extended to a one-year program in 1904 (and a full two years in 1910) to provide a worker with "adequate training before taking upon himself the responsibility either of managing charitable institutions or of advising needy families about their complex environment."

Originally called the New York School of Philanthropy, it was renamed the New York School of Social Work in 1917 and the Columbia University School of Social Work in 1963. It maintained continuous academic connections with Columbia University from the beginning, becoming formally affiliated in 1940, and a member of the Columbia University Corporation in 1959.

From those early days, the School has been looked to for leadership and direction in the profession of social work as the issues confronting it changed with the times. The faculty of the School has always included nationally and internationally known scholars and educators who have made substantial contributions to the knowledge base of the profession through their lectures and their writings, which include the basic texts used today in schools throughout the world. From this faculty have come many of the components of modern social work education and practice—psychiatric social work, bureaus of child guidance, research programs, required field work, doctoral programs.

From coalitions formed by the School's administrators and faculty with other powerful professional and community forces have emerged national movements such as the Urban League, White House Conferences on Children, the Association of Schools of Social Work, and many others. Alumni of the Columbia University School of Social Work have earned honor and distinction in leadership positions in public and voluntary organizations around the world. Many are deans and faculty members of other schools of social work. Even more are building the groundwork for present and future leadership by their steady achievements in practice, policy making, and research.

Through its location in New York, CUSSW provides students with a rich and stimulating learning experience in urban living and the problems associated with it.

In these roots firmly established over three quarters of a century ago and in the sustained excellence of the faculty and educational programs lies the continuing promise of CUSSW's preeminent contributions to the social work and the social work education of the future.

The Master of Science Program

The Master of Science degree in social work is a 60-point, graduate, professional degree which prepares students for the professional practice of social work. Professional social workers require not only substantial knowledge and specialized skills, but the self-discipline and self-awareness that assure performance and relationships conducive to the attainment of social work goals. The curriculum is organized by content and concentration to accomplish these objectives. Through classroom and field courses the student acquires an understanding of the scientific principles and the ethical and social values pertaining to social work and develops beginning competence in a major practice concentration and in a particular field of practice or social problem area.

The following major groupings comprise the curriculum:

Social services: the evolution of goals, programs, organizations, and administration in relation to a changing society and a changing social welfare policy.

Behavioral theory: normal and pathological aspects of human growth and development, sociocultural concepts relating to family structure, social stratification, ethnic systems, values and social role, and group development and behavior.

Scientific method and research: the nature of scientific inquiry, goals, content, and methods of social work research.

The methods of social work practice: the underlying concepts, principles, and practice applications of social work with individuals, families, groups, and communities and in connection with organizing, planning, policy development, administrative, and research roles.

Fields of practice and social problem areas: the legal structure and social policy issues, nature and issues of service delivery, state of research and knowledge, and special practice features of several specific fields of practice and social problem areas.

There are three alternative programs leading to the Master of Science degree. When applying for admission, the applicant designates the program for which he or she is qualified. For the specific admission requirements to each program, see *Admission*.

The Regular Program (M.S.-R)

Most applicants must follow the regular Master of Science program in order to earn the degree. This program requires four terms of full-time study, usually undertaken in two consecutive academic years.

The regular Master of Science degree candidate selects one of three practice concentrations (I, II, or III) for emphasis during the two years of study and, in addition, a field of practice or problem area for emphasis in the second year. (For a description of practice concentrations and fields of practice, see below.) The program for each concentration includes at least four basic courses supporting practice in that concentration and two field courses (two terms each). A fourth practice concentration (social work research) is available to qualified candidates during the second year of study.

Students electing the research concentration take a field placement in research and two additional required research courses (substituting for the third and fourth required practice courses in their first-year concentration) in the second year.

The program for the field of practice or social problem emphasis includes two courses from a cluster offered for each field or social problem and the second-year field placement

within the selected field of practice. The usual academic program for the regular Master of Science degree candidate comprises three or four classroom courses each term in addition to field work. Field work requires three days each week, leaving two days for classroom courses.

The Advanced Standing Program (M.S.-AS)

A limited number of qualified graduates of undergraduate social work programs are able to earn the Master of Science degree through the Advanced Standing Program. Applicants admitted to this program are granted up to one year (30 points) advanced standing for their undergraduate social work study. The student in this program selects a practice concentration and field of practice or social problem area for emphasis during the year in residence. The advanced standing Master of Science degree candidate will have at least one field placement (two terms) and must meet the same performance standards required of the regular second-year Master of Science degree candidate upon graduation. The usual academic program for the advanced standing Master of Science degree candidate includes three or four classroom courses each term in addition to three days a week in field placement. Required courses, including field work, are individually planned for the advanced standing degree candidate, and are selected with due recognition of work completed in undergraduate study.

Reduced Residency Program (M.S.-RR)

Experienced social workers and persons educated and experienced in fields closely allied to social work (e.g., education, urban planning, nursing, the ministry) may be admitted to the reduced residency Master of Science Program. This program enables the currently employed social worker to earn the Master of Science degree through a combination of part-time and full-time study over a period of no less than five terms and no longer than four years. Social work employment is expected to continue through the pre-residency period. Thirty points must be earned during a residency period of one academic year in full-time study; the remaining 30 points are earned through classroom courses taken on a part-time basis. The reduced residency Master of Science candidate selects a practice concentration at the time of application and selects a field of practice or social problem area prior to the residency year. The reduced residency degree candidate has one field placement (two terms), and must meet the same performance standards required of the regular second-year Master of Science degree candidate upon graduation. The usual academic program for such students during the residency year requires four days a week in field placement (earning 6 points a term) in addition to three classroom courses each term.

Prior to the year of residency, the candidate must have earned a minimum of 15 points and may earn as many as 33 points.

With special educational safeguards, consideration will be given to the development of a work/study arrangement where students may be placed at their agencies and fulfill field work requirements during the year of residency.

Practice Concentrations

Concentration I. Includes the study of concepts, principles, and methods of social casework, social group work, and community organizing which are essential to provision of social work services to individuals, families, and groups. The four required courses in this concentration offer an integrated and developmental understanding of the various methods as well as an understanding of organizational and policy issues affecting service delivery in the many settings in which these methods are used.

Concentration II. Includes the study of concepts, principles, and methods applicable to practitioners interested in planning, program development and evaluation, policy analysis, organizational behavior, management, community organizing, and ongoing work with communities. Students are introduced to all of these areas, but are expected to specialize in one or more.

Concentration III. Designed for generalist practice in social work. Includes the study of selected concepts, principles, and methods to develop practitioners who can carry on a broad range of interventions. Generalists assess the needs of individuals and groups, provide direct services, and negotiate agency systems, as well as supervise others to do so. They also identify gaps in service, participate in program development, and perform selected managerial tasks. Special emphasis is given in Concentration III sections to case planning and coordination; planned short-term services; information, referral, brokerage, and advocacy services.

Concentration IV (available only in the second year). Includes expanded study and experience in applying research technology and methods to the needs and problems of social work and is recommended only for the student who seeks a professional research career in social work or a closely related field.

Fields of Practice/Social Problem Areas

The required selection of a field of practice or social problem area for emphasis in the second year of study is designed to give the student marketable expertise and a focused approach to early career goals immediately upon graduation.

Health and Mental Health

The Health/Mental Health Field of Practice introduces students in course work to organizational health policy and practice issues that enable them in their field of work placements to address the psychosocial components of health care in a wide variety of settings.

Physical health settings include hospitals (general and specialized, voluntary and municipal), nursing homes (extended care facilities), ambulatory (outpatient) settings, neighborhood health centers, public health departments, and primary care practices (addressing the medical, psychological, and social components of health care). Psychiatric settings include mental hospitals, psychiatric clinics, day hospitals, day school programs, residential treatment centers, community mental health centers, and child guidance clinics.

For students interested in policy and planning, field work settings are offered in municipal and federal reimbursement settings, state health planning agencies, and union health centers. Some of the health field work placements are cross-listed with other fields of practice (aging, families and children, and industrial social welfare), thus allowing the student flexibility in the planning of both choice of courses as well as field work placements.

Family and Children's Services

This field of practice addresses developmental and special needs of families and children. The boundaries of the fields are defined by the service structure: family services (family treatment, family advocacy, and family life education), child guidance, child care services (day care, homemaker), services to unmarried mothers, protective services, and substitute care or placement services (foster care, group homes, residential treatment, adoption).

The content of the field—the knowledge base, research and clinical practice concerns—overlaps the field of mental health. Examples of this content are: life span development,

theories of maternal and filial separation and deprivation, family conflict and family violence, behavioral problems of children and adolescents, general psychosocial problems, legal rights of parents and children.

Field of Practice on Aging

This field of practice is focused on the developmental, social, and service needs of the aging population and their families. Practice skills are centered on three generation networks covering approximately two-thirds of the human life span.

The boundaries of the field are related to an emerging service system which includes: services to middle-age adults (pre-retirement planning, family treatment, life-long learning); services to the well aged (resocialization, crisis intervention, advocacy, functional assessment, postretirement planning); services to the frail elderly (specialized housing, congregate care, day care, home care, protective services and case management, long-term care, foster care, community outreach, and information and referral); services to dying patients and their families.

The content of the field is tangentially related to all other fields of practice: there are areas of coincidence with health, mental health, and industrial social welfare.

Field of Practice on Industrial Social Welfare

Industrial Social Welfare as a field of practice offers students the opportunity to learn a wide variety of skills. Practice (direct service, planning, research and/or management) takes place in trade unions and employing organizations, or in service agencies such as mental health centers that have contractual arrangements with industrial social work settings.

Although the focus of practice is on work and workers, client populations range from newly entering adolescent workers to aged retirees, and include family members as well. The needs they present mirror those brought to other types of agencies—for example, developmental crises, alcohol and drug abuse, marital and family problems, job jeopardy, credit and related legal needs. A systems approach to universal service within a functional community of work allows for preventive as well as therapeutic and rehabilitative interventions.

Field Instruction (Course T6001): 3, 4½, or 6 Points

Field work, an integral part of the educational program for the Master of Science degree, is available only to degree candidates and provides an opportunity to use the theoretical content learned in courses. Field courses offer the student supervised experience appropriate to the concentration selected and, in the second year, are related both to the concentration and to the field of practice or social problem area which the student has elected for emphasis.

The student usually has different placements in the first and second years. For the regular M.S. degree candidate and the advanced standing M.S. degree candidate, field work assignments are for three days a week and earn 4½ points each term. For the reduced residency M.S. degree candidate, field work assignments are for four days a week and earn 6 points each term. Field work requirements for candidates in joint degree and cooperative programs vary with the particular program. Some field assignments for joint degree students are for two days and in the second year earn 3 points each term. For specific requirements in each program, contact the Admissions Office.

The goal in field instruction is preparation for professional responsibility upon graduation. Of major concern in the field work experience are professional development in dealing with people, learning to work within agency structure and function, development of knowl-

edge and skill, and the use of supervision. To progress from the first to the second year of field work, the student must demonstrate ability to undertake assignments and activities requiring greater knowledge and skill. The agency selected for student training assumes joint responsibility with the School for the nature, focus, and content of field instruction in order to ensure a program which meets the learning needs and potentialities of the student.

Research Project (Course T6005): 6 Points

After completing one year of study including T6501, the student, in the second year, may elect T6005-Research Project.

The research project is for students who wish to participate in social work research under supervision. With the approval of faculty advisers, a student may undertake either an individual project or a group project.

The research project includes formulation of the questions for research, analysis of relevant literature and research, planning of methods of investigation, data collection and analysis, and preparation of a written report. Previous research training or experience is helpful but not required.

Group projects: after the middle of the second term, themes for group projects are announced, and students discuss their selections with their faculty advisers. If their project is approved, the students register for T6005 at the beginning of the third term. Project activity continues through the third and fourth terms.

Individual projects: after the middle of the second term, the student discusses the proposed project with the faculty adviser. If approval is granted, the student is asked to develop a project outline with the assistance of a designated faculty member. The project outline must then be approved on the basis of its soundness, clarity, feasibility, and significance. The student registers for T6005 at the beginning of the third term and a project adviser is assigned. Project activity continues through the third and fourth terms.

Degree Requirements

The candidate must complete 60 points of graduate credit,* including at least 30 points in a year of full-time residence to earn the Master of Science degree. The distribution of credit must be as follows:

—in the regular *Master of Science* Program, a minimum of 42 points in classroom courses and 18 points in the field course, except that with the special approval of the Director of Field Work the field course requirement may be reduced to 13½ points;

—in the *Advanced Standing* Program, a minimum of 21 points in classroom courses and 9 points in the field course (30 points earned at the School) in addition to a maximum of 30 points advanced standing;

—in the *Reduced Residency* Program a minimum of 48 points in classroom courses and 12 points in the field course.

The following classroom courses are required unless waived, included as equivalent courses among those credited toward advanced standing, or substituted by equivalent courses in a joint degree program. See Advanced Standing Policy and Waiver Policy, below.

*For the student admitted in the Advanced Standing Program, points credited toward advanced standing are considered graduate credit.

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GENERAL STATEMENT

THE FIELD OF SOCIAL WELFARE

The field of social welfare is marked by a diversity of activity and organization, a concern with many of the most pressing problems of our society, and a strong sense of mission. The work of social welfare professionals comprises a variety of activities including clinical service to individuals, families, and groups; planning programs of service; formulation, analysis, and implementation of policies governing the provision of services; advocacy for more humane treatment of troubled and powerless individuals; and research aimed toward providing the basis for improvement in social policies and services. This wide range of demanding practice grows necessarily out of the social work profession's unifying commitment to human welfare.

Education for the broad field of social welfare and for the profession of social work, therefore, is concerned with preparing students to work in a variety of settings, to develop a variety of skills, and to be aware of a wide range of social and emotional conditions that affect individual social functioning and have an impact on the implementation of social welfare programs and policies.

Many students choose to prepare for careers in direct service to individuals, families, or other small groups. Such services may include counseling with individuals; helping a family find adequate and appropriate health or mental health services; finding permanent, supportive living situations for troubled children; developing community and school activities to prevent future problems; and working in a wide variety of institutions including community mental health centers, hospitals, multi-purpose agencies, correctional settings, or family service centers.

These direct service positions are not isolated from the broader concerns of social policy, community work, or social planning. The responsibilities of a social welfare professional include all of these, although the day-to-day focus may be in a specific area. Thus a social worker trying to secure adequate health care for a client must be concerned with and knowledgeable about the policies that gov-

has been a pioneer in developing curricula and methods of professional education and in sponsoring research which has made major contributions to the field. It has shared its experience with other schools of social work through faculty activities outside the School and by publication of books and articles, including many important volumes of teaching materials in social welfare, statistics, casework, and community work. The School has supplied many other schools of social work with their deans or directors. Its faculty members have been frequently called on by schools of social work in other countries to help develop their educational programs. The School has also had notable influence upon the field of practice. Its graduates, throughout the United States and in many other parts of the world, are in strategic positions that affect social policy in government and in the private sector. Its faculty members have given freely of their time as members of national as well as local committees, as advisers to federal programs and officials, as members of boards of social agencies and professional membership organizations, and as speakers and leaders of study courses for social workers here and abroad.

The School's consistent interest in scholarship is affirmed by the many publications of its faculty and by the *Social Service Review*, a quarterly journal devoted to the scientific and professional interests of social work, published since 1927 under the editorship of the faculty.

