

SOCIAL WORK

(SW) {SWRK}

Master of Social Work courses

601. History and Philosophy of Social Work and Social Welfare. (A)

This course offers a historical perspective for understanding current issues of social welfare and social work. It examines the social, racial, political, and economic forces that explain the development of social welfare and social work in the United States. Particular emphasis is placed on the role of gender and race in shaping social policy. Programs, policies, and issues are analyzed as responses to long-term changes in social and economic conditions in the United States and the needs and demands of oppressed groups for full participation in the life of the country.

602. Human Behavior in the Social Environment. (A)

This course introduces the student to the individual and family components of social interaction in a variety of different milieus. Theories of self and personality are studied, along with theories related to traditional and nontraditional family styles, different social and ethnic groups, and of assimilation and acculturation. Emphasis is given to the impact of different cultures and traditions on individual functioning. Additional attention is given to selected social characteristics of the larger society, such as factors of socio-economic class which influence individual and family behavior and functioning.

603. American Racism and Social Work Practice. (A)

This course explores racism in America as a historical and contemporary phenomenon. It emphasizes the development of evidence based knowledge about institutional systems of racism, analytical skill in understanding the complexity of institutional racism and other forms of oppression more broadly defined, self awareness, and the implications of racism for social work services and practices.

604. Foundations of Social Work Practice I. (A)

This is a first of a four course sequence designed to help students develop a professional stance and evidence-based framework for social work services to individuals, groups, families, and communities. It integrates the student's theoretical learning with the experience in the field placement agency. The student is introduced to a holistic process-oriented approach to social work practice and to methods for implementation. The course emphasizes the social context for practice with special attention to agency purpose, functions and structure; the client system and its perceptions of need; goals and resources and the social worker as a facilitator of change.

614. Foundations of Social Work Practice II. (B) Prerequisite(s): SWRK604.

This is the second in a four course sequence and continues the examination and use of practice frameworks and methods for service delivery in working with individuals, groups, families and communities. It emphasizes the eradication of institutional racism and other forms of oppression along with the integration of a culturally sensitive approach to social work practice. Attention is given to understanding client problems in the context of different social work practice approaches and service requirements and to increased use of professional values to guide and inform practice.

SOCIAL WORK

(SW) {SWRK}

SM 615. Introduction to Social Work Research. (B)

This course presents the broad range of research tools that social workers can use to improve the effectiveness and efficiency of their practice. The course emphasizes the process of theory development, conceptualization, and hypothesis formulation across a broad spectrum of social work practice situations. The course includes methodological considerations relating to concept operationalization; research design (experimental, survey, and field), sampling instrumentation, methods of data collection and analysis, and report preparation and dissemination. The course also emphasizes how social work research can help professionals better understand and more effectively impact problems of racism and sexism in contemporary American society.

SM 620. Integrative Seminar. (L) Prerequisite(s): Advanced Standing MSW students only.

701. Health and Mental Health Policy. (C) MSW Elective

This course provides an overall view of the historical, social and economic dimensions of the health care delivery system: how health policies are developed and implemented, and how such policies influence social work practice, program planning, and research. Key health policy issues such as financing, cost, access, and the allocation of resources are explored in the context of health reform proposals. Students investigate how health policy affects specific population groups such as women and children, persons with chronic mental illnesses, persons with AIDS, older adults, and minorities.

702. Social Work Practice in Health Care. (C) Clinical Practice Elective

This course focuses on key issues in social work practice in health care settings. Social aspects of health and illness, including cultural variations, health beliefs and behavior, and the impact of illness on the patient and the family, are examined and their relevance for practice is discussed. Appropriate theoretical models for practice are identified and applied to practice in the areas of prevention, primary care, chronic and long-term care. New roles for social work in varied health delivery systems and inter-professional collaboration are explored.

703. Impacting Government Policy in Pennsylvania. (M) Macro Practice Elective

This course focuses on social changes in health care as it impacts the lives of older people and their families. Using Pennsylvania as a model, we will focus on the administrative and legislative systems. Topics will include the recent controversial changes to Medicare, re-balancing of the long-term care system and efficacy of behavioral health treatment programs. Students will learn how to impact social change at the policy level by planning a social marketing campaign. They will develop materials to influence consumer understanding and behavior, such as editorial and legislative briefings. Students will have the opportunity to interact with officials, legislators, and advocates as they build the framework to support a social change agenda.

704. Advanced Clinical Social Work Practice I. (A) Required for clinical Practice Concentration

Building on the foundation established in the foundation social work practice courses, this course introduces advanced theoretical frameworks for clinical practice from which students build conceptual practice frameworks. The course helps students choose and learn the components of a practice approach in the context of social assessment, agency auspices, and the student's developing theoretical framework.

SOCIAL WORK

(SW) {SWRK}

706. Policies for Children and Their Families. (C) Policy Option

This course examines policies for children and their families with a specific focus on child welfare policy. The course examines the interrelationship between: the knowledge base on child abuse and neglect; evaluations of interventions; programs and policies designed to protect maltreated children; and child welfare policy at the state and national level. The course also examines federal and state laws that govern the funding and operation of child welfare systems; the history of child welfare policies; the operation of child welfare systems; and the legal, political and social forces that influence the structure and function of child welfare systems in the United States.

708. Advanced Macro Social Work Practice I. (A) Required for Macro Practice Concentration

Advanced Macro Social Work practice builds on the foundation social work practice courses and is composed of three interrelated disciplines: community organization, planning, and administration. In Macro Practice courses, the student develops knowledge and skills for practice in communities, organizations, and/or other social systems. This course, the first of two Macro Practice courses, begins by developing a theoretical framework for macro practice. Knowledge and skill development focuses primarily on social work practice within communities and on the planning of service delivery at the community level. Students learn how to identify community-based social problems, organize and build relationships with communities, and develop programs. Specific skill development includes learning how to conduct needs assessments, staff committees, run meetings, and write grants. The content is integrated with fieldwork and is specific to the service needs of the populations with whom students are working in their field agencies.

714. Advanced Clinical Social Work Practice II. (B) Prerequisite(s): SWRK704. Required for Clinical Practice Concentration

The focus of learning in this semester is differential intervention and the expansion of the professional role and repertoire. Students extend and refine their practice knowledge and skills and learn to intervene with group systems and selected problems. Students consolidate their identification as professionals and learn to constructively use environment to affect systems change.

709. Heterosexism and Social Work. (C) MSW Elective

This course builds on the foundation year focus on institutional oppression by applying this model to the status of lesbian, gay, bisexual, and transgender people in U.S. society and in social welfare systems. The course assesses the relationship of heterosexism and homophobia to other forms of institutional oppression, including racism and sexism. The course includes an overview of the treatment of sexual minorities in the U.S. and in the social work profession with a focus on issues related to lesbian, gay, bisexual; and transgender clients as an under-served and mis-served population. The intersection of racism and heterosexism is a focal point to explore the concerns and needs of LGBTQ people of color. Current theoretical frameworks for understanding sexual identity and the unique situations of lesbian, gay, bisexual, transgender and questioning people throughout the life cycle will be identified. Social work strategies for addressing heterosexism in social welfare agencies and communities will be explored by examining both micro and macro social work practice issues. The course will include a critical assessment of the state of social work education on the topic.

SOCIAL WORK

(SW) {SWRK}

SM 712. (URBS454) City Limits: The Impact of Urban Policy. (B) Prerequisite(s): Students must have taken an introduction to research methods. MSW elective

This course assesses the changing role of public policy in American cities. In the past, government often believed that it could direct urban development. New realities - the rise of an informal labor market, global capital and labor flows, the flight of businesses and the middle class to the suburbs - have demonstrated that government must see itself as one - but only one - 'player' in a more complex, transactional process of policy making that crosses political boundaries and involves business, organized interest groups, and citizens.

This seminar uses a case-study method to study how public policy can make a difference in the revitalization of distressed American cities. The seminar is designed for advanced undergraduates and graduate students. Seminar readings and projects will be organized around three themes: 1) history and vision, 2) data and analysis, and 3) policy and implementation. Students will be divided into project teams assigned to work on current development issues that will be reviewed by both public and private-sector experts. Extensive use will be made of real estate, economic development, and social indicator data to understand the complex forces at work in both large and small cities. Students will learn to access, analyze, and map information; to frame and interpret these data within a regional perspective; and to construct profiles of cities and neighborhoods. Students will study recent urban redevelopment initiatives in the Philadelphia region, including Philadelphia's Neighborhood Transformations Initiative and New Jersey's Camden Revitalization plans.

713. Understanding Social Change: Issues of Race and Gender. (B) Prerequisite(s): SWRK 603.

This course builds upon the foundation of historical, psychological, sociological, economic, political, and personal knowledge about institutionalized forms of racism and discrimination developed in SWRK 603, American Racism and Social Work Practice. The course uses understanding elements of oppression to critically examine strategies for addressing racism and sexism in organizations and communities through systematic assessment and planning for social change. The course examines change at three levels: organizations, communities, and social movements.

715. Introduction to Social Work Research. (A) Required Course

This course presents the broad range of research tools that social workers can use to improve the effectiveness and efficiency of their practice. The course emphasizes the process of theory development, conceptualization, and hypothesis formulation across a broad spectrum of social work practice situations. The course includes methodological considerations relating to concept operationalization; research design (experimental, survey, and field), sampling instrumentation, methods of data collection and analysis, and report preparation and dissemination. The course also emphasizes how social work research can help professionals better understand and more effectively impact problems of racism and sexism in contemporary American society.

718. Advanced Macro Social Work Practice II. (B) Prerequisite(s): SWRK708. Required for Macro Practice Concentration

This course, the second of two Macro Practice courses, helps students develop the knowledge and skills required to become an effective and creative social work manager. Management and behavioral science theories and concepts, as well as techniques and methods, are introduced. Students also learn how to strategically plan programs at the organizational level and explore how public policy influences service delivery. Students learn to utilize administrative skills to promote social change within a variety of systems that influence the lives of client populations. Students have the opportunity to apply this administrative content to their field agency.

