

## School of Social Work

### Social Work (SOWK)

Shank (dean), Thornton (undergraduate program director), Andrews, Baboila, Barretta-Herman, Bauer, Berger, Brenden, Burczek-Bogucki, Canfield, Caron, Chovanec, Cochrane, Dziengel, Freeman, Furman, Garrett, Gearity, Graham, Hanley, Herman, Holcomb, C. Hollidge, E. Hollidge, Holloway, Kaiser, Kuechler, Lindahl, McPartlin, Miller, Mowatt, Parnell, Phan, Rottenberg, Young

A major in social work is available through a joint School of Social Work at both the College of St. Catherine and the University of St. Thomas. The major also is offered in Weekend College at the College of St. Catherine.

Students graduating with a major in social work will be prepared to begin generalist professional practice with individuals, families, small groups, organizations and communities. They will be prepared to develop an identity which will incorporate the values and ethics of the social work profession. They will be prepared for practice with diverse, oppressed and at-risk populations. They will be prepared as beginning social work generalists who link social research and social service practice. They will be prepared for lifelong learning and critical thinking through an educational process combining a liberal arts foundations with professional social work education. They will be prepared for graduate education in social work.

Transfer students must be in social work courses for a minimum of three semesters, excluding summer sessions.

The program described below is accredited by the Council on Social Work Education at the baccalaureate level and qualifies graduates to take the examination for licensure at the licensed social worker level.

#### Social Work Honor Society

*Beta Epsilon*, the campus chapter of *Phi Alpha* National Social Work Honor Society, was established at the University of St. Thomas and the College of St. Catherine in 2002. The purpose of this organization is to advance excellence in social work practice and to encourage, stimulate and maintain scholarship of the individual members.

Students become eligible for membership after they have achieved a junior or senior standing, earned a minimum of six semester hours or equivalent in social work, achieved a grade point average of 3.25 or above.

#### Summer Study Abroad Program

This is an opportunity to study at the University of Bristol, England. The Bristol International Credit-Earning Program (BICEP) was established in 1987. The two-week summer program provides a framework in comparative international social welfare and public policy. The program is open to undergraduate and graduate students, alumni, faculty and practitioners. More information is available from the School of Social Work.

#### Major in Social Work

281	Introduction to Social Work
340	Human Behavior and the Social Environment
355	Communication and Interviewing Skills
375, 376 or 378	Junior Fieldwork in Social Work
380	Social Research: Designs and Statistical Applications
385	Working with Groups: Theory and Practice
391	Social Policy for Social Change
401	Generalist Practice with Individuals, Families and Groups
402	Generalist Practice for Social Change
405, 406	Senior Fieldwork in Social Work

#### Allied requirements

##### One of:

BIOL	105	Human Biology
BIOL	112C	Biology of Women

##### Plus:

PSY	111	General Psychology
PSY	202	Lifespan Development
SOC	100	Introduction to Sociology

#### Required Fieldwork Experience

These experiences, arranged by the School of Social Work, provide practical learning in social work agencies, institutions and, or departments to complement the students' academic work through integration of theory and practice.

##### Junior year:

Two semesters of approximately eight hours per week off campus totaling 200 hours, plus weekly seminar groups on campus. Students should contact their social work adviser during the second semester of their sophomore year so that placement can be discussed.

##### Senior year:

Two semesters of approximately 15 hours per week off campus totaling 400 hours, plus weekly seminar groups on campus.

*Recommended:*

CDC	300	Introduction to Chemical Dependency
CDC	305	Chemical Dependency and the Family
IDSC	291	The Anatomy of Violence
SOWK	210	Relationship, Intimacy and Sexuality
SOWK	290	Death, Dying and Bereavement
SOWK	414	School Social Work

Students should select elective courses in consultation with their adviser.

**Admission Process**

The School of Social Work requires students to be formally admitted to the major. This process takes place at the middle of the junior year. Prospective majors must have a GPA of 2.25 and be interviewed by faculty of the school. Contact an adviser for more details.

