SWRK 593 Design Thinking for Social Impact
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.
Course usually offered summer term only
Activity: Lecture
1 Course Unit

SWRK 595 Effective Communication and Storytelling
Great leaders are storytellers. They are able to engage and entertain their communities, and tell a compelling narrative about how the world works. They use language powerfully and communicate in ways that uplift and inspire others. In this class, we will explore the power of telling great stories, and learn how to do it most effectively when promoting your campaigns to make the world a better place. We will also look at the skills of framing language in ways that will win over an audience. Finally, we will look at other key skills of effective communication, including the best strategies for persuasion, negotiation, and conflict resolution.
Course usually offered summer term only
Activity: Lecture
1 Course Unit
Notes: for exact meeting days and course times, please check the website: http://www.sp2.upenn.edu/npl/course-schedule

SWRK 596 Design and Incorporation of High Impact Nonprofits
Design and Incorporation of High Impact Not-For-Profits is designed for those who have a practitioner’s interest in the design, governance, leadership, and management of high impact not-for-profit organizations. This course is taught through learning best practice theory, applying this theory to a simulation experience, and providing students the opportunity to apply their new knowledge and experience in an interview with a current not-for-profit leader. Students, through the combination of theory and practice, are provided with the essential competencies and tools to design and incorporate a not-for-profit, conduct in-depth analysis of a not-for-profit’s effectiveness including, but not limited to, governance, leadership, social impact, financial sustainability, and systems and policy influence. Through the mock simulation process of designing, incorporating, and governing, students will leave with a “best practice” for not-for-profit manual that includes articles of incorporation, bylaws, governance deliverables, strategic business plan, organizational scorecard, 3-5 year budget, development plan and public policy strategy.
Activity: Lecture
1 Course Unit
Notes: last class meeting is 6/21

SWRK 601 History and Philosophy of Social Work and Social Welfare
This course traces the development of social welfare policy in the United States and its relationship to social work. It analyzes the values and assumptions that form the foundation of existing welfare programs and institutions and explores the social, economic, political and cultural contexts in which they have developed. The course examines the development of cash assistance and social services programs in light of the enduring legacy of poverty, racism, and sexism. The view of “outsiders” in U.S. society - low-income persons, people of color, gays and lesbians - allows us to gain perspective on the source of conflict and consensus in American history, which augments material about institutional racism learned in SWRK 603 and content about behavioral responses learned in SWRK 602. The course traces, as well, the roles that social workers have played in the formulation and implementation of social welfare policy and links these historical examples to contemporary policy practice.
Course usually offered in fall term
Activity: Lecture
1 Course Unit
Notes: This course may schedule sequence-wide lectures for all sections at various points in the semester, and attendance is mandatory for all registered students. Joint lectures are scheduled on Mondays between 6:30-8:30PM; students should not register for other courses on Monday nights that would conflict with this time slot.

SWRK 602 Human Behavior in the Social Environment
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 non-traditional 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.
Course usually offered in fall term
Activity: Lecture
1 Course Unit
Notes: This course may schedule sequence-wide lectures for all sections at various points in the semester, and attendance is mandatory for all registered students. Joint lectures are scheduled on Mondays between 6:30-8:30PM; students should not register for other courses on Monday nights that would conflict with this time slot.

SWRK 603 American Racism and Social Work Practice
This course explores racism in America as an 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.
Course usually offered in fall term
Activity: Lecture
1 Course Unit
Notes: This course may schedule sequence-wide lectures for all sections at various points in the semester, and attendance is mandatory for all registered students. Joint lectures are scheduled on Mondays between 6:30-8:30PM; students should not register for other courses on Monday nights that would conflict with this time slot.
SWRK 604 Foundations of Social Work Practice I
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.
Course usually offered in fall term
Activity: Lecture
1 Course Unit
Notes: This course may schedule sequence-wide lectures for all sections at various points in the semester, and attendance is mandatory for all registered students. Joint lectures are scheduled on Mondays between 6:30-8:30PM; students should not register for other courses on Monday nights that would conflict with this time slot.

SWRK 614 Foundations of Social Work Practice II
This is the second in a four-course sequence and continues to examine varied 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.
Course usually offered in spring term
Prerequisite: SWRK 604
Activity: Lecture
1 Course Unit
Notes: This course may schedule sequence-wide lectures for all sections at various points in the semester, and attendance is mandatory for all registered students. Joint lectures are scheduled on Mondays between 6:30-8:30PM; students should not register for other courses on Monday nights that would conflict with this time slot.

SWRK 615 Introduction to Social Work Research
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.
Course usually offered in spring term
Activity: Seminar
1 Course Unit
Notes: This course may schedule sequence-wide lectures for all sections at various points in the semester and attendance is mandatory for all registered students. Joint lectures are scheduled on Mondays between 6:30-8:30PM; students should not register for other courses on Monday nights that would conflict with this time slot.

