

Community Organization Planning & Administration (COPA) Concentration

Sub-concentrations:

Older Adults

Public Child Welfare

Systems of Mental Illness Recovery

Other Program Options:

CALSWEC Mental Health

Ramon Salcido, PhD, Concentration Chair
Stephanie Carter Williams, MSW, Field Education Coordinator

COMMUNITY, ORGANIZATION, PLANNING & ADMINISTRATION – (COPA)

This concentration is designed to prepare students to function as mid-level administrators, planners, program developers, and community organizers. The COPA faculty are committed to a philosophy that views macro-practice as central to the development of services and the well being of communities in urban settings. Students will develop skills in policy practice, management and finance, program development and evaluation, and community organizing.

Concentration Requirements

In order to meet concentration objectives, each student will complete an Individualized Study Plan (ISP) for macro practice. The COPA Concentration offers a core set of required courses that provide advanced knowledge of macro practice, research skills, and leadership. During the Fall Semester, all students are required to take two core classroom courses (SOWK 649, SOWK 629), Field Practicum (SOWK 686A), and 2 electives. During the Spring Semester all students are required to take two core courses (SOWK 639, SOWK 611), Field Practicum (686B), and two electives. Please note, even though students have the freedom to choose any elective from other concentrations including clinical courses, it is recommended that they take an elective course in Program Development and Grant Writing for Social Workers during either semester.

Dual Degrees

As a COPA concentration student, you have the opportunity to pursue a dual degree and earn your MSW along with a graduate degree from another school/discipline. Interested students must apply and be admitted to the school where the dual degree is offered before pursuing courses as a dual degree student.

Currently, the following dual degree programs are available to COPA concentration students:

- **MSW/MASTER OF SCIENCE IN GERONTOLOGY
(USC LEONARD DAVIS SCHOOL OF GERONTOLOGY)**

The world's oldest and largest school of gerontology, the USC Leonard Davis School of Gerontology has a long tradition of forging new paths in the field of aging. The Master of Science in gerontology prepares graduates to assume leadership positions in the delivery of services to older people and their families, planning and evaluation of services and administration of programs.

- **MSW/MASTER OF ARTS IN JEWISH COMMUNAL SERVICE
(HEBREW UNION COLLEGE –JEWISH INSTITUTE OF RELIGION)**

The Jewish Communal Service program at Hebrew Union College – adjacent to USC's University Park campus – provides a solid academic and experiential foundation in Jewish history, sociology, organizational structure of the Jewish community and Judaica.

- **MSW/JURIS DOCTOR
(USC GOULD SCHOOL OF LAW)**

Students interested in advocating for social work causes may want to consider the four-year, dual MSW/law degree option, offered in partnership with the USC Gould School of Law.

- **MSW/MASTER OF PUBLIC ADMINISTRATION OR
MSW/MASTER OF PLANNING
(USC SCHOOL OF POLICY, PLANNING, AND DEVELOPMENT)**

MSW/Master of Public Administration

The USC School of Policy, Planning, and Development trains leaders who can create multidisciplinary approaches to the complex issues of governing, managing and building contemporary urban communities. Available only to students in the Community Organization, Planning and Administration (COPA) concentration, the MSW/MPA is suited to those interested in careers as public-sector administrators.

MSW/Master of Planning

Also available to students in COPA concentration, the MSW/master of planning program caters to students who desire careers in social policy, social planning or social services delivery.

Sub-concentrations for COPA Students

Older Adults

According to the Bureau of Labor Statistics, gerontological social work is one of the fastest growing occupations. Through this sub-concentration, students learn about the aging process and its impact on the well-being of individuals and their families; theoretical concepts; practice skills for preventive, rehabilitative and supportive services; public policy; and personal and societal attitudes and values that can affect older adults. Graduates are prepared for direct service roles with seniors and their caregivers in geriatric health and mental health centers, hospitals and long-term-care facilities, multipurpose senior centers, welfare planning bodies and retirement communities.

Public Child Welfare

This sub-concentration provides professional preparation for culturally competent child welfare practice. Students gain a broader understanding of the practice methods and continuum of services that protect children and preserve families. Course work focuses on strategies for productive change in service delivery systems. Students must be enrolled in the Families and Children concentration or the Community Organization, Planning and Administration (COPA) concentration and complete a field internship in a public child welfare agency. Students in this sub-concentration may apply for a stipend from the [California Social Work Education Center \(CalSWEC\)](#) or the [Inter-University Consortium](#).

Systems of Mental Illness Recovery

Graduates are prepared for practice with severely and persistently mentally ill clients. This population, composed of both children and adults, requires practitioners with highly developed clinical knowledge and skills in assessment, case management, psychosocial rehabilitation and crisis intervention. Specialized field placements have been developed to enable students to work in the most creative and advanced practice sites available.

Options for COPA Students

CALSWEC Mental Health

In response to the passing of California's mental health services expansion (Proposition 63), the school has introduced new courses to prepare students for careers working with one of the state's special populations: severely emotionally disturbed children, severe and persistent mentally ill adults, older adults with persistent or new onset mental illness and transitional youth. Students must be enrolled in one of three approved concentrations: Community Organizing, Planning and Administration (COPA); Families and Children; or Mental Health, attend a specially designed field seminar and complete a field internship with the County of Los Angeles Department of Mental Health or one of its agencies. Students choosing this option may apply for a [Mental Health Initiative stipend](#).

Stipend Programs

COPA students are eligible to apply for the following educational stipend programs

- Mental Health Initiative
- [California Social Work Education Center](#) (CalSWEC) or the [Inter-University Consortium](#)
- Geriatric Social Work Education (GSWEC)

If awarded, COPA students will be placed in specialized field placements and must enroll in specific courses as electives to meet the conditions of the stipend and to enhance learning around these areas. Other stipend acceptance conditions apply as well.

Fall Core Course Descriptions

Management for Community and Social Services (SOWK 648):

This course is designed to prepare students to function as mid-level macro managers and community practitioners. The course examines the roles, functions, and responsibilities of social service managers, including supervisor, community organizers, and project planners working in urban social work agencies. Topics to be covered include: community and management practice; finance analysis; leadership skills and skills in developing strategic plans.

Evaluation of Research: Community Organization, Planning and Administration (SOWK 629):

This course is designed to introduce students to different research methods for assessing macro-practices and social work programs. The following areas of research practice are examined in depth: qualitative research for assessing programs and practice methods, participatory action research, program evaluation models and needs assessment. Additionally, this course will introduce students to use mapping and census data for understanding communities and services in an urban context.

Field Practicum (SOWK 686A/B)

Students select field placements from a variety of organizational systems that provide services to adults, children, youth, families, communities and/or provider groups. Tasks and assignments are designed to expose students to and help them develop knowledge and/or skills in: organizations, administration and planning, leadership development, funding sources/budgets, needs assessment, grant writing, policy analysis, media/marketing, program evaluation, political/legislative advocacy, and board/committee structure and functions.

Spring Course Descriptions

Social Policy for Macro Practitioners: Policy and the Politics of Reform (SOWK 639):

This course is designed to provide a skill base for advanced macro-practitioners who will be expected to originate, respond to and implement policies at local, State, and Federal levels. Students learn to apply skills in policy analysis, political advocacy, and planning social justice actions relevant to macro-level practices. The course is divided into four modules, each of which addresses related aspects of reform and social justice in the human services.

Leadership in Professional Social Work and Organizations (SOWK 611):

This course is designed for students to learn advanced knowledge and skills to be effective leaders. Topics include motivation, leadership styles, power and influence, transformational leadership and leading change. Leadership can develop in all levels of the organization, various places in the

community, from policy maker to policy advocate and from established leaders to residents wanting to make a difference.

Core Courses & Fall and Spring Electives

Students will need to take a total of 4 – 3 unit electives (total 12 units), typically, two elective courses in the Fall and two in the Spring. Depending on their individual plans, students can take electives from other concentrations including clinical courses. Students are encouraged to take the Program Development and Grant Writing for Social Workers elective.