The faculty and students of the School have always been heavily involved in the affairs of the city of Chicago. Students have had field placements with most of the recognized social agencies and community organizations in the city. Faculty members have served on social agency boards, have provided consultation to both public and private organizations, and have undertaken research investigating urban conditions that lead to poverty and social disorganization. The School, with other units of the University, is particularly concerned with the problems of Woodlawn, a low-income neighborhood bordering on the University campus.

Members of the faculty of the School of Social Service Administration for many years have carried out a variety of research projects that have contributed significantly to the development of social welfare programs and to our understanding of the content and effectiveness of social work services. Faculty members are involved in research efforts in such areas as human development and behavior; program development, planning, and administration in child welfare; aging, corrections, health, and the organization of social services; and social work practice, teaching, and curriculum development.

There are several major research projects currently under way at the School. These projects have frequently involved students in both the master's and the doctoral programs.

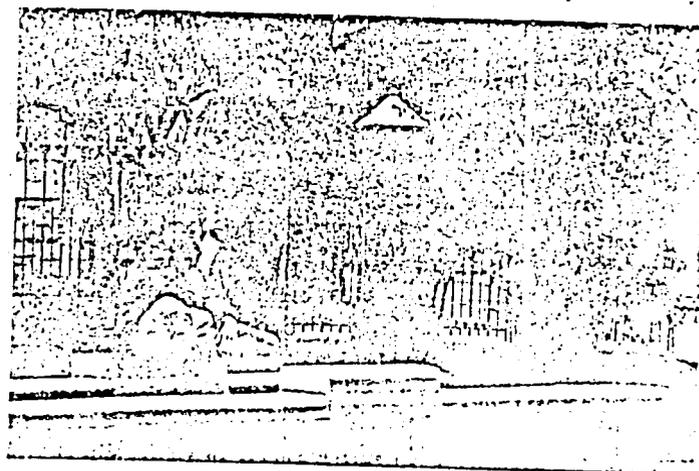
Objectives of the School

The School fosters study of human needs, of the expression of these needs, and of the processes by which these needs can be met. It strives to develop theories of social and psychological change and to experiment with strategies and techniques of intervention.

To these ends, the School organizes various activities of instruction, research, and scholarship. It collaborates with other schools and departments in the University to strengthen its own enterprise. It encourages faculty and students to pursue their particular interests and it emphasizes the collegial character of the educational endeavor.

Specifically, the educational program is characterized by active pursuit of knowledge in the expanding field of social welfare, by the development of social work skills and values, and by critical examination of social work practice. The educational program in short, incorporates those activities that help a student to prepare for effective practice. It encourages the student to engage in a continuing search for knowledge and offers a variety of opportunities for learning and application of theory during this course of study.

The School contributes to the organization, development, and communication of knowledge in social welfare. This takes the form of the preparation of students for distinctive contributions to practice and research and the production of scholarly work by the faculty.



ern the provision of health services. Other professionals may work with agencies involved in planning and developing mental health services in various communities, organizations concerned about racial or ethnic problems, or in public educational institutions. Many social workers who start their careers as direct service workers move into supervisory or management positions, not only in direct service agencies, but also as directors of neighborhood organizations, community councils, or advocacy groups dealing, for example, with the special problems such as dependent children or the elderly.

Other social work students seek careers in social welfare policy formulation and analysis. Here, too, students are encouraged to be aware of the continuum from policy to direct practice: to be knowledgeable about the specific impact that policies have on individuals and communities. Policy analysis positions are available in federal, state, and local agencies and government; in international social welfare organizations; in offices of members of Congress and other public officials; or with advocacy groups organized to affect particular policies. Others may seek positions as researchers with agencies or in research organizations studying problems of human welfare.

The program of the School of Social Service Administration reflects the breadth of opportunities now available in the field, and incorporates new directions in social work and social welfare. Students are offered a wide choice of courses and experiences to prepare for work in their chosen areas of interest. They are able also to take advantage of the exceptional resources of the University of Chicago in other disciplines.

THE SCHOOL OF SOCIAL SERVICE ADMINISTRATION

Location

Chicago is perhaps typical of America's great metropolitan centers, but it also carries proudly its own traditions and unique culture. With its rich history as a birthplace of social movements, its diverse peoples, its widely varied civic and social welfare activities, and its urban social problems, the city offers a broad range of opportunities for research and field experience—important aspects of professional education for social work.

The School is part of the University of Chicago, which is located in the Hyde Park community on the city's South Side near Lake Michigan. This community, which has successfully engaged in one

of the first large-scale urban renewal programs in the nation, known for its concerned and active interest in a range of important social issues.

The School is housed in its own building at 969 East Sixth Street. This building, which was designed by Mies van der Rohe, is on the south side of the Midway, near the Law School, the Center for Continuing Education, the Industrial Relations Center, and the National Opinion Research Center and opposite the University of Chicago Hospitals.

History

The earliest attempts at education for social welfare in Chicago began in 1901, in a series of courses given under the Extension Department of the University of Chicago. In 1908 this program was formalized with the incorporation of the Chicago School of Civics and Philanthropy, which was maintained as an independent professional school until 1920. In the later part of this period, the University of Chicago was also giving courses in the field of social welfare in the Philanthropic Division of the School of Commerce and Administration (now the Graduate School of Business). In 1912 Sophonisba P. Breckinridge, a member of the faculty of the University and dean of the School of Civics and Philanthropy, brought about the organization of the School of Social Service Administration of the University of Chicago to serve the common purpose and to combine the resources of these hitherto separate programs.

During its first years at the University, the School was only nominally a separate school. Its first dean was the dean of the School of Commerce and Administration; its first faculty was composed largely of members of other departments of the University. Only four gave full time to the work of the School. Of these four, three—Breckinridge, Edith Abbott, and Elizabeth Dixon—came from the School of Civics and Philanthropy and formed the central core of the teaching staff for a number of years. In 1924 real independence was attained by the complete separation from the School of Commerce and the appointment of Edith Abbott as dean of the School of Social Service Administration, a position that she held until her retirement in 1942.

Position in the Field

The School's leadership in teaching, research, and practice in the social welfare field has long been recognized. From its inception

THE PROFESSIONAL PROGRAMS

THE MASTER OF ARTS PROGRAM

Social work education at the master's level is a two-year program offering both theoretical and practical learning experiences designed to prepare students for a wide range of professional responsibilities in the social welfare field. The School's principal concern is to educate persons for practice within the organized institutions of social welfare. Because social work interests and activities are so diverse, the School offers a rich variety of study programs focused on social welfare concerns.

Professional work in any area of the broadly defined social welfare field requires knowledge of and convictions about the basic concerns and issues that affect human and societal well-being, as well as a sound foundation of skill for practice.

To enable the student to develop professional competence, the curriculum offers the opportunity:

1. To acquire knowledge of
 - a) Human behavior and the social environment: study of conditions for, and evidence of, growth and development of effective social functioning; the nature and causes of impaired social functioning.
 - b) Social welfare policy and services: their development, organization, and operation; the purpose and status of current programs; the influence of political, economic, and social factors; the role of the social worker in appraisal and improvement.
2. To develop a philosophy that recognizes individual human welfare as the purpose and test of social policy and a professional attitude that combines a scientific spirit with dedication to the people and purposes the social worker serves.
3. To gain basic skills through study and practice in one or more methods by which services are provided.

Degree Requirements

The full-time student ordinarily spends six quarters in residence, enrolling for three courses in each quarter. Master of Arts candidates are required to complete successfully eighteen courses, including the core courses. The student must also complete, within the eighteen courses, a concentration developed by the faculty or an approved individually developed concentration.

...the complete degree requirements without interruption are discussed separately.

The core courses stress the common themes in diverse social welfare efforts. These courses on the field of social welfare (two quarters), the practice of social intervention (three quarters), and research and evaluation (two quarters) have been designed to provide a common base for a variety of possible specializations. These courses are taken in the first year.

THE CORE COURSES

History, Philosophy, and Structure of Social Welfare. The purpose of this course is to provide a conceptual and practical understanding of the field of social welfare in social, cultural, political, and economic contexts. It is assumed that such an understanding is necessary for effective practice and for posing those questions for research, study, and experimentation which will lead to the continued progress of the field.

The course covers:

1. The historical development of major ideas, philosophy, values, and institutions in social welfare;
2. Major legislative, programmatic, institutional, and professional developments in the United States, using cross-cultural comparisons as appropriate;
3. Current major social problems and programs;
4. The policy process within the federal system.

The Practice of Social Intervention. This course is designed to introduce students to values, theories, concepts, skills, attitudes, and empirical evidence that form the base for social work practice. The course focuses on the basic elements of the content and process of professional problem-solving interventions as well as related concepts from the behavioral and social sciences that help explain social welfare needs and human functioning in their relationship to various types of social intervention.

The course covers:

1. Major concepts of problem and need identification;
2. Major concepts of assessment and intervention;
3. Theoretical and empirical foundations of each concept;
4. Ethical issues in social intervention.

Course content is considered at the individual, family, group, organization, and community levels, with examination of the inter-

and client system.

Basic material regarding individuals, families, groups, organizations, and communities as systems is presented to all students in common. The problem-solving intervention approaches and research and evaluation content is taught in the individual sections and their attached field agencies. While each section of the two courses is designed to provide a common base for social work practice, each section relates to the common objectives with different emphasis or teaching approach as described in the Courses of Instructions.

Research and Evaluation. This course is designed to teach the skills required for a practitioner to contribute to the development of knowledge. The course focuses on the processes of research and evaluation that the practitioner-scientist uses to develop and assess intervention procedures and programs.

The course covers:

1. Group and single case designs for the study of intervention procedures;
2. The specification and measurement of outcomes;
3. The evaluation of program elements and whole programs, the detection of causality in intervention systems, and intervention model building.

The course includes selected analytic and statistical concepts and procedures that help the student understand and conduct such research.

The Practice of Social Intervention (SSA 301) and Research and Evaluation (SSA 302) are taught in conjunction with each other and they share a concurrent field experience in various social agencies. For example, students who are enrolled in section 01 of The Practice of Social Intervention are also enrolled in section 01 of Research and Evaluation. Individual credit is given for each course.

Entering students are provided the opportunity to indicate their preference for section assignment in the Practice of Social Intervention. Selection of the section of Practice of Social Intervention determines the assignment in the research and evaluation section.

THE POST-CORE CURRICULUM

The second-year Master's curriculum provides opportunities for concentrated study in specific areas of social work and social welfare. In the winter quarter of the first year, each student selects a concentration offered by the faculty or develops an individualized concentration which must be approved by the dean of students. Each concentration is a program of academic endeavor which allows

Students begin work in their selected concentration in the first quarter of the first year as they complete core courses. Students may also construct individualized concentrations. Various faculty will help students in constructing individualized concentrations. Students are urged to consult the *Student Handbook* for information on faculty interests. Individualized concentrations should be presented to the dean of students in a written statement. The statement should include a brief description of the area of interest and the proposed program for the second year.

After selecting a concentration or designing an individualized concentration, students may wish to "specialize" within their concentration in a specific area of practice (e.g., mental health, health) or to a specific target population (e.g., children, the aged). Currently there are three specializations offered: Juvenile and Criminal Justice, Services for the Aged, and Urban Policy. A fourth specialization, Health/Medical Care, is being developed. These specializations are described on pages 28-29.

Currently four faculty-designed concentrations are offered:

- Clinical Social Work Practice
- Community Work, Planning and Administration Planning
- Policy Analysis for Social Welfare
- Survey Methods for Social Welfare Research

Clinical Social Work Practice Concentration

INTRODUCTION AND OBJECTIVES

The Clinical Social Work Practice concentration is designed to encompass a range of clinical approaches and treatment modalities used by social work professionals.

The goal of the Clinical Social Work concentration is to prepare students for competent practice in the prevention and treatment of psychosocial, interpersonal, and intrapsychic problems of individuals, families, and small groups. Clinical social work practice is viewed as involving all processes that meet reality needs and alleviate depressive stresses in a manner that sustains and enhances people's capacities, as well as promotes their growth, well-being, and problem-solving effectiveness. Clinical social work practice addresses not only individual problems of interaction within the social and physical environment, but the impact of institutional arrangements on the social systems of individuals, families, and groups.

The content of the Clinical Social Work concentration covers

various types of direct services. The program also addresses the worker's responsibility for participation in responsible, service-derived organizations, and institutional change.

STRUCTURE OF THE CONCENTRATION.

Requirements. Students who elect the post-core concentration in Clinical Social Work Practice take the following courses:

1. A one-credit course on Normal Human Development during the Life Cycle (SSA 325) offered in the Spring Quarter of the first year.
2. A one-credit 400-level human behavior in the social environment course to be taken either spring quarter of the first year, or during the second year.
3. A three-quarter, three-credit clinical social work methods practicum course (SSA 400). See descriptions of sections, pages 64-65, offered Autumn, Winter, and Spring quarters. Currently there are five sections of the methods-practicum course. Each section has a different emphasis.

Students are encouraged in the methods-practicum courses to evaluate clinical practice through the examination of research. A research assignment in an area of the student's interest or on a problem related to the practicum will be required.

Elective. Students have the opportunity to take elective courses to pursue special interests. Courses supporting a specialization may be selected from the curriculum offerings on particular fields of practice, theories of behavior, treatment modalities, social problems, target populations, research, or if feasible, from courses in the nonclinical concentrations. In this way the student has considerable flexibility and opportunity to integrate knowledge from the clinical methods-practicum course with other course content from the curriculum.

Field Instruction. Field Instruction is an important component of the professional education for clinical social workers. Its purpose is to provide students with a guided experience in a clinical practice setting through which they learn how to apply and test professional knowledge through actual practice and research, learn practice skills, gain new knowledge and understanding of people and social welfare systems, and develop professional attitudes and philosophy for the attainment of beginning professional competence. The objectives and content of clinical field instruction evolve from the clinical practice course of which field instruction is an integral part.

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Best Available Document

quarters.

Illustrative Program

	Autumn	Winter	Spring
First Year	SSA 300. Core SSA 301. Core SSA 302. Core	SSA 300. Core SSA 301. Core SSA 302. Core	SSA 325. Normal Human Development SSA 301. Core Elective
Second Year	SSA 400. Advanced Clinical Social Work Practice Methods—Practicum 400 Level HBSE Course* Elective	SSA 400 Elective Elective	SSA 400 Elective Elective

* Can be taken either Spring Quarter of first year or any time during the second year.

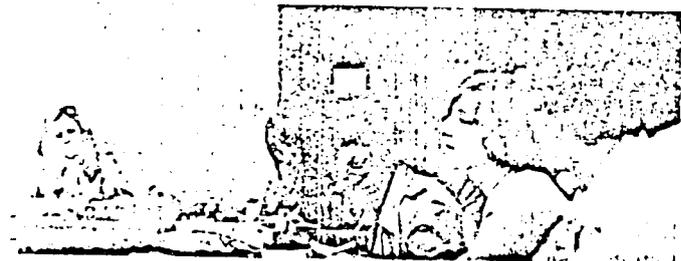
There are various sections of the Clinical Social Work Concentrations with differing emphases as described in the Courses of Instruction.

Community Work, Planning, and Administration Concentration

INTRODUCTION AND OBJECTIVES

The Community Work, Planning, and Administration Concentration is designed to provide students with the opportunity to obtain knowledge of theories of community organizational structures and process and skills in developing activities in which organizational methods of intervention are used to meet social needs and counteract social problems.