SWRK 620 Integrative Seminar
All Advanced Standing students are required to take this non-credit Integrative Seminar in the summer upon beginning the program. The seminar meets weekly during the second summer session and supports students as they begin their field placement. In order to enroll in the fall, students must achieve satisfactory performance in the Integrative Practice Seminar and summer field placement.
Course usually offered summer term only
Prerequisite: Advanced Standing MSW students only
Activity: Seminar
0 Course Units

SWRK 701 Health and Mental Health Policy
This course provides an overal 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.
Course not offered every year
Activity: Lecture
1 Course Unit
Notes: MSW Policy Option

SWRK 702 Social Work Practice in Health Care
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.
One-term course offered either term
Activity: Lecture
1 Course Unit
Notes: Clinical Practice Elective

SWRK 703 Impacting Government: Policy Analysis & Coalition Building
This course focuses on developing a theoretical foundation for actionable skills in policy analysis and coalition building across a wide-range of constituencies. The material begins with a structured focus on the ideological underpinnings of social welfare in the United States and the ways in which these perspectives shape our conception of equity, equality, and allocation of resources along the lines of race, class, gender, immigration status, and other identities. We will then utilize this basis for developing analysis frameworks, policy briefs, and media messaging that students will utilize when working with legislative bodies to advocate for and with the populations they serve. Distinct emphasis is placed on becoming conversant across differential systems, ideas, values, and assumptions while remaining grounded in relevant research and empirical approaches.
Course not offered every year
Activity: Lecture
1 Course Unit
Notes: Macro Practice Elective
SWRK 704 Advanced Clinical Social Work Practice I
Clinical Social Work Practice I and Field Practice builds on the generalist model of practice established in the foundation social work practice courses. The course work and assignments in SWRK 704 are closely linked to the students’ learning objectives and experiences in the field. This course has students critically examine and deepen their understanding of advanced theoretical frameworks and specific skills to be applied in clinical practice with children, adolescents, adults, and families. Students begin with classic and modern formulations of psychodynamic work and use this as a foundation for understanding theoretically and empirically drive models of family intervention. In addition, use of self and social work values and ethics and working with diverse clients are addressed at an advanced level.
Course usually offered in fall term
Activity: Lecture
1 Course Unit
Notes: Required for Clinical Practice Concentration; This course may schedule sequence-wide lectures for all sections at various points in the semester, and attendance is mandatory for all registered students. Joint lectures are scheduled on Mondays between 6:30-8:30PM; students should not register for other courses on Monday nights that would conflict with this time slot.

SWRK 706 Policies for Children and Their Families
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.
Course usually offered in spring term
Activity: Lecture
1 Course Unit
Notes: Policy Option

SWRK 708 Advanced Macro Social Work Practice I
Advanced Macro Social Work Practice I and Field builds on the foundation social work practice courses and focuses on three areas: (1) context of macro practice; (2) organizational structure with a focus on nonprofits; and (3) program design and development. The course begins with providing theoretical frameworks for macro practice and then moves to focus on delivery of services at the community level. Knowledge and skill development focuses primarily on social work practice within communities and organizations. Students learn how to organize and build relationships with communities and develop, plan, manage, fund and assess/evaluate community-based programs. Specific skill development includes learning how to research, develop, write, and pitch a grant proposal. Course content is integrated with fieldwork and is specific to the service needs of the populations with whom students are working in their field agencies.
Course usually offered in fall term
Activity: Lecture
1 Course Unit
Notes: Required for Macro Practice Concentration; This course may schedule sequence-wide lectures for all sections at various points in the semester and attendance is mandatory for all registered students. Joint lectures are scheduled on Mondays between 6:30-8:30PM; students should not register for other courses on Monday nights that would conflict with this time slot.

SWRK 710 Supervision Seminar
Students in the Employed Practitioners Program are required to take this non-credit seminar in the fall and spring terms of their second year of study. The class meets every other week. In a limited number of cases, advanced-year students may be placed in agencies where there is no available MSW field instructor. In such instances, the student is required to attend the Clinical or Macro Supervision Seminar (depending on their concentration), which meets every other week during the academic year. Students who are required to participate in the clinical or macro supervision seminars will be given 1.5 hours of compensatory time off from their field placement every other week.
Activity: Seminar
0 Course Units
Notes: Non-credit course required for students in the Employed Practitioners Program OR Non-credit course required for students without an MSW supervisor at their field placement

SWRK 711 Contemporary Social Policy
This course introduces students to the analysis of contemporary social welfare policy. Several social welfare policy areas, including social inequality, poverty, health care, and housing are examined. Each topic area is also used to illustrate a component of the policy analysis process, including the analysis of ideologies and values as they shape policy formulation, the process by which legislation is proposed and enacted, the roles of advocacy and lobbying organizations, and the challenges of policy implementation and evaluation.
One-term course offered either term
Activity: Lecture
1 Course Unit
Notes: Policy Option