SOCIAL WORK

(SW) {SWRK}

719. Prenatal and Early Childhood Development. (M) MSW Elective.

This course presents a coherent portrait of the development that transforms a person from the prenatal period to infancy to young childhood. The course bridges standard theories of development with new approaches such as social learning, cognitive development, developmental psychobiology, and other psychological theories used to understand the child. Integration of different perspectives on development is geared to demonstrate the interrelated nature of growth in cognition, learning, language, emotions, personality, physical growth and social behaviors. Students research areas of individual interest. MSW Elective

726. Brief Treatment and Crisis Intervention. (C) Clinical Practice Elective

This course focuses on theory and practice of planned brief treatment in social work practice, primarily with individuals but with attention to couples, families and other groupings. The course covers the history of and different approaches to brief treatment. Topics include treatment issues such as criteria for selection of clients, understanding the importance of time in the treatment relationship, the use of history, the importance of focusing, the process of termination and other issues related to brief interventions. Particular attention will be paid to the use of brief treatment approaches in crisis situations. The course presents various methods of assessing an individual's crisis and of helping clients mobilize their strengths to utilize customary methods of coping and learn newer ways of coping. Clinical Practice Elective

720. Middle Childhood and Adolescence. (M) MSW Elective

This course focuses initially on growth and behavior in the often overshadowed period of middle childhood, and in greater depth on the adolescent period. Change in the psychological, physical, cognitive and social domains of growth is examined and is related to changing relationships and overt behaviors. The influence of social factors is a continuing theme. Concepts like "adolescent rebellion" are questioned and re-evaluated. Connections between uneven development and social problem behavior are examined. Knowledge is salient to school social work as well as to other practice domains. Students research areas of individual interest. MSW elective

722. Practice with Children and Adolescence. (C) Clinical Practice Elective

This course provides a foundation for social work practice with children and adolescents. Beginning with an overview of normative child and adolescent development and psychosocial developmental theory, the course covers various methods for helping at-risk children and adolescents and their families. Emphasizing the complex interplay between children and adolescents and their social environments, consideration will be given to biological, temperamental, and developmental status; the familial/cultural context; the school context; and other aspects of the physical and social environment. Particular attention is paid to working with socially, emotionally, financially, and physically challenged and deprived children and adolescents and their families. Clinical Practice Elective.

724. Developmental Disabilities. (C) Clinical Practice Elective; required for students in the HSV program

This course enhances the students' ability to practice social work with and on behalf of people with developmental disabilities and their families. The course provides a base of knowledge about developmental disabilities and differences, their causes and characteristics. Students learn how disabilities and learning differences impact personal, familial, educational, social, and economic dimensions for the individual, family and society, with attention to the person's special life cycle needs and characteristics. The course also emphasizes legislative, programmatic, political, economic, and theoretical formulations fundamental to service delivery. Clinical Practice Elective

SOCIAL WORK

(SW) {SWRK}

727. Practice with Families. (C) Clinical Practice Elective

This course provides students with assessment and intervention skills for social work practice with varied family/partner configurations. The course begins with a grounding in family systems theory and proceeds to explore patterns of interaction in terms of the wide range of problems that families and partners bring to social agencies. Emphasis is given to exploring ways of supporting change in interaction patterns. Readings are augmented by videotapes of family sessions and simulations of clinical situations from students' field practice. Clinical Practice Elective

729. Social Statistics. (C) Research Option

This course provides students with a broad range of statistical methods and applications. It introduces social work students to the use of quantitative data for planning and evaluating social programs and social policy. Course topics include conceptualization and measurement of variables and basic techniques and concepts for exploring and categorizing data, for generalizing research findings and testing hypotheses, and for statistical data processing. Students will gain experience in using a Windows-based statistical software package on personal computers. Emphasis is placed on the practical application of data to address social policy and social work practice issues. Students have the opportunity to critique the application of data analysis and presentation in technical reports and professional journals. Research Option

730. Community Mapping. (B) Macro Practice Elective

Geographic space is important to family and community well-being, as we know. community Mapping introduces students to geographic information systems (GIS), computer software for making maps and analyzing spatial data. Students will learn how maps have been used in social welfare history as well as how GIS can be used for needs assessments, asset mapping, program evaluation, and program planning. The course builds on research skills developed in SW 715. For the final project, students have an opportunity to apply their GIS skills to creating maps related to their field placement. The use of such maps may lead to both program and policy change in neighborhoods and communities. Macro Practice Elective

SM 732. Integrative Seminar in Child Welfare. (B) Garcia/Greenson. Prerequisite(s): Acceptance to the Child Well-Being and Child Welfare Specialization. Clinical and Macro Practice Elective

This capstone course in the Child Well-Being and Child Welfare specialization will integrate direct/micro and macro levels of practice; research in child welfare and related fields, as the research relates to all levels of practice; the relationship of child maltreatment and other social problems; and perspectives from several disciplines, specifically social work, other mental health professions, law, and medicine, as these disciplines address problems of child maltreatment and child welfare. The seminar will highlight issues of social justice, disproportionality - particularly the over-representation of children and families of color in the child welfare system, and disadvantaged populations, including children in general and poor children in particular. Faculty from other disciplines will be featured as guest speakers throughout the course.

SOCIAL WORK

(SW) {SWRK}

SM 731. Clinical and Macro Child Welfare Practice. (A) Garcia/Greenson. Prerequisite(s): Acceptance to the Child Well-Being and Child Welfare Specialization. Clinical and Macro Practice Elective

Students enrolled in this course will learn about the various contexts in which child welfare practice and policy services take place and the skills and modalities that are used with children, youth, and families who are the focus of child welfare intervention. Students learn about the social conditions and unmet needs that have typically precipitated child welfare policy and ideological debates informing child welfare policy. How to structure organizations and implement planning in support of strengthening front-line practice is also addressed. Taking stock of these policies and organizational factors, students gain a firm understanding of how they influence, shape, and govern direct clinical practice in child protection and casework. Particular attention will be devoted to developing students' practice skills in safety assessment and safety planning, risk assessment, and permanency planning. Implementation of evidence-based, trauma-informed interventions to promote positive developmental outcomes among the racially/ethnically diverse pool of children and adolescents placed in out-of-home care will also be a focus of attention. Other topics include separation, loss, and identity development; disproportionality and disparity; and self-care in child welfare practice.

In the spirit of bridging connections between macro and clinical practice, course content will delve into how direct casework services influence dependency actions in the juvenile courts. How these direct practices or interventions influence case outcomes as reported by a number of federal data reporting systems will also be discussed. A social justice framework will be applied to understand how child welfare policies and organizational services sustain child and family inequalities, especially for historically oppressed and marginalized populations who are disproportionately represented in the child welfare system.

736. Building Community Capacity. (C) Macro Practice Elective

This course provides an introduction to community organization and community capacity building. The course encompasses strategies, models, and techniques for the creation of organizations, the formation of federations of existing organizations; and coalition-building, all designed to address problems requiring institutional or policy changes or reallocation of resources to shift power and responsibility to those most negatively affected by current socio-economic and cultural arrangements. The course emphasizes development of strategies and techniques to organize low-income minority residents of urban neighborhoods, and to organize disenfranchised groups across geographic boundaries as the first required steps in an empowerment process. Macro Practice Elective

738. Anxiety and Depression. (C) Clinical Practice Elective

Anxiety and depression are two of the most common mental disorders seen in social work clients, and frequently they occur concurrently. This course describes the medical and "physical" concomitants and psychosocial factors associated with both conditions and introduces diagnostic and assessment procedures and methods of intervention that social workers use in working with clients with these conditions. The course also considers how culture, social class, gender, and other social differences affect the expression of these disorders and their concomitant treatment. Clinical Practice Elective

739. Introduction to Interdisciplinary Health Care: Collaborative Roles. May be taken undergraduate juniors and seniors. Permit of the instructor is necessary. Contact the registrar, Nancy Rodgers, Room B-22, School of Social Work, Caster Building

The course addresses basic issues in interdisciplinary collaboration in the health care field including communication, role negotiation, and leadership behaviors among the members of the multidisciplinary team. Case presentation structured exercises, group problem solving, decision making and goal setting will be utilized to demonstrate the roles and functions of several health disciplines. Students are introduced to the relationship between the attainment of the tasks of the health care team and its internal group processes.

SOCIAL WORK

(SW) {SWRK}

740. Strategic Planning and Resource Development for Public and Nonprofit Organizations. (C) Macro Practice Elective

Resilient organizations engage in a continuous process of self-review and refocusing. Referred to as "strategic planning," this process requires the active participation of a broad range of agency "stakeholders" who, in their work together, seek to realign the organization's goals, structures, and programs to make them more responsive to the changing needs of their service populations. Building on the content of foundation practice foundation courses, "Strategic Planning and Resource Development" has been designed to strengthen the the student's leadership capacity for engaging in strategic planning and resource development practice across a broad range of governmental (GOs) and civil society organizations (CSOs). The importance of organizational flexibility, innovation, and the creation of cooperative public-private partnerships is emphasized throughout the course. Macro Practice Elective

744. Direct Practice Research. (B) Prerequisite(s): SWRK 615 or SWRK 715, Introduction to Social Work Research. Research Option

This course provides graduate social work students with research knowledge and skills aimed at enhancing their direct practice with clients. The course examines methods of assessment, methods for choosing and evaluating techniques of intervention, methods for determining the effectiveness of practice and the use of research in social work decision-making. A successful outcome of the course will be that students perceive a more positive relationship between research and social work practice and possess a set of tools that they will be able to utilize in their future careers as social workers. The course starts from an assumption that students have some familiarity with research and are primarily engaged in direct practice with individuals, families or groups.

741. (MSSP741) Gender & Social Policy. (B) Baker.

Gender and Social Policy develops an advanced understanding of social policies through a focus on social issues and conditions through the lens of gender, economic and critical theory. The specialized focus on gender and social policy provides students with the opportunity to develop more specialized knowledge about how market dynamics and government policies respond to the needs and risks faced by women. Specific emphasis is placed on utilizing theoretical frameworks to evaluate the intersection between social policy, history and social science in relationship to gender issues. Students are also expected to conduct a policy analysis that includes an evaluation of how current and former social movements surrounding gender issues shaped their policy of interest.

742. Practice with At-Risk Youth. (A) Clinical and Macro Practice Elective; Option for Home and School Visitor Requirement

The discourse on juvenile justice in the United States, once driven by themes of treatment and rehabilitation, has been dominated in recent years by vocabularies of punishment and incapacitation. The juvenile court, an enterprise founded by social reformers and the social work profession at the turn of the century to "save children," is now under severe political and legislative pressure to impose harsher penalties on younger and younger offenders who are increasingly portrayed as violent "super-predators," while its most vulnerable segments, children and youth, stand in greatest need of what a social service system can offer. Not surprisingly, those most likely to wind up under supervision are economically poor, under-educated, disproportionately of color and disproportionately at-risk to become victims of violent crimes. How does the profession situate itself in this discourse and what are individual social workers to do? Clinical and Macro Practice Elective; Home and School Visitor Requirement Option

SOCIAL WORK

(SW) {SWRK}

743. Action Research. (B) Prerequisite(s): SWRK715 or SWRK615. Research Option

Action research is a form of social research that combines research with intervention. It is characterized by a collaborative relationship between the researcher and a client organization that is in an immediate problematic situation. The research process is directed toward addressing the problem situation and producing knowledge that contributes to the goals of social science. Action research is compatible with many of the values and principles of social work. This course also addresses issues of social work ethics and values encountered by the action researcher.