**Minor in Social Welfare**

A minor in social welfare is available through the joint School of Social Work at The College of St. Catherine and the University of St. Thomas. A minor in social welfare is not accepted by the Council on Social Work Education as preparation for beginning-level generalist social work practice. A minor is offered for the student's own learning in the area of social welfare. Formal application for a minor must be approved by the School of Social Work.

281	Introduction to Social Work
340	Human Behavior and the Social Environment
391	Social Policy for Social Change

*Plus two of:*

PSY	202	Lifespan Development
PSY	207	Alcohol, Other Drugs and Behavior
SOC	251	Race and Ethnicity
SOC	303	Aging and the Lifecourse
SOWK	380	Social Research: Designs and Statistical Applications

(The CT designation beside course numbers indicates the same course is offered at the College of St. Catherine and the University of St. Thomas.)

**210CT Relationship, Intimacy and Sexuality**

This course addresses three major areas: exploring values and societal influence on relationships, intimacy and sexuality – the influence of culture, religion, family and friends; understanding self-worth, communication patterns and the effect of family and other significant relationships on the development of one's needs/wants in relationships, intimacy and sexuality; discovering the basic attributes, purposes and powers of significant relationships, intimacy and sexuality. Participation in a structured small-group discussion is required. Open to non-majors.

**281CT Introduction to Social Work**

This course introduces the student to the profession of social work within the context of the social welfare system. It provides an overview of an integrative approach to generalist social work practice which emphasizes intervention on individual, environmental and societal levels. Special emphasis is placed on values, human diversity, social problems and social work fields of practice.

Prerequisites: SOC 100 or PSY 111 or permission of the instructor

**290T Death, Dying and Bereavement**

This course focuses on understanding loss and grief in the human experience. Emphasis is given to recognizing loss in various forms and to understanding grief as a generic process. Skills are taught for coping with personal loss and for relating in helpful ways to bereaved persons. Special topics relating to death and dying in our society (*e.g.*, medical ethics, suicide) are covered. Open to non-majors.

**295, 296 Topics**

2 credits

**297, 298 Topics**

The subject matter of these courses, announced in the annual *Class Schedule*, will vary from year to year, but will not duplicate existing courses. See the description of these courses at the beginning of the "Curricula" section of this catalog.

**340CT Human Behavior and the Social Environment**

The primary focus of this course is to provide students with knowledge and understanding of human behavior and development from a social systems approach as affected by biological, cultural, environmental, and psychosocial factors. Emphasis is on the role of individual, family, small group, organization and community in human behavior as related to social-work practice. Cultural, ethnic and life-style diversity and their effects on the development of human systems is stressed. This course fulfills the Human Diversity requirement in the core curriculum.

Prerequisites or concurrent registration for majors: 281; PSY 202; and BIOL 105 or 112C; or consent of the instructor

## School of Social Work

### 355CT Communication and Interviewing Skills

This course is the first of a four-course practice sequence. The primary focus is on communication theory and skills as applied to social work with individuals, families, small groups, communities and organizations. There is an emphasis on self-awareness, beginning assessment skills and diversity issues. An integrative approach to generalist social work practice provides the context for intervention on individual, environmental and societal levels. Prerequisite or concurrent registration: 281 or consent of the instructor

### 375, 376, 378CT Junior Fieldwork in Social Work

Junior fieldwork complements the student's academic work through practical experience in a social-work agency, institution or department. Under the supervision of an agency field instructor, the student learns beginning social-work tasks and functions while applying theory to actual social-work situations. Students participate in an on-campus seminar with other junior social-work majors while in placement. The placement is 10 hours per week during fall and spring semesters, totaling 200 hours. Fall 378 is only open to students going abroad spring semester. Also offered in Weekend College, with placement during fall and winter trimesters. This course fulfills the second-level Computer Competency requirement in the core curriculum.