Students are given the opportunity to examine the problem-solving



THE UNIVERSITY OF CHICAGO

institutions and communities.

The objectives also include helping students develop a critical and analytic approach to institutions in the social welfare systems, including bureaucracies and grass roots, and to study and understand various strategies of responsible intervention for social change.

Administration processes in human service organizations and their impact on maximizing resources and services to meet human needs are also explored.

THE STRUCTURE OF THE CONCENTRATION

In the Spring Quarter of the first year, students in the concentration are expected to enrol in the course Fundamentals of Community Work, Planning, and Administration (SSA 355). This course is designed to acquaint students with the theoretical concepts governing practice in this field. It examines various community organization and planning models and strategies, organizational theory, and administration processes. Students are given an opportunity to explore the application of these concepts to specific problems faced by the practitioner.

In the second year, students have an opportunity to choose a practicum in a variety of settings offering experiences in community organizing, planning and/or administration. The educational support system to students involved in the practicum includes the classroom instructors and an on-site supervisor.

During the Spring Quarter of the second year, students take the integrative seminar which is designed to examine more closely the interrelationships of the theoretical concepts advanced in the classroom and the experiences the students gained from the practicum.

Community Work, Planning, and Administration students are encouraged to enrol in a course on qualitative and quantitative evaluative research methods, including the use of the computer.

To fulfill the objectives of this concentration the following five courses are required:

- SSA 355. Fundamentals of Community Work, Planning, and Administration.
- SSA 455. Integrative Seminar: Community Work, Planning, and Administration.
- SSA 456. Community Work Methods.
- SSA 461. Macro Planning.
- SSA 473. Social Welfare Administration I.

Illustrative Program

	Autumn	Winter	Spring
First year	SSA 300. Core SSA 301. Core SSA 302. Core	SSA 300. Core SSA 301. Core SSA 302. Core	SSA 301. Core SSA 355. Fundamentals of Community Work, Plan- ning, and Administration Elective
Second year	SSA 456. Com- munity Work Methods Elective Elective	SSA 473. So- cial Welfare Administration I SSA 461. Mac- ro Planning I Elective	SSA 455. Integrative Seminar: Community Work, Plan- ning, and Administration Elective Elective

Policy Analysis for Social Welfare Concentration

INTRODUCTION AND OBJECTIVES

The post-core concentration in Policy Analysis for Social Welfare is designed to provide students with a solid grounding in analytic methods and perspectives that assist in thinking about policy issues in particular areas such as child welfare, criminal justice, mental health, and aging. It is intended to lead to careers in policy analysis with legislative and executive branch bodies at all levels of government and, in the private sector, with social welfare planning and funding organizations and in operating agencies.

The concentration seeks to fulfill several objectives:

- to provide students with an understanding of problems that are susceptible to policy solutions;
- to familiarize students with considerations and options that are helpful in designing programs; and
- to provide students with skills that are necessary in analyzing, predicting, and assessing the effects of policy.

The concentration is designed to provide an intellectual base that will guide and structure students' thinking about social problems and policy throughout their careers.

In order to analyze policies in the social welfare context, students need to understand the arenas within which policy is formulated and master certain techniques of assessment. Economic, political, and bureaucratic organization are three major arenas which affect policy development in the United States. Each needs to be appreciated in

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policies. Additionally, students need to develop a facility for data manipulation and interpretation which can aid in the planning and assessment of programs.

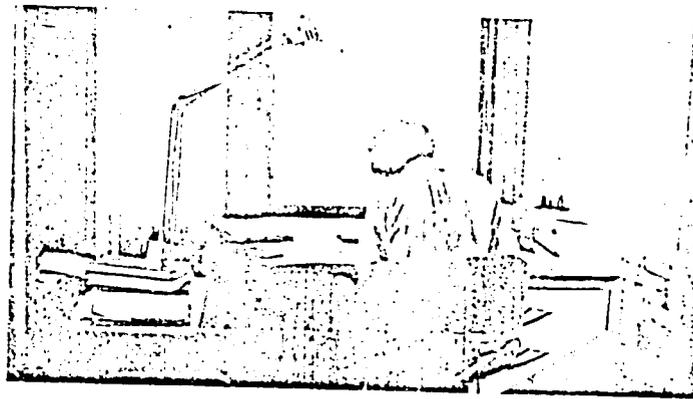
STRUCTURE OF THE CONCENTRATION

To reach the goals of the Policy Analysis for Social Welfare concentration, the following four courses are required. See section on course descriptions.

- SSA 356. Economics for the Analysis of Policy.
- SSA 468. Social Welfare Policy: Political and Organizational Issues.
- SSA 540. Introduction to Descriptive Statistics and Data Analysis.
- SSA 493. Seminar: Policy Analysis.

Social policy students may wish to fill out the remainder of their curriculum with a set of courses that are articulated one with another and with the required courses of the concentration. This may be accomplished by selecting a specialization or by individually selecting a set of electives focused on a particular field of practice (e.g., child welfare, mental health, or disability) or organized around a skill area such as financial analysis or administration. Students are encouraged to take social treatment as well as social policy electives.

The concentration incorporates a final-quarter, jointly taught case seminar. Several cases, illustrative of actual policy analysis problems in a substantive area will be examined. The cases may be drawn from instances of actual policy debate at the federal, state, or local levels, or from ongoing faculty research, or they may be generated by an experience of the student in an agency setting.



	Autumn	Winter	Spring
First year	SSA 300. Core SSA 301. Core SSA 302. Core	SSA 300. Core SSA 301. Core SSA 302. Core	SSA 356. Economics for the Analysis of Policy SSA 301. Core Elective
Second year	SSA 340. Intro- duction to De- scriptive Sta- tistics and Analysis of Data Elective Elective	SSA 468. So- cial Welfare Policy: Po- litical and Organiza- tional Issues Elective Elective	SSA 493. Seminar: Policy Analysis Elective Elective

Survey Methods for Social Welfare Research

INTRODUCTION AND OBJECTIVES

The post-core concentration in Survey Methods for Social Welfare is designed to provide students with the necessary survey research skills to enable them to use those methods in a variety of policy-related settings. The program is intended to lead to careers with survey research organizations and with those municipal, state, and federal agencies which use survey research.

The concentration seeks to fulfill the following objectives:

- To offer a master's level program for the preparation of social welfare professionals with specialized knowledge and skills in survey methods.
- To provide the student with the experience of policy related research at the National Opinion Research Center (NORC).
- To encourage students to engage in research regarding the methodology of policy analysis and evaluation.

This concentration is offered under the joint auspices of SSA and NORC. Since students receive an AM degree from SSA the program ultimately responsible to the SSA faculty. This concentration, like others, builds on the first-year core program and facilitates the students' development of a broad based approach to their profession through extensive use of electives in the second year.

In order to be able to engage in policy-related survey research students need to understand both the methods of the discipline and the interrelationship between the methods and the formulation of policy. Therefore, the concentration provides students with opportunities for learning survey methods in actual policy-related settings, as well

welfare and policy related skills through the use of electives.

STRUCTURE OF THE CONCENTRATION

To fulfil the objectives of this concentration the following four courses are required:

- SSA 340. Introduction to Survey Methods for Policy Research.
- SSA 440. Survey Design and Policy Research.
- SSA 441. Data Collection and Policy Research.
- SSA 442. Data Analysis for Policy Research.

The required courses are primarily staffed by NORC personnel and will include some field experience in working with actual policy-related projects currently being done at the Center. There are seven electives. Students within this concentration may wish to fill out their curriculum with electives from other social welfare content areas, other research methods courses, or policy-related courses in such areas as microeconomics, the politics of evaluation and policy research, organizational theory, and utilization of research findings. Joint committees of SSA and NORC will be available for consultation and will be responsible for evaluating student progress.

Illustrative Program

Autumn	Winter	Spring
SSA 300. Core	SSA 300. Core	SSA 301. Core
SSA 301. Core	SSA 301. Core	SSA 340. Intro- duction to Survey Methods Elective
SSA 302. Core	SSA 302. Core	
SSA 440. Survey Design Elective Elective	SSA 441. Data Collection Elective Elective	SSA 442. Data Analysis Elective Elective

FIELD OF PRACTICE SPECIALIZATIONS

After students have selected or constructed an individualized concentration, they may wish to "specialize" within their concentration in a specific area of practice (mental health, health, etc.) or with a specific target population (children, the aged, etc.). Three specializations, Juvenile and Criminal Justice, Services for the Aged, and Urban Policy are currently offered. A fourth specialization, Health Medical Care, is being developed. Students interested in these fields should talk with the faculty responsible for the area.

to devote particular attention and study to practice, research, and policy issues related to the juvenile and criminal justice systems. This is in keeping with this School's long history of contribution to policy and practice in the juvenile court, probation and parole, correctional institutions, and delinquency prevention programs. The School remains a major center for research in the juvenile and criminal justice area, with particular emphasis in recent years on the development of alternatives to justice system processing of law-violative youth and on the deinstitutionalization of such youth.

Students interested in some degree of specialization in this area may come from any of the concentrations. When indicated, an attempt is made in cooperation with the concentration instructor to develop a field work placement in the juvenile or criminal justice system. For some students, a research experience focusing on this area of practice is desirable and possible.

Interested students should develop their programs in consultation with their advisers. The following courses are usually particularly appropriate.

- SA 478. Seminar: Juvenile Justice.
- SA 483. Alcohol and Drug Abuse.
- SA 556. Seminar: Emerging Policy Issues in Juvenile and Criminal Justice.

Services for the Aged

A group of courses focused on the aged are available to students enrolled in different concentrations.

- SA 480. Aging: Process and Planning.
- SA 481. Social Welfare Policy for the Aged.

In addition, a number of courses on the aged are offered by the Committee on Human Development of the Department of Behavioral Sciences. For example:

- CEM DEV 346. Psychopathology in Aging (*R. Kahn*).
- CEM DEV 308. Adult Development and Aging (*M. Lieberman*).
- CEM DEV 340. The Family and Personality Development (*B. Cobler*).

These courses are available to SSA students, as well as to students in other academic units. In addition, a few times each quarter, stu-

by off-campus visitors.

Urban Policy

For the past five years, opportunity has been provided for students at the School to devote particular attention to local government-related research and policy analysis. This program is consonant with the School's long history of contribution to local policy and practice issues.

Students interested in local government may come to this area from any of the methods concentrations. Interested students should develop their programs in consultation with their advisers. A number of courses are available both at SSA and across campus for such students. However, each student interested in urban policy is encouraged to enrol in at least one course in which study and research in the classroom are carefully integrated with a directed research project associated with a private or public local agency.

A number of courses have been available each quarter to enable students to integrate work in the classroom with practical research experience in the field. For example:

- SSA 472. Urban Policy: The Chicago Example.
- SSA 492. Applied Research: Urban Policy and Planning.
- SSA 462. Planning and Policy: A Community Focus.

It should be noted that the only course which has been offered annually since the local government program was initiated is SSA 472. Other courses have been structured around significant local government based research projects.

A number of courses in micro and macro planning, community organization, economics, and budgetary matters are available at SSA. In addition a number of courses are available in other departments within the University. A student interested in urban policy can develop a suitable curriculum in consultation with faculty.

The Urban Policy specialization is funded by a series of grants from local government. This support has continued for two reasons: (1) the program has provided a research capability to local government while at the same time furnishing research experience for the student; (2) the program has produced many students who now work in local government. In addition to local government support, specific research and curriculum development funds have been awarded by two national foundations, the state government, and presently by the federal government.

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This specialization provides an opportunity for students interested in social work in primary health care. Its focus is on helping students integrate clinical and social welfare policy knowledge and skills in the mental/physical health fields. The program is planned to reflect academic content that can challenge students to understand and develop skills to work in complex health delivery systems at many levels in the fields of mental and physical health. The specialization is open to students interested in either direct practice in health and medical care settings, in community and neighborhood health care programs or in social planning and policy analysis of health programs at local, state, and federal levels. Thus, students can choose concentrations in Post-core Clinical, Community Work, and Social Planning or Policy Analysis for Social Welfare.

This specialization consists of three required courses including an integrating seminar and field instruction. In addition to the required course that is being planned for 1980-81, students can select one required course from a group of courses according to the interests of their concentration and attend the integrating seminar planned to enrich and supplement class and field instruction content. Seminars are taught by faculty and members of the professional community. Students in the clinical concentrations should plan for field instruction in health and medical care settings and plan the required research appropriate to their health and medical care interests. Students in the other concentrations arrange field instruction according to the policy and procedures in them and in consultation with the coordinator of specialization.

Courses available for this specialization from which students can select to meet the above requirements include:

- SSA 404. Causes and Treatment of Depression.
- SSA 406. Advanced Casework with Children I, II.
- SSA 408. Child Development and Intervention.
- SSA 413. Behavioral Treatment in Psychiatric Settings.
- SSA 419. Mental Health Intervention.
- SSA 422. Practice in Health Care.
- SSA 425. Adult Psychopathology.
- SSA 432. Emotional Disorders of Children.
- SSA 433. Developmental Psychopathology in Early Childhood.
- SSA 460. Community Mental Health: Regulatory and Therapeutic Functions.
- SSA 476. Topics in Health Care Policy.
- SSA 477. Child Health Policy.

available to meet requirements in consultation with specialization coordinator and student's concentration adviser.

Interested students should develop their programs in consultation with both the advisers of the concentration and with the coordinator of the specialization.

Field Instruction

Field instruction is a distinctive feature of education for social work, in that, concurrent with classroom study, there is supervised practice in a social or related agency. The student's field instruction is an integral part of the core practice curriculum and this instruction is provided by members of the faculty and agency staff members with special interest and skill in practicum teaching. Most curriculum specializations following the core will also provide the opportunity for field work experience. Through this instruction and support, the student learns to provide professional services, to apply knowledge gained in the classroom, and, reciprocally, to enrich academic course work through his own practice experience.

Planned Part-Time Study

A planned part-time program may be arranged whereby a student is able to complete the first-year classroom and field instruction courses during a period of two academic years. In the third year, the student usually carries a program of full-time study, including field instruction, although, in some situations, it is also possible to divide the work of the second year over a period of two years. Some part of four days per week is usually required when the student takes the core course in the practice of social interventions which includes a field experience. Hence the planned part-time program is not often practical for the student who is employed. Scholarship grants are not awarded for part-time study; student loans may be available in quarters in which the part-time student is enrolled for a minimum of two credits.

Development and Objectives of the School

The Smith College School for Social Work, founded in 1918, developed out of an emergency training course to prepare psychiatric social workers to meet some of the problems emerging from the First World War. During 1918 and 1919, an intensive course of theory and a period of supervised practice were offered, with graduates being placed in hospitals and a variety of social agencies. The success of the program, together with a concern for the post-war problems of social reconstruction, decided the college to continue it on a permanent basis as the only graduate professional school that is an integral part of the College. The School became a charter member of the American Association of Schools of Social Work and of the current successor-organization, the Council on Social Work Education.

From the outset, the School was organized on the block plan, a systematic program consciously designed to integrate theory and practice through a carefully devised sequence of summer sessions of academic work and a long period of field practice. Through this format, the founders believed that students could obtain the richest possible experience in both practice and formal study. In 1933 the present organization of the Master's program was instituted in order to provide educational options to potential students. For candidates without prior experience in social work, the Plan A program offered three summer sessions and two intervening winter field placements. Students with prior satisfactory field experience were eligible for the Plan B program, consisting of two summer sessions and one winter field placement. The MSW degree program is accredited by the Council on Social Work Education.