The Core Concentration Courses are:

- SOWK 648 Practice – 3 units – Fall course
- SOWK 629 Research – 3 units – Fall course
- SOWK 639 Policy – 3 units – Spring course
- SOWK 611 Leadership in the Social Work Profession and Organizations – 3 units – Fall course
- SOWK 686a – Field Practicum – 4 units – Fall course
- SOWK 686b – Field Practicum – 4 units – Spring course

Electives:

(4) – 3 unit SOWK Electives – 12 units total – Fall or Spring elective courses

For the 2008-2009 Academic year, the average COPA student followed this course format:

Fall Semester	Spring Semester
Practice (SOWK648-3 Units)	Policy (SOWK 639-3 Units)
Research (SOWK 629-3 Units)	Field Practicum (SOWK 686b 4 Units)
Leadership (SOWK 611-3 Units)	Elective (3 Units)
Field Practicum (SOWK 686a 4 Units)	Elective (3 Units)
Elective (3 Units)	Elective (3 Units)

COPA Students Develop the Following Skills:

- Leadership
- Organizational Analysis
- Policy Analysis
- Needs Assessment
- Advocacy
- Budgeting
- Media Marketing
- Program Planning & Development
- Program Evaluation
- Grant Writing
- Special Events Fund Raising
- Political Practice
- Work with Boards/Committees
- Supervisory
- Administration & Management

Field Practicum/Education

This two-semester course builds upon the first year foundation Field Practicum, and concentrates on knowledge and skill development in macro practice. Students select placements from a variety of organizational systems that provide services to adults, children, youth, families, communities and/or provider groups. Students complete 600 hours in this practicum, under the supervision of an MSW and carefully selected preceptor(s). Tasks and assignments are designed to expose students to and help them develop knowledge and/or skills in: organizations, administration and planning, leadership development, funding sources/budgets, needs assessment, grant writing, policy analysis, media/marketing, program evaluation, political/legislative advocacy, and board/committee structure and functions. To promote knowledge and skill development in macro practice, students are offered a variety of field placement experiences to choose from to meet their individual learning objectives. Refer to the Appendix for a list of approved COPA field placement agencies in Los Angeles and Orange Counties for the 2009-2010 academic year.

COPA Careers & Professional Development

Upon graduation, many COPA students find jobs in many traditional and non-traditional social work practice settings. Past COPA graduates are currently employed in professional roles as:

- Policy Analysts
- Legislative Aides
- Program Developers
- Grant Writers
- Program Directors and Administrators
- Program Operations Managers
- Community Organizers
- Professional Consultants
- Senior Planners for Los Angeles County
- Fundraising and Development Officers
- Los Angeles Unified School District - Healthy Start Coordinators
- Careers in Higher Education
- Research and Evaluation Professionals
- Non-profit Program Managers

As a COPA graduate, the career possibilities are broad and wide. In the Spring semester of the concentration year, COPA students are provided with Resume Building workshops specifically designed to assist them with developing professional resumes to highlight their macro practice skills and how to market themselves as they transition in to the social work macro practice arena.

Current COPA Faculty:

Ramon M. Salcido, PhD, (Concentration Chair) - currently chairs the COPA Concentration. He is currently doing research on community neighborhood studies. He has worked on political campaigns,

with political action committees, and in lobbying activities. He has been elected to the NASW's Board of Directors. Dr. Salcido teaches in the MSW and PhD programs. He teaches COPA Practice and Spanish for Social Workers course elective.

Stephanie Carter Williams, MSW, Clinical Assistant Professor, Field Education – is the Field Coordinator for the COPA Concentration and Academic Advisor. She has extensive expertise in the area of program planning, development, performance/evaluation, and grant writing. Her professional experience includes consultation to local county government, educational institutions, for profit, and non-profit organizations. Ms. Carter-Williams has worked with the Departments of Children and Family Services and Probation as a consultant member of the Los Angeles County Chief Administrative Office appointed Interim and Design Teams. She has helped to develop information systems for tracking services provided to Emancipation Services and Independent Living Program youth (DCFS and Probation) and a web-based outcomes reporting system for emancipated foster youth. Ms. Carter-Williams has taught COPA Policy, Program Administration, and developed and currently teaches the Program Development and Grant Writing for Social Workers course elective.

Annalisa Enrile, PhD, Clinical Associate Professor - Her area of interest includes community organizing and program administration, particularly in underserved and oppressed urban communities. Professor Enrile is concerned with issues of immigration, equity, and global justice, and works in the areas of feminist theory and social action as well. Dr. Enrile teaches in foundation year as well as COPA concentration courses. She teaches COPA Practice and a number of course electives.

Kristin M. Ferguson, PhD, Assistant Professor - Dr. Ferguson's research interests include homeless and street-living youth, social and spiritual capital, outcomes evaluation and social development interventions with street youth. She was previously the principal investigator of an international, inter-disciplinary research project that identified best-practices in faith-based organizations servicing street-living children in Los Angeles, Mumbai and Nairobi. Additionally, she led a feasibility study with homeless young adults in Hollywood to evaluate the impact of participation in an income-generating cooperative on diverse health, mental health and social outcomes. She is currently funded to evaluate the implementation and effectiveness of community-based services for vulnerable children in Nairobi, Kenya and separately, for youth victims of commercial sexual exploitation in five cities in the United States. Dr. Ferguson teaches foundation year courses, COPA Policy, and developed and teaches the International Social Work course elective.

Gokul S. Mandayam , PhD, Clinical Assistant Professor- has experience in using multiple methods of research. He has also practiced in the policy arena. His interests are on international research and social development. Dr. Mandayam teaches foundation year and COPA concentration year Research. He is also developing a Geographic Information Systems (GIS) course elective.

Jacquelyn McCroskey, PhD, John Milner Professor of Child Welfare – holds the John Milner Professorship in Child Welfare, and was named California Social Worker of the Year by the National Association of Social Workers in 2003. She is an active advocate for children and families in Los Angeles County, advising policy makers, administrators and philanthropists on using data to improve program planning and track results. She was one of the founders of the Children's Planning Council, which has been called the “strongest and most influential cross-system vehicle advocating for reform of children's services system in a major U.S. metropolitan area.” She is a commissioner of the First 5 LA Commission; serves on the County's Child Care Policy Roundtable; and has served on the City of Los Angeles Commission on Children, Youth and Their Families. Dr. McCroskey teaches in the Family and Children and COPA concentrations.

Jon Sager, PhD, Clinical Associate Professor - is the School of Social Work's lead faculty in leadership. Besides leadership, he teaches managing change and organizational development, the COPA practice and the program planning and grant writing class. He teaches similar courses in the Work and Life program. Jon has over thirty years experience as a consultant, he has been the executive director of several agencies, and has numerous publications.

Family & Children's Concentration

Sub-concentrations:

**School Social Work and Pupil Personnel Services
Credential**

Public Child Welfare

Esther Gillies, MSW, LCSW, Concentration Chair

**Stephen Hydon, MSW, LCSW & Rafael Angulo, MSW, LCSW Field Education
Coordinators (University Park Academic Center)**

Dr. Leslie Wind, Field Education Coordinator (Orange County Academic Center)

FAMILY AND CHILDREN'S CONCENTRATION

The Family and Children's Concentration recognizes that social work with families, youth and children - whether at a point of normal stress or at a point of serious disorganization - clearly involves recognition of family strengths as well as intervention into sensitive and complex problem situations. Therefore, social workers in family and children's services need general knowledge of and skills in a broad range of prevention and intervention methods that are helpful to families from many different ethnic, racial or cultural groups, at different developmental periods and facing different kinds of circumstances. Accordingly, the primary focus of practice taught in the Family and Children's concentration is a broad, ecologically based, family-centered intervention model. Designed around the needs of a population rather than a specific setting or method, the curriculum reflects synthesis from a number of sources including theories supporting family-centered practice and work with children and adolescents; "best practice" principles; and knowledge derived from allied fields including child development, psychology, education, medicine, nursing and others.

Courses Offered in the fall semester

Advanced Theories and Clinical Interventions with Children and Adolescents

This course advances both theoretical knowledge and clinical practice skills in working with children and adolescents. Viewing the child in the context of his/her family, and using bio-psychosocial, attachment theory, neurobiological, and family systems perspectives, emphasis is placed on understanding problems affecting children, particularly developmental derailments or disruptions. Explanatory theories of behavior are presented at an advanced level, along with theories and models of intervention in working with children and adolescents.

Leadership

This course advances the skills needed for social workers to assume positions of leadership at all levels of organizational operation as well as positions of leadership within communities. Although a requirement of all students in the Concentration year across Concentrations, Leadership is offered to Families and Children's students in the fall semester.

Courses Offered in the spring semester:

Advanced Theory and Clinical Interventions with Families

Focused on theoretical knowledge and clinical practice skills in working with families, and viewing the family as the unit of attention, the course utilizes a family systems perspective and integrates concepts such as family stress and resilience, family life cycle theory, and the problem-solving process. The course covers family intervention through multiple phases of treatment, from engagement and assessment to termination, evaluation, and follow up. Emphasis is placed on the development and enhancement of knowledge, skill, theories, and values specific to clinical family practice. Various family therapy models are introduced, with an emphasis on those substantiated by evidence-based research. Theories of the family, family development and diverse family structures are examined.

Macro Practice, Research and Policy

This capstone experience for students in the concentration provides the opportunity to demonstrate command of social welfare policy, practice and research skills by developing a

family-centered grant proposal that responds to an unmet service need or community issue. Students will build on skills acquired in the foundation year to develop advanced skills in grant writing, program design and program evaluation applicable to complex urban communities.