SWRK 712 City Limits: The Impact of Urban Policy
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. 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.
Course usually offered in spring term
Prerequisites: Students must have taken an introduction to research methods.
Activity: Seminar
1 Course Unit
SWRK 713 Understanding Social Change: Issues of Race and Gender
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.
Course usually offered in spring term
Prerequisite: SWRK 603
Activity: Lecture
1 Course Unit
Notes: This course may schedule sequence-wide lectures for all sections at various points in the semester and attendance is mandatory for all registered students. Joint lectures are scheduled on Mondays between 6:30-8:30PM; students should not register for other courses on Monday nights that would conflict with this time slot.

SWRK 714 Advanced Clinical Social Work Practice II
The focus of learning in this semester is theories and skills related to clinical practice with individuals and groups, differential intervention, and the broadening of the professional role and repertoire. The course content and assignments for SWRK 714 are closely linked with the students’ learning objectives and experiences in the field. Students extend and refine their practice knowledge and skills and learn to intervene with cognitive, behavioral, and narrative modalities. This semester focuses also on work with complex trauma across systems and populations. Students consolidate their identification as professionals and learn to constructively use the environment to effect systems changes.
Course usually offered in spring term
Prerequisite: SWRK 704
Activity: Lecture
1 Course Unit
Notes: Required for Clinical Practice Concentration; This course may schedule sequence-wide lectures for all sections at various points in the semester and attendance is mandatory for all registered students. Joint lectures are scheduled on Mondays between 6:30-8:30PM; students should not register for other courses on Monday nights that would conflict with this time slot.

SWRK 716 Comprehensive School Reform: From 'No Child Left Behind' through 'Race to the Top' to 'Every Student Succeeds Act'
This course examines how K-12 education policy is designed and implemented in the United States. It uses a systems analysis as the framework for looking at who makes what kinds of demands on the education policy system, how these demands are placed on the policy agenda, the decision making process, and resulting education policies and policy outcomes. The course pays particular attention to the roles of federal, state and local governments in education policy, and the impact of our intergovernmental system on the design and implementation of policy. Students will also examine major education policies and debate key education policy issues that arise at each level of government.
Activity: Seminar
1 Course Unit

SWRK 717 Art and Social Work: Art and the Ecology of Justice
How can the arts help us build a more just society? How can the arts transform social structures and systems? Public health crises involving clean water (Flint), police violence (Baltimore), and a lack of economic and educational opportunity following reentry (Philadelphia) make legible the need for a new visual language that critiques these conditions and challenges entrenched structural inequalities. We will engage the work of creative practitioners who are mapping new relationships between art and social justice and directly impacting individual and communal well-being. In so doing, the course seeks to challenge traditional constructions of public health, which often isolate individual histories from their social life and their relation to families, communities, and geographies. Readings will build upon disciplinary perspectives in the arts, humanities, and social policy. Requirements include weekly readings, class participation, and a collaborative final project. The course will meet in the Health Ecologies Lab at Slought Foundation, an arts organization on campus.
Course not offered every year
Activity: Seminar
1 Course Unit

SWRK 718 Advanced Macro Social Work Practice II
Advanced Macro Social Work Practice II and Field helps students broaden and deepen the specific knowledge and skills required to become an effective and creative social work practitioner. The course focuses on five areas of macro practice: (1) community assessment and practice; (2) policy advocacy; (3) fiscal management and fundraising; (4) global human rights; and (5) emerging areas of macro practice. Students learn how to conduct a community practice analysis, engage in policy advocacy, develop an idea for a social enterprise, write an agency fundraising plan, and conduct an agency fiscal evaluation. Students learn to utilize administrative skills to promote social change within a variety of systems that influence the lives of client populations. Course content is integrated with fieldwork and is specific to the service needs of the populations with whom students are working in their field agencies.
Course usually offered in spring term
Prerequisite: SWRK 708
Activity: Lecture
1 Course Unit
Notes: Required for Macro Practice Concentration; This course may schedule sequence-wide lectures for all sections at various points in the semester and attendance is mandatory for all registered students. Joint lectures are scheduled on Mondays between 6:30-8:30PM; students should not register for other courses on Monday nights that would conflict with this time slot.