746. Political Social Work. (B) Macro Practice Elective

This course focuses on the role of social workers and the social work profession in advocacy and the political arena. It examines the methods of advocacy (e.g., case, class, and legislative) and political action through which social workers can influence social policy development and community and institutional change. The course also analyzes selected strategies and tactics of change and seeks to develop alternative social work roles in the facilitation of purposive change efforts. Topics include individual and group advocacy, lobbying, public education and public relations, electoral politics, coalition building, and legal and ethical dilemmas in political action. Macro Practice Elective

748. Microfinance and Women's Empowerment in India. (B) Handy. Application required; \$650 program fee

This course examines microfinance and its engagement with marginalized communities such as those in India. It is designed to provide students with an understanding of the phenomena of microfinance and its role in poverty alleviation. By studying the use of self-help groups with NGO facilitation, their impact on women's empowerment will be examined and understood through interaction with women engaged in microfinance activities.

SM 749. Civil Society Promoting Coexistence in Israel. (L) Application deadline: February 20, 2015

This course offers a unique opportunity to experience the challenges and complexities of coexistence in Israel, the Holy Land for Christians, Jews and Muslims; a key point of interest and dispute for the international community, and the homeland shared and claimed by both Israelis and Palestinians. The course will focus on activities carried out by nonprofit organizations operating within the Israeli civil society, dealing with issues related to coexistence and to the protection and advancement of the civil and social rights of different populations, with special emphasis on the Arab-Palestinian population in Israel. These activities include educational and social services programs, community work and advocacy activities, aimed at creating dialogues and building coexistence among the different populations in the Israeli society and Palestine.

758. Faith-Based Practice and Management. (M) Clinical and Macro Practice Elective

This course prepares students to work to existing and newly formed faith-based social service agencies. It also serves as a national laboratory to extract new knowledge of best practices and the variability of managing and practicing in faith-based social service agencies. Clinical and Macro Practice Elective

SOCIAL WORK

(SW) {SWRK}

755. International Social Work: Practicing in the Global South. Shown.

This interdisciplinary course will introduce students to societal problems in the developing world; familiarize them with global professions in social work, education, public health, etc.; identify numerous strategies and skills social workers and other professionals have used to collaboratively build interventions within the human rights, social welfare, education, health care and sustainable community development arenas. The course will expose students to views of development as they relate to individual, interpersonal, family, community, societal and international change. Students will learn about the history of specific global problems, how cultures affect response, different social services delivery systems and initiatives aimed at resolution. Students will explore a specific development issue within a country and community.

756. Human Sexuality. (A) MSW Elective.

The aim of this course is to increase students' ability to deal more comfortably with the sexual aspect of human functioning. Readings, written assignments, and classroom presentations are directed to realizing the diversity, complexity, and range of human sexual expression. Current information about sexuality from the biological and physiological sciences is reviewed to increase comfort and skill in discussion and handling of sex-related behavior, personal and societal attitudes will be explored. A variety of sex-related social problems encountered by social workers in family, education, health, and criminal justice settings are discussed. Diagnostic interviewing and treatment methods are presented in role play, group exercises and case studies.

757. Loss through the Life Cycle. (B) Clinical Practice Elective

This course considers loss as a central theme throughout the life cycle. Content focuses on the physical, psychosocial, spiritual, and cultural aspects of loss, dying and bereavement processes and the interaction among individuals, families and professionals. Students examine historical trends of family, community, and institutional support for the terminally ill and those experiencing traumatic loss and learn ways to advocate for a system of services that supports full decision-making on the part of the client. Course materials, journals, and special projects identify how self and other factors impact service delivery to individuals, families, and communities experiencing loss, including ethical considerations prompted by cost, technology, and end of life issues. Clinical Practice Elective

759. Substance Abuse Interventions. (A) Clinical Practice Elective

This course addresses intervention approaches used in social work practice with individuals, families, and groups who misuse addictive substances themselves or are affected by another's misuse. Students learn about addictive substances, models of intervention, how to engage and assess clients, and how to intervene and evaluate the effectiveness of their interventions. The course incorporates theory and research findings on various strategies of intervention. Clinical Practice Elective

760. Mental Health Diagnostics. (C) Clinical Practice Elective

This course familiarizes students with mental health and mental disorders within the context of the life cycle, viewed from a biopsychosocial perspective. Prevalent categories of psychiatric disorders are considered with respect to their differentiating characteristics, explanatory theories, and relevance for social work practice, according to the DSM and other diagnostic tools. The course includes biological information and addresses the impact of race, ethnicity, social class, age, gender, and other sociocultural variables on diagnostic processes.

SOCIAL WORK

(SW) {SWRK}

761. Spirituality and Social Work Practice. (M) Clinical Practice Elective

This course strives to seek a balance in exploring the universalistic as well as the pluralistic in relationship to spirituality. Some pluralistic religious and/or spiritual traditions are studied as they exemplify commitments of spirituality and as they intersect with a more universalistic spirituality. The course considers how spiritual and religious systems are related to diversity, including gender, social class, ethnicity and culture, and sexual orientation. Clinical Practice Elective

763. Immigration: Policy & Practice. Chany-Muy. Clinical and Macro Practice Elective

This course will begin with the history of migration to the US, as well as legal definitions of newcomers, including obtaining documents for lawful permanent residence, refugee status, as well as grounds for exclusion and deportation, and paths to naturalized citizenship. We will then review how a framework of cultural competence, and a strength or asset-based approach can inform service to immigrant clients. The core portion of the course will then focus first on the intersection of immigrants and health, mental health, employment, crimes, public entitlements, and public education. The course will conclude with family issues relevant to immigrant families: women, children, lesbian and gay, and elderly immigrants. Public policy issues will be integrated throughout, and the course will end with specific suggestions on systems change at various levels. By the end of the course students should be able to identify strategies for individual clients advocacy (micro); agency and community strategies (mezzo), and government advocacy (macro) to empower immigrant clients to become full community participants.

765. Supervision and Leadership in Human Services Organizations. (M) Clinical & Macro Practice Elective

This course builds on social work knowledge, values, and skills gained in foundation practice courses and links them to the roles and functions of social workers as supervisors and managers in human service organizations. Course focus is on providing students with an overview of basic supervisory and human resource development concepts so they may be better prepared as professional social workers to enter agencies and provide direct reports (supervisees) with meaningful and appropriate direction, support, and motivation. Clinical and Macro Practice Elective

768. Social Policy Through Literature. (M) MSW Elective

This course uses works of fiction that pertain to a specific social issue in order to examine the effect these issues have in human terms on the individual, the family, and the community. Through appreciation of the human condition as portrayed in literature, students learn to frame issues more precisely and present arguments in compelling and convincing ways, thus enhancing the role of social worker as advocate for policy change. MSW Elective

769. Aging: The Intersection of Policy and Practice. (B) Macro Practice Elective; required for students in the PAC program

This course examines a variety of social welfare policies that affect the rights and interests of older adults. These include policies related to economic security, health, long term care, and civil rights. In addition, the course reviews the policy-making process with a discussion of the influence of legislative sanctions and case law in establishing aging policy in the U.S. The focus of the course is on critical analysis of the key assumptions driving policy and policy change, e.g. social responsibility vs. individual responsibility. Finally, the course includes a critical examination of the intersection between policy and practice, that is, the influence that policy has on the design of interventions and service delivery practices at the state and local level and the impact of changing policies on communities, providers, and older adults. Macro Practice Elective

SOCIAL WORK

(SW) {SWRK}

770. Social Welfare and the Law. (M) MSW Elective

This course helps students understand the ideal and real functions of the law and recognize the influence of behaviors on the law, and of the law on behaviors. Students have the opportunity to evaluate strengths and limitations of law for empowering historically disadvantaged populations.

771. Social Work Values and Ethics. MSW Elective

This course is concerned with the influence of ideology, values, and ethics on the development of social welfare policies and social work practice. Particular emphasis is given to the impact of such concepts as freedom, equality, and justice on the creation and implementation of social service programs and on the underlying value structure of alternative modes of social intervention. The course also provides students with a framework to understand and apply ethical concepts such as confidentiality, self-determination, truth-telling, paternalism, conflict of duties, and "whistleblowing," in the daily realities of professional practice. These concepts and their relationship to terminal values are taught through the analysis of cases from the changing environment of policy and practice in the United States.

772. Postcolonial Social Work Practice: International Social Welfare in India. (L) Ghose. Clinical and Macro Practice Elective

In this course, students examine the global welfare system and its engagement with marginalized communities. This six-week course in Kolkata, India, centers around a sex workers' collaborative in Sonagachi, one of Asia's largest red light districts. Interviews with the collaborative's workers and study of their grassroots movement are combined with class discussions and research projects in which students engage with texts on HIV, sex work, feminist postcolonial theory and international social work.

773. Mental Health Challenges in Childhood and Adolescence. (C) MSW Elective

This course will be an opportunity for the student and the instructor to explore the concept "psychopathology" as it has been and is applied to childhood and adolescence. There are some psychopathological challenges that are unique to childhood and some which can manifest themselves throughout childhood into adolescence and adulthood. The social worker/practitioner will encounter a wide range of symptomatic presentations among his/her clients. At this time in the fields of clinical social work, psychology, psychiatry, and psychotherapy there are numerous frameworks available to the practitioner to aid in an understanding of symptoms in children and adolescents. During the next several weeks three conceptual frameworks will be articulated.

These three frameworks will elucidate the possible meaning, origin, and/or function of the symptoms and offer to the student a vocabulary with which to engage the situation. At the turn of the 19th century into the 20th century, psychoanalysis emerged in Europe as a method of understanding symptoms from the point of view of internal conflict within the child or adolescent. After World War II in the U.S.A., a model of understanding symptoms from a systemic/cybernetic point of view revolutionized the diagnostic processes involved in working with children and adolescents. Since the late 1980's, postmodern ideas, primarily from Europe and Australia, have greatly influenced and informed the understanding of psychopathology in children and adolescents. Narrative, social constructivist, and linguistic usage patterns have become a common vocabulary in the discourse on psychopathology. This course is not intended to be a reading of the history of child psychopathology. It is intended to expose the student to the most influential paradigms in the field of child psychopathology.

This MSW elective builds on knowledge of human behavior over the life cycle gleaned from the two HBSE courses: SWRK 602 and SWRK 612 and the foundation practice courses, SWRK 604 and SWRK 614. It continues to sensitize students to populations at risk and those affected by racism, sexism, and other forms of oppression learned across the foundation curriculum. It informs social work practice with children and adolescents in a variety of settings and practice roles.