Sub-concentrations

In addition to the core courses described above, the concentration also offers two sub-concentrations – school social work and public child welfare. In addition to a field placement in the field of service, students enrolled in these sub-concentrations will also take a specialized seminar in the fall semester.

Clients Served - The concentration prepares students for practice with all family types as well as specialized practice with the children and adolescents living within these families. Family structures include: traditional two parent families, single parent families, same sex parent families, extended families, adoptive families, foster families, kin caregiver families, as well as children living in group homes and residential care facilities or in transitional housing programs where youth are developing independent living skills. Because of the complex urban context within which the University is located, the population served within the Family and Children's Concentration is extremely diverse including families with roots in over 140 countries from around the world who speak over 220 different languages.

Types of Employment - Students are prepared for practice in complex urban environments in a very broad range of settings, including but not limited to: child care and early childhood education, schools, public child welfare, juvenile justice, child guidance clinics, domestic violence programs, and many other social service settings that provide prevention, early intervention, and treatment services for families, youth and children.

Skills Developed - Outcomes for students include:

1. Knowledge of the concepts and values of family-centered practice, individual, family, and group practice skills in application with diverse populations of in multicultural urban communities;
2. Knowledge of key theories of the family life cycle, child and adolescent development, including recent research in neurobiology, and understanding of application to diverse cultural, ethnic and social groups;
3. Knowledge about public, private and community-based sectors of child and family services systems and familiarity with administrative models supporting service provision;
4. Understanding of the impact of social policies and obstacles to changes that could enhance child and family well-being;
5. Skills in critical analysis of research and evaluation of social service programs;
6. Sensitivity to issues of ethnic and cultural diversity, as well as diversity issues related to age, religion, gender, gender identification, religion, national origin, etc.

Family and Children Field Placement options (Refer to Appendix for a condensed list)

Families and Children Concentration Current Full time faculty:

Rafael Carlos Angulo, MSW, LCSW, Clinical Associate Professor, Field Education, joined the USC School of Social Work in 2001 after 11 years of investigative work and clinical practice with Los Angeles County Department of Children and Family Services. Specifically, he worked four years in Emergency Response/Investigation, three years in Street Outreach Services with runaway youth in Hollywood and surrounding areas, and four years providing transitional housing services in East Los Angeles to emancipated foster youth. His areas of micro practice also include medical social work and clinical work with predominantly Spanish-speaking clients. Currently he is a therapist working with Spanish speaking individuals, families, and groups. He is also a documentary filmmaker.

Ron Astor, Ph.D., Professor, is the Richard M. and Ann L. Thor Professor of Urban Social Development at the USC School of Social Work. Dr. Astor, who holds a joint appointment in the Schools of Social Work and Education, is examining why some children allow for violence in the family and school and how children's reasoning about justice in those contexts affects their approval of violent behavior. His work has also focused on the role of the physical and social-organizational context in schools and the perpetration of different kinds of school violence (e.g., sexual harassment, bullying, school fights, emotional abuse, teacher/ child violence).

Esther H. Gillies, MSW., Clinical Associate Professor, - has more than 20 years experience in the Los Angeles County Public Child Welfare System, the Department of Children and Family Services. She has worked at all levels of the organization from front line social worker to middle manager to positions in top administration. She has an equal number of years serving as program director within and executive director of private sector organizations addressing the mental health needs of children traumatized by abuse and neglect. Her teaching experience extends from training social workers in DCFS, to training multi-disciplinary professionals across the state on issues related to child abuse and neglect, to 12 years of classroom teaching experience at California State University, Los Angeles. Ms. Gillies has served on state and regional committees and task forces advocating for the needs of abused and neglected children and their families. Ms. Gillies has been a full time instructor at USC School of Social Work since 2002.

Mary Beth Harris, Ph.D. Clinical Associate Professor - Dr. Harris was a member of the social work faculties at the University of Central Florida, New Mexico Highlands School of Social Work and the University of Texas prior to joining the faculty of USC in 2008. In her work with families and children she has provided family therapy in agency settings as well as in private practice and served as Clinical Director of Professional Services for Family Service of El Paso and Clinical Director of the Women's Resource Center also in El Paso. Dr. Harris' has published over a dozen articles, books, and chapters in books in the area of School Social Work, her area of research interest.

Steve Hydon, MSW, LCSW Clinical Associate Professor, Field Education, earned his MSW at the University of Connecticut, where he studied social welfare policy and planning. He has been on the field faculty for years after being Director of Community Services at a community action agency in Hartford, Connecticut. His area of interest is school social work and he currently sits on several local and national committees addressing the needs of school social workers.

Jacquelyn McCroskey, DSW, Professor, is the John Milner Professor of Child Welfare at the USC School of Social Work. She works actively with county, city and school district policy

makers in Los Angeles County, using data and scholarship to inform policy and guide improvements to service delivery systems for children and families. Her research includes analysis of service financing, organization and performance, and the impact of family-centered child welfare services.

Tyan Parker Dominguez, PhD, Assistant Professor - has a background in public health (maternal and child health), social work in health care settings, and health psychology. Her research centers on understanding persistent racial disparities in adverse birth outcomes, with particular attention to the impact of psychosocial stress and racism on emotional and physical well-being.

Janet Schneiderman, PhD, RN, Assistant Professor - Dr. Schneiderman received her PhD from the USC Rossier School of Education in 2003. Her research focuses on children in foster care, both in the child welfare department and in public schools. She teaches in the Families and Children Concentration and the Case Management option for health and the nurse-social work practitioner option.

Michal Sela Amit, PhD, Clinical Assistant Professor - Dr. Sela Amit became a clinical assistant professor at the USC School of Social Work in 2007 after having served in the School as an adjunct lecturer and the international student advisor. Previously, Dr. Sela-Amit was an instructor at the University of Haifa, Tel Hai Academic College and Western Galilee College, where she taught a variety of courses on the cultural aspects of social work, group work, violence in the family and immigration. Her professional interests include child welfare; family violence and secondary victimization; immigration, acculturation and bi-culturalism; international social work and narrative therapy, and qualitative and triangulation research methodologies.

Eugenia L. Weiss, LCSW, PsyD, Clinical Assistant Professor – Dr. Weiss became a clinical assistant professor at the USC School of Social Work in 2008. Prior to her faculty appointment, Dr. Weiss worked in various community mental health agencies and has maintained a private practice since 1995 working with individuals, couples, families and children/adolescents, with a special emphasis on the Latino population and military families. Her areas of expertise include the treatment of trauma, substance abuse and mood disorders. She is also a certified drug and alcohol counselor and a board certified diplomat in clinical social work. In addition, Dr. Weiss conducts psychological testing for educational, diagnostic and forensic purposes. She is trained in the use of eye movement desensitization reprocessing (EMDR) therapy, which has been recommended for the treatment of post-traumatic stress disorder by the Department of Veterans Affairs, Department of Defense and American Psychiatric Association. Dr. Weiss is a consultant and independent contractor for the Diocese of Orange, Victim Assistance Program; California State Bar Association, Lawyer Assistance Program; and Community Service Programs, Victim-Witness Assistance Program.

Leslie Wind, PhD, LCSW, Clinical Associate Professor, joined the USC faculty in 2008. Previously, Dr. Wind was a member of social work faculties at the University of Texas at Austin and Boston College teaching in the Mental Health and Families and Children concentrations. In practice, she has been a clinical social worker, administrator, and trainer in out-patient and in-patient mental health settings. She specializes in mental health practice in the aftermath of trauma. Dr. Wind teaches advanced practice with youth and their families, intervention with posttraumatic stress and related disorders, human behavior theory, and research methods, and she has engaged students in international immersion studies in Northern Ireland. She is a consultant and researcher with the National Child Traumatic Stress Network's Terrorism and Disaster Center. Her research centers on coping and resilience in the aftermath of trauma.

Valerie Richards, MSW, LICSW, Clinical Assistant Professor earned her master's degree in clinical social work from Smith College School for Social Work in 1990. Since that time, she has worked extensively with children in three settings: school social work for five years in Washington D.C.; a community mental health clinic in Baltimore, Md., focusing on work with children and adolescents who are physically and/or sexually abused and neglected; and for the past six years with children and teens who have been diagnosed with a life-threatening illness. Ms. Richard joined the faculty of USC School of Social Work in 2004. Her areas of specialization are clinical work with children, adolescents and their families, end-of-life issues and the intersection of ethnicity and race in clinical practice. In 1997, she co-authored an article on cross cultural treatment. In August 2004, she completed a certificate program in end-of-life care. She has also served as an adjunct faculty member at Catholic University of America and Smith College School for Social Work.