SWRK 721 Social Work Healthcare Proseminar
Activity: Seminar
0 Course Units
Notes: non-credit seminar for SWIHCS students only
SWRK 722 Practice with Children and Adolescents
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.
One-term course offered either term
Activity: Lecture
1 Course Unit
Notes: Clinical Practice Elective; Option for Home and School Visitor (HSV) specialization

SWRK 724 Developmental Disabilities
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.
Course usually offered in spring term
Activity: Lecture
1 Course Unit
Notes: Clinical Practice Elective; required for students in the HSV program

SWRK 726 Brief Treatment and Crisis Intervention
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.
One-term course offered either term
Activity: Lecture
1 Course Unit
Notes: Clinical Practice Elective

SWRK 727 Practice with Families
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.
One-term course offered either term
Activity: Lecture
1 Course Unit
Notes: Clinical Practice Elective

SWRK 729 Social Statistics
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.
Course usually offered in fall term
Activity: Lecture
1 Course Unit
Notes: Research Option

SWRK 730 Community Mapping
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 SWRK 615. 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.
Course usually offered in spring term
Activity: Lecture
1 Course Unit
Notes: Macro Practice Elective
SWRK 731 Clinical and Macro Child Welfare Practice
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 disproportionally represented in the child welfare system.
Course usually offered in fall term
Activity: Seminar
1 Course Unit
Notes: Clinical and Macro Practice Elective

SWRK 732 Integrative Seminar in Child Welfare
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 features as guest speakers throughout the course.
Course usually offered in spring term
Activity: Seminar
1 Course Unit
Notes: Clinical and Macro Practice Elective

SWRK 736 Building Community Capacity
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.
One-term course offered either term
Activity: Lecture
1 Course Unit
Notes: Macro Practice Elective

SWRK 737 Bioethics in Social Work in Diverse Healthcare Settings
As medical technology develops and evolves, ethical dilemmas are occurring more frequently in many diverse healthcare settings. Social workers play an integral and unique role in bioethics: primarily as patient advocates but also as guardians of autonomy and dignity. This can come into direct conflict with decisions patients, families, and healthcare teams are asked to make on a daily basis in healthcare settings. This course will explore many of the major ethical challenges confronting medicine, social work, and biomedical sciences. We will examine legal, institutional and personal positions, beliefs, and values as we consider and debate opposing arguments. You will be challenged to think and write critically, utilizing philosophical, bioethical, and social work frameworks to structure your arguments and ethical decision making. This course will prepare students to actively participate in ethics committees, mediation, patient/family conferences with diverse populations and interdisciplinary collaborative discussions regarding ethical issues in medical settings.
Activity: Lecture
1 Course Unit

SWRK 738 Anxiety and Depression
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.
One-term course offered either term
Activity: Lecture
1 Course Unit
Notes: Clinical Practice Elective
SWRK 739 Illness and Family Caregiving
This course focuses on social work practice in medicine and the relationships between physical health, social environments, and psychosocial functioning. Student learning will be grounded in the biopsychosocial-spiritual model, and will address a number of domains, including the impact of illness on families over the life course, the impact of a diagnosis on family functioning, medical decision making, coping, health beliefs and spirituality, culture and social class. Classroom content will include conceptualization of illness challenges from the presentation/prevention of symptoms to the end of life, in addition to writing case material, building self-awareness and identifying clinical interface issues, and the compilation of a "clinician’s toolbox" for direct practice on the front lines. Activities will include the unique opportunity to participate in hands-on, interdisciplinary training at the Simulation Center in the School of Nursing.
Course usually offered in fall term
Activity: Lecture
1 Course Unit
Notes: Clinical Practice Elective

SWRK 740 Strategic Planning and Resource Development for Public and Nonprofit Organizations
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.
One-term course offered either term
Activity: Lecture
1 Course Unit
Notes: Macro Practice Elective

SWRK 741 Gender & Social Policy
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 intersections 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.
Taught by: Baker
Course usually offered in spring term
Activity: Lecture
1 Course Unit
Notes: Policy Option

SWRK 742 Practice with At-Risk Youth
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?
Course usually offered in fall term
Activity: Lecture
1 Course Unit
Notes: Clinical and Macro Practice Elective; Option for Home and School Visitor Requirement

SWRK 743 Action Research
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.
One-term course offered either term
Prerequisite: SWRK 615
Activity: Lecture
1 Course Unit
Notes: Research Option

SWRK 744 Direct Practice Research
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.
Course usually offered in fall term
Prerequisites: SWRK 615, Introduction to Social Work Research
Activity: Online Course
1 Course Unit
Notes: Research Option; Course may be offered online or in classroom setting; Online section is designed for clinical direct practice students only and requires an orientation meeting on August 27, 3-4:30pm.
SWRK 746 Political Social Work
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.
One-term course offered either term
Activity: Lecture
1 Course Unit
Notes: Macro Practice Elective

SWRK 748 Microfinance and Women’s Empowerment in India
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.
Course usually offered in spring term
Activity: Lecture
1 Course Unit
Notes: Application required - www.sp2.upenn.edu/global/courses; Program Fee

SWRK 749 Civil Society Promoting Coexistence in Israel
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 Israeli 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.
Course usually offered summer term only
Activity: Seminar
1 Course Unit
Notes: Application required - www.sp2.upenn.edu/global/courses; Program Fee