In the period after the Second World War, several new programs were introduced to meet the changing needs of the nation and the profession. A Program of Advanced Study was established in 1949, directed toward the development of the advanced practitioner, supervisor, and teacher. Building on this, a program leading to the clinical Doctor of Social Work degree was introduced in 1963. Oriented to the preparation of advanced clinical social work practitioners—investigators, supervisors, educators, and administrators, the program included three summer sessions of academic study and two intervening periods of field study designated as clinical internships.

As seen by School for Social Work Faculty today, clinical social work is a professional process utilizing interventions designed to treat impairments in emotional and social functioning. The process has as its intent the strengthening of the adaptive coping capabilities of disabled or vulnerable people.

Clinical social work stands allied with the total social work profession with respect to

values and ethics, but is distinguished by educational preparation, knowledge orientation, and specific abilities.

The knowledge base for clinical social work is drawn primarily from psychodynamic developmental theory synthesized with our understanding of social, cultural, economic and political realities as they hamper or support the development of individuals. This provides a base for psychosocial treatment of individuals, families and groups in a multiplicity of service settings.

The School also has believed that clinical social workers should be knowledgeable about the major social, political, and economic factors influencing the development of social welfare policy; and that clinical practice should — and could — be integrated with the social action and social planning areas. Thus, students have been required to take courses in these fields.

New developments in theory and practice are made available to practicing social workers through the School's Program of Continuing Education which was initiated as a summer series in 1931 and has continued annually since then. In 1973 the Program was expanded into a 12-month program offering workshops, courses and seminars both in Northampton and in other geographic areas.

The Research Center was established by the School in 1977 to provide faculty of the School a base for research projects that would further their scholarly and professional interests. Applied research sponsored by faculty members in collaboration with practicing social workers might be directed toward a wide range of clinical and service delivery issues. The Research Center, supported by external grants, exemplifies the School's efforts to be systematically involved in the formation and extension of knowledge.

A major objective of the School in recent years has been to prepare mental health professionals for clinical, supervisory and administrative roles in the delivery of community mental health services. The School has recognized certain crucial needs in this area and has therefore sought and been awarded an Ethnic Minority Manpower Development Grant With Special Focus on Community Mental Health in the amount of one million dollars. These funds will enable the school to make the training capacities of the program available to larger numbers of ethnic minority students, to provide the necessary support services for ethnic minority students, and to sharpen the current program's responsiveness to the special needs of client populations from ethnic minority groups through integration of relevant theory and knowledge into the curriculum at a sophisticated and comprehensive level.

From its inception, the School has shared

Master of Social Work Program

The educational plan of the Smith College School for Social Work is based on the premise that there is a basic core of knowledge and skill in social work which transcends the specializations. The program is planned to offer sound orientation in the broad aspects of social work and to develop professional competence in clinical practice. Graduates are prepared to hold practice positions in a wide variety of private and public agencies and to advance to supervisory and administrative responsibilities.

Plan A - 27 months - Three 10-week academic summer sessions
Two 8-month winter field placements

Plan B - 15 months - Two 10-week academic summer sessions
One 8-month winter field placement

BLOCK PLAN

The course of study is organized on the block plan, which is designed to integrate theory and practice through a carefully devised sequence of three summer sessions and two intervening winter sessions. Since the School offers only one concentration, a tightly organized and inter-related curriculum is possible. In the Master's program, academic work is organized into four sequences: Treatment Methods, Human Behavior and Social Environment, Social Policy, and Research. During the field placement period, although the primary emphasis is on clinical practice, students are expected to translate theoretical concepts from all four sequences into actual practice. The nature of the Block Plan encourages this flow of concepts and practice among the sequences, not only in the classroom but also in the field. Thus, during the placement period, students assigned to particular affiliated training centers have opportunities to develop a research project in line with their particular interests, to examine how social policy influences both the community-at-large and their particular caseload, to apply course material as practitioners, and to acquire the overall broad base of professionalism necessary for the development of a social worker.

BLOCK PLAN SESSIONS

The program of the School is based on an inter-related sequence of summer academic and winter field practice sessions. Successful completion of each session within the allotted time interval is a prerequisite to enrollment in a subsequent session.

Session I The first 10-week academic session held on the Smith College campus during the summer for Plan A students.

Session II The first field placement period (September-May) for Plan A students. During this session one-half day per week is devoted to the Community Project. The final three weeks is a period of Independent Study.

Session III The second 10-week academic session held on the College campus during the summer for Plan A students and the first academic session for Plan B students.

Session IV The second field placement period (September-May) for Plan A students and the first placement period for Plan B students. During this session one-half day per week is devoted to the Research Project. The final three weeks is a period of Independent Study.

Session V The final academic session held on the campus for Plan A and Plan B students.

SUMMER SESSIONS, I, III, V

To insure that each student obtains a sound grasp of essential theoretical material the summer sessions are totally dedicated to academic course work.

The Treatment Methods Sequence is developed in concert with learning from the other sequences to promote the sound theoretical understanding of human functioning and competence in clinical social work. Drawing primarily from psychoanalytic developmental psychology in relation to theories which point to the influences of economic and sociocultural factors on human functioning, the sequence focuses on the clinical process.

Throughout the sequence this process is presented as those interventions — interpersonal and environmental — which are directed at ego support, developmental reparation and the promotion of ego growth.

The student learns to use himself, and community resources, and the treatment alliance within the therapeutic process in the interest of the individual's increased autonomy and social functioning. The focus of study moves from an overview of the components of the helping process to increasingly complex and refined concepts for dealing with developmental disabilities and environmental forces. The student is aided in the formation of a professional identity via an awareness of self, knowledge of engaging clients and promoting a working alliance. The process of assessment is studied as it relates to developmental and environmental factors. The discriminate use of therapeutic relationship is related to ongoing assessment.

Opportunities are given to explore theory and therapeutic methods related to special aspects of treatment with children, family and non-kinship groups.

The Human Behavior and Social Environment Sequence provides the student with a systematic understanding of the psychological, and socio-cultural factors which influence human development and behavior throughout the life cycle. Students begin the process of integrating their knowledge of psychiatry, psychology, and the social sciences to provide a theory base for clinical practice and research.

The Social Policy Sequence teaches a framework for analysis of human societies and encourages appraisal of practice in light of this analysis. Inherent human needs are identified, and processes of social organization to meet these needs are explored. The sequence attempts to sensitize students to the values inherent in any policy and consequences of different policy choices for individual development and social relations.

The course work in the Research Sequence is intended to help the graduate student develop useful connections between social inquiry and professional issues. To accommodate the differences in relevant backgrounds of students, three tracks of study are available: (a) an organized, didactic, formal course for students with limited preparation in scientific methods and research methodology; (b) a workshop; and (c) a tutorial program of advanced study for students who can build on prior learning in this study area.

Integration of the total curriculum is achieved by arranging a meaningful sequence of courses within each academic session and through successive sessions. The curriculum consists of a combination of lecture and seminar courses. Generally courses in the Treatment Methods Sequence are taught on a seminar basis. Emphasis is placed on the students' taking initiative for their own learning in order to enhance their capacity for the type of independent, critical, and creative thinking that characterizes the truly professional person. Living together on the Smith College campus during the summer academic sessions encourages productive group thinking, lively discussion of current professional and social issues, and assimilation and exchange of experiences gained during the winter field practice periods.

WINTER SESSIONS, II, IV

Students are placed for a continuous 34-week period in carefully selected agencies. The continuity provided by this experience is essential in acquiring skill and understanding of case-work procedures, in establishing a relationship with a client, in formulating and carrying out treatment procedures, and in bringing a case

through to successful termination. Responsible supervised participation in the agency and community provides each student with the opportunity to develop competence and self-reliance in clinical practice and to formulate professional attitudes. Field instruction centers also provide orientation to social agency administration. In addition to agency responsibilities, each student engages in a substantial amount of independent reading in casework and other treatment modalities, psychiatry, social science, and social welfare. Continuous communication with the School is maintained throughout the field work period. The final three weeks of these sessions (II, IV) is a period of Independent Study.

The block plan of training enables the School to affiliate with agencies without geographic limitation. Agencies selected include family services, child guidance and mental health clinics, hospitals, and child placing agencies, under private and public auspices. Agencies affiliated with the School accept responsibility for carrying on an educational program and, in conjunction with the School, select qualified supervisors who act as clinical faculty in field instruction.

The School reserves the right to determine each student's field work placement. Students make their own living arrangements in the community in which their placement is located.

The policy of the School is to have students assume the same responsibility as staff members of social agencies in discharging their professional duties. Students are expected to spend four and one-half days in their agencies and to comply with agency regulations as to hours and legal holidays. However, students are not entitled to vacations given to the staff of the agency. In the Master's program, eight working days of vacation may be taken in conjunction with the Christmas holidays. Students have vacation periods totaling approximately five weeks preceding and following the winter session.

During the first placement period all Plan A students participate in the Community Project. This is intended as a laboratory or field experience in which students apply the theory and analytical approaches presented in the courses in social policy to the context of a specific community. It provides students with opportunities to explore at close range a particular social issue of special interest to them; to develop further skills in other than the one-to-one helping role; to increase their sensitivity to the dynamics of organizational life and change as experienced in their project; to sharpen their awareness of the interrelationship between political, economic, and social forces in a given neighborhood as they shape the delivery of human services; to conceptualize, in a final report, the whole project experience. The goal is to provide familiari-

Master of Social Work Program

Degree Requirements

PLAN A

The Plan A Program is designed for students with little or no previous training or employment in social work. It consists of three summer sessions of academic study on the Smith campus and two winter field work sessions in agencies selected by and responsible to the School for the provision of a sound educational experience.

The requirements for the Master of Social Work degree are:

(a) Completion of the residence period, consisting of five sessions of full-time study. No previous study or experience can shorten this requirement.

(b) Satisfactory completion of 54 quarter hours of classroom credit in the Treatment Methods, Human Behavior and Social Environment, Social Policy, and Research Sequences. (See below)

(c) Satisfactory completion of the winter field instruction requirement (56 quarter hours).

(d) Satisfactory completion of the Community Project (3 quarter hours).

(e) Satisfactory completion of the Research Project (16 quarter hours).

Effective June, 1980, all academic work will be graded on a Pass/Marginal Pass/Fail basis.

SEQUENCE DISTRIBUTION REQUIREMENTS -- SESSIONS I, III, V CLASSROOM CREDIT

		<i>Quarter Hours</i>
(1) Treatment Methods	(TM)	16
(2) Human Behavior and Social Environment	(HB)	18
(3) Social Policy	(SP)	10
(4) Research	(R)	4
(5) Additional electives		6
Total Quarter Hours		54

The normal student work load for a summer session is 18 or 20 quarter hours. This generally is equivalent to nine or ten courses which are divided between the first and second term. Students may enroll in a maximum of ten courses each summer. In order to maintain full-time status, students must enroll in a minimum of four courses each term. However, in one term of the third summer students may petition to

take three courses provided they will be able to meet the total credits required for the degree. To obtain an exception to the minimum and maximum regulation, students first must obtain the endorsement of their winter casework advisor, and in the second field work placement their research advisor, and submit this with a petition to the Dean.

NORMAL DISTRIBUTION OF REQUIRED COURSES PLAN A

First Term	SESSION I	Second Term
120. Introduction to Clinical Social Work and Diagnosis	(TM)	121. Introduction to Clinical Social Work and Diagnosis
150. Personality Development I	(HB)	130. Small Group Theory
160. Introduction to Social Policy	(SP)	151. Personality Development II
190. Sociocultural Concepts in Social Work	(HB)	181. Introduction to Organizational Change
	SESSION III	
320. Clinical Social Work and Diagnosis	(TM)	321. Clinical Social Work and Diagnosis
350. Personality Development III	(HB)	351. Personality Development IV
370. Introduction to Social Research Methods	(R)	360. Social Structure and Social Work
390. The Function of Racism in Clinical Social Work Practice	(HB)	371. Introduction to Social Research Methods
One additional course must be elected. No more than two electives may be taken in Session III.		
	SESSION V	
470. Research Project	(R)	

All other courses to be elected

zation and an initial experience in an area of community work of particular interest to the student. Students select their own topics and devote one-half day per week to the Community Project. A written report must be submitted by the end of Session II.

During Session IV, students design and conduct a Research Project under the guidance of members of the School faculty. The preparation of a project is regarded as part of a student's training for a profession that looks to research for advancement of its theory and practice. One-half day per week is reserved for work on the project during Session IV. A formal written report of the completed project is due during Session V. The right to publish material contained in the project is reserved by the School in consultation with the agencies.

Program of Advanced Study

The program consists of two sequences: a third year of study and clinical practice leading to a diploma; and a course of study leading to both a Third-Year Diploma and to the degree, Doctor of Social Work (D.S.W.).

THIRD-YEAR DIPLOMA

Established in 1949, the Third-Year Program is intended to help practitioners master the growing body of professional knowledge by providing a structured program to support concentrated study of advanced casework practice. The curriculum includes two summer periods of academic study (courses listed under Session I and the first term of III) and an intervening period of supervised practice in a training center located in one of the urban areas where the School has established affiliations (Session II). The content of and emphasis on academic and clinical training are directed toward deepening and solidifying theoretical knowledge basic to diagnostic acumen and a range of treatment skills. Also included in the curriculum is the opportunity for conducting and reporting an in-depth examination of a professional issue selected by the student. During Session II, one-half day per week is reserved for conduct of this individual project.

DOCTOR OF SOCIAL WORK

The Doctor of Social Work Program is oriented to the preparation of advanced casework practitioner-investigators, supervisors, educators, and administrators. Through extending clinical competence and research skills, this se-

quence is designed to enhance career efforts to discover and articulate knowledge about practice theory and methods.

The program includes three summer periods of on-campus academic study (Sessions I, III, and V) and two intervening periods of study during the clinical and research internships (Sessions II and IV).

The clinical internship, based in a mental health training center in Boston, Cincinnati, Denver, or New York, is scheduled for three days a week during both Sessions II and IV. Through continuity of clinical work in one of the centers, doctoral fellows have the opportunity to follow some cases over a two-year course in order to extend their experience with the later phases of treatment.

A research internship, offering the opportunity to work under the direction of experienced investigators in team studies of clinical issues, normally is located in Session II. This program is scheduled for the equivalent of one day per week for the winter session. Also scheduled during Sessions II and IV is a sequence of assignments to promote the design and conduct of a dissertation project. During Session II, one-half day per week is allocated to this work, while during Session IV, two days are reserved for the dissertation project. Consultation on a regularly scheduled basis is provided to support this effort.

Fellows in the Doctor of Social Work Program who successfully complete Sessions I, II, and the first term of III, and who submit an approvable dissertation prospectus are awarded a Third-Year Diploma.

