

School of Social Work (SOWK)

Shank (dean), Thornton (undergraduate program director), Andrews, Baboila, Bauer, Berger, Brenden, Bogucki, Canfield, Caron, Chovanec, Dziengel, Freeman, Furman, Garrett, Gearity, Graham, Hanley, Herman, Holcomb, C. Hollidge, E. Hollidge, Holloway, Kaiser, Kuechler, McPartlin, Miller, Parnell, Rottenberg, Stolz, Tinucci, 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 an overall grade point average of 3.25 or above, and a social work grade point average of 3.50 or above.

International Program

Students have an opportunity to study in Mexico in the spring semester of their junior year. This semester-long program will enable students to take all required social work courses as well as study Spanish.

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.

School of Social Work

Elective courses

Electives are updated frequently. Visit www.stthomas.edu/socialwork/BSW/descriptions.cfm for a current list of electives.

CDC	300	Introduction to Chemical Dependency
CDC	305	Chemical Dependency and the Family
IDSC	291	The Anatomy of Violence
IDSC	293	Grief, Loss and Coping
IDSC	298	Bahamas Experience
INDI	300C	Social Roots of Personal Stories: Exploring Diversity through Literature
INDI	499C	Multi-Professional Community Work and Learning Semester Abroad – Cuernavaca, Mexico
SOWK	210	Relationships, Intimacy and Sexuality
SOWK	414	School Social Work
SOWK	416	Child Welfare Policy
SOWK	490	Practice with Older Adults and their Families

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 Application

(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 Relationships, 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

295, 296 Topics

2 credits

297, 298 Topics

The subject matter of these courses will vary from year to year, but will not duplicate existing courses. Descriptions of these courses are available at www.stthomas.edu/registrar/onlineschedule.html.

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

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 Application (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

406CT Senior Fieldwork in Social Work

Prerequisite: Concurrent registration in 402

School of Social Work

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

416 Child Welfare Policy (GRSW 516)

This course is designed to give students an overview of important topics in child welfare practice and policy. Students will be asked to examine their own values about orientations toward child welfare, children's rights and responsibilities, the nature of maltreatment, and other issues facing the field today, as they affect diverse families. Additionally, students will be given tools to advocate for children, and an opportunity to exercise new advocacy skills. Offered in spring semester.

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 will vary from year to year, but will not duplicate existing courses. Descriptions of these courses are available at www.stthomas.edu/registrar/onlineschedule.html.

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 major in Chemical Dependency Counseling 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. The curriculum in the major examines chemical dependency as a chronic and progressive disease. The symptoms of this disease are extensive and adversely affect many areas of the person's state of physical health, psychological wellbeing and sense of spiritual connection. In addition, the person's most significant interpersonal relationships, especially the family relationships, often become characterized by patterns of harmful and reactive interactions. These physical, emotional, spiritual and interpersonal symptoms of the disease can and do respond to specific treatment interventions performed by sensitive and knowledgeable counselors.

Students are prepared to become such counselors by achieving the following outcome goals of the major:

- To develop mastery of a body of specific and essential knowledge pertaining to chemical dependency;
- To be competent in using a variety of clinical and counseling skills;
- To understand and use professional ethics when making clinical decisions;
- To engage in thoughtful self-exploration as a way to integrate one's emerging professional identity with one's personal life experiences.

These outcome goals are the focus of the curriculum in the classroom and in the 880 hours students spend in their clinical internships at local chemical dependency treatment facilities. This combination of theory and hands on experience offers a highly integrated learning environment where students can develop confidence in their abilities to function as professional chemical dependency counselors.

The State of Minnesota has 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 examination. Students must also pass this examination and comply with applicable responsible chemical use protocols before being allowed to register for any clinical internship courses.

Graduates with this major are eligible to apply to the State of Minnesota's Department of Health for the Alcohol and Drug Counselor License. In order to earn this license graduates must pass the evaluation examination process as determined by the Department of Health.

Major in Chemical Dependency Counseling

- 300 Introduction to Chemical Dependency
- 305 Chemical Dependency and the Family
- 335 Interpersonal Counseling Theory and Skills
- 445 Group Therapy and Counselor Self-care
- 465 Cultural and Clinical Issues in Chemical Dependency Counseling
- 470 Clinical Internship 1 (8 credits)
- 480 Clinical Internship 2 (8 credits)

Allied requirements

- PSY 111 General Psychology
- PSY 202 Lifespan Development

Minor in Chemical Dependency Counseling

A minor in Chemical Dependency Counseling is offered by the School of Social Work which is a joint program between the College of St. Catherine and the University of St. Thomas. This minor is designed to benefit students who plan to go into professions dealing with healthcare, human services, criminal justice or education and who want to be able to understand and work more effectively with people who are experiencing chemical use problems. The minor provides students with essential knowledge regarding chemical dependency counseling. This knowledge complies with the State of Minnesota's Department of Health's standards regarding specific education on chemical dependency and counseling. Students earning the minor who later wish to apply for the Alcohol and Drug Counselor License will need to complete the two clinical internship courses before they will be eligible to apply for this license.

- 300 Introduction to Chemical Dependency
- 305 Chemical Dependency and the Family
- 335 Interpersonal Counseling Theory and Skills
- 445 Group Therapy and Counselor Self-care
- 465 Cultural and Clinical Issues in Chemical Dependency Counseling

Plus:

- PSY 111 General Psychology
- PSY 202 Lifespan Development

300 Introduction to Chemical Dependency

Students examine theories of etiology, diagnostic criteria, pharmacology concepts, assessment strategies and the treatment continuum of care.

Prerequisite: PSY 111

305 Chemical Dependency and the Family

Students develop knowledge of family system dynamics and how chemical dependency impacts those dynamics. Intervention and treatment implications are explored.

Prerequisite: 300 or permission of instructor

335 Interpersonal Counseling Theory and Skills

Students examine the nature of therapeutic relationships. Professional ethics are highlighted as students practice various interviewing skills that assist clients to gain new and more positive perspectives.

Prerequisite: 300 (may be taken concurrently)

445 Group Therapy and Counselor Self-care

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 where they practice assessing group dynamics and using leadership skills. Students also examine the role of the spiritual quest in the recovery from chemical dependency. In addition, students explore the role of authenticity in therapeutic relationships. The use of a variety of self-assessment strategies is designed to help students develop action plans promoting personal authenticity and effective self-care.

Prerequisite: 300

465 Cultural and Clinical Issues in Chemical Dependency Counseling

Students examine the incidence and the effects of chemical dependency on various populations and the therapeutic interventions developed for the treatment of major psychiatric diagnoses that co-occur with chemical dependency. Special focus is directed towards the following groups: African Americans, Hispanic/Latino Americans, deaf and hard-of-hearing Americans, Americans with disabilities, Southeast Asian Americans, Native Americans, women Americans and gay, lesbian, bisexual, transgender Americans. Treatment implications are explored.

Prerequisites: 300, PSY 111 and 202

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470 Internship 1

8 credits

Students engage in a 440-hour clinical experience at a chemical dependency treatment facility. Under the supervision of qualified clinical staff, students learn to provide clients with the twelve core functions that make up the role of the chemical dependency counselor. Students participate in regularly scheduled supervision sessions designed by faculty to help them begin developing their professional identities.

Prerequisites: all CDC courses except 480

480 Internship 2

8 credits

Students engage in a 440-hour clinical experience at a chemical dependency treatment 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 a more complex caseload of clients. Students participate in regularly scheduled supervision sessions designed by faculty to help process their clinical experiences while focusing their attention on the therapeutic needs of the clients.

Prerequisites: all CDC courses