SWRK 755 International Social Work: Practicing in the Global South
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.
Course usually offered in fall term
Activity: Lecture
1 Course Unit

SWRK 756 Human Sexuality
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.
Course usually offered in spring term
Activity: Lecture
1 Course Unit

SWRK 757 Loss through the Life Cycle
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.
Course usually offered in spring term
Activity: Lecture
1 Course Unit
Notes: Clinical Practice Elective

SWRK 759 Substance Use Interventions
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.
Course usually offered in fall term
Activity: Lecture
1 Course Unit
Notes: Clinical Practice Elective; Attendance at first class required
SWRK 760 Mental Health Diagnostics
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.
Course offered summer, fall and spring terms
Activity: Lecture
1 Course Unit
Notes: Clinical Practice Elective; Required for Clinical Practice Concentration

SWRK 763 Global Human Rights & US Immigration: Implications for Policy & Practice
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.
Taught by: Chany-Muy
Course usually offered in spring term
Activity: Lecture
1 Course Unit
Notes: Policy Option; Macro Practice Elective

SWRK 765 Supervision and Leadership in Human Services Organizations
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.
Course not offered every year
Activity: Lecture
1 Course Unit
Notes: Clinical and Macro Practice Elective

SWRK 766 Organizational Politics and the Dynamics of Change
This is one of the courses referred to as "The Power Lab at Penn." This course explores how and when organizational change is possible. It is based on two bodies of thought: (1) the behavior of individuals within groups and (2) the ways conflicts emerge and develop a "life of their own" within human systems. The dilemmas associated with both creating and changing human systems are investigated using a paradoxical lens, spotlighting counterintuitive ideas such as "to change, preserve the status quo," and "to grow, cutback." The effectiveness of the change strategies adopted by the "powerful," "the powerless," and those caught "in the middle" is examined. This intensely experiential course is designed for those providing group and institutional leadership at any level of a human enterprise, managing work groups, chairing committees, serving on special task forces, conducting support groups facilitating groups in clinical settings, etc. Participants will focus on two topics: 1) An in-depth understanding of group dynamics while they are in action; 2) The organizational relationship between groups that are in a powerful position, groups locked in a powerless state and those caught in the middle between the powerful and the powerless. Course Structure: This course has six components: (1) A pre-course discerning process, which consists of a one evening plus one full day Primer workshop; (2) Module 1 which is focused on group dynamics; (3) reading an assigned book and writing a paper based on Module 1 experiences; (4) Module 2 which addresses power relationships among groups with differential resources; (5) reading two assigned books and writing a paper based on Module 2 experiences; and (6) a post-course debriefing. The Primer provides all potential participants with a common conceptual base for engaging in the essential learning and lays out the intellectual foundations of the course. The Primer occurs on three evenings in the first week after Labor Day (T 9/4, W 9/5, R 9/6) 6-8:30pm and three full day sessions (F 9/7, S 9/8, Su 9/9) from 9am -6pm. Every potential participant needs to select one of the above evenings AND one of the full days. Permits will be issued soon after participants have taken the Primer.
Course not offered every year
Prerequisites: Permit required; all potential participants are required to attend a Primer class which consists of one evening session from 6-8:30pm on 9/4 or 9/5 or 9/6 AND an all day session from 9am to 6pm on 9/7 or 9/8 or 9/9. Permits are granted only after students have completed the primer classes.
Activity: Lecture
1 Course Unit
Notes: Students from all graduate programs at Penn are welcome to apply. If you are interested in taking SWRK 766 please email Lindsay Kiejewski linthe@upenn.edu. People are added to the course roster in the order in which their names were placed on this "serious list." If you would like to read about a power lab, ask Lindsay for the copy of the Montville story.

SWRK 768 Social Policy Through Literature
Fiction provides a lens to look at social issues and social policy through the rich and understandable lives of human beings, their challenges, and their triumphs in the holistic context of their worlds. 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 capabilities of social workers, social policymakers, and other agents to influence policy change.
Course not offered every year
Activity: Lecture
1 Course Unit
SWRK 769 Aging: The Intersection of Policy and Practice
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.
Course usually offered in spring term
Activity: Lecture
1 Course Unit
Notes: Macro Practice Elective; required for students in the PAC program

SWRK 772 Postcolonial Social Work Practice: International Social Welfare in India
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.
Taught by: Ghose
Course usually offered summer term only
Activity: Lecture
1 Course Unit
Notes: Application Required; Program Fee

SWRK 773 Mental Health Challenges in Childhood and Adolescence
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.
One-term course offered either term
Activity: Lecture
1 Course Unit
Notes: MSW Elective

SWRK 774 Program Evaluation
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.
One-term course offered either term
Prerequisites: SWRK 615, Introduction to SW Research
Activity: Lecture
1 Course Unit
Notes: Research Option