SOCIAL WORK

(SW) {SWRK}

778. Dialectical Behavioral Therapy. (C) Doyle.

In this 5-day intensive course we will examine the underlying theories, empirical foundations, and fundamental skill sets associated with dialectical behavioral therapy (DBT). Students will be expected to participate in role plays, lead mindfulness exercises, and carry out chain analyses. Prior to the class start date, students will have to submit a 15 to 30 page outline of the required text (Linehan, M.M. (1993), Cognitive-behavioral treatment of borderline personality disorder, Guilford Press) and to review and complete the study guide for the HBSE text. Students will not be admitted to the first day of class unless these requirements have been met prior to class. No exceptions; you will be dropped from the class.

774. Program Evaluation. (B) Prerequisite(s): SWRK 715 or SWRK 615, Introduction to SW Research. Research Option

This course introduces students to theoretical and practical aspects of social service program evaluation. Students learn about the design and implementation of all phases of an evaluation, from needs assessment to analysis of findings. Skills such as survey construction and budgeting are introduced. Intensive analysis of existing studies illustrates how evaluations are designed and how findings affect social programs and policy.

775. (PUBH575) Intimate Violence. (M) MSW Elective

The purpose of this course is to familiarize students with the definition, theories, causes, processes, consequences, and social interventions in intimate violence. The course will attempt to provide insight on the phenomenon of intimate violence by examining the ways in which it affects survivors, perpetrators,, and their children. This will be accomplished by reviewing the current research as well as by exploring how intimate violence is constructed by the participants on the personal, interpersonal, and social structural level. MSW Elective

777. Cognitive Behavior Therapy. (C) Prerequisite(s): completion of Foundation year curriculum or equivalent. Clinical Practice Elective.

This course provides students with the skills and techniques for providing cognitive therapy to adults , adolescents and children. The course begins with grounding in the cognitive therapy diagnostic assessment process. Students will be instructed how to use the various cognitive therapy psychological testing scales. Emphasis is then placed on learning to use the cognitive therapy model to treat emotional and personality disorders. Students will be taught how to apply cognitive therapy techniques in both psychotherapy practice as well as in other social work settings such as child welfare, foster care, case management, aging, and hospital social work. Readings will be augmented by videotapes, role plays, and observations of cognitive therapy assessments and cognitive therapy sessions. Clinical Practice Elective

SOCIAL WORK

(SW) {SWRK}

SM 780. (MSSP780) Policy and "Difference" in Postmodernity. (C) Dixon-Roman. Policy Option

Social constructions of "difference" permeate the institutions, spaces, and assumptions of our society. These social constructions include but are not limited to the racialized, gendered, sexed, classed, and dis/abled constructions of the body. By leaning on postmodern thinkers such as Iris Marion Young, Pierre Bourdieu, Judith Butler, Jacques Derrida, Ernesto Laclau, and Michel Foucault, this seminar course will begin by engaging the questions of what is "difference" and how is "difference" discursively constructed and reproduced in society. Using a postmodern lens, the remainder of the course will engage various social science texts that deal with the varieties of "difference" (i.e. race, gender, class, sexuality) and the explicit and/or implicit policy implications of these works. Thus, we will critically engage policies such as welfare, affirmative action, economic policies of taxation, and same-gender marriage, among others. The underlying questions throughout the course will be to what extent does social policy enable the possibilities of freedom, justice, and democracy for the "Other", the deviant, the abject, the marginalized, those of assumed "difference"? And, to what extent does policy constrain those possibilities at the same time?

781. (PUBH604) Qualitative Research. (B) Prerequisite(s): SWRK 615 or SWRK 715, Introduction to Social Work Research. Research Option

Qualitative research encompasses a variety of methods that enable the researcher to enter into the "lived experience" of research participants. These methods are particularly sensitive to the voices of populations whose perspectives are silenced by dominant societal discourses. The course begins by giving attention to underlying philosophical issues and traditions of qualitative research and proceeds to examine qualitative research design, methods of data collection, strategies to ensure rigor, data analysis, and presentation of findings. Students will learn about research interviewing, focus groups, and participant observation and ways in which qualitative research can be used to inform and evaluate social work practice and programs. Students will have the opportunity to apply qualitative research methods to in-class activities and individual or group projects.

785. Criminal Justice Policies: Implications for Social Work. (C) Policy Option

The United States prison population has risen more than three hundred percent in the last three decades. More people are currently incarcerated than at any other point in the history of the United States, and that of the world. This unprecedented period of incarceration has gone largely invisible although it represents one of the greatest social epidemics in the history of the United States. This course provides a critical analysis of the criminal justice system in the United States from a historical and contemporary perspective. It examines the implications of significant criminal justice policies such as the Rockefeller Drug Laws, 3-Strike Legislations, and Mandatory Minimums on the current state of incarceration, and the phenomenon of "Reentry" and "Recidivism". The intersections of criminal justice and social work practice are unmistakable when examining staples of social work practice such as homelessness, mental health and substance abuse, thus the course is intended to facilitate a more informed/holistic practice for all social work students.

SOCIAL WORK

(SW) {SWRK}

793. (NURS640, PUBH551) Global Health and Health Policy. (M) MSW Elective

This participatory interdisciplinary seminar course examines contemporary issues in public health policy and global health. The organizing framework is social determinants of health. We consider evidence that inequalities in education, income, and occupation influence health status, and the policy dilemma that broad interventions to improve population health may increase health disparities. We critically examine whether prevention is always better than cure, and what modern medicine has to offer in terms of health. We explore the public policy process in health using the "tobacco wars" as a case example, of how politics, policy, law, commercial interests, and research intersect to affect the public's health. We examine whether global health is in a state of decline, and the extent to which failures in public health, public policy, and foreign policy have contributed to increasing threats to world health. Likewise we will examine the potential for greater integration of health into foreign policy to create global infrastructure upon which to advance health. We will examine the global health workforce and the impact of widespread global migration of health professionals on receiving and sending countries.

There are no prerequisites. The course is designed for graduate students in the social and behavioral sciences, health professions, public health, business and law. Advanced undergraduate students will be admitted with permission.

786. Social Work Practice & Trauma. (C) Abrams. Clinical Practice Elective

This course integrates trauma theory and practice and expands practice knowledge to include the treatment and assessment of the survivors of trauma. Emphasis is placed on differentiating PTSD from Complex Trauma in order to identify appropriate, evidence-based intervention strategies. Topics covered in the course include an historical overview of the development of our understanding of trauma and the exploration of various types of trauma including war trauma, domestic violence, childhood sexual and physical abuse, natural disasters, the experiences of political refugees and organizational trauma. Among the interventions covered in this course are CBT, EMDR, group and psychodynamic treatment. Students will consider issues that affect those treating the survivors of trauma, such as vicarious trauma, and will explore approaches to self-care. This is an advanced clinical course. Through assignments and class discussions, students are encouraged to use their experiences in the field to deepen their understanding of the material covered in the course.

SM 788. Harm Reduction on the Borders: Substance Use and HIV Treatment in Puerto Rico. (L)

This course examines the U.S.-based substance use and HIV treatment systems, and its engagement with injection drug users in Fajardo, Puerto Rico. It is designed to provide the students with an understanding of the political economy of harm reduction initiatives, and the manner in which it is shaped by the complicated relationship between Puerto Rico and the U.S. Students are expected to gain an understanding of Puerto Rico's welfare environment, the role of social welfare and social workers in such a context, and the interweaving of social control and social change embedded in welfare initiatives in "borderlands" such as Fajardo. During the four week course in Fajardo, students will complete a placement in a needle exchange program, and engage with texts on HIV, substance use, postcolonial theory and international social work.

SOCIAL WORK

(SW) {SWRK}

792. Psychodynamic Theory. (B) Abrams. Clinical Practice Elective

The purpose of this course is to review the evolution of psychodynamic theory and consider key concepts in psychoanalysis, ego psychology, object relations theory, self-psychology, attachment theory, relational and intersubjective theories and current findings in cognitive neuroscience. Participants will explore human psychological functioning as explained by these various psychodynamic theories and through the biopsychosocial lens that informs social work practice. Students will examine how external factors such as race, class, gender, culture and biology are interwoven with often unconscious, internal psychological determinants, creating the complexities of human behavior that challenge us in our clinical work. Case presentations by students, the instructor and guest lecturers will demonstrate how concepts from psychodynamic theory can be applied to social work practice with diverse clients in varied settings.

794. Practice with Older Adults and Families. (A) Clinical Practice Elective

This course focuses on practice with older adults and families within a life course and resiliency perspective. It examines the nature of the aging process, needs and life issues, the ways in which persons adapt to changes, and the ways in which interventions may assist with these adaptations. Students learn assessment, case management, and intervention skills, including the use of rapid assessment and diagnostic tools, needed to work effectively with older populations and family caregivers in a variety of community-based and institutional settings. The course emphasizes evidence-based practices that enhance quality of life, dignity, respect for differences, and maximum independent functioning. Clinical Practice Elective

798. Advanced Topics. (C)

Titles and Topics vary. See department website for descriptions: <http://www.sp2.upenn.edu/programs/msw/courses.html>

Social Welfare PhD courses

796. Family Economic Mobility. (B) MSW Elective

In this course, the experiences and voices of mothers, fathers, children, employers, children's school teachers, human service workers, educators, trainers, and other in cities across America graphically illustrate "real life" urban poverty and its two remedies: welfare and work. In the context of popular beliefs and individual and institutional practices, these voices dramatically show how poverty, welfare, and work intersect to perpetuate economic inequality for most low-income working families. The labor market, welfare and workforce programs, public schools and social policies are some of the main American (and global) institutions implicated in this intersection. Concepts such as the "work ethic," "family-friendly workplace," and "good jobs" are deconstructed in terms of their meaning for today's families, organizations and policies.

At base, this course examines occupational mobility in America within the broad framework of capitalism, democracy, race, ethnicity, and traditional gender roles. Students read classic and contemporary literature from occupational social work, sociology, cultural anthropology, and political science to explore generative roles for "meso-oriented" clinical, macro and policy professionals.

SOCIAL WORK

(SW) {SWRK}

803. History and Philosophy of Social Welfare. Stern. PhD students only

This seminar traces the evolution of social welfare from ancient to modern times focusing on its implications for the development of contemporary social welfare in the United States. The course examines the development of social welfare systems and the underlying philosophies in the context of the social, economic, political, and cultural environments in which they emerged. Topics include the evolution of modern conceptions of the "welfare state," the role of public, private and voluntary sectors in the social services, trends in social and family history and their relationship to social welfare, the professionalization of social work, and methods of historical and social policy analysis.