Families and Children Concentration Current Part Time Faculty:

Sheri Kelfer, MSW, LCSW, a member of the USC School of Social Work adjunct faculty since 1998, has spent the last 20 years providing therapeutic services within community agencies and her private practice. A social worker, psychotherapist and child development specialist, she focuses on sexual, physical and/or emotional abuse; trauma; family conflict; parenting; discipline; separation/divorce; chronic illness; life transitions and school problems. Her knowledge and enthusiasm have made her a sought-after speaker and author of numerous articles.

Previously, Kelfer was a field instructor at USC and taught at California State University, Long Beach, in addition to serving as a clinical consultant for a variety of professional organizations. She also has been a clinical director working with high-risk youth, served on the San Fernando Valley Child Abuse Council, participated on school diversity and tolerance committees and worked with the Federal Employee Assistance Program. In addition to her selection as an Outstanding Young Woman of America, Kelfer has been interviewed for a variety of media, including "The Sunday Edition," 97.1 FM Talk Radio; "The Debra Rich Show;" and "The Ted Rall Show," KFI-AM Talk Radio.

Sara Jimenez McSweyn, MSW, LCSW, has been a part time lecturer within the School of Social Work for some years. Ms. McSweyn has more than 20 years providing mental health services to abused, neglected, and at-risk children and their families in a variety of community based programs with special emphasis on the needs of bicultural, monolingual and bi-lingual Spanish-English speaking families.

CarolAnn Peterson, PhD joined the USC School of Social Work as a part time lecturer in 2004. Dr. Peterson is an advocate for women impacted by domestic violence and has served on state task forces and national committees to effect legislation and policy related to battered women. She provides consultation and conducts training for such organizations as the Los Angeles County Department of Mental Health and the Homeland Security Federal Law Enforcement Training Center, on the impact of domestic violence in the workplace. She is a consultant for the Family Violence Prevention Fund, the national organization on domestic violence and provides assistance to counties on implementing welfare programs for victims of domestic violence. She served on the National Violence Against Women Act and Welfare Re-authorization Committee and has provided assistant to other state coalitions on welfare reform, legislation, and training issues. Currently she is working on a joint project with the California Institute for Mental Health and Children and Family Futures regarding outcome measures for Los Angeles County.

Jodi Smith, MSW, LCSW joined the USC School of Social Work as a part time lecturer in 2007. Ms. Smith is a registered play therapist supervisor, specializes in play therapy in clinical practice with children, adolescents and their families, as well as with adults. For more than 15 years, Ms. Smith has been working with troubled and at-risk children, teenagers and their families in various capacities. She has worked extensively with children in a wide variety of settings including residential treatment centers, hospitals and schools. Currently, Smith is the director of Norton-Fisher Child & Family Programs at West End Family Counseling Services. Additionally, she maintains a private practice in Claremont, Calif. Ms. Smith is actively involved with the California Association for Play Therapy and has held various leadership roles with the organization in the past. In 2005, she had the privilege of participating in a joint relief effort between the Association for Play Therapy and Operation USA to provide direct intervention and training to tsunami survivors and care providers in Sri Lanka.

Carlos Sosa, MSW, Adjunct Assistant Professor, has dedicated his 37-year career to the field of public child welfare. For the past 20 years he has been as a part-time clinical social worker at the Huntington Memorial Hospital Trauma Center, following a stint as former deputy director of the Department of Children and Family Services for Los Angeles County. In addition to his teaching responsibilities at USC and California State University, Los Angeles, he also provides consultation in forensic social work to law firms on cases involving public child welfare litigation. He has been retained on close to 100 cases as an expert witness on policy/regulations and social work procedures. A graduate of California State University, Los Angeles and the University of California, Los Angeles, Sosa is also a Vietnam Marine Corps veteran. Born in Mexico, he is bilingual and trains Spanish-speaking foster and adoptive parents through the community college system. Sosa is married with four children.

Health Social Work Concentration

**Optional Track:
Case Management**

**Sub-concentrations:
Older Adults & Families**

**Kim Goodman, MSW, LCSW-C, Interim Concentration Chair and
Clinical Associate Professor Field Faculty**

SOCIAL WORK IN HEALTH PRACTICE

Dramatic changes in healthcare delivery, technology, and discoveries in genetics and bio-behavioral sciences have created new challenges and exciting opportunities for both clients and social workers. Navigating the increasingly complex health care system and making thoughtful decisions about new treatment options are areas where the health social worker makes a difference. As healthcare becomes more team oriented and less confined to hospitals, health social workers provide specialized leadership. Community practice, conflict mediation, team development, case management, critical path model implementation, solution- focused therapy and policy advocacy are increasingly important in health social work.

Students choosing the Health Concentration will become professionals offering culturally competent services in a variety of healthcare systems and settings, and to a range of diverse consumers. They will be comfortable with cutting edge use of the Internet and other computer technologies as tools for social workers. Concentration courses and field work are designed to prepare you for ethical interdisciplinary practice. Field placements will range from the traditional hospital sites to residential care, ambulatory clinics, home health, and community organizations.

Consistent with best practice models, students will learn classical interaction strategies designed to help individuals, couples, families and groups cope with the stresses of illness and disease and to adapt strategies for maintaining health and wellness. Knowledge of emerging technology, case management models, discharge planning, specific resources and referrals and legal and ethical mandates will be taught.

Issues of health policy, organization and development, macro practice and research will round out your experience preparing you for leadership roles in our diverse and urban environments.

In addition to the required courses, you will have the opportunity to choose from a range of elective courses cross concentrations to further enhance your career goals.

Your course and field work will enable you to:

1. Develop an understanding of the social work role in varied multidisciplinary health settings, learn to make clinical decisions based on social work theory and values, and enhance your ability to work effectively as part of an interdisciplinary team.
2. Obtain knowledge of organizational behavior in the health context, develop competence in administration, program planning, organizational politics and advocacy.
3. Examine theory-driven and evidence based practices and their application to the formulation of social work assessments, treatment plans, and practice with individuals, groups and families in healthcare settings.
4. Identify and effectively analyze the societal forces which shape health policy and service delivery, and understand the subsequent impact on practice.
5. Recognize the role of biological, psychological, social, spiritual, and cultural factors as they affect health, illness and disability across the lifespan.
6. Understand the needs of special populations, as defined by gender, race/ethnicity, socioeconomic status, sexual orientation and exposure to oppression and discrimination.
7. Play a leadership role in program development and proposal formulation and in formulating practice guidelines and practice quality improvement and monitoring.

8. Acquire sufficient competency in research skills to be able to understand and apply research knowledge to practice in the micro, mezzo and macro levels and participate in evaluating one's own practice.
9. Enhance self-awareness for greater effectiveness as a social work professional and leader by examining personal values, attitudes and expectations as they may influence individual performance.

Course Requirements

Students selecting the health concentration must take three core courses and select four electives. As with all concentration year students, health concentration student must participate in the leadership course as well.

Core courses for the health concentration include:

SOWK 631 - Advanced Theories and Clinical Interventions in Health Care Evaluation of theory, best practices, emerging issues, and skill development in health settings; interaction among cultural, socio-economic, and organizational factors.

SOWK 632 - Program Planning and Evaluation in Health Care Program and intervention development and evaluation research in health settings. Issues and skill development in program design and methods for evaluation.

SOWK 636 - Social Policy in the Health Care Sector Evolution and current setting of health policy; dynamic interaction between cultural, socio-economic, and political factors in shaping American health policy. Required for students in Mental Health in Health Settings concentration.

SOWK 686AB – Field Practicum for Health Concentration. This two-semester, 8 unit course, builds upon the first year foundation Field Practicum, and concentrates on knowledge and skill development in clinical practice. Students select placements from a variety of healthcare settings that provide services to adults, children, youth, families, and/or communities. Students complete 600 hours in this practicum, under the supervision of an MSW and carefully selected preceptor(s). Tasks and assignments are designed to expose students to and help them develop knowledge and/or skills in: clinical assessment and intervention, case management, multidisciplinary team interaction, program planning and development, evaluation, leadership, and advocacy.

Courses for the case management option (for Health Concentration students only):

(Note: any student in the School of Social Work may take any of these as electives. Students in the health concentration who are interested in case management can request the option and relevant field placements and seminars).

SOWK 661 - Case Management as a Service Delivery Model Case management as a service model for increasing cost effectiveness and quality of care for diverse populations including transitional planning utilization management and resources utilization.

SOWK 662 - Information Technology for Human Services Information technology as a resource for quality health and human services. Implications for interagency collaboration, empowerment of clients and professionals, evidence-based practice, education and ethics.

