

School of Social Work

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TULANE SCHOOL OF SOCIAL WORK MISSION STATEMENT

The mission of the School of Social Work is to produce social work professionals who can access strengths and resources to enhance the caring capacity of society. Our graduate-level practitioners effectively serve those persons most vulnerable to the effects of poverty and discriminatory social conditions that may deprive them of access to economic, social, and psychological resources and to work in partnership with communities to develop resources and services. As advocates for social justice, the professional social worker builds coalitions to engender hope, motivate change, and promote healthy communities and social responsibility across segments of modern society. Reflective practice based on research, ethics, advanced clinical-community skill development, self-knowledge and the pursuit of excellence is a lifelong endeavor of the Tulane MSW graduate.

HISTORY

The Southern School of Social Science and Public Services was the first training program for social workers in the Deep South. Under the sponsorship of the Kingsley Settlement house, a group of Tulane social science faculty offered the first classes in social welfare in 1914. Sponsored by grants from the American Red Cross, a formal one-year program was implemented in 1921. By 1927, with funding from a Rockefeller grant, the school became a separate program with a two-year curriculum qualifying students for the Master of Arts. In 1935, the university established the degree of Master of Social Work. The School has since awarded the Master's degree to more than 5,000 students from all 50 of the United States and from over 40 countries.

PROGRAMS OF STUDY

The School currently offers two graduate programs: the Master of Social Work, a four semester program leading to the MSW and the Ph.D in social work. Working with the Undergraduate College, the school is presently developing a new interdisciplinary major and minor in "Social Policy and Practice" within the School of Liberal Arts. This new program will be based on a social justice model.

Course Offerings for Undergraduate Students

FALL OFFERINGS:

SOWK 211 Family-Violence: Intervention - Making a Difference (3 credits)

This course explores current thinking about domestic violence and its impact on adult participants, children and families. Emphasis is placed on understanding theories about what causes domestic violence and effective intervention strategies for eliminating violence in families. Topics include socio-cultural, intrapersonal, and interpersonal explanations for domestic violence, the co-occurrence of domestic violence and child abuse, and strategies for effective intervention with batterers, victims, and children.

SOWK 223 Guns and Gangs: At Risk Youth in the Inner City (3 credits)

Unlike adult crimes, most juvenile delinquency is committed in groups. The aim of this course is to examine national and local gang dynamics within the context of weapon availability, drug markets, turf issues, and the economy. The rapidly changing social variables of race, social class, migration, and immigration are explored relative to gang membership, chronic gang problems, and solutions.

SOWK 230 Communication with and Social Welfare of Tibetan Refugees (Optional 4 week Field Study in India) (3 credits)

This course will introduce students to the fundamentals of communication skills with Tibetan refugees living in India and the conditions under which they live. Their life and culture will be addressed with special attention to the implications for their social and human welfare. This course will include the fundamentals of spoken and classical Tibetan. Students will have the option of participating in a four week trip to north India to work with the

Tibetan refugee population in exile in a project co-sponsored by The School of Social Work titled “Compassion in Action.”

SOWK 240 Human Sexuality: Beyond Sex in the City (3 credits)

This course explores human sexual functioning in the context of self in relationship to others and community. It provides content on various aspects of sexual behavior, problems and difficulties, and diversity of sexual experience. Grounded in the human services, ethical and professional values are considered and discussed throughout the course. The course format includes professor lecture, student discussions and presentations, role-play, and use of films. Discussion of central issues and introduction to treatment approaches are encouraged in class. Guest lecturers who are experts in various areas of human sexuality and sex disorders will provide additional content.

SPRING OFFERINGS:

SOWK 212 Social Work Interventions with Children & Youth (3 credits)

This course is designed to provide students with an overview of social work intervention services from historical, theoretical, and practice perspectives. Services to children and their families are divided into support services which enhance family life, supplemental services that help struggling families to maintain or regain their functioning, and substitute services that provide for the child on a temporary or permanent basis when the family cannot do so. Each service is considered in terms of need, rationale, provision of service, diverse populations, consumer views of service, and social trends that may affect future provision of the service.

SOWK 222 Drug Abuse: Univ. & Innercity (Booze, Pot, Coke, & Crystal Meth: PolyDrug Abuse Among College & Inner-City Residents) (3 credits)

This course is designed to explore the epidemiology, prevalence, and culture of embeddedness of polydrug use and abuse among college students and inner-city residents. Students will compare and contrast the sociopolitical, sociocognitive, legal, and economic processes that contribute to high risk health behaviors in college and inner-city communities. Participants will develop an understanding of how one’s family, friends and current systemic anti-drug initiatives come to shape high-risk health behavior patterns. Panel presentations by former polydrug users from each

community will be held with a focus on developing creative solutions for a growing problem.

SOWK 231 Tibetan Refugees in India: Life, Death and Lasting Happiness (Optional 4-week field study in India) (3 credits)

This course will introduce the student to Tibetan Buddhist philosophy, Tibetan culture, the historical and current political situation in Tibet, and the social service needs of the Tibetan refugee population living in exile in India. An optional component of the course is a four week journey to India to engage fully with the Tibetan Refugee population. The course will incorporate films, guest speakers, readings, class discussion, student presentations and basic Tibetan meditation practices to provide a comprehensive overview of this rich and varied system and people.

SOWK Community Organizing for Social Change: Theories and Methods (3 credits)

This course employs an interdisciplinary approach to the practice of community organizing. Drawing on classical and contemporary texts, students will engage in the works of Alinsky, Freire, Pharr, Piven and Cloward and others. Narratives of people of color and other oppressed groups organizing for social change will be emphasized. Student learning includes applying community organizing theories and methods through practical engagement in the most current issues in post-Katrina New Orleans such as environmental problems, housing advocacy, race relations, education and other issues pertinent to community development.