Prerequisite: 281 or consent of the instructor

### 380 Social Research: Designs and Statistical Applications (INDI 380C)

The purpose of this course is to assist students in gaining knowledge and skill to understand the problems/persons generalist social workers encounter. The goals of the course are to have social-work students understand and be able to apply research methods, techniques, and tools to behavior and the social environment. Application of theory and research techniques, including statistical applications, for evaluating change, needs assessment, assessment of client-system functioning, program evaluation and practice effectiveness. This course fulfills the second-level Computer Competency requirement in the core curriculum.

Prerequisites for majors: 281 and junior status or permission of the instructor

### 385CT Working with Groups: Theory and Practice

This course is the second of the four-course practice sequence. The primary focus of the course is on the study of human behavior in groups with emphasis on the use of groups in generalist social work practice to accomplish individual, family, organizational and/or community goals. Extensive opportunities to practice the skills necessary to be an effective group member and leader are provided. The effects of diversity on group interaction are stressed.

Prerequisite: 355 or consent of the instructor

### 391CT Social Policy for Social Change

This course equips students to understand and critically analyze current and past social policies. Policy alternatives are explored with a focus on the values and attitudes as well as the societal, economic and political dynamics from which they originate. Roles and responsibilities of citizens and professionals in formulating and implementing policies responsive to actual social needs are addressed.

Prerequisite: 281 or consent of the instructor

### 401CT Generalist Practice with Individuals, Families and Groups

This is the third course in the four-part practice sequence. This course prepares students for generalist social-work practice with individuals, families and groups in the context of their social environments with emphasis on aspects of diversity. A primary focus is the application of social-work knowledge through increased development of skills. The overall goal of the course is integration and application of the stages of the generalist social work method.

Prerequisites: 385; senior major status and concurrent registrations in 405 are required

### 402CT Generalist Practice for Social Change

This course is a continuation of 401 and the final of four courses in the practice sequence of the social work curriculum. The focus is on the development of intervention methods based on generalist social-work knowledge that can be applied to all client systems. A special emphasis is placed on effects of oppression and strategies for social action. A combination of lecture, discussion, experiential learning, and small-group activities provide student with knowledge and skills for client advocacy and social change.

Prerequisites: 401; concurrent registration in 406 is required

### 405CT Senior Fieldwork in Social Work

Senior fieldwork complements the student's academic work through practical experiences in a social work agency, institution or department. Under the supervision of an agency field instructor, the student learns social-work tasks and functions while applying theory to actual social-work situations. Students participate in an on-campus seminar with other senior social work majors while in placement. The placement is approximately 15 hours per week during fall and spring semesters, totaling 400 hours. Also offered in Weekend College, with placement in fall and winter trimester.

Prerequisite: Concurrent registration in 401

## Chemical Dependency Counseling

### 406CT Senior Fieldwork in Social Work

Prerequisite: Concurrent registration in 402

### 414 School Social Work (GRSW 514)

This course examines the school as a social institution which serves to educate and socialize children into American society and the role of the social worker in such a setting. Emphasis is placed on discovering similarities and differences between social work and education values and tasks and the process of integrating social work values into a school setting. Social work with special and at-risk populations is discussed. This course also examines specific handicaps to learning and the role of the social worker in helping students, schools and families adjust to and cope with special needs. Emphasis will be placed on evaluation of social work practice. Interventions with children which fit within a school setting are included. Undergraduate students are expected to spend time working with the instructor outside of class.

Prerequisite: Junior standing

475, 476 **Experiential Learning** 2 credits

477, 478 **Experiential Learning**

See the description of these courses at the beginning of the "Curricula" section of this catalog.

483, 484 **Seminar** 2 credits

485, 486 **Seminar**

See the description of these courses at the beginning of the "Curricula" section of this catalog.

487, 488 **Topics** 2 credits

489, 490 **Topics**

The subject matter of these courses, announced in the annual *Class Schedule*, will vary from year to year, but will not duplicate existing courses. See the description of these courses at the beginning of the "Curricula" section of this catalog.