Health Concentration Field Agencies (Refer to Appendix for listing)

Types of Employment Settings:

- Adult Day Health Care
- Alternative Treatment Centers
- Assisted Living Facilities
- Community Health Care
- Home Health Care
- Hospice
- Hospital Social Work
- Mobile Clinics
- Rehabilitation Centers
- Residential Settings
- Private Non-Profit
- Private For-Profit
- Specialized Clinics (e.g. oncology, HIV/AIDS, multiple sclerosis, pain management)

Health Concentraion Current Faculty:

Iris Chi, DSW, Professor, Endowed Chair for Chinese Elders - Professor Chi obtained her doctoral degree in Social Work from UCLA in 1985 and was a postdoctoral fellow in gerontology from 1986-87. She has an honorary appointment at the USC Andrus School of Gerontology. Her research focuses on the continuum of care for older adults ranging--health promotion and disease prevention to long term care.

Kathleen Ell, MSW, DSW, - Dr. Ell earned an MSW and a DSW from the University of California Los Angeles. Dr. Ell 's health services effectiveness studies are aimed at reducing barriers to care and have tested multifaceted intervention models among ethnic minority, populations, used MSW/Patient Guide intervention teams, culturally adapted data collection and intervention materials.

Kim Goodman, MSW, LCSW-C, Clinical Associate Professor Field Faculty and Interim Concentration Chair - Kim Goodman obtained her master's degree in Social Work from the Virginia Commonwealth University in 2000. She has experience in oncology, complimentary and alternative treatment, and with LGBTQI communities. She was the Director of Client Services at a private, non-profit organization for women with cancer, their partners, and caregivers.

Bruce Jansson, Ph.D., Driscoll/Clevenger Professor of Social Policy, - Professor Jansson received his MSW and doctoral degrees from the University of Chicago. His research focuses on the evolution of American social policies and policy advocacy. He has written extensively in health ethics and is currently conducting research on the development of public systems of health care in California and Los Angeles County. He is married with a son who is a lawyer specializing in health policy and a daughter who is a speech-language pathologist.

Maryalice Jordan-Marsh, PhD, MSN, MS, FAAN, Associate Professor, Interim Chair, Nurse Social Work Practitioner Program and Case Management option. Dr. Maryalice Jordan-Marsh obtained her doctoral degree in Psychological Studies in Education from the University of California, Los Angeles in 1978 and has master's degrees in Educational Psychology from the University of Oregon and in Nursing from the California State University, Long Beach. Her cross-cultural research focuses on wisdom as a source of social capital for health and the role of the Internet in building intergenerational relationships among older adults.

Sharon Mass, PhD, LCSW, Clinical Associate Professor - Dr. Mass holds a Ph.D., in Clinical Social Work from the USC School of Social Work and a Masters in Social Work degree from Hunter College School of Social work, City University of New York. Dr. Mass has over 25 year's progressive experience in health care, ranging from clinical social work to administration of a case management department in community hospitals, multi-facility health care systems, and academic/medical centers.

Rose M. Monteiro, LCSW, Adjunct Professor, - Professor Monteiro earned her BA degree from Central State University in Edmond, Oklahoma, MSW University of Southern California. Experiences entail 20 years of field instruction, 17 years of teaching at USC and practice in health mental health, schools, correction and probation. Current practice also includes limited private psychotherapy practice and consultation and training to a variety of public and private agencies.

Lawrence A. Palinkas, Ph.D. Feldman Professor of Social Policy and Health- Professor Palinkas received his Masters and Ph.D. in Anthropology from the University of California, San Diego. His expertise lies in the area of behavioral and cross-cultural medicine and health services research. His current research focuses on health disparities, implementation of evidence-based practices, and community-based participatory research.

Janet U. Schneiderman, PhD, RN, Assistant Professor - Dr. Schneiderman received her PhD from the USC Rossier School of Education in 2003. Her research focuses on children in foster care, both in the child welfare department and in public schools. She teaches in the Families and Children Concentration and the Case Management option for health.

Wynne R. Waugaman, PhD, RN, FAAN, Associate Professor - Dr. Waugaman received her PhD and MEd from the University of Pittsburgh and a MSN from Case Western Reserve University. An Assistant Dean of Research in the School of Social Work. She is a faculty member in the COPA concentration. Her research is in the area of professional socialization.

Ann Marie Yamada, Ph.D., Assistant Professor - Dr. Yamada earned her PhD from the University of Hawai'i. Her clinical and teaching areas include cross cultural health/well-being and disability with special interest in stress/coping and stigma. Her research investigates how to improve the methodology of studies addressing cultural competence and disparities in access and use of community-based services. She currently is funded by NIMH to develop an assessment tool and training program to facilitate inclusion of sociocultural factors in the routine delivery of services to underserved populations with severe health and psychiatric disabilities.

The Mental Health Concentration

Sub-concentrations:

Systems of Mental Illness Recovery

School Social Work

Older Adults & Families

Ferol Mennen, PhD, LCSW, Concentration Chair

**Debbie Winters, MSW, LCSW, Field Education Coordinator
(University Park Academic Center)**

**Dianne Golden, MSW, LCSW, Field Education Coordinator
(Orange County Academic Center)**

THE MENTAL HEALTH CONCENTRATION

Theoretical Perspectives

The Mental Health Concentration courses exist within a biopsychosocial framework that emphasizes the interactive and reciprocal functioning of biology, the psyche, the soma, and the environment. Some of the theories that undergird our course work include social learning and modeling (e.g. Bandura) psychodynamic (self psychology and relational theory, attachment and object relations theory (e.g. Kohut, Bowlby, Mahler, Masterson. and others), trauma (e. g. Van der Kolk, Shore, and others), stress and coping (e.g., Ell, Pearlin, Lazarus), and neurobiological (e.g. Cole and others). These theories are coupled with our biopsychosocial framework within the field of social work.

Outcomes: Mental Health Concentration Outcomes

The objectives of the Mental Health Concentration are related to the provision of advanced knowledge, values, and skills for second year students that build on the generalist content of the first year. Specifically mental health students will:

1. Gain an appreciation of mental health as a holistic concept related to a state of positive well-being, not merely the absence of pathology or illness including the knowledge of:
 - a. the socio-cultural and other community influences that enhance mental health and emotional well-being;
 - b. the needs of the individual and significant others;
 - c. recognition of the principles of primary prevention, advocacy, continuity care, citizen participation, attention to vulnerable groups, and the importance of natural support systems.
2. Be able to apply explanatory behavior theories to understand the mental health functioning of individuals, families/couples, and groups. This theoretical understanding exists within our social work biopsychosocial framework that emphasizes the interactive and reciprocal functioning of biology, psyche, soma, and the environment. These theories include social learning, psychodynamic, trauma, stress and coping, and neurobiological.
3. Differentially assess a broad spectrum of common mental health problems encountered by clients in complex urban environments compounded by homelessness, dual diagnosis, health problems, violence, poverty, and discrimination.
4. Design and implement an intervention plan from a range of practice theories, methods or modalities that can be used to enhance or restore more effective mental health and social functioning. There will be an emphasis on those interventions that have been empirically supported.

5. Deliver services to individuals, families/couples, and groups in a way that reflects an understanding and an appreciation of the differences produced by factors such as age, gender, ethnic/racial heritage, socio- economic status, sexual orientation, religious preference, physical ability, and other social factors that may be present in those using mental health services.
6. Know the interrelationship between oppression, disempowerment, and mental health problems and the need to work toward social justice as these factors impact those using mental health services.
7. Expand the understanding of their own values, the use of self, and the ways in which these factors may influence the practice.
8. Apply social work ethics in practice.
9. Have an awareness of the policies and the philosophical and ideological issues reflected in the current structure of mental health service systems as related to the creation of services, organizations, and community practice.
10. Understand the social work perspective by providing leadership in interdisciplinary practice, collaboration, and consultation.
11. Understand mental health organizational functioning within urban communities to determine the adequacy of the organization's service to clients, and demonstrate the ability to develop services to meet unmet needs of clients.
12. Have the ability to critically assess and apply empirically based knowledge to inform their practice in mental health settings.
13. Have the ability to apply social science research methodologies to monitor and evaluate mental health practice.

III. Concentration Requirements

In order to meet concentration objectives, each student will complete an individualized study plan (ISP) that notes elective courses which enhance the primary field setting. The Mental Health Concentration offers a core set of required courses that provide advanced theoretical knowledge, research skills, and clinical skills which permit students to administer direct services to clients within mental health settings. All students are required to take three core courses (SW 605, SW 645, SW 625) plus a field component. *Note that students will take one required practice course on clinical practice with individuals, and they are required to take elective content that fulfills the clinical practice skills components on group treatment and couple/family treatment.* These choices will be noted on the ISP. Students will be exposed to Mental Health policy in the urban environment through an immersion course that occurs in the Fall semester, and macro practice content through a field assignment.