SWRK 775 Intimate Violence
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.
Course not offered every year
Activity: Lecture
1 Course Unit
SWRK 777 Cognitive Behavioral Therapy
This Cognitive Behavioral Therapy course will be taught in a one-week intensive class Monday-Friday 9am-5pm. Students are expected to start a pre-course assignment approximately 2 months prior to the first day of the course. Students will receive an information request from the instructor during course registration and must reply in a timely fashion. Cognitive Behavioral Therapy (CBT) is the world’s most effective, empirically-based psychotherapy with strong scientific evidence. CBT is a collaborative and empowering psychotherapy that educates and helps clients to motivate themselves, set goals, develop, and implement treatment plans to reach those goals. This experiential/didactic advanced clinical skills course will present a CBT model to evidence-based practice that can serve as a conceptual framework for clinical applications to a wide variety of presenting problems and populations. The purpose of this course is to introduce graduate students to the theory of CBT and to begin to apply the basic principles through the stages of a self-directed case.
One-term course offered either term
Prerequisite: Completion of MSW Foundation year curriculum or equivalent
Activity: Lecture
1 Course Unit
Notes: Clinical Practice Elective

SWRK 778 Dialectical Behavioral Therapy
In this 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.
One-term course offered either term
Activity: Lecture
1 Course Unit
Notes: Clinical Practice Elective

SWRK 780 Policy and "Difference" in Postmodernity
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 extend 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?
Taught by: Dixon-Roman
One-term course offered either term
Activity: Seminar
1 Course Unit
Notes: Policy Option

SWRK 781 Qualitative Research
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.
Course usually offered in fall term
Prerequisites: SWRK 615, Introduction to Social Work Research
Activity: Lecture
1 Course Unit
Notes: Research Option

SWRK 783 Advanced Mental Health Practice with U.S. Veterans
Although this course is open to all students, it is designed for students in the clinical concentration and is required for students in the Cohen Veterans Network Scholars program. The course will focus on clinical knowledge and evidence-based practice skills for common mental health problems in veteran settings. The course will introduce students to the assessment and treatment of Post-Traumatic Stress Disorder (PTSD), Depression and Anxiety Disorders, Substance Abuse, Military Sexual Trauma (MST) and Suicide Assessment and Management among veteran populations. Other topics may include cultural competency, homelessness, and combat stress disorders. Since this is a seminar course, some classes will be taught by social workers/psychologists from the Veterans Hospital in Philadelphia and the Cohen Veterans Outpatient Clinic.
Course usually offered in fall term
Activity: Lecture
1 Course Unit
Notes: Clinical Practice Elective; Required for Cohen Veteran Network students

SWRK 785 Criminal Justice Policies: Implications for Social Work
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.
Course usually offered in spring term
Activity: Lecture
1 Course Unit
Notes: Policy Option
SWRK 786 Social Work Practice & Trauma
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.
One-term course offered either term
Activity: Lecture
1 Course Unit
Notes: Clinical Practice Elective

SWRK 787 Social Impact Strategy, Analysis, and Leadership
Around the world, new types of organizations are emerging, advances in technology and access to information continue, and there is a growing recognition that all sectors – business, public, and private nonprofit - have a role to play in creating social impact. While the desire to create social impact is clear, the field is just beginning to grapple with ways to translate these aspirations into real and meaningful change. Since 2006, Penn's Center for High Impact Philanthropy has been a pioneer in developing approaches for identifying, assessing, and growing opportunities for social impact. Team-taught by the Center for High Impact Philanthropy, the course will be directed by the Center's founding executive director, Katherina 'Kat' Rosqueta, and will include guest lectures from other leading faculty and social impact innovators working in Philadelphia and around the world. Through hands-on practice, team projects, and highly interactive case-based discussions, students will gain the skills needed to: analyze opportunities for impact and potential for impact, including how to determine the scale and scope of an opportunity and how to use the tools of social impact economics to determine the cost implications of the opportunity; confidently address the strategic issues and key tasks faced by managers/leaders with a social impact mandate; influence others towards social impact by leveraging relevant research and real-world examples of effective communication and stakeholder management; and apply their research and effective storytelling skill to present their impact analysis in projects using different formats (e.g. video short, venture capitalist/donor pitch, policy brief).
Course usually offered in spring term
Activity: Seminar
1 Course Unit
Notes: Clinical Practice Elective and Macro Practice Elective; Application required

SWRK 788 Harm Reduction on the Borders: Substance Use and HIV Treatment in Puerto Rico
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.
Course usually offered summer term only
Activity: Seminar
1 Course Unit
Notes: Clinical Practice Elective and Macro Practice Elective; Application required

SWRK 792 Psychodynamic Theory
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.
Course usually offered in spring term
Activity: Lecture
1 Course Unit
Notes: Clinical Practice Elective
SWRK 793 Global Health and Health Policy
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.
Course not offered every year
Activity: Lecture
1 Course Unit