491, 492 **Research** 2 credits

493, 494 **Research**

See the description of these courses at the beginning of the "Curricula" section of this catalog.

495, 496 **Individual Study** 2 credits

497, 498 **Individual Study**

See the description of these courses at the beginning of the "Curricula" section of this catalog.

## Chemical Dependency Counseling (CDC)

Johnson (director); Hasper

The Chemical Dependency Counseling major is available through the School of Social Work which is a joint effort between the College of St. Catherine and the University of St. Thomas. Courses for the major focus on understanding chemical dependency as a chronic, progressive, complex, multi-dimensional disease. The symptoms of this disease are extensive and adversely affect many areas of the person's state of physical health, psychological well being and sense of spiritual connectedness. In addition, the person's most significant interpersonal relationships, especially the family relationships, become characterized by patterns of harmful reactive interaction. These patterns often harden and inadvertently accommodate the disease's progression while leading to serious and growing levels of personal distress for the significant others as well as the person with the disease. These physical, emotional, and interpersonal symptoms of the disease can and do respond to specific treatment interventions and persons and their families suffering from these symptoms are able to recover from them. These treatment interventions are facilitated best when counselors have done the following:

- examined significant experiences in their personal lives and integrated them in meaningful ways into their professional identities;
- made a commitment to professional competence by using the core of their liberal arts education as a lens to view both their base of theoretical knowledge and their use of various clinical skills;
- developed an understanding of the standards that govern professional conduct as described in the Chemical Dependency Counselor Code of Ethics and used them as the basis for clinical decision-making.

Students majoring in Chemical Dependency Counseling will achieve the following goals: a mastery of a body of specific and essential theoretical knowledge; development of competency in a range of clinical skills; an understanding of the ethical bases used when making clinical decisions; an engagement in a process of self-exploration leading to a deeper integration of their emerging professional identities.

Beginning in January 2003, the State of Minnesota will require applicants for the Alcohol and Drug Counselor License to show proof of an earned bachelor's degree, 480 contact hours of chemical dependency education, and 880 hours of clinical internship in a chemical dependency treatment program. The major is designed to meet these licensing requirements.

The State of Minnesota has also ruled that persons receiving chemical dependency treatment are potential vulnerable adults. Therefore, all persons providing treatment services to these persons must pass a criminal background check. Students must also pass this check and comply with the applicable responsible chemical-use protocols before being allowed to register for any of the practicum/field courses.

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The minor in Chemical Dependency Counseling is designed to provide students majoring in other social science areas (social work, nursing, psychology, sociology, criminal justice, occupational therapy) additional information on chemical dependency as a chronic, multi-dimensional disease that requires specific treatment interventions.

### Major in Chemical Dependency Counseling

- 300 Introduction to Chemical Dependency
- 305 Chemical Dependency and the Family
- 315 Developing Therapeutic and Counselor Authenticity
- 325 Group Therapy with Addicted Populations
- 335 Advanced Counseling Theory and Skills
- 345 Chemical Dependency and Cultural Diversity
- 355 Practicum 1 (2 credits)
- 405 Native Americans and Chemical Dependency
- 425 Practicum 2 (2 credits)
- 435 Chemical Dependency and Dual Disorders
- 455 Practicum 3 (8 credits)

#### *Allied Requirements*

- PSY 111 General Psychology
- PSY 202 Lifespan Development

### Minor in Chemical Dependency Counseling

- 300 Introduction to Chemical Dependency
- 305 Chemical Dependency and the Family
- 345 Chemical Dependency and Cultural Diversity
- 435 Chemical Dependency and Dual Disorders

#### *Plus:*

- PSY 111 General Psychology
- PSY 202 Lifespan Development

#### **300 Introduction to Chemical Dependency**

Students examine theories of etiology, diagnostic criteria, pharmacology concepts and classification of drugs, assessment strategies and treatment methods.