811. Social Theory. (C)

Course reading consists of the original works of theorists who offer classical, contemporary and postmodern perspectives on social thought, social interaction and issues germane to social welfare. Through intensive examination of multiple theoretical frameworks, students are expected to increase their analytical and critical orientation to theory. This more nuanced understanding about epistemology, underlying assumptions, and theory construction can then be used to inform the student's substantive field of study and methodological orientation to research. This course is conducted in mixed lecture-seminar format. Students have the opportunity to practice pedagogical techniques and exercise class leadership.

852. Social Work Research. (A) Prerequisite(s): Completion of concurrent enrollment in a course on introductory Social Statistics.

This is the foundation course in social work research. It deals with the nature of scientific inquiry; theory and its relation to research design and hypothesis testing; and various models of data collection, sampling, and analysis of research and is supported in following personal interests within the structure of ethical scientific research. Each student prepares an original study which demonstrates integration of the semester's work. Students learn to work on their own. At the end of SWRK 852, they are prepared for more advanced coursework in research.

853. Qualitative Research. (B) Prerequisite(s): SWRK 852 or an equivalent.

This course offers the advanced graduate student an in-depth study of the theory and methods of interpretive qualitative inquiry. Topics include the philosophic assumptions and positions within qualitative research, design issues and alternatives, data collection methods, data sources, sampling, criteria for rigor, data analysis, and reporting strategies. Special attention will be given to grounded theory, ethnography, and the analysis of interviews, as well as methods of identifying and engaging hidden populations. Students will have the opportunity to use qualitative research strategies in class and in field assignments. This course is intended for doctoral students in the social sciences. Master's students will be admitted with permission.

855. Advanced Research Methods. (B) Prerequisite(s): SWRK852 and Introduction to Statistics.

The methodology of accountability research in human service programs is studied. Emphasis is placed on social program evaluation, idiographic research, and secondary data analysis in policy research as specialized methods of social work research. Students undertake a laboratory experience in an ongoing program evaluation project.

SOCIAL WORK

(SW) {SWRK}

861. Policy Analysis. (B) Prerequisite(s): Must have successfully completed a course in multivariate statistics.

This course examines alternative models of policy development and applies them to current issues in social welfare. It emphasizes frameworks for policy research and secondary analysis of governmental data. Topics include: race, class, and sex in policy outcomes; major social welfare programs; and the design, implementation, and evaluation of social service systems.

899. Independent Study.

Independent studies may be arranged on an individual or small group basis between students and a faculty member. The learning objectives associated with independent studies are highly specialized and must relate directly to the student's individualized educational plan. Students, with the faculty member, share responsibility for the design, structure and content of an independent study. No more than two independent studies may be arranged for an individual student.

804. Methods of Inquiry:Quantitative Research Methods. Prerequisite(s): Must be enrolled in D.S.W. program.

The purpose of this course is to teach the basics of practice research, with an emphasis on intervention research. This course will focus on research ethics, building a conceptual framework, source credibility, question and hypothesis formulation, design, design, sampling, measurement, and scale construction and selection. Special emphasis will be placed on the development of designing feasible and practical research studies to answer questions of importance to social work practice. The course will emphasize the selection and development of outcome measures, intervention manuals, and fidelity measures. It will closely examine the use and development of practice guidelines, evidence-based practice and meta-analytic procedures.

968. Social Welfare and Social Economics.

This course examines the social welfare aspects of major economic decisions in the United States. Particular attention is paid to exploring the implications of social choices in relation to the goals of the achievement of increased equity and equality in the distribution of income and power, the elimination of unemployment, and the control of inflation. The growth of public welfare programs and the base of funding for social services are examined in terms of the nation's economic and political objectives.

995. Doctoral Dissertation.

Doctoral Dissertation

Clinical Doctorate in Social Work courses

805. Methods of Inquiry:Qualitative Research Methods. Prerequisite(s): SWRK804-001. Must be enrolled in D.S.W. program.

This course will cover the essentials of qualitative research. Students will learn how to "situate themselves" in the research process so as to best capture the lived experience of the subjects under investigation. The course will explore the appropriate use of intensive interviews, grounded theory and ethnography. Mixed methods that employ both qualitative and quantitative approaches, will also be covered.

SOCIAL WORK

(SW) {SWRK}

812. Clinical Theory I. Prerequisite(s): Enrolled in D.S.W. program.

The purpose of this course is to broaden and deepen participants' mastery of several theories of development, personality, and behavior that have contributed to social work's knowledge base across the decades and continue to inform clinical social work epistemology today. Drawing primarily from original sources, we will consider key assumptions, constructs, and propositions of each theory in terms of its congruence with social work's principles, values, and mission and in relation to the profession's person-in-environment perspective. In this first semester, we will study the evolution of theories central to psychodynamic thought, from Freud's early biological model of the mind, through various relational perspectives, to contemporary work in the fields of attachment and interpersonal neurobiology. This examination will constitute a case study of the manner in which theories are socially constructed and will lay the foundation for critical inquiry into the social and political biases inherent in the Western European intellectual tradition from which most theories of human behavior have emerged.

813. Clinical Theory II. Prerequisite(s): SWRK812. Must be enrolled in D.S.W. program.

This course critically examines theories, perspectives, and frameworks informing clinical social work practice. These theoretical perspectives provide means for practitioners to understand a client or client system in context and offer strategies for intervention. The course begins by considering the development of social work practice theory thematically and from a historical perspective. Practice theories that have contributed to the knowledge base of clinical social work practice will be examined within the social, political, and ideological contexts of their times and against the backdrop of the development of the profession. The course will explore debates within the profession (e.g., art vs. science; empirical practice vs. constructivism; what constitutes professionalism) and in related fields (modernism vs. postmodernism) and evaluate the discourse on these topics. As the course moves into contemporary times, recent developments in clinical social work practice theory will be examined. Attention will be paid to factors that influence clinical social work practice now and are likely to influence the profession in the future.

SM 900. Clinical DSW. Staff. Prerequisite(s): Must be enrolled in D.S.W. program.

Topics vary; see department for current course descriptions

SM 920. CLINICAL PRACTICE I.

SM 921. CLINICAL PRACTICE II.

Master of Science in Social Policy Courses (MSSP)

SM 514. (PSCI414) Comparative Politics of the Welfare State.

This class explores the origins, development, and possible futures of social policy regimes in the industrialized countries, in the context of broader political and historical trends. Topics include pensions, health care, and poverty alleviation; "families" of welfare states; the relationship between labor markets and social policy; feminist and Marxist critiques of welfare states and welfare state studies. Open to graduate students and qualified undergraduates with permission of the instructor.

SOCIAL WORK

(SW) {SWRK}

630. Quantitative Reasoning/Social Statistics. (A) Prerequisite(s): Enrolled in MSSP program or permission of instructor.

The primary goals of this course are (1) to provide students with a solid understanding of the logic of social science research as well as (2) to provide students with an introduction to a broad range of statistical methods commonly used in social science research. The first portion of the semester concentrates on defining research problems, research design (including sampling, measurement, and causal inference), and assessing research quality. The latter portion of the semester focuses upon data analysis including descriptive statistics, measures of association for categorical and continuous variables, introduction to t-tests, ANOVA and regression, and the language of data analysis. Students will learn how to choose and apply statistical tools to data sources, how to interpret quantitative studies, and will gain experience using SPSS - a statistical software package..

628. Policy: Analysis of Issues, Strategy and Process. (C) Prerequisite(s): Enrolled in MSSP program or permission of instructor.

Policy analysis requires an understanding of social problems/social issues and the processes by which policy is developed and implemented. Critical skills in many policy frameworks include: problem definition and analysis, review of relevant research, identification of possible actions, implementation and evaluation, and fiscal analysis. Competency in written and oral communication is also essential. To develop these and related skills, this course utilizes as a base a dynamic social problem analysis framework that addresses issues of equity, equality and adequacy. It also examines multiple theoretical and analytical perspectives. Through the review of contemporary and historical social policy debates and provisions, selected case examples and policy briefs, this course provides students with an understanding of the policy roles of the legislative and executive branches of government, including goal setting, policy rulemaking and enactment, allocation of resources, financing, regulation, and implementation. The policy process at state and local levels of government will also be addressed. The primary focus is on U.S. policy although global policies will be discussed when relevant.

629. Research and Evaluation Design. (B) Prerequisite(s): Enrolled in MSSP program or permission of instructor.

Research and Evaluation Design introduces social research methods in the context of social policy and program evaluation. The course provides a conceptual and practical understanding in the design of experimental, quasi-experimental, and non-experimental research and in the application of quantitative and qualitative methods. Students learn about the application of the research process and skills in all phases of assessing a social policy and developing a social program, including needs assessment, implementation analysis, and evaluation of policy or program effectiveness. Students learn to be critical and informed consumers of research and to apply guidelines of research ethics in social policy settings.

631. Law and Social Policy. (B) Prerequisite(s): Must be registered in Masters in Social Policy program or permission of instructor.

This course introduces students to the basics of the American legal system, focusing on the interplay between litigation and social policy. Students will learn how law, and particularly case law, is made, how to read case law and evaluate precedent, legal reasoning and argument. This course will utilize various teaching methods including introduction to the "Socratic" lecturing method which is frequently utilized in the study of law. Students will also study the structure of court systems at both state and federal levels as well as the litigation process and the role of law and courts in shaping and addressing social policy issues. Students will also learn the basics of several areas of substantive law, with an eye toward consideration of how that law has been, and can be, used to effect social change.

SOCIAL WORK

(SW) {SWRK}

632. Capstone Seminar. (B) Prerequisite(s): Enrolled in MSSP program.

The focus of the Capstone Seminar is three-fold: 1) to enhance student integration of the theory and practice of social policy analysis; 2) to enhance the student's competencies in the written and oral communication processes and procedures necessary for the policy world; and 3) to ensure basic knowledge about federal budget processes, stakeholder roles, and inter-organizational collaboration. Capstone II consists of an intensive, multi-week policy internship that is selected through a consultative process involving the student, MSSP advisors, internship coordinator/advisor, and mentors/supervisors at potential sites. The internship provides an opportunity for the student to expand horizons beyond the academic. It serves as a medium to integrate classroom learning with experiences in policy making activity.

668. Economics for Social Policy. (A) Corequisite(s): Students must register for lecture section (001) and ALL 4 corresponding seminar sections (301-304).