IV. Course Descriptions

1. Human Behavior in the Social Environments in Mental Health (SOWK 605):

This three credit course builds on the content from the human behavior courses from the first year including social learning, psychodynamic, cognitive behavioral, and

neurobiology to help explain the mental health functioning of individuals seen in the mental health service system. There is a particular emphasis on the problems encountered in urban multicultural environments. These theories are expanded upon in this second year course and additional theories are explored, i.e. stress and coping theory, trauma, and the developmental perspective with its emphasis on psychobiology.

2. Clinical Practice in Mental Health Settings (SOWK 645):

This three credit, 3rd level practice course, Clinical Practice in Mental Health Settings, builds on previous practice courses in a number of ways. Previous knowledge and skill regarding life cycle issues and development theory is applied to practice with mental health service populations. Generalist practice skills in working with individuals and their support systems, carried through from the first year, have a new application specifically to mental health services clients. Core concepts of relationship, the therapeutic alliance, and the phases of treatment are applied to common mental health disorders. Within an ecosystemic framework, specific interventions with varying theoretical bases are applied for treatment of disorders. These include psychodynamic treatment (particularly self psychology, object relations and the relational school, and ego psychology), cognitive, and behavioral treatment. The courses are divided by area of practice, children, adult outpatient, and persons with serious mental illness, allowing students to get specialized content by population.

3. Evaluation of Research: Mental Health (SOWK 625):

This three credit course focuses upon application of the scientific research concepts introduced in the introductory research course (SOWK 562) to three areas of social work practice; the evaluation of clinical practice, program evaluation and critique of the research literature with a view to developing and updating evidence based practice guidelines.

Therefore, this course is designed to help you (a) design and implement research to evaluate clinical practice; (b) develop skills in applying research principles and techniques to systematically monitor and evaluate mental health programs with diverse clientele; and (c) develop skills in critically evaluating published research.

In the process of skill development, students should also (d) gain some familiarity with the range of social work and social work related research in the field of mental health; and (e) gain an awareness and understanding of methodological and substantive issues in the conduct of mental health research with regard to oppressed and vulnerable populations such as racial and ethnic minorities, women, and socio-economically disadvantaged populations.

Skills that students can expect to learn in agency settings include:

assessment, i.e., mental status exam, diagnosing (including DSM 1V); treatment and intervention planning (short and long-term and crisis intervention and the rationale to use a variety of theories (e.g. psychodynamic, systems, cognitive behavioral) and modalities such as individual, group, and family treatment; learning about psychotropic medication, case management, prevention, rehabilitation, advocacy, outreach, program development, program delivery; evaluation of services (looking at the effectiveness and outcomes of treatment) as well as legal and ethical issues; inter-professional collaboration, understanding of culture of agency and the socio-

political climate that influences service delivery; and experiences will begin preparation for the clinical license exam.

Range and type of field placements:

There is a wide range of mental health settings including in-patient and out-patient psychiatric facilities and hospitals for adults, older adults and children, community mental health agencies, schools, and health maintenance organizations. Other community agencies offer specialized mental health services to diverse populations such as substance abusers, gay men and lesbians, HIV/Aids infected individuals, and victims of family violence as well as specialized programs for older adults and the recovery models for persons with serious mental illness. Agency settings vary from large comprehensive mental health settings to much smaller agency settings. The population served also varies from low to higher functioning and treatment modalities are geared to the population served. Agencies are located all over Los Angeles and Orange County. Rotations across populations (adults and children) and service types (e.g. family service and school settings) are possible with several of our mental health concentration placements.

Mental Health Concentration Field placement options (Refer to the Appendix for sample list of agencies)

Mental Health Current Faculty:

Helen Land, PhD, LCSW is an Associate Professor and has been on the faculty for over twenty years. She teaches advanced clinical practice with individuals, couples, families, and groups in the Mental Health concentration and Explanatory Theories of Human Behavior in the Doctoral program. She has published widely in the area of stress, depression, and mental health and practices privately in the community.

Shannon Dunn Mayeda, Ph.D, LCSW – is a Clinical Associate Professor. She obtained her Ph.D. at Loyola University of Chicago and she has practiced extensively in the field of severed mental illness. Currently, she teaches mental health practice, practice with the severely mentally ill, psychopathology, and foundation HBSE

Ferol Mennen, PhD, LCSW (Mental Health Concentration Chair) is an Associate Professor and came to USC in 1988 after receiving her MSW and PhD from Tulane University in New Orleans. She has taught first year practice, human behavior, and now focuses her teaching on advanced practice with children and practice in the doctoral program. Her research and publications are in the field of child abuse and neglect and interventions with very young children.

Dorian Traube, PhD is an Assistant Professor and her research interests include the mental health outcomes of urban adolescents, the effects of HIV on urban children and adolescents in the Unites States, the impact of HIV on orphaned and vulnerable children in Sub-Saharan Africa and the decision making processes of young to middle adolescents.

Penelope Trickett, PhD –is the David Lawrence Stein/Violet Goldberg Sachs Professor of Mental Health. She is a developmental psychologist whose research, for the last 20 years, has focused on the developmental consequences of child abuse and/or neglect on children and adolescents and on the characteristics of families in which such abuse occurs.

Doni Whitsett, PhD, LCSW is a Clinical Associate Professor in the School of Social Work where she has taught first-year foundation courses in both practice and behavior and second year mental health course in human behavior and group therapy. In addition to her responsibilities at USC, she has taught the Human Sexuality course required for state licensure for such organizations as the Department of Children's Services, National Association of Social Workers, Department of Mental Health and the Los Angeles Unified School District. Dr. Whitsett also has a private practice where she has been treating individuals, couples and families since 1980. Her specialties include neuro-biology, human sexuality, personality disorders, trauma and post-traumatic stress disorder and cults.

Gary Wood, PhD, LCSW – is a Clinical Professor and has been teaching at the School of Social Work since 1988. He has taught Social Work Practice (SOWK 543 and 545), Human Behavior in the Social Environment (SOWK 503), Social Work Research (SOWK 562), Social Work Research in Mental Health (SOWK 625), Social Work Practice in Mental Health III (SOWK 650), Human Development in Mental Health (SOWK 605), Hypnosis in Social Work Practice (SOWK 699), DSM Elective Course (SOWK 699). He specializes in the areas of stress, pain, anxiety and psycho-neuro-immunology.

Concha Barrio, PhD, LCSW is an Associate Professor and has been at the School since 2006 after teaching at the San Diego State University. Dr. Barrio's has a national reputation in mental health services research, particularly the interaction of ethnicity and effective clinical practice and services to those with serious mental illness. Dr. Barrio has 20 years of social work practice experience in the community and private mental health setting with multi cultural populations. Her teaching experience is in the area of advanced direct practice in mental health settings and psychopathology and the diagnosis of mental disorders.

Karen Lincoln, PhD is an Assistant Professor and *joined* the USC School of Social Work in 2007. Her overarching research agenda examines the well-being of African Americans across the life course, highlighting the interplay between structural factors such as race and socioeconomic status, life stressors like discrimination, and social network factors on mental health. The goal of Dr. Lincoln's work is to explore new and innovative questions around the role of socioeconomic status, race, age and other social location factors in recreating health inequalities and the processes whereby these factors impact mental health among African Americans. Answers to these questions will provide a foundation on which to develop, rigorously test and widely disseminate culturally competent interventions to improve health outcomes for vulnerable populations.

Deborah Winters, LCSW is a Clinical Associate Professor, Field Education, and joined the USC field faculty in 2001. She has been a field instructor for USC and other schools of social work for 20 years. She is a member of the Geriatric Social Work Education Consortium (GSWEC) committee, an agency/university partnership committed to training students with advanced geriatric competencies in aging. She has also been involved with the CalSWEC II Mental Health and Aging Initiatives. Prior to coming to USC, Winters was employed at Pacific Clinics Community Mental Health Clinic for 21 years, where she was a clinician, clinical supervisor and the associate director of the child and family and adult clinic. Current interests include recovery in mental health and reducing the stigma of mental illness, as well as the integration of evidence-based treatment models for this population. She also examines issues of culture and diversity, particularly the role of "anti-racist white people" in creating social justice for all.

Dianne Golden, LCSW is a Clinical Associate Professor, Field Education, and joined the USC clinical field faculty in 2007. She brings more than 17 years of experience within Los Angeles and Orange County, including several years as a field instructor. Golden has a background in teaching and supervising graduate and post-graduate level social workers. She was a director for Pacific Clinics' children's programs in Orange County and eventually became the director of the master's level social work and marriage and family therapy training programs. Golden expanded her practical social work experience as a clinical supervisor and consultant to Orange County organizations Human Options and the Rancho Santiago Community College District, Child Development Services Division. Additionally, she was a foster parent recruiter and trainer for the non-profit agency The Sycamores, where she oversaw the adoption and foster family-based treatment program. Golden's foster care expertise stemmed from her six-and-a-half years as director of foster care for the Children's Bureau of Southern California.

