

## School of Social Work

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[http://www.tulane.edu/%7Etssw/New\\_TSSW/index.html](http://www.tulane.edu/%7Etssw/New_TSSW/index.html)

Dean: Ronald Marks

### TULANE SCHOOL OF SOCIAL WORK MISSION STATEMENT

The mission of the Tulane MSW Program is to educate future social workers to:

- a. engage in dynamic clinical-community practice that is relationship centered, evidence informed, and empowerment focused
- b. enhance biopsychosocial capacity and resilience of individuals, families, groups, and communities, with particular attention to the impact of social injustice and oppression
- c. create and exchange responsive, community-based knowledge and research for relevant, contemporary, and innovative social work practice

### 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 the Master of Social Work, a 60 credit (4 semesters full time and 8 semesters part time) program leading to the MSW. Working with the Undergraduate College, the school offers an interdisciplinary major and minor in "Social Policy and Practice" within the School of Liberal Arts. This new program is based on a social justice model.

### Course Offerings for Undergraduate Students

#### FALL OFFERINGS:

#### **SOWK 200 Introduction to Social Policy & Practice (3 credits)**

This course examines the processes that influence the development of social policy and social services. Included are legislative and political processes, models of policy analysis, service delivery and policy implementation. Effects of these on people are considered from global, political, economic and social policy perspectives.

This course is developed around the general proposition that social workers utilize knowledge and skills to carry out roles and functions critical for practice. Such knowledge and skills include the application of social policy analysis, the legislative process, the role and impact of politics and political choice on the quality of life of people, and the effect of economic-social policy decision and judicial actions on social services. In addition, the course examines the variability of the common and uncommon attributes of service delivery systems.

#### **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 232 Tibet: Social Welfare, Social Movement and Social Change (3 credits)**

This course examines the Tibetan refugee life and the struggle to preserve their culture and way of life. We will also analyze the transformation of Tibet in the Western imagination and appropriation of Tibetan culture and their consequences for Tibetan people. How does the Tibetan refugee life affect the democratization of Tibetan society and internationalization of Tibetan issue? In order to answer these questions, we will explore a history of social movements taking place in Tibetan communities and on international platforms. Our study will be rooted in a broad variety of literary genres including historical accounts, autobiographies, and documentary films.

**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. & Inncity (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 250 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.

**SOWK 260.01 Domestic and International Terrorism:**

**Implications for Social Policy and Practice (3 credits)**

This course introduces the student to theories, motivations, tactics, and goals of terrorism. The course will provide insight into the ideology, structure, financing, and driving forces behind terrorist groups inside the United States (home-grown) and international (foreign) groups. Additionally, the course will offer a critical analysis of the governmental response to the “war on terrorism” including contemporary models of counterterrorism and how terrorist groups and governments' responses affect social policy.

**SOWK 300 Civic Engagement and Leadership (3 credits)**

**NOTE: This course has a service-learning component and is a prerequisite for Center for Public Service student leadership positions.**

In this course students with previous experience in service learning or community service will have an opportunity to enhance their knowledge of civic engagement and strengthen their leadership skills. There are two major goals of the course. The first goal is to enhance students' knowledge, strengths and abilities to facilitate university-community partnerships. The second goal is to foster a life-long commitment to civic engagement and democratic leadership. A combination of lecture, guest speakers, discussion, group exercises and a community-based project will be used in this course. Students who satisfactorily complete this course will be eligible for future leadership opportunities with the newly formed Center for Public Service.