This course provides students with theory and tools from the field of economics that are useful for the field of social policy, such as: 1) critical macroeconomic and microeconomic concepts for social policy formation and analysis; 2) information about the Congressional budget process and federal budget, U.S. and global monetary policy, economic measurement indices, and tax policy in relation to social policy values of equity, equality and adequacy; 3) how to apply cost-benefit analysis and/or cost-effectiveness analysis to policy proposals; and 4) the role of nonprofit organizations in the provision of social services and programs that are mandated by federal legislation.

SM 780. (SWRK780) Policy and "Difference" in Postmodernity. Dixon-Roman.

Social constructions of "difference" permeate the institutions, spaces, and assumptions of our society. These social constructions include but are not limited to the racialized, gendered, sexed, classed, and dis/abled constructions of the body. By leaning on postmodern thinkers such as Iris Marion Young, Pierre Bourdieu, Judith Butler, Jacques Derrida, Ernesto Laclau, and Michel Foucault, this seminar course will begin by engaging the questions of what is "difference" and how is "difference" discursively constructed and reproduced in society. Using a postmodern lens, the remainder of the course will engage various social science texts that deal with the varieties of "difference" (i.e. race, gender, class, sexuality) and the explicit and/or implicit policy implications of these works. Thus, we will critically engage policies such as welfare, affirmative action, economic policies of taxation, and same-gender marriage, among others. The underlying questions throughout the course will be to what extent does social policy enable the possibilities of freedom, justice, and democracy for the "Other", the deviant, the abject, the marginalized, those of assumed "difference"? And, to what extent does policy constrain those possibilities at the same time?

670. Education, Society, and Social Policy. (B)

This course is concerned with interrogating the dualism of schools and society that has been an on-going discourse in philosophy, research, and policy. In education policy, in particular, the question of the educative experiences that go on beyond schooling have been slow to be taken up and often relegated to public and social policy. And due to the siloes of policymaking and implementation there has been very little dialogue or collaborative design between education and social policy, leaving major gaps in the experience and process of education and human development. This course will begin by looking at how educational philosophy and theory has taken up this dualism beginning with Nietzsche, Dewey, Durkheim, and Marx, through Ivan Illich, Larry Cremin, Jean Lave, Edmund Gordon, and Herve Varenne. Then, we will survey various social and educational research that examine the various spaces outside of schooling that matter for human learning and development including the Coleman Report, and work on poverty, education, and human development. The third part of the course will explore both actual and proposed policy models to address a much broader understanding of education such as Head Start, the Harlem Children's Zone, 21st Century Community Learning Centers, The Broader Bolder Approach, and other supplementary and comprehensive educational services and

SOCIAL WORK

(SW) {SWRK}

710. Democratizing Data: Analytics for Social Change. (M)

With the advent of digital technologies and the increasing power of computational analytics, the proliferation and ubiquity of data production has increased at exponential rates enabling new possibilities for social analysis. This course will examine the emergence of democratizing data -- the movement to make government and other data more widely or publicly available and its potential enabling for democratic possibilities. The types of data being made available, through various analytic systems, and the ways in which their accessibility and inaccessibility is contributing to reconfigured power relations, will be described. The paradigmatic tensions and shifts that have emerged in the debates on "Big Data," such as deductive versus inductive reasoning and the challenges posed to statistical sampling theory, will be interrogated. The appropriation of machine learning and predictive analytic algorithms for social analysis will be critically explored. Issues related to the ethical and legal use of administrative data, particularly data related to patient, client, student, and taxpayer information will be considered, as well as from internet-based sources including social media. Potential solutions to data security challenges will be additionally considered.

Methods for web-scraping of data, analysis of web traffic data, and the use of social networking data in the modeling of social phenomena and public opinion will be examined. Students will learn how to make results accessible to non-technical audiences via data visualization tools, such as web-based data dashboards and web-based maps. These topics will be discussed for the analysis of health, education, and social policy as well as their implications for questions pertaining to race, gender, class, sexuality, dis/abilities, age and youth culture. This course will develop students' knowledge of computational and data analytics and its applications for social policy analysis.

741. (SWRK741) Gender & Social Policy. (B) Baker.

Gender and Social Policy develops an advanced understanding of social policies through a focus on social issues and conditions through the lens of gender, economic and critical theory. The specialized focus on gender and social policy provides students with the opportunity to develop more specialized knowledge about how market dynamics and government policies respond to the needs and risks faced by women. Specific emphasis is placed on utilizing theoretical frameworks to evaluate the intersection between social policy, history and social science in relationship to gender issues. Students are also expected to conduct a policy analysis that includes an evaluation of how current and former social movements surrounding gender issues shaped their policy of interest.

SM 560. Social Media for Social Change. Half credit

Nonprofit organizations have been some of the first adopters of social media tools, and they are increasingly turning to the use of social media to fulfill a range of communications, outreach, and marketing needs. This half credit course will introduce students to the importance of understanding the online space and how it can enhance the work of every nonprofit organization. Students will begin to develop an understanding and awareness of core platforms and tools along with the importance of metrics, feedback loops, and taking an iterative approach based on social media best practices.

SOCIAL WORK

(SW) {SWRK}

897. Applied Linear Modeling. (B) Prerequisite(s): Introductory Graduate Statistics.

This course deals with the underlying assumptions and applications of the general linear model with social science, education, and social policy related questions/data. The first half of the course begins by covering simple linear regression and the assumptions of the general linear model, assumption diagnostics, consequences of violation, and how to correct for violated assumptions. This will also include methods of incomplete case analysis (i.e. missing data analysis). Then various aspects of regression analysis with multiple independent variables will be covered including categorical explanatory variables (e.g. to estimate group differences), interaction effects, mediating effects (e.g. to estimate the indirect effect of social processes), and non-linear effects. The course will then cover some of the applications of the general(ized) linear model including logistic regression, some elements of path modeling (structural equation modeling), multilevel analysis (hierarchical linear modeling), and longitudinal modeling (growth modeling). The course will be taught using SAS, but students are welcome to use any statistical package of comfort. Pre-requisite: Introductory Graduate Statistics.

Master of Nonprofit Leadership Courses (NPLD)

510. Social Innovation. (B) Frumkin. Open to graduate and undergraduate students

This is a class focused on understanding how innovation plays a central role in public problem solving. We will explore how social entrepreneurs develop their ideas, define intended impact, market their solutions, understand competition, and collaborate with other actors. At the end of the course, students will have mastered a set of conceptual tools that will allow them to be effective problem solvers in diverse settings throughout their careers. The course has five core objectives: 1.To introduce students to the concepts and practices of social entrepreneurship; 2.To introduce students to the components of a successful social enterprise; 3.To equip students with the tools to be able to accurately identify and assess innovation and impact in social enterprises; 4.To train students to view the world from a perspective of social innovation; and 5.To empower students to develop their own innovative solutions to difficult social problems around the world.

561. Nonprofit Branding. Rhode. half credit course

This course will provide the tools and framework for helping to understand the role that marketing and brand building can play in the non-profit sector. As such, we will create a shared understanding of the key concepts that help define branding and the classic elements of marketing that will serve as a foundation for discussion and analysis throughout the semester. We will identify the fundamental differences that non-profit organizations face in building their brands and how those challenges differ from tradition/for profit brand building. We will identify tools and frameworks that brands/organizations can use to help design and implement marketing strategy. We will utilize current and relevant case studies that help demonstrate the core concepts of this course.

SOCIAL WORK

(SW) {SWRK}

562. (Almost) Everything You Need to Know About Nonprofit Law. Kramer.

This half credit course will provide a basic understanding of the law that applies to nonprofit organizations, with an emphasis on the law affecting 501(c)(3) public charities. It will focus on ways to obtain and maintain federal tax exempt status, including issues of private inurement and private benefit, limits on advocacy, lobbying and electioneering, unrelated business income tax, and excess benefits taxes. It will show how legal structure and governance procedures affect the answer to the questions "Whose Organization Is It?" Students will review bylaws of multiple organizations to see how differences in structure reflect the great diversity of nonprofits and why "one size does not fit all" within the sector. They will learn how to avoid bad legal drafting that can create problems for dysfunctional organizations.

The course will explain the fiduciary duty of officers and directors, explore the extent of potential personal liability, and review necessary insurance and indemnification. It will review Form 990 publicly available tax returns of multiple nonprofits to see why a tax return may be a nonprofit's most important public relations document. It will also review the basics of charitable giving through a mock meeting of university development officers, outline the concepts of planned giving, and discuss the requirements for charitable solicitation registration at the state level. It will explain the legal requirements for maintaining endowments and discuss a series of ethical issues that can face nonprofit executives and their lawyers.

Students will receive one year of free access to Don Kramer's Nonprofit Issues website, and will emerge with a better understanding of key legal issues facing the nonprofit sector that regularly make the news.

563. Raising Philanthropic Capital. Hagin.

Americans gave more than \$350 billion to nonprofit organizations last year, the highest total ever recorded. Now, more than ever, it is crucial that nonprofit leaders master the art and science of raising philanthropic capital. Participants in this innovative class will: 1) acquire an understanding of the nonprofit funding landscape; 2) learn proven and creative strategies to secure investments; 3) gain the experience of giving and motivating charitable commitments; and 4) receive peer evaluation and professional consulting feedback. This experiential and interactive learning course will provide students an opportunity to evaluate a nonprofit organization endeavoring to attract voluntary support, and coach students to think through and develop the ideas, skills, and tools required to participate personally in today's philanthropic market.

582. NGOs and International Development. Thompson.

The course will offer a broad perspective on international development, aid, and the roles of NGOs and social enterprises. The latter half of the course will focus on issues in NGO management: fundraising, staff (expatriate and local), monitoring, and evaluation (including randomized controlled trials). The course is aimed at students with no to moderate experience in international development, but students with extensive work experience with NGOs or development work are also welcome.

This course is organized around two motivating questions: 1) How do we understand the process of development, and what is the NGO's role to be in it? 2) If NGOs can meaningfully contribute to development, what are the exemplar and cutting edge practices for NGO management?

SOCIAL WORK

(SW) {SWRK}

570. Nonprofit Planning & Finance. Burd.

This spring semester financial budgeting course for nonprofit organizations will focus on strategic issues in nonprofit finance, specifically on capitalization strategies that position nonprofits for greater impact. The foundation of these goals is understanding and applying appropriate budgeting principles and best practices in internal organizational systems. Students will have exposure to a variety of budgeting scenarios including annual operating budgets and zero-based budgeting, program profitability, new facility planning, and transformational growth. The class will utilize a variety of teaching tools: case studies, hands-on budget analysis and development, student applied study with a nonprofit organization, and guest speakers. This course on financial budgeting is open to all graduate and professional school students who have a familiarity of the principles of nonprofit finance.