Work & Life Concentration

(Occupational Social Work)

Sub-concentration

Military Social Work and Veteran Services

Michèle Mor Barak, PhD, Concentration Chair

**Jose Coll, PhD, Sub-Concentration Chair – Military Social Work &
Veteran's Services**

Margarita Artavia, MSW, LCSW, Field Education Coordinator

Work & Life Concentration

Overview

With more women, immigrants, and workers from diverse backgrounds entering the workforce, the challenge of balancing the demands of work, family and life increasingly becomes the focus of social work intervention. The Work & Life concentration provides students with skills that will help them provide counseling and therapy (micro), program development, training and evaluation (mezzo), and an understanding of social policies and organizational development and change (macro) in the workplace context. This field of Industrial/Occupational social work is strongly rooted in the values of the social work profession of social justice and equality.

When you meet someone in a social situation, what is the first question he/she typically asks you? Most likely it is “So, what do you do?” Work provides us with food shelter and clothing *and* it plays a central role in our lives, affecting our social and family relationships and even defines who we are! Industrial/occupational social work uses the work place to deliver a variety of services, such as mental health, family therapy, program development and organizational consulting. These services are provided to individuals, families, work organizations and communities.

The U.S.C. School of Social Work has been a pioneer and a leader in this field for the last three decades, and our curriculum has been a model for other schools. The *Work & Life (W&L)* concentration’s curriculum offers students an opportunity to develop careers in a variety of public, corporate and private settings. This curriculum is unique in that it covers all three levels of practice: Micro, Mezzo and Macro.

Courses

You will be required to take three courses within the concentration. The three required courses are:

Clinical Intervention and Advanced Theories in Work Settings

This course applies a psychosocial perspective to counseling and therapy with individuals, couples, families, and groups with diverse urban populations. It puts special emphasis on intervention strategies that are commonly used in the work context such as crisis intervention, task-centered approach and short-term problem solving intervention. Our guiding conceptual framework views occupational social work as a continuum of practice under public, private and non-profit organizational auspices. It spans the gamut from corporate and union settings to welfare-to-work programs.

Program Development, Training, Grant Writing, and Program Evaluation in Work Settings

To promote the fit between individuals and work organizations and improve the welfare of families and communities in our society, there is a need to develop programs that focus on health and mental health promotion of workers. Therefore, this course is based on the assumption that, as a practicing social worker, you will be engaged in program development, training, and grant writing. This course will give you the practical skills to apply research findings in your work and to use research methods to monitor and evaluate the interventions and services you deliver and provide.

Social Policy and Organizational Development and Change

In this course, students are prepared to promote change in organizations directed towards overall workforce well-being, increased organizational effectiveness and improved organization-community relations. It examines social issues that affect work expectations, fears, and opportunities, as well as the conditions of work, work-life, and extra-work experiences. This course focuses on the role of the social worker in policy analysis, assessment, intervention, and re-engineering in order to provide alternative responses within the complex world of work.

Selectives

Since practice in the world of work can give you opportunities to develop your professional career in many directions, we encourage you to select your unique individualized course of studies from among the electives offered by the school. Your field faculty will be available for consultation and will assist you in choosing the courses that best serve your professional goals.

Clients Served

Industrial/occupational social workers provide services to a variety of clients at the micro, mezzo and macro levels. At the micro level, clients include individuals who are currently employed in public, union and private organizations as well as those who are unemployed and seeking employment. These clients need counseling and other services to assist them with a variety of issues such as mental health, substance abuse, or work-family problems. At the mezzo level, clients may include groups of workers who need specific programs and training. Finally, at the macro level, clients may include organizations, communities, or society as a whole.

Types of Employment

Our graduates are working in a variety of positions, settings and positions related to the field of social work and the world of work. Some examples include the following:

- A therapist providing individual and family clinical intervention in an Employee Assistance (counseling services for employees and their families) program in a private university;
- A corporate training officer in a human resource department focusing on training (e.g., diversity, stress management, sexual harassment) in a high-tech company;
- A case manager providing services for displaced actors in a charitable organization established by the entertainment industry;
- A clinical director at the YWCA domestic violence program providing services to domestic violence survivors with a focus on employment as an important tool for empowerment;
- A training director for a foster family agency, providing job training for foster parents with a focus on their foster parent role as a career;
- An employment coordinator at a mental health agency, providing clinical intervention, training and job placement for the chronically mentally ill;
- A manager of a critical incidents debriefing unit in a public utility company (e.g. helping employees work through their traumatic experiences as a result of an accident or disaster).

Skills Developed

At the micro level, students will develop advanced skills in diagnosis and intervention of individuals, families and groups. Specifically, these skills: assessment, diagnosis and referral services in work-related settings with diverse urban populations; intervention skills in working with individuals, couples, families, groups, and social networks from an eco-systems perspective with an emphasis on short-term, crisis intervention and task-centered practice; and skills in the clinical intervention process as it relates to diverse urban populations, relevant to gender, racial and ethnic background, sexual orientation, disability, age, and other characteristics that make people different from the “corporate main stream.

At the mezzo level, students will develop a fresh set of skills in intervention methods including (a) education and training, (b) program promotion and marketing;(c) internal consultation (d) program development, design and implementation. Students will acquire skills in developing and writing a grant proposal to fund social work programs and interventions. Students will also develop skills in applying research principles and techniques to systematically plan, monitor and evaluate the process and outcomes of social work services and programs in the work setting.

At the macro level, students will develop skills in policy practice and organizational development. Students will develop skills in policy analysis, agenda building, and problem definition to assess how social/economic forces affect and shape macro practice in work settings. They will develop an understanding of organizational design and structure, environmental and technological contexts, and organizational-community relations. Students will also develop skills in applying strategies and tactics for influencing employers, employees, work groups and organizations and learn how to plan and implement OD interventions at various levels within the organization.

Placements for the *Work & Life Concentration* (Refer to the Appendix for sample list agencies)

Our field placements provide a variety of educational experiences to students who enter this field of specialization. They are designed to help students gain knowledge and expertise in the various levels of practice and with different populations. Some placements focus more on the micro and Mezzo level of intervention and others are geared more towards the mezzo and macro interventions. Students, in consultation with the field faculty and the field instructor, will select placements that will maximize their learning experiences.

Work & Life Current Faculty:

Margarita Artavia, MSW, LCSW, Clinical Associate Professor and Work & Life Field Education Coordinator – Work related stress and support, social work practice in work environments, cross-cultural projects and programs with specific applications in the work environment.

Jose Coll, PhD, Clinical Associate Professor and Military Social Work & Veteran's Services sub-concentration chair – has published numerous articles and two books; most recently, he co-authored *A Civilian Counselors Primer for Counseling Veterans*. Dr. Coll is a retired disabled veteran who served in the United States Marine Corps.

Ralph Fertig, J.D. – Social work and the law, human rights abuses both nationally and globally, affecting change through social policy. Recent projects include collaboration with Chinese scholars on the development of social work education in China.

R. Paul Maiden, PhD – Employee assistance programs, managed behavioral health care, workplace substance abuse, workplace violence and trauma management, drug free workplace policy, global workplace issues. Recent publications include: *The Older Worker and the Changing Labor Market: New Challenges for the Workplace*, *Global Perspectives of Occupational Social Work*, *Workplace Disaster Preparedness, Response and Management*, *The Integration of Employee Assistance, Work/Life and Wellness*, *Employee Assistance Programs in Higher Education*, Editor-in-chief, *Journal of Workplace Behavioral Health*.

Michàlle Mor Barak, PhD, Work & Life Concentration Chair - Workplace diversity and inclusion, discrimination and empowerment, job stress and social support, Domestic violence in the workplace, corporate social responsibility, and welfare-to-work programs. Recent publications include an award winning book titled *Diversity in the Global Context*.

Linda Poverny, DSW – Workplace health and behavioral health, strategic change management, organizational development, workplace gender and sexual orientation, workplace substance abuse.

Jon Sager, PhD – Organizational development and change, organizational consulting, promoting change in organizations directed towards overall workforce well-being, increased organizational effectiveness and improved organization-community relations.