TEACHING CENTERS

Boston

Beth Israel Hospital
Judge Baker Guidance Center
McLean Hospital
McLean Hospital Children's Center

Cincinnati

Central Psychiatric Clinic

New York City

Bronx Children's Psychiatric Center
Jewish Board of Family and Children's Services
Montefiore Hospital and Medical Center

Denver

University of Colorado Medical Center

MASTER OF SOCIAL WORK

Requirements for the Degree of Master of Social Work--The School of Social Work will recommend that Loyola University confer the degree of Master of Social Work (M.S.W.) on a candidate who shall have completed the following requirements:

1. Admission to the School of Social Work, Loyola University of Chicago with all records from other institutions in order.
2. Completion of the courses required of all students in the School.
3. Satisfactory completion of 55 semester credit hours.
4. Completion of at least two semesters of course work and two semesters of field work at the School of Social Work.
5. Fully paid financial obligations to Loyola University.

EDUCATIONAL PROGRAM

The school is committed to individualizing students in order to maximize their opportunity to accomplish the educational tasks, in accordance with individual abilities, talents and tentative professional career aims. The curriculum is flexibly structured in order that, in addition to meeting the requirements of the foundation courses, students have the option to select from a complement of elective courses which represent a range of content and practice areas. Thus the educational program is comprised of two parts, one which encompasses the tasks that are required of all students and a second which is designed to meet more individualized professional interests.

Two concentrations are available during the student's second year of study, Direct Practice and Management Practice. Further individualization of the student's educational program and learning opportunities are possible within these concentrations.

Concentrations:

- 1) **Direct Practice**--The educational tasks of this concentration are related to direct practice with individuals, families, small groups and the social systems which affect these clients. The basic objective in this concentration requires that students develop knowledge and skill in providing services for such clients. Traditional methodological boundaries are transcended in order that students more fully develop understanding and capability in utilizing professional roles and functions differentially.
- 2) **Management**--This concentration is offered in the second year of study to students, preferably with social work or related employment experience, whose career plans include an early or immediate entry into supervisory or managerial

the education and preparation of men and women for professional practice in direct services to individuals, families and groups, and the management of human services organizations.

The principal means to the attainment of the general objective is the curriculum. The curriculum is structured as a sequential, integrated series of selected learning experiences which are designed to produce professional social workers who have knowledge and skill in the enhancement of human functioning and in work with organizations which have effect on human lives. Basic transferable concepts serve as organizing principles and constitute the major components of both classroom and field instruction. The educational goal which is facilitated by this emphasis on transferability is to help the student achieve a preparedness to meet familiar social needs and circumstances and those which may or may not be currently predictable.

Curriculum thrust is toward the development of competence in those professional roles and functions that support and enhance practice. Students are educated to deal with people, problems and organizations using the methods of intervention which are effective in bringing about positive change. To support this direction and provide a realistic perspective to practice, the curriculum content provides a background for the student's understanding of the nature of services and the past and current trends that influence service delivery both positively and negatively. It also encourages student participation professionally in social welfare concerns.

The curriculum actualizes the interrelated values and ethical accountabilities of the School, the student, the profession and the community. To this end, the curriculum addresses itself to the education of students toward the alleviation of human suffering in all socio-economic groups in our society. Emphasis is placed on the students' developing a commitment to helping those groups that are largely disenfranchised and thus least benefited by societal decision-making forces. Students are helped to develop an understanding of the need for disciplined, independent thinking and its use as a continuous process throughout professional life. They are encouraged to develop inquiring minds, improve their capacity to seek knowledge from varied sources, to think about it analytically, to synthesize it and to generalize the results into a constructive working base for practice. They are assisted in acquiring a general knowledge and understanding of the methods and principles of the social work profession and the relationship of the profession to the welfare of human beings and the social systems within which they function.

SAMPLE TWO YEAR PROGRAM

FIRST SEMESTER	
FIRST YEAR	CREDITS
Human Behavior in the Social Environment I	3
Social Welfare Policy and Services I	2
Social Work with Individuals and Families I	3
Social Work and Law	2
Introduction to Minority Group Cultures	2
Fieldwork I (Tuesday-Thursday)	3
	15

SECOND SEMESTER	
FIRST YEAR	CREDITS
Human Behavior in the Social Environment II	3
Social Welfare Policy and Services II	2
Social Work with Individuals and Families II	3
Social Work with Small Groups	2
Elective	2
Fieldwork II	3
	15

FIRST SEMESTER	
SECOND YEAR	CREDITS
Community Organization	2
Research I	3
Elective*	2
Fieldwork III (Mon-Wed-Fri)	4½
	11½

*Management I
(Required for Management Students,
Elective for Direct Practice Students)

SECOND SEMESTER	
SECOND YEAR	CREDITS
Research II	3
Elective*	2
Elective	2
Elective	2
Fieldwork IV	4½
	13½

*Management II
(Required for Management Students,
Elective for Direct Practice Students)

THE PROFESSION OF SOCIAL WORK

Social work is a profession that assists people through the prevention and resolution of social problems. It provides services to those who seek to resolve personal difficulties, and it helps communities organize services to contribute to the welfare of *all* citizens. In addition to these traditional concerns, social work is increasingly involved in the planning and administration of human service programs and in the development of public policy. Qualified social workers are now in demand in every area of professional practice.

They are needed to work with children and adults who are mentally ill, emotionally disturbed, delinquent, physically ill or retarded, handicapped, or economically and socially deprived. Social work is usually practiced in social welfare agencies and in social work departments, but social workers are also sought by schools, courts, hospitals, clinics, child welfare agencies, community centers, psychiatric and general hospitals, and service centers for the aged. Equally challenging opportunities exist in public and private agencies that deal with housing and urban renewal, social health, community mental health, social welfare planning and fund-raising, race relations, and many other acute concerns of both changing big neighborhoods and depressed rural and industrial areas.

THE UNIVERSITY OF ILLINOIS AT CHICAGO CIRCLE

More than 20,000 undergraduate and graduate students are enrolled in eight colleges at the University of Illinois at Chicago Circle. Located just west of Chicago's Loop, UICC is

committed to achieving academic distinction and serving the special needs of its urban environment.

JANE ADDAMS COLLEGE OF SOCIAL WORK

The College of Social Work of the University of Illinois was accredited by the Council on Social Work Education in 1946 to provide a professional curriculum leading to the Master of Social Work. In 1961, by resolution of the University's trustees, the college was named for Jane Addams, a native of Illinois and a pioneer of American social work.

In 1972 the Illinois Board of Higher Education approved a Doctor of Social Work degree program for the college. In 1974 the Jane Addams College of Social Work at Chicago Circle became independent of the University of Illinois School of Social Work at Urbana-Champaign, and in 1975 the first group of students enrolled in the Bachelor of Social Work program.

UICC is an urban university. Its urban setting gives the social work student the opportunity to learn not only *about* the many facets of the urban society but also directly *in the midst* of them. The city's many private and public social welfare institutions, national and regional agencies, and vigorous community organizations provide the student with an exciting and living professional educational experience.

THE BACHELOR OF SOCIAL WORK PROGRAM

The Bachelor of Social Work program prepares students to become beginning generalist practitioners by fostering the

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progressive development of social work knowledge, values, and skills.

The two-year undergraduate social work program is built on a two-year liberal arts base. Courses are offered in social work methods, social welfare policy, and field experience. Advanced-level courses are available in the social and behavioral sciences.

Field instruction is taken concurrently with course work for 150 clock hours during one quarter in the junior year and 450 clock hours during three quarters in the senior year. Field placement is in agencies that have MSW supervision and college approval.

Admission Requirements

Applicants must have junior standing (90 quarter hours) and must have completed specific prerequisite courses. (A BSW guidance sheet can be obtained from the Jane Addams Office of Admissions.) Applicants must complete Social Work 200 or its equivalent. (Students who have already taken the material covered in Social Work 200 may be exempted from this course through a proficiency examination; examination can be arranged through the Jane Addams Office of Student Affairs.) Other admissions requirements include a 3.50 GPA (A=5.00) on 90 quarter hours, a personal statement, and references.

Only a limited number of students are admitted to the Jane Addams College of Social Work each year. Applications should be submitted no later than April 15 if you are not currently a student at UICC. Initial application must be made

to the College of Liberal Arts and Sciences, general curriculum.

THE MASTER OF SOCIAL WORK PROGRAM

The master's degree program is designed to give students the knowledge, skills, attitudes, values, and philosophy basic to all professional social work practice.

The full-time program is organized into six academic quarters, to be taken in the fall, winter, and spring. Most of the first-year program is mandatory and consists of foundation and core courses that provide a knowledge base for social work practice. The second-year program groups courses within three major concentrations: social treatment, administration, policy and organization, and research. Options and electives enable students to design programs compatible with their interests and goals.

Admission Requirements

Students are admitted for initial registration in the fall term only. Applications should be submitted by January 15 and will be accepted after that date only if enrollment space is available. Applicants must complete a Jane Addams application and a Graduate College application. A nonrefundable application fee of \$20 is required; a check or money order payable to the University of Illinois should be included with application materials.

Applications are considered on an individual basis, and students are admitted by the Office of Admissions and Records upon the recommendations of the College of Social Work and the Graduate College.

Transfer students follow the same application procedures as do new students. A student who has successfully completed a first-year program as a full-time student in a school of social work accredited by the Council on Social Work Education may petition to transfer those credits. Transfer students will be notified about their admission and the amount of credit accepted after the college has received the final first-year transcript.

Nondegree applicants must submit the baccalaureate transcript and a letter stating preferred courses and will be admitted only as space permits.

Students register during the regular registration period at the beginning of each quarter. An adviser is assigned to each student prior to registration.

OFFICIAL TRANSCRIPTS Transcripts showing graduation from an accredited college or university with a baccalaureate must be submitted. A grade point average of at least 3.75 (A=5.00) on the final 90 quarter hours (60 semester hours) is required. Applicants whose transcripts do not show objective evidence of academic proficiency submit scores on the Graduate Record Examination (verbal, quantitative, and analytical). For applicants whose undergraduate grade point average is below the required minimum, the college recommends the Graduate Record Examination to enhance admissibility.

SOCIAL SCIENCES CREDIT Undergraduate preparation should include at least 30 quarter hours in the social sciences, statistics, and methods of social research. Credit earned in these courses is not applicable toward the MSW.

Successful completion of course work in the following areas is highly recommended: anthropology, economics, history, political science, home economics, psychology, social welfare, and sociology.

PERSONAL QUALIFICATIONS Applicants must show evidence of the personal qualifications essential to professional social work. These are evaluated by the college faculty from the application material and letters of reference and may be supplemented by an interview with a member of the college admissions committee.

PROFICIENCY WAIVER Students with a strong undergraduate social welfare background may, upon satisfactory demonstration *by examination* of the knowledge base, have some requirements waived and electives substituted.

Degree Requirements

The Master of Social Work is conferred by the University upon recommendation of the faculty of the College of Social Work and the dean of the Graduate College. Candidates must meet the following specific requirements:

GRADES AND HOURS Candidates without a BSW are required to complete 96 hours of graduate work, including work in each of four general areas: human growth and behavior, social work practice, welfare policy and services, and social research. A cumulative grade point average of at least 4.00 (A=5.00) is required of all graduate students in the college.

RESIDENCE A minimum of 36 quarter hours must be earned at the University of Illinois at Chicago Circle; the candi-

date must carry at least three consec-

THESIS A thesis is: than 16 quarter hours toward the degree defended before a Graduate College Social Work.

TIME LIMIT All graduate Work must devoted to militate made only in unused not be interpreted students should three years. If en courses completed

Concentrations

The Master of Social Work must four divisions: social organization, research organization, rest contributes to a educational experience knowledge, both theoretical and practical

Upon admission these concentration and organizational career goals necessary beyond the usual

date must carry a full program (12 quarter hours) for at least three consecutive quarters.

THESIS A thesis is optional. Not less than 8 and not more than 16 quarter hours of thesis research may be counted toward the degree requirements. The thesis may be defended before a committee appointed by the dean of the Graduate College on the recommendation of the College of Social Work.

TIME LIMIT All graduate requirements for the Master of Social Work must be completed within six years. Years devoted to military service are deducted. Exceptions are made only in unusual circumstances. This time limit should not be interpreted to allow a six-year part-time schedule; students should plan to complete the program in two to three years. If enrollment is interrupted, credit is given for courses completed within the time limit.

Concentrations

The Master of Social Work curriculum is offered through four divisions: social treatment, administration policy and organization, research, and field instruction. Each division contributes to a curriculum that provides a concentrated educational experience in specific areas of professional knowledge, both theoretical and methodological.

Upon admission to the college, the student elects one of these concentrations: social treatment, administration policy and organization, and research. Should a change in career goals necessitate a change in concentration, study beyond the usual six quarters may be required. It is possible

to combine concentrations in order to suit a student's specific career goals. This is generally done after the first year of study.

CONCENTRATION IN SOCIAL TREATMENT This concentration prepares students to provide relatively autonomous direct treatment services to individuals, families, and groups and to assume multiple leadership roles such as supervision, consultation, and training of baccalaureate and preprofessional staff. All students study the research methodology, behavior dynamics, interactional processes, and practice modalities requisite to assisting persons in the improvement of their personal functioning.

CONCENTRATION IN ADMINISTRATION POLICY AND ORGANIZATION This concentration is designed for the student with a career interest in the planning, management, and organization of social service delivery systems. The curriculum encompasses the necessary theoretical base, as well as a range of skills and strategies essential to the administration and planning of social welfare organizations and services. It provides knowledge of formal organizations and social welfare institutions; beginning skills in the technology of administration, such as budgeting; program evaluation, and information systems; enhancement of the ability to deal with human resource aspects of the organization, such as personnel management; and some knowledge of policy formulation and analysis. Relevant research offerings include: analysis of social service delivery systems, evaluative research, information systems, and utilization of computer technology. Special program emphases are available in community mental health, corrections, health, aging, child welfare, income maintenance, and other topics.

1978-79 MODEL CURRICULUM FULL-TIME SOCIAL TREATMENT PROGRAM

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CONCENTRATION IN RESEARCH The primary objective of the research concentration is to educate the student to produce research in social work at the beginning or intermediate level. The student is prepared to be an effective collaborator or staff participant in the production of research and to conduct studies and surveys. The student may also prepare for the teaching of introductory courses in social research and statistical methods at the undergraduate level. During the first year of study, the research student obtains a foundation in a social work practice method, then focuses on research during the second year. This provides a frame of reference upon which to build and extend research interests and career development.

PART-TIME STUDY (PROGRAM PM)

The College of Social Work participates in the University-wide Program PM, through which regular courses in degree-granting programs are offered during late afternoon and evening hours. Program PM was established to give persons whose employment or family responsibilities prevent them from attending classes during the day the opportunity to pursue a degree.

Program PM students must complete in application for admission to the College of Social Work and meet the criteria for admission. Course enrollment is not limited to late afternoon and evening hours. Courses selection and number of credit hours will be decided in consultation with a faculty adviser. A typical program is included as a guide.

HOWARD UNIVERSITY SCHOOL FOR SOCIAL WORK

UNDERGRADUATE SOCIAL WORK PROGRAM

The academic program leading to the Bachelor of Social Work prepares the student for professional practice at the beginning entry level recognized by the Council on Social Work Education and the National Association of Social Workers. In the past, only the Master's Degree in Social Work was recognized for professional practice in the field. More recently, social work education has responded to the demands from agencies and the community-at-large for competency-based education at the undergraduate level. Such a program provides skilled social work personnel who are ready for professional employment immediately after college and who are also prepared to move into the Master's level program and receive their degree in one year instead of the traditional two years that are required for the Master's in Social Work.

