

## Spring 2012 MSW ELECTIVES

### Social Work Services in Schools (3 cr. hrs.)

Meghan Larson, LMSW/LSSW

2<sup>nd</sup> Accelerated Term

Oct 20 – Dec 8

Thursdays, 6:00 pm – 10:00 pm

#### Course Description:

The purpose of this course is to develop the knowledge and skills necessary for successful and competent social work practice in schools. An emphasis will be made on an ecological perspective of social work services in schools and the skills necessary to assess and evaluate the outcome of school social work practice. Additional focus will be given to examination of current social problems influencing the practice of social work in schools along with identification of and providing services to target groups (e.g. children with disabilities, abused and neglected children, adolescent parents, children in poverty) and their families.

**Required Text:** Dupper, D. (2003) *School Social Work: Skills and Interventions for Effective Practice*. Hoboken, NJ: John Wiley & Sons, Inc.

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### Gender and Sexuality (3 cr. hrs)

Kristie Holmes, Ph.D., LCSW  
Associate Professor of Social Work  
Union University

Feb 1 – May 17

Wednesdays, 4:30 pm – 6:30 pm

#### Course Description:

This course is an analysis of gender and sexuality in American society and cross-culturally. Gender roles and human sexuality will be examined throughout the life span, with an emphasis on physiological, psychological, familial, and other societal factors that influence gender and sexuality. We will also investigate the ways in which sexuality and gender intersect with and help shape social institutions.

**Required Text:** Kimmel, Michael. 2008. *The Gendered Society*. Oxford University Press.  
(supplemental, not required) Bunting, Susan. 2008. *Annual Editions: Human Sexuality*. McGraw-Hill.

## **Play Therapy (3 cr. hrs.)**

**Sarah Hamil, LCSW, RPT-S, ATR-BC**

**Saturdays, 9:00 am – 1:00 pm**

**2/11, 3/10, 4/14, 5/12**

**LIMITED ADMISSION: 12 STUDENTS**

### **Course Description:**

This course provides an introduction and overview of the evidence-based practice standards of play therapy for children and adolescents. The course explicates the theoretical basis for play therapy and integrates current research for application in social work practice. Students will receive instruction in the essential elements and principles of play therapy, including history, theories, modalities, techniques, applications, and skills. Students will understand the developmental stages of children and adolescents, as well as understand the developmental stages of child and adolescent play. The student will learn theoretical models of play therapy and demonstrate the related methods. Special emphasis is given to providing culturally sensitive work with diverse client systems including at-risk populations of children and adolescents. The student will understand the importance of utilizing the value base of the social work profession and its ethical standards in practice.

**Required Text:** Axline, V.M. (1974). Play therapy. New York, NY: Ballantine Books.

Landreth, G. L. (2002). Play therapy: The art of the relationship (2<sup>nd</sup> ed.) New York, NY: Brunner-Routledge.

**Supplemental Text:** Hamil, S. (2008). My feeling better workbook: Help for kids who are sad & depressed. Oakland, CA: New Harbinger Publications.

Kaduson, H. & Schaefer, C. (Eds.) (2004). 101 Favorite play therapy techniques. Oxford, UK: Rowman & Littlefield Publishers.

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## Poverty and the Church (3 cr. hrs.)

Donald Jordan, LMSW

**Feb 1 – May 17**

**Tuesday & Thursday, 11:00 am – 11:50 am**

**Course Description:**

The course offers an overview of how the Church is both affected by and combats poverty on the national and international levels. Students will explore current statistics, literature, and legislation to gain a better understanding of the scope of poverty across the nation and the globe and the impact the Church can have in overcoming poverty. The biblical mandates to care for the poor as well as the models for just poverty-alleviation will be discussed. The effect of current poverty trends on the Church's own infrastructure and the concurrent effects these trends have on its role in poverty alleviation will be analyzed.

**Required Text:** *When Helping Hurts: Alleviating Poverty without Hurting the Poor and Yourself*, by Brian Fikkert and Steve Corbett

*Prayers for a Privileged People*, by Walter Brueggeman

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## Human Resource Management (3 cr. hrs.)

Lisa Dawson

**1<sup>st</sup> Accelerated Term**

**Aug 22 – Oct 11**

**Tuesday, 5:30 pm – 9:30 pm**

**Course Description:**

This graduate-level course will help the social worker manager to manage human resources more effectively, with an emphasis on the federal and state laws implicated in employment decisions and their ethical ramifications.

**Required Text:** Kettner, Peter M., *Achieving Excellence in the Management of Human Service Organizations*, Allyn & Bacon, (2002).

NOLO, Steingold, Fred S., *The Employer's Legal Handbook*, 9<sup>th</sup> Edition (2009).

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## **Mediation and Conflict Resolution: Practice and Theory (3 cr. hrs.)**

**Linda Warren Seely, JD**

**Saturdays: February 4, March 3, March 31, April 21**

**9:00 am – 4:00 pm**

**Course Description:**

Course will explore mediation theory, why and how it works, who should use it, and how to use it; the role of the mediator as providing a neutral, exploration of the process and steps involved; different mediation methodologies including caucuses versus joint sessions; evaluative versus transformative perspectives. Students will have the opportunity to conduct mock mediations during the course. Other methodologies for conflict resolution may also be explored but the focus will be on mediation and its application.

**Required text:** Contact instructor