SWRK 794 Practice with Older Adults and Families
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.
Course usually offered in fall term
Activity: Lecture
1 Course Unit
Notes: Clinical Practice Elective; Required for Penn Aging Concentration (PAC) students

SWRK 796 Family Economic Mobility
In this course, the experiences and voices of mothers, fathers, children, employers, children's school teachers, human service workers, job training providers, policymakers, and others in cities across America graphically illustrate the "real life" economic challenges facing today's families and organizations. These people, organizations, and policies dramatically show how economic, educational, and cultural practices and conditions intersect to perpetuate inequality among low-income and even many middle-income working families. The labor market, welfare and workforce programs, public schools and government are some of the institutions implicated in this intersection. In the course, notions such as "work ethic," "family-friendly workplace," "good jobs" and "hard work pays off" are deconstructed in terms of their meaning for today's families, organizations and policies. At base, this course examines occupational mobility in America from multiple perspectives within the broad framework of capitalism, democracy, race, ethnicity, and gender. Students read classic and contemporary literature from occupational social work, sociology, cultural anthropology, and political science to explore generative roles and directions for "meso-oriented" clinical, macro, and policy professionals.
Course usually offered in spring term
Activity: Lecture
1 Course Unit
Notes: Policy Option

SWRK 797 Social Policy in Revolutionary Cuba (1959-2017)
Cuba represents one of the world's long-standing institutionalized revolutions whose narrative and policies have changed from a strong nationalism yearning for independence, to an alignment with communism's ideology and modus operandi, to a nostalgic, post-Soviet Union "socialism" ruled by a binary, state-controlled capitalism. In addition to the myriad of social and political changes affecting the island, the transition of leadership from Fidel Castro to his brother, Raul, and the death of the former in 2016, has put into question the theoretical pillars of the Revolution, thus undermining its initial legitimacy. This course is designed to provide students with the critical and analytical tools to dissect Cuban revolutionary politics, policies, and identity mutations within the island's historical trajectory. We will begin by critically reviewing key points of diplomatic and historical relationships between the U.S and Cuba, followed by an analysis of the notion of independence - upon which Castro relied to gather massive support - in the context of the 60's debates on decolonization and underdevelopment. In addition, we will delve into the theoretical foundations of the Revolution focusing, among other texts, on the literature by Cuba's "founding father" Jose Marti, who deeply influenced the Spanish-American war (1898)'s outcomes as well as Fidel Castro's vision for Cuba. Throughout the course, students will also have the opportunity to critically read and discuss main Cuban social policies such as its famous Literacy Campaign, and other Education, Housing, Cultural, Health, and Immigration policies, as well as the island's complex relationship with technological development and communications. Finally, we will study identity and race dynamite, which are inextricably embedded in Cuba's political landscape.
Course usually offered in spring term
Activity: Lecture
0 Course Units
Notes: Application deadline: 11/20/17 at 5pm; Class dates in Havana: May 17-May 31; Pre-departure sessions at Penn: April (TBA); application available at: www.sp2.upenn.edu/global/courses
SWRK 798 Advanced Topics
Title: Topics vary. See department website for descriptions: https://www.sp2.upenn.edu/academics/master-of-social-work/academics/course-descriptions/
One-term course offered either term
Activity: Lecture
1 Course Unit

SWRK 799 Independent Study
Independent studies provide a flexible opportunity for standing faculty and students to work together in pursuing a topic of special interest that is not sufficiently covered by other courses in the curriculum. The content of independent studies is highly specialized and, as such, requires a plan of study developed jointly by the student(s) and the supervising standing faculty member. Part-time faculty members are not eligible to offer independent studies.
Activity: Independent Study
1 Course Unit

SWRK 803 History and Philosophy of Social Welfare
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.
Taught by: Stern
Course usually offered in fall term
Activity: Lecture
1 Course Unit
Notes: PhD students only

SWRK 804 Methods of Inquiry: Quantitative Research Methods
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 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.
Course usually offered in fall term
Prerequisites: Must be enrolled in D.S.W. program.
Activity: Online Course
1 Course Unit

SWRK 805 Methods of Inquiry: Qualitative Research Methods
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.
Course usually offered in spring term
Prerequisites: SWRK 804. Must be enrolled in D.S.W. program
Activity: Online Course
1 Course Unit

SWRK 811 Social Theory
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.
Course usually offered in spring term
Activity: Lecture
1 Course Unit
Notes: Required for PhD Program

SWRK 812 Clinical Theory I
The purpose of this course is to broaden and deepen participants’ awareness of the development 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.
Course usually offered in fall term
Prerequisites: Must be Enrolled in D.S.W. program
Activity: Online Course
1 Course Unit