The BSW program is designed to accomplish specific learning objectives:

- To prepare prospective graduates for employment in social welfare services and programs at beginning levels of professional competence
- To provide underpinnings for a one year Master's Degree in Social Work by offering the basic curriculum at the undergraduate level and training for advanced social work practice at the Master's level
- To broaden base of understanding of social work and the social welfare system for students who plan to pursue graduate work in allied professions or academic disciplines
- To provide an opportunity for all students to enhance their understanding of the social welfare system by making undergraduate social work courses available as electives and as a minor and minor concentration

PROGRAM REQUIREMENTS

Admission Requirements

Admission to the full-time curriculum of the College of Liberal Arts is necessary to enter the undergraduate program in Social Work.

Students interested in the social work (BSW) program should consult with the Director of the

Bachelor of Social Work Program as early as possible for pre-admission counseling and educational planning of greatest value to a social work major.

General Education Requirements

Students are expected to complete all general education requirements of the College of Liberal Arts prior to formal application to the School of Social Work at the end of the Sophomore year. The following courses are strongly recommended:

- 018-051 Principles of Reasoning
- 024-011 Intro to Social Sciences
- 024-012 Intro to Social Sciences
- 022-054 Contemporary Psychology

Students are encouraged to include some elective courses which focus on some aspect of the Black experience.

Because much of social work practice is in urban centers with increasing Hispanic populations, Spanish is strongly recommended, but not mandatory for the language requirements.

Pre-Professional Courses Required

The following courses are offered on a University-wide basis and are required of all social work majors:

- 739-190 Field of Social Work
- 739-192 Introduction to Social Welfare
- 739-194 Introduction to Social Work Practice
- 022-053 Foundations of Psychology
- 025-051 Introduction to Sociology

Undergraduate Minor in Social Work

A student may choose to minor in social work, which requires the completion of all courses listed above, or a subset of courses for a total of 15 credits.

Dual Major Program

Students may choose to major in Social Work and an additional related discipline. Such an option requires special academic planning, which may include scheduling major course work and/or course work beyond the basic four year curriculum. The double major requires the approval of both the Director of the BSW Program and the appropriate division head in the College of Liberal Arts. Students must have a 3.00 average.

Social Work Practicum (Field Work Component)

All social work majors will be required to complete a practicum assignment in the senior year, where they will be assigned to a selected human service social welfare agency or program. The student will be expected to demonstrate capacity for integration of knowledge, values, and skills required of beginning social workers of professional competence.

Formal Admission to BSW Program

Formal admission to the undergraduate social work program will occur at the junior level of study by completion of special forms provided by the Office of Admissions of the School of Social Work. In addition to formal application, the following documentation is required:

- Transcripts indicating completion of general education requirements with a 2.5 grade point average or better
- Completion of all pre-professional course requirements.
- Evidence of capacity for meaningful involvement in service to others as verified by relevant volunteer or paid work experience

BSW-MSW Five Year Plan

Students who elect to continue social work studies at Howard should apply to the Masters Program early in the Fall semester, Senior year. Upon meeting admission requirements, such students become eligible for entry into the second year level of the current Masters program. Advanced standing examination is required.

Financial Aid

Limited assistance in the form of scholarship and loans are available through the University. Write to the Office of Financial Aid, Howard University.

Information and Applications

Entering freshmen should request applications through the Admissions Office, Howard University, Washington, D.C. 20059. Students currently enrolled at Howard should contact:

Prof. Lucille Baquidy, Director
Bachelor of Social Work Program
School of Social Work
Howard University
Washington, D.C. 20059
(202) 636-7300

Transfer Students

Students transferring from other colleges and universities, including students with the associate arts degree should contact the Director of the BSW Program for information and special academic planning.

Career Opportunities

United States Department of Labor statistics estimate that in 1974 there were 300,000 persons employed in social work positions. Projected new jobs during the period 1974-85 will be roughly 30,500 social work positions annually. The greatest expansion of social work jobs will be seen in public welfare and residential social service programs (i.e., group homes for children and adults; residential treatment centers, halfway houses, etc.). It is within these programs that most bachelor level social workers are employed. It is also encouraging to note that new legislation such as Title XX of the Social Security Act have set the stage for requiring at least the Bachelor of Social Work for appointment to generalist social service positions previously filled by college graduates with a variety of backgrounds.

Additional jobs are available to the BSW graduate in family welfare agencies, mental health settings, public assistance programs, school attendance programs, corrections, and community centers, and programs serving the elderly.

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Overview

The School of Social Work was established in 1945 as an autonomous two-year professional school and is dedicated to making a significant contribution to the whole society. Through its teaching, scholarship and service to the community it strives to improve the social, political and economic opportunities of all people.

The educational program is designed to provide experiences that stimulate and develop an appreciation for the heritage, current needs, strengths and resources in the black community, through the process of scholarly inquiry about the truth of the black experience with a view of formulating systematic knowledge and understanding of that experience and with others who are major victims of social injustices to conceive, design, and support new systems and service and or affect changes in existing systems that are not responsive to the special needs of black people.

The community service objectives are to provide social resources; to train personnel in specific skills; to develop methods for assessing adequacy of needs and services and to contribute to continuing education in the political, social and interventive actions necessary for the improvement of daily living and survival.

The Social Work Profession

The social work profession has grown out of the need of people in meeting problems arising within the individual and those pressing upon him from his external environment. Social work involves helping people in a manner that enables them to maintain self-respect and promote the satisfactions essential to normal well-being. The social worker is trained to help people utilize their own abilities in the solution of their problems and work toward the removal or prevention of conditions causing such problems.

Accredited by the Council on Social Work Education and the Middle States Association of Secondary Schools and Colleges, the School is ideologically committed to the development of social work personnel capable of effective and responsible action within or in behalf of the client population.

WHAT IS SOCIAL WORK PRACTICE

Social work is:

the professional activity

of helping individuals, groups, or communities enhance or restore their capacity for social functioning and

creating societal conditions favorable to that goal

Social work practice consists of:

the professional application of social work values, principles, and techniques to one or more of the following ends

- helping people obtain tangible services
- counseling and psychotherapy with individuals, families, and groups
- helping communities or groups provide or improve social and health services
- participating in relevant legislative processes

The practice of social work requires knowledge:

of human development and behavior

of social, economic, and cultural institutions

of the interaction of all of these factors

Overview

The School of Social Work was established in 1945 as an autonomous two-year professional school and is dedicated to making a significant contribution to the whole society. Through its teaching, scholarship and service to the community it strives to improve the social, political and economic opportunities of all people.

The School's mission primarily embraces the concept of "Black Peoplehood" - a local, national and international perspective of the black experience.

The educational program is designed to provide experiences that stimulate and develop an appreciation for the heritage, current needs, strengths and resources in the black community, through the process of scholarly inquiry about the truth of the black experience and through formulation of systematic knowledge and understanding of that experience. In concert with others who are major victims of social injustices, the program strives to conceive, design, and support new systems and services and/or affect changes in existing systems that are not responsive to the special needs of black people.

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Accredited by the Council on Social Work Education and the Middle States Association of Secondary Schools and Colleges, the School is ideologically committed to the development of social work personnel capable of effective and responsible action within or in behalf of the client population.

Academic Program

The academic program leading to the Master of Social Work degree equips the student for a career in social work at two levels: micro (direct services with individuals, families, small groups) or macro (social service management or community development). Students learn to give effective help to individuals and groups and to lead community efforts to prevent and alleviate social problems through exercise of choice between the two major concentrations. Regardless of concentration, students are required to take the following core courses which provide a common base of knowledge for social work practice: Research, Human Behavior and The Social Environment and Social Policy. Graduates emerge as specialist practitioners in a method and a field of practice.

Micro Methods

The overall objective of the Micro (direct services) specialization is to provide an educational experience that enables the direct services graduate to help individuals, families and small groups to cope more effectively with developmental and life tasks.

Social Work practice with individuals, families and small groups draw upon the following perspective: (1) a problem solving approach that stresses engagement of the client-system in each step of the problem-solving process; (2) an assessment of personality based upon concepts from ego psychology; (3) a social systems framework that emphasizes assessment and treatment of the client-system in its total situation; (4) a social-cultural emphasis that focuses on differential assessment and treatment of the client system in the context of an impinging environment.

The direct services graduate will be able to carry out a variety of social work roles-counselor, therapist, educator, broker, facilitator, advocate and advisor.

Macro Methods

Social Work methods at the macro (indirect services) level includes social service management and community development. The aim is to prepare graduates to intervene in large systems with specialized competencies.

Social service management (social administration) focuses on the management of service systems,

agencies and institutions. These structures must be managed in a way that maximizes the intent of the policy and planning process. The specific interest areas are designed to provide the student with a base of knowledge which complements the method of concentration.

Students are prepared in five functions of management: planning, organizing, actuating, controlling, and evaluating. They also develop special knowledge and skills in the zones of general management, program management, personnel management and fiscal Management.

Community development employs the knowledge base, values and skills that seek the enhancement of the quality of life at the community level. It includes methods of community organization and social planning. The concept of community is analyzed within a social systems framework with emphasis on the utility of the model for problem solving. Students are introduced to theories of social change as they relate to organizational and community needs. Protest as a political resource is examined in terms of its current viability in the community. The deliberate and rational perspective of the social planning process is explored in depth as are analytic tools which facilitate the decision making process. Program planning and evaluation are also given considerable attention throughout the sequence.

Fields of Practice

In addition to a major concentration in either the micro or macro methods of practice, each student is required to choose a field of practice. The fields of practice are designed to prepare the student for service delivery in a specific field of the social services arena. The focus is on the service delivery systems, the examination of policy, programs and services, the impact of the major systems on the black community, and problem identification and resolution. Students select from the following fields: criminal justice, family and child services, social gerontology, public welfare, social work in mental health settings and social work in medical settings.

Practicum

Practicum is an integral part of the social work curriculum. The objectives are to promote learning through practice under skilled supervision, and to

help students achieve integration of theory and knowledge in the application of principles on behalf of people at the micro and macro levels of practice. Educationally determined and focused, practicum is an organized teaching/learning program whereby the full time student carries concurrently with classroom instruction, an assignment of two or more days per week in selected programs; special settings, or traditional social work agencies. Practicum provides a continuum of experiences that allows for student exposure and direct participation in a range of intervention modalities.

Admissions Requirements

Candidates for admission to the MSW degree program must hold a Bachelor's degree from an accredited college. Evidence of interest in and commitment to the primary mission and social purposes of the School is a central criterion in the assessment of all applications. A minimum GPA of 2.5 and a personal interview are required. Applications should be made to the Admissions Office, School of Social Work, Howard University.

Financial Aid

A limited number of federal stipends and tuition scholarships are available to capable students who establish need of financial assistance by filing a current Graduate and Professional School Financial Aid Statement (GAPSFAS). Applicants are encouraged to explore resources within their own communities. Financial aid and admissions applications should be filed by April 1, for fall and November 1, for spring. Qualified students must carry 15 credits per semester and maintain a "B" average.

Grading

A letter grading system is utilized, a "B" average must be maintained, and students must pass the expository writing examination before graduating.

Advanced Standing

Graduates of CSWE accredited undergraduate social welfare programs may earn advanced standing credits by placement examination. Applicants who have a "B" average in major courses will be assessed for eligibility. Other applicants who have mastered equivalent curriculum content, may apply for advanced standing at time of admission.

Part Time

Part-time enrollment is available during both semesters; the spring schedule is especially geared for part-time students. A Planned Part-Time Program for employed persons in human services offers options for evening classes and approved summer block practicum in the agency of employment. Sequential course arrangements may necessitate additional time beyond the traditional four semesters, for part-time students to complete degree requirements; however, a six year statute of limitations is imposed.

Continuing Education

A program of continuing education is available for employed persons in human services. Courses, workshops, institutes, colloquia and seminars are offered for persons of varied educational and experience levels who are interested in improving practice competence. (For further information contact the Director of Continuing Education).

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HOWARD UNIVERSITY
SCHOOL OF SOCIAL WORK

Curriculum Design

<u>Semester I</u>		<u>Semester II</u>	
Social Policy I	2	**Group Dyn or Soc.Pol.II	2
SW Major Method	3	SW Major Method	3
<u>Direct Services I or</u>		<u>Direct Services II or</u>	
<u>Soc. Ser. Man. I or</u>		<u>Personnel Manage. or</u>	
<u>Comm. Dev. I</u>		<u>Soc.Prob.Man.(CD II)</u>	
Behavior I	2	Behavior II	2
Research I	2	Research II	2
Practicum I	6	Practicum II	6
	15 credits		15 credits

**Group Dynamics is required for all Direct Service Majors
Social Policy II is required for all Social Service Management and
Community Development Majors.

<u>Semester III</u>		<u>Semester IV</u>	
SW Major Method	3	SW Major Method	3
<u>Dir. Ser. III or</u>		<u>Fam. Therapy</u>	
<u>Fiscal Man. (SSM III) or</u>		<u>or Child Therapy</u>	
<u>Program Dev. (CD III)</u>		<u>or Group Therapy</u>	
***Psychopathology or		<u>Soc. Ser. Man. IV</u>	
Systems Analysis	2	<u>Comm. Dev. IV.</u>	
Field of Practice I	2	Field of Practice II	2
Practicum III	6	Practicum IV	6
Research III	2	Research IV	2
	15 credits	ELECTIVE	2
			15 credits

***Psychopathology is required for all Direct Service Majors
Systems Analysis is required for all Social Service Management and
Community Development Majors.

NOTE: Social Work students in the Master of Social Work program may take up to 16 credit hours without excess credit charge. Full-time students should take 15 credits per semester to complete the program in two (2) years. Sixty (60) credit hours are required for graduation with a cumulative grade point average of 3.00. Practicum I and II require two days a week in the field. Practicum III and IV require three days a week in the field.

Rev. 6/81

SCHOOL OF SOCIAL WORK

YELLOW DOOR, Executive Secretary, Rev. Roger Balk

YOUTH HORIZONS GROUP HOME, Interim Director General, Mr. Ernest Hirschbach

tribute to the improvement of practice skill and knowledge, and to the development of increasingly constructive and humane social policy and organization.

This School is a member of the Canadian Association of Schools of Social Work. Through its membership in this and other national and international organizations, the School is in close touch with significant developments in social work education on the North American continent, and throughout the world.

Until 1969-70, the School offered programs only at the graduate level, leading to the degree of Master of Social Work and the Diploma in Advanced Practice in Social Work. Conscious of a general need for more professionals in practice and for extension and strengthening of professional education, the School in 1969-70 initiated a Bachelor of Social Work degree program. This program now constitutes the first professional degree, preparing graduates for direct entry into practice, with general professional skill. It also forms a strong foundation for a specialized Master's degree.

The School does not select any special practice method or theory, but encourages first the establishment of general competence and from that base supports the choice of the individual student of specialization in specific fields of practice.

3 SCHOOL OF SOCIAL WORK

3.1 HISTORY AND PLACE IN THE UNIVERSITY

In 1918, McGill University founded a School for Social Workers which was discontinued in 1932. In 1933, with the approval and cooperation of the University, an independent school, offering a two-year program to university graduates and known as the Montreal School of Social Work, was established. In October 1945, the University resumed the function of social work education and the Montreal School of Social Work, by agreement of its Board of Trustees, became the McGill University School of Social Work. The final step in integrating the School into McGill University was taken in 1950, since which time the University has assumed complete responsibility for it.