580. Effective Governance Practices for Nonprofits. (A) Shmavonian. .5 cu course

Effective governance relies upon consistent and ethical board leadership, yet nonprofit organizations that exemplify truly model governance are few and far between. This course introduces students to broad frameworks of governance, but will focus most deeply on the human dimensions of board leadership. In particular, we will examine real examples and cases of moral and ethical dilemmas faced by nonprofit boards and executive leaders, and the nuanced practices required to achieve effective board governance. This will involve a careful look at several real cases, as well as guest lectures from 3-4 different nonprofit board and CEO leaders. The invited leaders will use their own experiences to guide students through some of the most challenging ethical and managerial situations that can be encountered, with the goal of providing a practical grounding for students who expect to contribute to nonprofit leadership in their careers - either as executive staff or as board members.

Fall 2016 class dates: 8/31, 9/12, 9/19, 10/10, 10/24, 11/7; 5:00-8:00PM

581. Effective Governance Practices for Nonprofits. (B) Shmavonian. .5 cu course

Effective governance relies upon consistent and ethical board leadership, yet nonprofit organizations that exemplify truly model governance are few and far between. This course introduces students to the broad framework of fiduciary, strategic and generative governance but will focus most deeply on the human dimensions of board leadership. In particular, we will examine real examples and cases of moral and ethical dilemmas faced by nonprofit boards and executive leaders, and the nuanced practice required to achieve effective board governance. This will involve a careful look at several real cases, as well as guest lectures from 3-4 different nonprofit board and CEO leaders. The invited leaders will use their own experiences to guide students through some of the most challenging ethical and managerial situations that can be encountered, with the goal of providing a practical grounding for students who expect to contribute to nonprofit leadership in their careers - either as executive staff or as board members. The course will include the review of 4-5 cases, readings, 2-3 brief student presentations, a team project and one final individual project.

This course complements another half-credit course that was offered in fall 2014 (NPLD 580), Nonprofit Governing Boards. While there is some continuity between the two semesters (both build upon the Chait, Ryan, Taylor frameworks set out in Governance as Leadership), each class may be taken independently as a half-credit course. The spring class offers a deeper, more interactive probe into the elements of governance that arise in real practice, animated by dynamic nonprofit leaders sharing their experiences. Each course is targeted toward students who are interested in pursuing non-profit board or executive leadership roles, and will be coordinated with the Wharton Nonprofit Board Leadership Program (NBLP).

SOCIAL WORK

(SW) {SWRK}

587. Building Nonprofits that Thrive. Myers.

This course is designed for interdisciplinary students with an enthusiastic interest in cultivating flourishing organizations, engaged stakeholders, and inspiring leaders across sectors and especially within nonprofits. Over the past several years, the field of Positive Organizational Scholarship (POS) has proliferated, yielding a compelling body of knowledge on how and when people thrive at work. This course focuses on both the theoretical and practical insights that can be gained from cutting-edge POS research and applied to help practitioners enrich people's experiences at work. Special attention is placed on how this wisdom applies not only across sectors but also specifically to the nonprofit organizational context. Key topics of study include: aligning leadership values, motivation and giving behaviors, facilitation tactics, appreciative inquiry, building high quality connections, job crafting and meaning at work, real-world application.

In particular, the learning objectives of the course provide students with: 1) Knowledge of cutting-edge POS research and leadership practices; 2) Ability to identify opportunities to use positive leadership practices in the workplace to enhance stakeholder engagement, individual and organizational performance, and collective impact; 3) Tools for applying positive leadership concepts in nonprofits, as well as all other organizational domains (e.g. business, government, coaching, the family, etc.); 4) Consulting experience with a local non-profit, including group projects of research and assessment that culminate in presenting to the non-profit organizations strategic recommendations for future success; 5) Techniques and real-life practice in using positive leadership concepts to enrich one's own career, relationships, and life.

590. (NPLD790) Social Finance. (A) Lamas. The course is open to students across the University. All graduate students who take this course must register under NPLD 790. All undergraduate students must register under NPLD 590.

Economic analysis and financial accounting are like languages: fluency comes with practice. In-class review of case studies (including in-person discussions with the representatives of diverse agencies and organizations featured in the case studies) will enable students to test and develop their capacity for applying conceptual tools and analytical methods to sometimes messy and always complicated, real-life situations.

The course objective is to develop theoretical understanding, critical judgment, and practical skills for sensitive and effective engagement with financial and economic matters of significance. Students will learn: (a) different ways of thinking about the economic foundations of social policy, (b) the basic terminology, tools, and methods for analyzing the financial statements of a wide range of organizations, and (c) accounting procedures for evaluating business, government, and organizational operations, policies, and practices.

This course is at once macro and micro in its orientation: It provides a conceptual basis - derived from mainstream and alternative perspectives - for thinking about the economic dimensions of human development and social policy, and it introduces a set of core competencies for leadership and financial management of organizations, including conventional enterprises, consulting firms, research institutions, governmental agencies, philanthropies, cooperatives, and other third-sector organizations.

SOCIAL WORK

(SW) {SWRK}

589. Ethics and the Pursuit of Social Impact. (A) Handy.

Leaders of organizations must often make difficult decisions that pit the rights of one set of stakeholders against another. Having multiple stakeholders or bottom-lines brings with it challenges when conflicts arise, with the perennial question of whose rights/benefits prevail? What trade-offs need to be made between multiple bottom lines? Does the mission of the organization prevail over the privileges of employees/clients? To what extent can large donors influence the mission of the organization? What is an appropriate social return on investment? This course will introduce the factors that influence moral conduct, the ethical issues that arise when pursuing social goals, and discuss the best ways to promote ethical conduct within such organizations. The course will use specific case studies, real and hypothetical, to analyze a variety of ethical issues that arise (including finance, governance, accountability, fundraising, labor (paid and unpaid), client groups, and service provision) among the multiple stakeholders. This course is offered in the fall semester and will conclude by discussing ways that organizations can prevent and correct misconduct, develop a spirit of ethical behavior and institutionalize ethical values in the organization's culture.

591. Change Making: Personal Traits and Professional Skills. (L) Sherman.

Over the past decade, researchers have identified some of the key skills that people need to succeed in their work and in their lives. These are skills that anyone can develop with practice. In this class, we will teach three of the key skills: resilience (the ability to thrive in difficult times); creativity (the ability to come up with innovative solutions to problems); and productivity (the ability to make the best use of your time and find life balance).

This summer session will take place through dynamic, interactive workshops. During the first session we will learn the key skills. Over the course of the next three weeks, we will practice these skills to see significant improvement in important areas of our daily lives. By the final day of class, we will talk about how to sustain these gains in our personal and professional lives long after the course has ended.

Summer 2016 meeting times: June 4-5, June 11-12, June 25-26, 10am-5pm

592. Collaboration across Sectors. (B) Ren.

Across the world, leaders of organizations from business, nonprofit, and government sectors increasingly recognize the necessity of "working across boundaries" by developing various forms of collaboration. Collaboration across sectors has become more prevalent, important, and complicated. This course will help graduate students understand the theory, policy, and practice of across-sector collaboration. Students will learn the purposes collaborations may serve, the forms they take, what skills and techniques are required, and the steps involved in initiating, sustaining, and evolving them. Students will also learn the characteristics of the three sectors, the roles and contributions each can make to successful collaborations, and the competitive forces that are often at work in the collaborative processes and their possible implications. The course is open to all graduate students and sophomore, junior, and senior undergraduates.

SOCIAL WORK

(SW) {SWRK}

593. Design Thinking for Social Impact. (L) Lidgus.

Thinking like a designer can transform the way people and organizations develop products, services, processes, and strategy. This approach, called design thinking, brings together what is desirable from a human point of view with what is technologically feasible and economically viable. It also allows people who aren't trained as designers to use creative tools to address a vast range of challenges.

Design thinking is a deeply human process that taps into abilities we all have but get overlooked by more conventional problem-solving practices. It relies on our ability to be intuitive, to recognize patterns, to construct ideas that are emotionally meaningful as well as functional, and to express ourselves through means beyond words or symbols.

Sarah Lidgus, a writer and strategist with the design firm IDEO and, formerly the non-profit IDEO.org, will lead students through an immersive, hands-on class in order to demonstrate the philosophy and practice of design thinking. Design thinking is something you can learn only by doing, so we'll get out into the world and tackle a design challenge of our own together. We'll learn how to research by researching, learn how to prototype by prototyping. At the end of the class you should feel confident in your abilities to apply design thinking to any challenges you're facing - and to come up with new ideas and solutions as a result.

Summer 2016 course meeting times: June 9, 10, 17, 9am-5pm; June 18, 10am-6pm; June 24, 9am-1pm.

784. The Nonprofit Sector: Concepts and Theories. (A) Guo.

Can you imagine a world without the vitality and diversity of the nonprofit sector? What would it be like? Everything from health care to education, from serving the disadvantaged to protecting and restoring the environment, nonprofit organizations seem to have become an inseparable part of every aspect of our lives. So often they are taken for granted that we seldom pause and reflect on the roles and functions of these vital organizations in our community. This course will introduce you to the various roles that voluntary, philanthropic and nonprofit organizations play in American society. It will cover the theory, size, scope and functions of the sector from multiple disciplinary perspectives including historical, political, economic, and social views. The course also has a "hidden agenda." Take this class to see and discover what this agenda is!

595. Nonprofit Storytelling. (L) Eyerly.

Prospective and ongoing volunteers, donors, and other supporters are motivated by a strong belief in a nonprofit's mission, confidence in its reputation, and certainty that the organization is using resources wisely and making a difference. Their belief, confidence and certainty are rooted not only in what nonprofits do, but how they talk about it. In this class, students will learn why storytelling should be at the center of nonprofit communications. What are good stories? How are they structured? Where do you find them and how do you communicate them? Can a nonprofit build a culture of storytelling among its leaders, staff, and the population it serves? Does telling stories really help nonprofits advance their missions? We will use current and relevant case studies that help demonstrate the core concepts of this course.

SOCIAL WORK

(SW) {SWRK}

SM 782. Small Group Processes. Taylor, McGrew, Kaminstein, Jean-Pierre. see website for course dates/times: <http://www.sp2.upenn.edu/degree-programs/ms-in-nonprofit-leadership/academics/course-schedule/>

Studying the behavior of groups and the actions/inactions of people within groups provides a doorway to deeper understanding of ourselves, our families, our friends, our colleagues, our organizations, and our communities. This .5 credit course is designed for Penn Graduate students eager to generate constructive group processes when chairing a committee, managing a work group, teaching in a classroom, conducting a support/therapy group or facilitating strategy formulation. It is easy to look back and see what went right or wrong in a group or when observing what others are doing. But tuning into and gaining a comprehensive grasp of these processes when they are happening and learning how to take constructive actions in the here and now when it can have a meaningful impact, requires a high level of cognitive capability combined with a special form of relational artistry. This weekend course is an amalgam of experiential activities and energizing ways to internalize the rich concepts developed during a hundred years of research. Participants are required to be fully present and fully engaged for the whole weekend, read the equivalent of a book's worth of material, and write an 8-page (double spaced) paper. Taught by senior groups instructors, including those who have worked in the Small Group Process workshop in the Wharton Leadership Ventures.