SWRK 813 Clinical Theory II
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.
Course usually offered in spring term
Prerequisites: SWRK 812. Must be enrolled in D.S.W. program.
Activity: Online Course
1 Course Unit
SWRK 814 Applied Statistics
This doctoral level course will provide students with a hands-on introduction to qualitative, interpretive research methodology and design. The focus of the course is to explore the history, philosophy, and processes of qualitative research. In addition, students will discuss various qualitative techniques and apply a variety of strategies for analyzing and interpreting qualitative data (e.g., procedures such as data reduction, writing memos, coding, developing themes and patterns). The format of the class will provide opportunities for students to build their qualitative skills. Everyone will have the opportunity to contribute to the content of the course through discussions and activities.
Prerequisites: Must be enrolled in D.S.W. program
Activity: Online Course
1 Course Unit

SWRK 815 Dissertation Seminar I
This seminar is designed to prepare participants for dissertation proposal writng and defense. Each component of this workshop moves the student closer to the two culminating assignments: a concisely crafted, well-supported 15-25 page written draft dissertation proposal and a 15 minute presentation of the proposal.
Activity: Online Course
1 Course Unit

SWRK 816 Dissertation Seminar II
Activity: Online Course
1 Course Unit

SWRK 852 Social Work Research
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.
Taught by: Solomon
Course usually offered in fall term
Prerequisites: Completion of concurrent enrollment in a course on introductory Social Statistics.
Activity: Lecture
1 Course Unit

SWRK 855 Advanced Research Methods
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.
Course usually offered in spring term
Prerequisites: SWRK 852 and Introduction to Statistics
Activity: Lecture
1 Course Unit
Notes: PhD course

SWRK 861 Policy Analysis
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.
Course usually offered in spring term
Prerequisite: Must have successfully completed a course in multivariate statistics
Corequisite: PhD course
Activity: Lecture
1 Course Unit

SWRK 900 Clinical DSW
Topics vary; see department for current course descriptions
Course offered summer, fall and spring terms
Prerequisites: Must be enrolled in D.S.W. program
Activity: Seminar
0 Course Units

SWRK 901 Proseminar
This course is a weekly, 90-minute (.5 course unit) proseminar. The course contains two main components: a research seminar (i.e., faculty and student presentations of their in-progress research) and skills training (e.g., how to write an abstract, software demonstrations). The two are interwoven throughout the academic year (e.g., 2 weeks of the month devoted to the research seminar and 2 weeks of the month devoted to skills training). The proseminar is required of all students until they successfully defend their dissertation proposal.
One-term course offered either term
Corequisite: PhD course
Activity: Lecture
0.5 Course Units

SWRK 902 Trauma-informed Social Work Practice
The majority of clients who present to a wide variety of social services have been exposed to adversity and trauma, often beginning in childhood. As a result, the current standard of care requires that human service delivery systems of all kinds need to be "trauma-informed." This course will explore what that actually means, since administering "trauma-specific treatment" alone is not sufficient to encompass the complexity of the multigenerational, widespread problems that confront us in the world around us. Based on an understanding that our organizations are living systems, students will draw parallels between the individual experience of trauma and the organizational aspects of trauma and loss. Using these parallel processes as a basis, students will explore a trauma-informed, parallel process of organizational recovery called the "Sanctuary Model."
Prerequisites: Must be enrolled in D.S.W. program
Activity: Online Course
1 Course Unit

SWRK 905 Family-Based Interventions
Prerequisites: Must be enrolled in D.S.W. program
Activity: Online Course
1 Course Unit
SWRK 907 Psychoanalytic Diagnosis
Research on psychotherapy suggests that personality and relationship variables are consistently found to have more influence on treatment outcome than the type of treatment. This course conceptualizes personality differences as they have emerged from clinical experience and empirical research rather than according to the somewhat arbitrary, trait-based personality disorder categories in the DSM and other psychiatric classifications that have influenced contemporary paradigms for psychological treatment. It will emphasize subjective as well as objective means of appreciating patients’ individuality, including a disciplined attention to countertransference reactions, mutual enactments, cultural and subcultural differences, and context. Students will explore recent research and longstanding clinical writing relevant to personality differences that have important implications for social work practice. The focus will be on the practical value of understanding clients’ personalities in depth (whether or not a person’s personality itself is “disordered”), so that professionals can adapt to each person’s individual style of learning and changing as they address the problems that constitute the central focus of therapy or other intervention.
Activity: Online Course
1 Course Unit

SWRK 908 Psychodynamic Therapy with Couples
Activity: Online Course
1 Course Unit

SWRK 909 Sex Therapy
Prerequisites: Must be enrolled in the D.S.W. program
Activity: Online Course
1 Course Unit

SWRK 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.
Activity: Lecture
1 Course Unit

SWRK 995 Doctoral Dissertation
Doctoral Dissertation
Activity: Dissertation
1 Course Unit