The School is an integral part of McGill University and its students are able to participate fully in the varied life of a great university. It has its own building providing classroom accommodation, research laboratory, and a compact up-to-date social work library to which new books, documents, and pamphlets are added continually. Students may also use the McLennan Library, the Redpath Library, and other special libraries.

3.2 OBJECTIVES AND EDUCATIONAL PHILOSOPHY

The School of Social Work is a professional school whose primary objective is to prepare students for successful careers and for leadership in the field of social welfare. The goal is to educate students for practice not only in established and well structured services, but also in initiating and pioneering new and less explored areas of welfare. Students are expected to acquire the necessary knowledge, values, attitudes and technical skills of professional practice. They are, in addition, helped to develop critical and experimental approaches in the hope that during their professional careers they may con-

3.3 ADMINISTRATION OF THE SCHOOL

The School of Social Work is administered under the authority of the Faculty of Graduate Studies and Research of McGill University. The Director of the School is directly responsible to the Dean of that Faculty. The graduate degree programs are authorized by the Graduate Faculty Council to which representatives of the School are elected. The B.S.W. program is authorized by the Faculty of Arts.

Internal administration of the School is under the general direction of the Director. Various administrative and curriculum committees, with representatives of students and of the teaching staff, are charged with development and administration of major aspects of the School's program.

3.4 THE SCHOOL AND THE MONTREAL COMMUNITY

Montreal, the largest and most cosmopolitan city in Canada, affords varied community resources in both the private and public social services. A bilingual community, it affords unique opportunities for the study of social problems.

The School receives the full and generous cooperation of facilities for supervised field practice.

4 GENERAL INFORMATION

4.1 DEGREES AND DIPLOMAS

Three degrees and a diploma may be earned at the School. The Bachelor of Social Work degree is awarded to students who successfully complete the degree program at the undergraduate level. Students holding the B.S.W. may be admitted to the Master of Social Work program.

The Diploma in Advanced Practice in Social Work is awarded to students who already hold the Master's degree and who successfully complete the requirements for this diploma.

A limited number of special candidates may be accepted for advanced, interdisciplinary studies leading to a Ph.D.

4.2 ADMISSION REQUIREMENTS

BACHELOR OF SOCIAL WORK DEGREE

Educational Objectives

The Faculty of Arts, through the McGill University School of Social Work, offers an undergraduate program of professional studies in Social Work, leading to the Degree of Bachelor of Social Work (B.S.W.). The B.S.W. degree course has the following principal educational objectives:

1. To prepare students for professional practice in any one of a range of social service positions. (The B.S.W. degree represents the point of admission into the Corporation of Professional Social Workers of the Province of Québec and the Canadian Association of Social Workers.)
2. To prepare selected students for entry into more specialized professional studies at the graduate level.

It is the policy of the School of Social Work to ensure that social workers are as diverse as the communities they serve, and when reviewing prospective applicants for the Special BSW and the Undergraduate BSW programs, special consideration is given to persons of varied backgrounds, including members of minority groups, members of low-income communities and those with paid or volunteer community work experience.

The B.S.W. degree is offered in two ways: as a three-year undergraduate B.S.W. program and as a Special B.S.W. program for applicants who already have an undergraduate degree in another subject.

1. THREE-YEAR UNDERGRADUATE B.S.W.

Three categories of applicants are eligible to apply for admission to the three-year Bachelor of Social Work:

- (i) Applicants who have obtained the Diploma of Collegial Studies or have completed equivalent studies. Students who have not taken a course in statistics will be required to take an equivalent course during their undergraduate studies. Students who want to extend their preparation may wish to include courses in introductory psychology, introductory sociology and French, although these are not prerequisites.

- (ii) Transfer Students
Students who have begun undergraduate degree programs either at McGill or at other universities may apply to transfer to the School of Social Work. Depending on courses that they have already completed, some credits may be transferable toward the B.S.W. degree. Transfer students are usually required to complete a minimum of 60 McGill credits to receive a B.S.W. degree.

As enrolment is limited, candidates, whether entering or transfer students, are expected to have better than average grades. Within the group of applicants who meet the academic requirements, preference is given to those who have had social work-related experience, paid or volunteer, and also to those who demonstrate personal suitability for the social work profession.

- (iii) Mature Students
Residents of Canada who are 23 years of age or older, and who lack the academic background normally required for admission, may apply for entrance as mature students. To be considered for the B.S.W. program, applicants must have had significant paid or volunteer community work experience in related fields and be able to produce satisfactory recommendations from community social agencies with which they have been affiliated.

More details on entrance requirements can be obtained from:

Admissions Office
McGill University
845 Sherbrooke Street West
Montreal, PQ, Canada H3A 2T5
Telephone: (514) 392-5300

2. SPECIAL B.S.W.

A limited number of students with Bachelor's degrees are admitted into a Special B.S.W. program

SCHOOL OF SOCIAL WORK

Further details concerning payment of fees and regulations concerning withdrawal may be obtained in the *General Announcement*, available at the Registrar's Office.

Diploma In Advanced Practice

Tuition fees are \$19 per credit plus appropriate Students' Societies and Student Services fees.

4.7 BURSARIES SCHOLARSHIPS, LOANS AND AWARDS

SCHOOL

Some sources exist for both loans and bursaries through the School. Inquiries may be made at the time of application for admission to the School. Since the School does not receive all the resources for bursary and/or loan purposes until late during the first term, students should endeavour to make other arrangements for their financial needs, whenever possible, prior to entering the School.

The School has access to a limited amount of funds for loans and bursaries, made available by individuals or private organizations. These funds are insufficient to meet all needs but may be used as supplements to other sources.

Inquiries concerning bursaries and loans should be made at the time of application for admission. Special request forms are available.

For the possible availability of bursaries open to students in all faculties and schools inquiry may also be made to the Student Aid Office of the University, 3637 Peel Street.

AWARDS

The Alumni Committee of the School makes two awards each year:

- 1) *The Alumni Prize* (currently \$150) awarded to the outstanding student in each M.S.W. class.
- 2) *The Esther Kerry Award* (currently \$500) to further either innovative projects in the field of social work or individual professional advancement. Any current student, graduate or staff member of the School may apply for this award. Applications are invited each spring in the Alumni Newsletter, and the award is made in June.

FEDERAL

The Federal Welfare Grants program awards a small number of graduate scholarships based upon academic achievement. Application should be made to the Welfare Grants Division, Department of National Health and Welfare, Ottawa, Ontario.

Overseas students should inquire of their governments concerning the availability of United Nations, Colombo Plan or their country's own study grants.

PROVINCIAL

Most provinces offer bursaries on condition that recipients accept employment in these provinces upon graduation. Information should be obtained from Provincial Departments of Welfare.

Québec residents may apply before January 1 for educational bursaries for the following year. Application should be made to the following: Service des Bourses de Perfectionnement, Ministère de l'Éducation, Hôtel du Gouvernement, Québec, P.Q., or through the Student Aid Office of the University, 3637 Peel Street.

4.8 STUDENT SERVICES

Full information concerning student services and residential facilities is given in the *General Announcement* available from the Registrar's Office.

4.9 GENERAL INFORMATION FOR NON-CANADIAN STUDENTS

All non-Canadian students and students who are not permanent residents must obtain a student visa from a Canadian Embassy or Consulate in their area. Student visas can be renewed annually in Canada subsequent to the students' registration. All full-time non-Canadian students and students who are not permanent residents must enrol in the compulsory McGill Non-Canadian Student Health and Accident Insurance Plan. Further information concerning this Plan may be obtained from the Health Service or the Liaison Officer to the Dean of Students, 3637 University Street.

5 CURRICULA

5.1 B.S.W. CURRICULUM

THREE YEAR B.S.W.

- a) The B.S.W. degree is awarded upon successful completion of 90 credits of study; it consists of a combination of professional social work courses, supervised field practice and related courses drawn principally from the social sciences.

The 90 credits of study are made up as follows:

- a minimum of 48 credits (and a maximum of 60) must be social work courses
- a minimum of 18 credits (and a maximum of 30) must be social science courses
- any remaining credits (a maximum of 12) may be taken according to the student's own individual interests. If credits in French language are required, they will be taken from among the credits avail-

CURRICULA

able after satisfaction of the minimum requirements of social work (48) and social science (18) credits.

The mix of these possible types of credits will vary according to each student's needs.

- b) The distribution of the 48-60 credits of social work contrast over the three years will be approximately as follows:

Year I — 12-15 credits

Year II — 18-21 credits

Year III — 18-24 credits

- c) First Year Requirements

For students entering their first year of Social Work, required courses are: Social Work 254D (Introduction to Social Work — 6 credits) and 255B (Social Work Practicum — 3 credits). They may take one or two other 3-credit social work courses. If a student opts to take two other social work courses, one of them will normally be 352A (The Public Social Services in Canada).

The remaining 15 or 18 credits of the first year of the program will be taken elsewhere in the University. Consult the *Faculty of Arts and Science Announcement* for course descriptions.

- d) Second Year Requirements

B.S.W. II required courses are: Social Work 449A and Social Work 456D, plus at least one of 441B, 476B, 474B, 475A. 9-12 credits will be taken elsewhere in the University. Remaining credits can be social work electives. Research 270 is normally taken during this year.

- e) Third Year Requirements

B.S.W. III required courses are: Social Work 458A/B and 480D, plus at least two of the following, 472, 473, 474, 475, 477, 487, 488, 497, 498. The remaining credits are to be used to complete requirements for the B.S.W. degree.

SPECIAL B.S.W.

The Special B.S.W. for those holding an undergraduate degree, will be offered in three time blocks: a summer session of 6 weeks, May-June, one regular academic year, and a summer session of 12 weeks, April-May-June. Students in this program will take 48 credits, including courses in social work practice, field practice, and policy. Required courses are Social Work 352L, 353L, 270L, 481A, 482L, 456D, 458, 480D and at least two of the following courses: 472, 473, 474, 475, 477, 487, 488, 497, 498. The remaining credits will be selected from other courses offered at the B.S.W. level.

5.2 M.S.W. CURRICULUM

The M.S.W. degree is a second level of professional study, in which students pursue specialized programs at an advanced level. It is normally made up

of course work, field practice and a research component. The relative emphases of these three parts of the program are determined according to the individual student's goals and direction. Students' contributions to formulating their own programs are emphasized; candidates are required to identify a focussed area in which they wish to extend their knowledge and skills and in which they plan to conduct their research.

DURATION

Three terms. The third term may optionally be taken in the summer, in which case the entire program may be completed within one calendar year. In some cases, part-time study can be arranged.

OBJECTIVES

The global objective of the Master's program is the provision of advanced professional training by means of highly integrated, individualized learning experiences. At a more specific level, the educational goals are:

1. A capacity for critical understanding of the social problems and issues, the population groups, the institutional frameworks and the policy issues pertaining to the chosen concentration;
2. the development of an advanced skill in a particular mode of practice (broadly defined, see below);
3. the ability to initiate, execute and report on an independent study essentially related to the student's area of concentration.

CONCENTRATIONS

The areas of concentration that are offered in the program include:

- Administration
- Aging
- Child and family welfare
- Community change
- Corrections
- Health services
- Industrial social work
- Marriage and family counselling
- Policy
- Social work in industry
- Youth and school services

The term "Concentration" as used here implies a concern with specific types of social issues and populations, with certain kinds of service-giving organizations or kinds of interventions. It is acknowledged that there can be considerable overlap between these areas and that students' particular interests may link them together. For example, a student may pursue an interest in policy and administration as it relates to health service delivery.

SUMMARY OF REQUIREMENTS

All students must complete 45 credit equivalents, distributed as follows:

Research This student may be permitted to develop a research project, ordinarily of a formal written report. This may take any one of a number of forms, including a library study, a project of original research involving the collection of original data. (12 credits)

Thesis This permits the student to develop and demonstrate professional competence at an advanced level. Both the setting and the amount of time involved will depend on each student's professional interests and needs. (From 0 to 12 credits).

Classroom work: In addition to courses listed in section 6.4 below, this may include tutorials arranged to suit the student's learning priorities. Where it can be arranged, courses may be taken in other departments. (7-11 half courses, equivalent to 21-33 credits, depending on requirements for a practicum).

The curriculum allows for a good deal of flexibility in meeting individual interests. Students should work out their program in consultation with their staff advisers.

TIME LIMITATIONS

Full-time students must complete the M.S.W. degree within four years of initial registration, and part-time students must complete the degree within five years of initial registration. Under certain conditions, one additional year may be permitted. These conditions are described in the *Graduate Faculty Announcement*. The object of this regulation is to encourage students to complete their research projects and qualify for their degrees without undue delay.

5.3 DIPLOMA IN ADVANCED PRACTICE CURRICULUM

DIPLOMA REQUIREMENTS

Courses

The Diploma in Advanced Practice will be awarded when the student has completed a minimum of four full courses and passed a comprehensive written examination.

Time Limit

The time limit for fulfilment of the requirements for the Diploma shall in no case be more than four years from date of enrolment.

Candidacy

It is desirable that students signify their interest in candidacy for Diploma either upon entering the Program (provided they have identified their area of

specialization) or upon completion of at least one full course.

Students who are not in a position to signify their interest in candidacy at either of the aforementioned points may do so later in their program. However, under the latter circumstances, if a number of unrelated courses already have been completed, it may be necessary to complete other courses specific to the student's area of specialization.

Formal application for admission to candidacy for the Diploma should be made in writing to the Chairman of the Post-master's Committee upon successful completion of at least one full course in a theoretical area.

Applications will be evaluated by this Committee on the basis of performance in courses already completed, demonstrated capacity for independent study at an advanced level and the recommendation of the student's advisor.

6 COURSES OF INSTRUCTION

6.1 B.S.W. COURSES

B.S.W. courses, with the exception of 254, 255, 353, 440, 441, 476, 477, 480, 456, 472, 473, 480, 481, 482, 485, 487, 489, 497 and 498, are open to non-social work students. Permission of the instructor, however, must be obtained prior to registration.

407-254D INTRODUCTION TO SOCIAL WORK. (6 credits). An examination of major social problems associated with life in large urban areas and the social services, public and private which have been established to deal with such problems. Social work practice theory including models and theories of helping and change techniques. Professor Urtnowski

407-255B SOCIAL WORK PRACTICUM. (3 credits). An introductory field experience to provide U1 students with the opportunity to observe social work practice, to participate in the work of a social organization, to assume responsibility for a limited practice assignment, and to conduct critical analyses of their field experience through conference discussions and individual tutorials. Corequisite — 407-254D. Staff

407-270A,B INTRODUCTION TO SOCIAL WORK RESEARCH. (3 credits). This course is intended to help students make effective use of published research reports and agency statistics, and to show them how to conduct simple research projects. It covers problem formulation, research design, data collection, analysis and interpretation, use of the

COURSES OF INSTRUCTION

computer terminal, and report writing. (Modular format). Prerequisite — Introductory course in statistics.

Professors Aronson and Duder

407-352A THE PUBLIC SOCIAL SERVICES IN CANADA. (3 credits). An introduction to the programs of public social services in effect in Canada in the fields of income, housing and health. The course seeks to acquaint students with the characteristics of these programs, and with the policy issues which surround them and to enhance the students' ability to evaluate the functioning of the programs. This is a modular course.

Professor McGillivray

407-353L INTRODUCTION TO PRACTICE. (6 credits). Introduction to the principles and practice of social work. Approaches to social problem identification and analysis. The role of the social worker as an agent of change or of social control. Elements of working with individual groups and communities. Laboratory periods will permit the application of course content to practice.