783. Field Exercise in Social Impact Measurement. Hargro.

The twofold purpose of social impact measurement is to assess and improve the impact of nonprofit programs, and to inform grantmaking practice and effectiveness. In addition to accounting for funds spent and reporting on the actual work carried out, social impact measurement is an essential learning opportunity for grantmaker and grantee. However, choosing an appropriate methodology of measurement is critical. This course will offer an overview of leading social impact measurement methodologies and tools, and an impact measurement field exercise. During the field exercise, student teams will develop an evaluation plan and associated instruments for a local nonprofit using one or more of the methodologies. Teams will present their evaluation plans and offer recommendations for implementation. Lectures will be complemented by class time devoted to field exercise team meetings and off-site field work.

785. Group Dynamics and Organizational Politics. (A) Smith. Prerequisite(s): Enrollment in NPLD program or permission of the instructor.

This intensely experiential course, offered in the fall semester, is designed for those providing group and institutional leadership at any level of a human enterprise, managing work groups, serving on special task forces, chairing committees, teaching in classrooms, conducting support groups, facilitating groups in clinical settings, etc. Students will focus on two topics: (1) an in-depth understanding of group dynamics while they are in action, and (2) the organizational relationships between groups with power, groups that experience themselves as powerless and those caught in the middle. With group and inter-group relations it is easy to see what went right or wrong in hindsight, or when observing from a distance, but tuning into these dynamics when caught up in them and taking constructive actions when it can have a meaningful impact, requires complex cognitive and emotional processing and use of multiple logics simultaneously. This educational format also explores the mysteries of counter-intuitive principles, such as "to grow, cut back," and "to strengthen self, augment other," are examined. The experiential events that are at the center of this learning occur over two full weekends, one in October and one in November.

SOCIAL WORK

(SW) {SWRK}

787. Leadership for the New Economy. (A) Smith. Permission required; contact program office with request - adamsaks@sp2.upenn.edu

This course is for individuals whose careers will call upon them to be visionary thinkers, sophisticated system thinkers and enlightened strategic thinkers. It is for women and men who will take transformative leadership actions that can be successfully implemented by people and groups at all levels of organizations and social enterprises. Recent events have shown that established leadership models need to be revitalized, given the complexities of the contemporary world. Hence this course emphasizes the skills needed to engage in leadership acts relevant to the 21st century, competencies centered on building green technologies, creating sustainable energy, preserving the sanctity of water, fostering environmental-friendly policies, and constructing an economics predicated on principles of abundance rather than scarcity. Case studies of Lincoln, Gandhi, and Mandela will highlight that many of the key leadership lessons required for this era were elegantly crafted by these giants of history in conditions of extreme adversity not unlike the challenges of today. Key topics are decision making under conditions of uncertainty, building meaningful authority systems, using power creatively, harnessing the latent potential contained within conflicts and partnering with competitors and adversaries.

786. Strategic Management and Leadership of Nonprofits. (A) Guo.

This course is designed to introduce students to the fundamental issues in accountability and governance and the administration and management in nonprofit organizations. Through research and analysis, students will understand multiple structures of accountability and the various stakeholders in nonprofits; understand the duties and dynamics of boards of directors in conjunction with other mechanisms of governance (e.g. chief executive officers, advisory boards, etc.); develop an understanding of management techniques and leadership skills for enhancing the effectiveness of nonprofit organizations. Students will be asked to think about the challenges of running nonprofit organizations in a comparative context, with cases drawn from both the U.S. and abroad.

The emphasis of this course is on acquiring operational skills. The course is designed for those who may have had years of experience managing other people and programs in the nonprofit sector but who want to develop a more systematic mastery of this challenge, as well as students from other sectors who aspire to a nonprofit leadership role.

790. (NPLD590) Social Finance. (A) Lamas. The course is open to students across the University. All graduate students who take this course must register under NPLD 790. All undergraduate students must register under NPLD 590.

Economic analysis and financial accounting are like languages: fluency comes with practice. In-class review of case studies (including in-person discussions with the representatives of diverse agencies and organizations featured in the case studies) will enable students to test and develop their capacity for applying conceptual tools and analytical methods to sometimes messy and always complicated, real-life situations.

The course objective is to develop theoretical understanding, critical judgment, and practical skills for sensitive and effective engagement with financial and economic matters of significance. Students will learn: (a) different ways of thinking about the economic foundations of social policy, (b) the basic terminology, tools, and methods for analyzing the financial statements of a wide range of organizations, and (c) accounting procedures for evaluating business, government, and organizational operations, policies, and practices.

This course is at once macro and micro in its orientation: It provides a conceptual basis - derived from mainstream and alternative perspectives - for thinking about the economic dimensions of human development and social policy, and it introduces a set of core competencies for leadership and financial management of organizations, including conventional enterprises, consulting firms, research institutions, governmental agencies, philanthropies, cooperatives, and other third-sector organizations.

SOCIAL WORK

(SW) {SWRK}

791. Leadership: Designing the Future. (A) Smith.

This experiential, highly interactive seminar is for those eager to serve in managerial/leadership positions of human systems that create/maintain the organizational and fiscal viability of public, non-profit or private enterprises, including their partnerships. Candidates in all Penn graduate programs are welcome, whether one's ambition is to generate sustainable livelihoods, renewable energy, wealth, clean water, viable environments, robotics, or quality services in fields such as education, health care, AI, or criminal justice. Course Participants are members of decision-making groups that run a computer-based, data-driven, future-creating, socio-econominc simulation while synchronously studying the intra and inter-group dynamics inherent in all leadership actions.

Fall 2016 class meetings will be Wednesdays 10/26 and 11/2 from 5:30-8:30pm; Friday 11/4 at 6pm through Sunday 11/6 to 6pm; Friday 11/11 at 6pm through Sunday 11/13 to 6pm; Wednesday 11/16 from 5:30-8:30pm.

SM 797. (URBS404) Philanthropy and the City. (B) Bauer/Goldman.

This course will focus on how urban communities are shaped by the nonprofit sector and the billions of philanthropic dollars that fuel their work. By bridging theory and practice, the class explores what dynamics are at play to deliver vital services or programs in healthcare, education, the arts, community development, and other issues. The course will also focus on these important questions: (1) Whose responsibility is the public good? How is that responsibility shared by the public, private, and nonprofit sectors? and (2) Given that responsibility for the public good, which individuals and groups make the decisions about how to serve the public good? How are these decisions made, and who benefits from these decisions? Students will consider these questions in an interdisciplinary context that will bring a historical and philosophical perspective to the examination of the values and institutions that characterize the contemporary philanthropy and the nonprofit sector.

SOCIAL WORK

(SW) {SWRK}

SM 792. Social Entrepreneurship. (B) Frumkin.

Social entrepreneurs are individuals with innovative vision seeking to accomplish important public purposes through the creative and aggressive mobilization of people and resources. Using academic theory and research on social entrepreneurship as a framework, student innovators learn to design, develop, and lead social change organizations of their own invention. Students turn their passion for changing the world into concrete plans for launching a venture. Over the course of the semester, we will cover a broad array of topics associated with social innovation and entrepreneurship, including defining the problem/opportunity, refining the mission/vision, developing market research and industry analysis, defining a financial and operating structure, assessing results and progress, and scaling an enterprise. This course is neutral on sector. Graduate students in any of Penn's graduate and professional schools who want to create social value through either nonprofit or for-profit ventures are invited to take the class and develop their ideas. The class will expose students to the process of getting an organization - regardless of sector - off the ground and running.

While this is a class on innovation and entrepreneurship, students do not need to be committed to starting a venture upon graduation. The skills and tools contained in the course have wide applicability in the workplace. Being able to develop a coherent venture plan is great training for anyone who wants to work in government, philanthropy, or the business sector funding or managing existing organizations. The course attempts to convey a picture of what a well-considered and well-executed venture plan looks like with the goal of developing in students an appreciation for clear thinking in the pursuit of the creation of public value.

Students will work throughout the term on a plan for an organization that they devise, with assignments spread out throughout the term. Elements of a venture plan will be drafted through multiple class assignments, and students present formally and informally several times throughout the semester, receiving feedback from faculty, peers, social entrepreneurs, and invited guests. At the end of the term, students will assemble all the pieces they have worked on in the class, revise and hone these elements, and then put them into a coherent venture plan for their organization. This class is ideal preparation for the Dell Social Innovation Challenge (www.dellchallenge.org), which the instructor founded and which awards funds to launch new student social ventures. Entry into the Challenge is not required.

SM 793. Leadership Within & Across Boundaries. (B) Klein.

This spring semester course explores the key elements of individual leadership, team leadership, and cross sector leadership in a highly participative format. Through a series of individual assignments, class discussions, exercises, and simulations, students will explore and understand the potential for acts of leadership at every level (and in every organization) to create wealth and achieve positive social change. The course is taught by the Executive Director of the Wharton Graduate Leadership Program and is open to graduate students throughout the university as well as Penn undergraduate seniors.

In order to create, invoke, and evoke acts of leadership, we must understand ourselves, our teams and organizations, and our environments. From this integrated understanding, a set of possibilities emerge that shape the actions necessary to create positive social change. How can we leverage the abundance of resources available to individuals, teams, organizations, and collective networks? This course will explore leadership in five modules: individual leadership, team leadership, organizational leadership, leadership across boundaries, and network leadership. This seminar style survey course will blend didactic, dialogic, and experiential methods to build an integrated framework for analysis that identifies and amplifies the opportunities or acts of leadership.

SOCIAL WORK

(SW) {SWRK}

796. Philanthropy and Fundraising Tools for Managers. (B) Heisman. Undergraduates need permission

This course will review the everyday tools that nonprofit managers and development officers need to raise funds from individuals and other sources of private philanthropy. Last year, Americans gave approximately \$300 million and 83% of it was from individuals. The fundraising profession has created a body of knowledge in the past twenty years that can guide effective fundraising programs so that charitable organizations can support their mission. The sessions will review the theory and practical techniques that development professionals use every day in large and small organizations including annual giving, major gifts, planned giving, cultivation of donors, making your case for support, the Seven Faces of Philanthropy, special events, and prospect research. There will also be discussions of philanthropic trends and current giving patterns. For those who are interested in nonprofit administration, these will be critical tools to understand.