Prerequisite: PSY 111

#### **305 Chemical Dependency and the Family**

This course is designed to assist students in exploring the relationship between chemical dependency and family functioning. Special attention will be focused on identifying typical response patterns in various sub-systems of the family. In addition, students will examine intervention strategies and treatment program components designed to reduce the harmful effects of chemical dependency on family relationships.

#### **315 Developing Therapeutic and Counselor Authenticity**

Students examine the use of authenticity in therapeutic relationships. Special attention is focused on self-assessment as a method of achieving a more integrated therapeutic self. The paradox of intention is examined and applied to addiction counseling. Students also examine the role of the spiritual quest in the recovery from chemical dependency.

#### **325 Group Therapy with Addicted Populations**

Students develop knowledge of the use of group therapy for the treatment of chemical dependency. Special attention is focused on the use of Yalom's therapeutic factors. Students are involved in simulated group experiences and practice using task and maintenance functions.

Prerequisite: 300

#### **335 Advanced Counseling Theory and Skills**

Students examine the nature of therapeutic relationships. professional ethics are highlighted as students practice various interviewing skills that are designed to assist clients in developing new, more positive perspectives.

Prerequisite: 300

#### **345 Chemical Dependency and Cultural Diversity**

Students examine the incidence and the effects of chemical dependency on various populations. Special focus is directed towards the following groups: African Americans, Hispanic/Latino Americans, Deaf and Hard of Hearing American, Americans with Disabilities, Southeast Asian Americans, Women Americans and Gay/Lesbian Americans. Treatment implications are explored.

Prerequisite: 300

## Chemical Dependency Counseling

### 355 Practicum 1

2 credits

Students survey the continuum of care by examining a range of treatment resources. Attention is focused on the various treatment philosophies and therapeutic approaches that are observed in these agencies. Students select an agency, interview for an internship position and then spend ninety hours at the agency. During these hours students are provided direct experience in the procedures that the agency uses to screen, intake and orient clients to the agency's services. College faculty lead weekly supervision sessions designed to help students as they begin developing their professional identities.

Prerequisite: Completion or current registration for all CDC 300-level courses

### 405 Native Americans and Chemical Dependency

Students examine the effects of alcohol and drug use on Native American cultures. Students' own attitudes toward Native American cultures are examined. An historical review of the United States governmental policies and laws toward Native American cultures are explored. A practical application of Native American spiritual beliefs are examined in relationship to recovery from chemical dependency.

Prerequisite: 300 or permission of instructor

### 425 Practicum 2

2 credits

Students engage in a 200-hour clinical experience at a chemical dependency facility. Under the direct supervision of faculty or qualified clinical staff, students learn to provide client assessment interviews, treatment planning strategies and client-education sessions. In addition students begin participating in a variety of group and individual counseling sessions as they develop more fully their counseling skills. Supervision groups are designed by the faculty to help students integrate various theories of practice with direct application in their clinical experiences.

Prerequisite: 355

### 435 Chemical Dependency and Dual Disorders

Students examine the therapeutic interventions developed for the treatment of chemical dependency and their efficacy on the treatment of concurrent addictive behavior patterns and other mental illnesses. Special attention is focused on personality, mood and anxiety disorders and the following potential addictive behavior patterns; gambling, sexual activity, and eating.

Prerequisite: 300 and PSY 202

### 455 Practicum 3

8 credits

Students engage in a 600-hour clinical experience at a chemical dependency facility. They continue to sharpen their client assessment, treatment planning and education skills while developing their capability of delivering a variety of individual and group counseling strategies. In addition students expand their case management skills by providing timely crisis intervention skills, seeking appropriate consultation, making useful referrals, and working with an expanding and more complex caseload of clients. Regular supervision provided by faculty helps students to process their clinical experiences while focusing their attention on the therapeutic needs of the clients.

Prerequisite: 355, 405, 425, and 435