Professors Hopmeyer and Katz

407-440A GENERALIST SOCIAL WORK PRACTICE. (3 credits). A systems approach to social work practice with emphasis on the development and understanding of alternative social work interventions. A look at the problem-solving process and the tasks and skills required of the social work practitioner in order to facilitate planned change. Prerequisite - 407-254D, Corequisite - 407-456D.

Professors Werk and Rotholz

407-441B SEMINAR IN SOCIAL WORK PRACTICE. (3 credits). This course will focus on the theory of casework practice with individuals and families. Students will be taught the techniques of family and individual counselling by means of lectures and videotapes. Prerequisite — 407-440A, Corequisite — 407-456D

Professor Werk

407-451A CHILDREN'S NEEDS AND SOCIAL SERVICES. (3 credits). The identification and analysis of the needs of children and their families. Consideration of the processes of selected social services, e.g. day care, visiting homemakers, foster family and institutional care, adoption, etc., designed to support, supplement and substitute for the family. Special emphasis will be placed on social legislation related to neglected, abused and dependent children.

Professor Reichertz

407-452A SOCIAL WELFARE ORGANIZATIONS AND DISADVANTAGED CLIENTELE. (3 credits). An examination of the structure of organizations serving the needs of socially disadvantaged persons or groups, and the processes through which such services are provided. Particular attention will

be paid to the definition, screening and serving of disadvantaged clients as compared to those drawn from more "privileged" groups in society. Strategies for changing such organization will be explored.

Professor Deehy

407-453B YOUTH AND YOUNG ADULTS: SOCIAL NEEDS AND SERVICES. (3 credits). The physical, psychological and social development of youth and young adults and the relationship of such development to demands of the social environment. Emphasis is on the effects of societal change on family roles, interpersonal relationships, educational and work achievement, youth's community role, social services for youth and young adults.

Professor Dalfen

407-454A SOCIAL SERVICE IN THE HEALTH FIELD. (3 credits). Recommended for students expecting to proceed to further studies in Health Services. An examination of the relationship between illness and social conditions. Social planning, practice and research aspects of health care and the delivery of health services. An evaluation of current and developing professional roles of social workers in health teams, with particular emphasis on social rehabilitation of the physically and mentally ill.

Chris Wohl

407-456D FIELD PRACTICE. (6 credits, two days per week September to mid-April; full-time practice during May). Supervised educational experiences in social work practice designed to integrate practice with theoretical knowledge. Through field placements in university-affiliated teaching centres, students will work with individuals, families, groups and communities, receiving both individual and group instruction. Prerequisite — 407-254D.

Field Instructional Staff

407-457B LEGAL PROBLEMS OF THE POOR. (3 credits). A lecture-and-seminar course on law and social welfare, with the emphasis largely on the social-legal problems and rights of the poor, and methods of legal protection and redress available to them. Aspects of Canadian civil law and criminal law will be reviewed. Emphasis will be placed on the Québec scene, with landlord-tenant, contract and debtor, matrimonial regimes, parental responsibility and social insurance. The total Canadian perspective will be considered in areas of divorce, unemployment insurance, arrest, and bail.

Miriam Grassby

407-458A/B SOCIAL POLICY AND ADMINISTRATION. (3 credits). An analysis of the administrative structures and dynamics of social service organizations, with special attention to Québec policies and to the role of social workers. Examples are drawn from current field experiences of students. Prerequisite — 407-352A.

Professors Woodsworth and Deehy

SCHOOL OF SOCIAL WORK

407-461A SEMINAR IN CORRECTIONS. (3 credits). An examination of criminal behaviour in Canada and the U.S., and the correctional system designed to deal with such behaviour. Attention will be paid to the systems that process the offender (judiciary, and penal systems and the probation and parole services) with particular emphasis on the effects of these systems on the offender.
Professor Cooper

407-462B POVERTY, INEQUALITY AND CAPITALISM. (3 credits). An examination of the notion of social welfare from the perspective of poverty and inequality. Attention is given to socio-economic dynamics of inequality in a capitalist state rather than programs designed to combat poverty. Specific topics include inequality in relation to income distributions, income redistribution, wealth, incentives, economic growth, inflation, consumption, rich and poor nations.
Professor Shragge

407-463B SOCIAL WORK PRACTICE WITH THE AGED. (3 credits). A seminar dealing with social services for the aged. Topics will include dilemmas of retirement, institutionalizing of the elderly, community care, separation and loss, role of the social worker with the elderly and their families.
Professor Sirota

407-464A INDUSTRIAL SOCIAL WORK. (3 credits). A seminar on social work practice in industrial settings. Analysis of conceptions of work; work-related, personal and family problems, relationships between social agencies and the world of work, social service programs offered under industrial and trade union auspices.
Marie Brisebois and Professor McGilly

407-465A SEMINAR IN SCHOOL SOCIAL SERVICES. (3 credits). The seminar will examine the interrelationships of the pupil's social environment in the culture of the school, the problems of teachers and principal and their resultant impact on the pupil's academic achievement. Existing models of social work intervention in schools will be discussed with special emphasis given to "Interprofessional Collaboration".
Professor Dalfen

407-467B SOCIAL WORK AND PUBLIC ISSUES. (3 credits). An examination of the process by which social problems are translated into public issues, the factors influencing various interest groups in taking positions on such issues and the reasons why some succeed more than others. Particular attention will be paid to issues raised at the municipal and provincial level, which have relevance for social work.
Professor Deehy

407-471B INDIVIDUAL SOCIAL WORK RESEARCH PROJECTS. (3 credits). This course will

provide an opportunity for interested students to conduct small scale practical research projects, either individually or in small groups, with tutorial assistance from staff members and without the formal reporting requirements of the M.S.W. research project. Prerequisite - 407-270.
Professors Duder and Shiner

407-472A SEMINAR ON FAMILY ASSESSMENT. (3 credits). An advanced seminar designed to integrate knowledge of human personality in social processes. Emphasis will be upon the appraisal and assessment of patterns of reciprocity among members of disturbed and disorganized families. Preference will be given to students who have some contact with families.
Professor Braverman

407-473A/B CASEWORK WITH INDIVIDUALS AND FAMILIES. (3 credits). Theory and practice of work with individuals and families under stress. Topics will include categories of hazardous events; affective, behavioural and role disorganization; phases in the crisis cycle; techniques of crisis intervention and abatement.
Professor Katz

407-474B METHODS OF COMMUNITY DEVELOPMENT, SOCIAL ACTION. (3 credits). The aim of this course is to develop an understanding of the organizing process and to enrich the student's repertoire of direct organizing skills. Emphasis is on organizational entities, community power and conflict, organizing strategies and their application, in the context of current issues in urban community development.
Professor Torczyner

407-475A COMMUNITY ORGANIZATION. (3 credits). This seminar provides students with an understanding of planning theory and practice as it relates to community organizing and social service delivery. It focuses on 3 themes: 1) theories of planning and their applicability to social work practice, 2) the planning process (steps and process), 3) an examination of major planning issues in service delivery.
Professor Torczyner

407-476B SOCIAL WORK PRACTICE WITH GROUPS I. (3 credits). Theory and practice of work with groups. Focus will be on group development theory and the skills of the worker to strengthen group potential for mutual aid. Children and adult groups in a range of settings will be examined.
Professor Rotholz

407-477B SOCIAL WORK PRACTICE WITH GROUPS II. (3 credits). An advanced course in practice, with emphasis on comparative theories of groups.
Professor Magill

COURSES OF INSTRUCTION

407-490L/D FIELD INSTRUCTION. (6 credits). Supervised educational experience in social work practice integrating practice with theoretical knowledge characteristic of the selected field. Individual and group instruction.

Field Instructional Staff

407-481A SEMINAR ON SOCIAL WORK PRACTICE I. (3 credits). Principles of Social Work Practice in working with individuals, families, small groups and communities. Methods of practice will be analyzed from a range of settings, drawing upon student field experience. For Special B.S.W. students only.

Professor Hopmeyer

407-482L SEMINAR ON SOCIAL WORK PRACTICE II. (3 credits). A continuation of 481A. For Special B.S.W. students only.

Staff

407-483A SEMINAR ON MINORITY GROUPS AND SOCIAL WELFARE. (3 credits). This seminar is designed to prepare students for working effectively with selected minority clientele. Content will include: the impact of formal and informal social policies and institutions on the welfare of minorities, and the relationship between cultural patterns of clients and social work practice.

Professor Christensen

407-484B SEMINAR IN COMMUNITY ORGANIZATION. (3 credits). This seminar examines issues and dilemmas which students encounter in community organization practice. The workshops provide a forum to analyse neighbourhood structures, organizations and systems which affect community lives. Particular attention will be directed toward the development of citizens' groups and coalitions, the analysis of power structures and planning with community associations for change.

Professor Torczyner

407-485A/B TUTORIAL IN SOCIAL WORK PRACTICE. (3 credits). An individual or small group tutorial in which students will work independently in conjunction with the instructor. The student will undertake a major project related to the area of specialization. To be taken only with the consent of the Director.

Staff

407-486A/B TUTORIAL IN SOCIAL POLICY. (3 credits). An individual or small group tutorial in which students will work independently in conjunction with the instructor. The student will undertake a major project related to the area of specialization. To be taken only with the consent of the Director.

Staff

407-487B FAMILY THERAPY SEMINAR. (3 credits). This course will focus mainly on interventive techniques. Approaches to families with special

problems such as one parent families, immigrant families, multiproblem families and families with a psychosomatically ill member will be discussed with a clinical focus. The aim is (1) for students to gain an understanding of how family members are shaped by, and help shape their environment and (2) to improve students' treatment skills in dealing with a wide spectrum of families. Prerequisite 472A.

Professor Braverman

407-488A SOCIAL WORK PRACTICE WITH CHILDREN. (3 credits). An overview of normal personality development and some of the common problems of childhood encountered in social work practice, with an introduction to practice theory and some specialized skills. Some of the problem areas to be considered are: mother-infant bonding, privation, deprivation, separation difficulties, child abuse, the chronically ill child, the physically disabled child, inhibition, school phobia, truancy, oppositional behavior, hyperactivity, etc. Preference will be given to students who have contact with children.

Professor Speirs

407-489B HUMAN SEXUALITY IN SOCIAL WORK PRACTICE. (3 credits). A seminar designed to provide students with an opportunity to develop beginning practice competence in dealing with problems related to human sexuality (abortion, family planning, homosexuality, etc.). Emphasis will be placed on helping students to incorporate a range of professional interventions and skills by use of case material, taped sessions and role-play. Students will be expected to share practice experiences. Open to U3 and Special B.S.W. students.

Professor Christensen

407-490B MAJOR LIFE EVENTS. (3 credits). Consideration of the interaction between the major events of an individual's life and significant situations in which that individual may be. A phenomenological approach will permit a focus on the significance of the major events from the viewpoint of those who have experienced them. A review of significant research on life stress events and their implications for social practice will be given.

Professor MacLean

407-497A/L CLINICAL PRACTICE SEMINAR. (3 credits). A seminar designed to provide students with an opportunity to develop beginning practice competence with various population groups, e.g. physically and mentally handicapped, adolescents, multi-problem families, etc.

Staff

407-498B CLINICAL PRACTICE SEMINAR. (3 credits). A continuation of 497A/L.

Staff

407-499A/L WOMEN'S ISSUES IN SOCIAL WORK PRACTICE. (3 credits). Focus on issues

related to women as providers and consumers of social services. Theoretical frameworks for analysis of social policy and of strategies for policy change. Through the study of women's experience in the world of family and work, students will be expected to formulate guide lines for providing social services to women.

Professor Urtnowski

6.2 COURSES OPEN TO UNDERGRADUATE AND GRADUATE STUDENTS

407-528A ACTIVITY GROUP METHODS. (3 credits). In this class, play and socializing activities are studied: a) for their value as enjoyable and growth enhancing experiences, b) theoretically and practically as they apply to work with various types, sizes and styles of client groups, c) as a method of developing professional skills, relevant to facilitating personal and interpersonal growth in work with groups, d) as a means of helping students develop an awareness of their own effectiveness as participating group members or leaders.

407-530A SEMINAR ON SOCIAL PERSPECTIVES ON AGING I. (3 credits). Instructors and students from different disciplines (sociology, political science, economics, management, social work and others) will discuss issues of demography, age status and roles, attitudes, family and intergenerational relations, retirement, leisure, etc. Policies, provisions and services to seniors will be explored and evaluated. Selected senior citizens will participate in this Seminar.

Professors Marcus and MacLean

407-531B SEMINAR ON SOCIAL PERSPECTIVES ON AGING II. (3 credits). Instructors and students from disciplines such as biology, psychology, geriatrics, education, religious studies, social work and others will focus on certain aspects of aging, i.e. physiological, psychological, cultural, health and disease in old age, death and dying, etc. The provision of services and their impact on the recipients will be evaluated. Senior citizens will participate in the Seminar.

Professors Marcus and MacLean

407-532A/B SEMINAR IN INTERNATIONAL SOCIAL WELFARE. (3 credits). Discussion based upon intensive study and reports on problems in selected countries. Particular emphasis on identifying major social problems, understanding the social forces bearing on those problems and considering appropriate professional approaches to aid in their solution.

Professor Woodsworth

407-533B SOCIAL WORK PRACTICE IN FORMAL ORGANIZATIONS. (3 credits). An examination of the ways in which social workers as profes-

sionals deal with their organizational environment. Theory and research on formal organizations, case material and the students' own experience will form the basis for discussion. Organizational "games" illustrative of the strategies used in such situations will be constructed and played out. Prerequisite 407-452A.

Professor Dechy

407-534B SOCIAL WORK PRACTICE WITH INVOLUNTARY CLIENTS. (3 credits). An examination of the issues and practice problems encountered by practitioners working with involuntary clients in settings such as courts, youth protection agencies and total institutions. Topics will include reaction of the client and worker to the "involuntary" situation, the ethics and efficacy of "coerced treatment" and practice interventions with involuntary clients. Students will be expected to draw on their own experience with these issues.

Professor Cooper

6.3 LAW COURSE OPEN TO SOCIAL WORK STUDENTS

The following course, offered in the Faculty of Law, is open to third year social work students.

491-419A LAW AND PSYCHIATRY. (B.C.L. & LL.B.) (3 hours, first term). An examination of the roles of lawyers and psychiatrists in the handling of the mentally ill individual within the legal process. Detailed consideration will be given to the civil commitment process, the criminal commitment process, the insanity and "automatism" defences, the psychiatrist as expert witness, mental illness as a problem in such substantive areas as Wills and Estates, Family Law, Property Law. A number of sessions will be conducted jointly with members of the psychiatric profession.

Professor Sklar

6.4 M.S.W. COURSES

407-602A SOCIAL VALUES AND SOCIAL POLICY. (3 credits). Analysis of value assumptions underlying social welfare policies. Identification of major themes in political and economic thought that contributed to Canadian concepts of welfare. Students are required to contribute actively in seminar discussions.

Professor Woodsworth

407-603B THE POLITICS OF SOCIAL WELFARE. (3 credits). Concepts and methods of political analysis of welfare problems and policies (interest group activities, political influence, elites), and features of the political environment in which welfare programs are developed and administered (ideologies, political institutions, constitutional aspects).

Professor McGilly

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