**Sub-Concentration in
Military Social Work & Veteran's Services**

WORK & LIFE

Jose Coll, PhD, Sub-concentration Chair

MILITARY SOCIAL WORK AND VETERAN'S SERVICES

Introduction

In response to the increased demand for trained professionals needed to assist in the transition, reintegration and care of America's returning warriors and their families, the University of Southern California, School of Social Work has undertaken the development of advanced graduate training in military social work and veterans services. There have been approximately 1,600,000 deployments to Iraq to date. Fifty percent (+/-) of those deployed have been National Guard and Reserves – *Citizen Soldiers*. There are now 870,000 Operation Enduring Freedom (OEF-Afghanistan) and Operation Iraqi Freedom (OIF) veterans and more than 50,000 returnees have already been treated for PTSD. This suggests that there are many more who will be returning sooner or later that will need significant professional intervention. Multiple deployments are also common and will only serve to exacerbate an already critical problem. Added to this scenario are a significant number of returnees who will “fly below the radar” undetected until such a time that their problems cause major disruptions in their family life, their employment and/or their community. Forty percent of OEF/OIF veterans have sought mental health care through the Department of Veterans Affairs. Forty two percent have been diagnosed with a mental health condition 50% of which is post traumatic stress syndrome. It is anticipated that at least 30% of all returning veterans will meet DSM: IV-R criteria for serious mental health disorders ranging from post-traumatic stress disorder, substance abuse, mood disorders and other forms of anxiety disorders (Hoge, et al., 2006).

Target population

The Military Social work and Veteran services sub-concentration targets military personnel, spouses and other military dependants, military retirees who wish to maintain a post-military career affiliation with the armed forces, military veterans who wish to provide professional services to their military comrades, and civilian personnel who are committed to assisting military personnel, their families and military veterans, adapt, cope and manage the stresses and strains of military life and post military life.

Beyond the basic professional social work foundation course requirement of the masters of social work degree the sub-concentration in Military Social Work and Veterans Services will offer a series of highly specialized course focusing on the needs of military personal, veteran's and their families. These courses will include:

Courses Offered:

The Military as a Workplace Culture (1 unit web)

- Uniform code of military justice
- *Just War* Theory
- Unique policies that apply to the military
- Military culture: Officers, *Non-coms*, veterans, citizen soldiers, active reserve, national guard
- Military social work for civilian social workers
- Ethics: dual relationships, confidentiality, self determination, etc.
- Effects of deployment on the military family
- Social work services to veterans
- Visits to military installations and Veterans Affairs (i.e. Naval & Marine base in Ventura, Air Force Base in El Segundo, Camp Pendleton and Coronado in San Diego, VA Regional HQ in Long Beach, VA Hospital in West LA, Vet Center, etc.

Managing Trauma and Post Traumatic Stress in Military Social Work and Veterans Services (3 units)

- PTSD
- Military sexual trauma: harassment, hazing, abuse, sexual assault
- Compassion fatigue
- Developing resiliency in the face of adversity
- Co-morbidity of PTSD and traumatic brain injury and implications for treatment

Clinical Practice with the Military Family (3 units)

- Impact of deployment on the military family
- Family reintegration when returning from the battlefield
- Domestic violence and child abuse
- Coping with rehabilitation and disability management

Preventive Care and Health Management in Military Settings (3 units)

- Evidence based for self care and empowerment in health
- Intervention linked assessment in chronic illness and prolonged trauma
- Concussion disorders and traumatic brain injury (TBI)
- Rehabilitation and disability management,
- Community re-integration and re-employment
- Pain management
- Anticipatory guidance for those who are entering combat duty
- Preparation for psychosocial issues after returning.
- Polypharmacy as opportunity and challenge in health care
- Community as personal and public health resource

Field Practicum (fall/spring)

- 600 clock hour internship in a military hospital, base/installation family services unit, Veterans Affairs, Vet Center, etc.

Individuals pursuing the military social work and veteran's services sub-concentration will also be able to select from a variety of highly relevant elective courses that will serve to enhance their training and future service delivery capabilities. Each of these courses have been enhanced with military and veteran specific content.

Elective options:

- Substance Abuse w/consideration of Other Addictive Disorders
- Domestic Violence
- Disabilities and Family Care giving
- Loss Grief and Bereavement (loss of body image and recovery)
- Spirituality
- Social Work Practice with Severe and Persistently Mentally Ill
- Clinical Practice with Couples
- Psychopharmacology in Mental Health
- Managing Diversity in the Global Context
- Case Management

**Subconcentration in
School Social Work & Pupil Personnel
Services Certification (PPSC)**

**FAMILY & CHILDREN'S
AND
MENTAL HEALTH**

**Stephen Hydon MSW, LCSW, Chair and Field Education
Coordinator (University Park Academic Center)
Leslie Wind, PhD, LCSW Field Education Coordinator
(Orange County Academic Center)**

SCHOOL SOCIAL WORK & PUPIL PERSONNEL SERVICES **CERTIFICATE**

Social Workers who seek professional employment within a California public school system must hold a Pupil Personnel Services Credential (PPSC). This credential is issued to eligible persons by the Commission on Teacher Credentialing (CTC) on recommendation of qualified schools of social work. The USC School of Social Work has a CTC approved program to prepare social workers for practice in public school settings. This preparation can be completed as part of the MSW program. School Social Work contributes to the overall academic success of children and adolescents. The basic requirements are noted below:

I. Academic Concentration & Course Requirements:

PPSC candidates must enroll in either the Family and Children or the Mental Health Concentration in the second year of the MSW program and must enroll in the following specific courses:

- a) Enrollment in a three unit course on Social Work Practice in School Settings (SW 614) in the third semester. This course is concerned with policies, theories and principles underlying the practice of social work in school settings. The focus is on school social work as part of an interdisciplinary approach to resolving school related problems and on the social worker as a facilitator and advocate to aid students, families, schools and communities to achieve educational goals.

II. Field Work Experience in a School Setting:

Fieldwork in an approved school setting for at least one academic year is required. The Family and Children's Field Education Coordinators arrange fieldwork assignments.

III. Other State of California Requirements:

Students are required to be fingerprinted, submit official transcripts and a PPS Application to obtain the credential. This process will be facilitated by Field Education Coordinators. In addition, the candidate for Credential must obtain a passing score on the California Basic Education Skills Test (CBEST). Information about the test may be secured from the USC testing Bureau.

School Social Work Placements (list of placements is only a sample/partial list)

- Anaheim Union School District
- Compton School District
- Children's Bureau-Magnolia School District
- Culver City School District
- Placentia Yorba Linda School District
- San Pedro School District
- Orange County Department of Education
- Santa Monica School District
- Los Angeles Unified School District
- Long Beach Unified School District

- Pasadena Unified School District

**Sub-concentration in
Public Child Welfare**

COPA AND FAMILY & CHILDREN'S

**Jacquelyn McCroskey, PhD, Chair
Paul Carlo, PhD, & Micki Gress, PhD
CalSWEC Program Directors
Rafael Angulo, MSW. LCSW Field Education Coordinator
(University Park Academic Center)**

PUBLIC CHILD WELFARE

The public child welfare sub-concentration was established in 1993 to professionalize social workers in working with children and families within child protective services and their partners including foster family agencies, adoption, and community clinics. Students must be enrolled in the Family and Children's Concentration or in the Community Organization, Planning and Administrative Concentration. The option of enrollment in COPA is available only to students with previous experience in direct practice in public child welfare settings, and whose career objectives include administrative or management positions in public child welfare.

Sub-concentration requirements include:

1. Field work experience in a public child welfare agency for at least one academic year. Stipends of \$18,500 per year are available for students who are preparing for public child welfare through two stipends programs known as IUC and CalSWEC. Specific information on availability and conditions of stipends is available through the coordinator.
2. Enrollment in three-unit course on Public Child Welfare (SOWK 619) in the third semester. This advanced seminar focuses on strategies for improving the public child welfare service delivery system. Issues of child abuse and neglect, in-home assessment and intervention, interdisciplinary collaboration, case management techniques and the interface of child welfare, law, and social policy are examined.

Field agencies include:

- Los Angeles County Department of Children and Family Services. Specialized units involve Family Preservation, Child Sexual Abuse Program, Adoptions, Asian Pacific Unit, Family Maintenance and Family Reunification, Runaway Adolescent Program, Child Fatality Unit.
- Orange County Social Services.

Types of employment:

- Child Protective Services.
- Foster Family Agencies.
- Public and private adoption agencies.
- Community based counseling agencies working with abused and neglected children and their families.
- Residential treatment programs and group homes.

Skills developed include:

- Ethnic sensitive and multicultural practice.
- Strength-based family centered interventions.
- Identification of the multiple family and social forces contributing to child abuse and neglect.
- Accurately identifies physical, emotional, and behavioral indicators of abuse and neglect.
- Ability to gather, assess, and present pertinent information from interviews, case records, and other collateral sources required to evaluate an abuse or neglect allegation.
- Identification of the dynamics of trauma resulting from family conflict, divorce, abuse, and family violence.
- Demonstrates skills in interviewing children and adolescents for assessments, interventions, and forensic purposes.
- Understanding how leaders and managers use the collaborative process for the purpose of planning, formulating policy, and implementing services.
- Understanding how political activities and regulatory, legislative, and judicial processes at local, state, and national levels influence agency policies, procedures, and programs.

**Sub-concentration in
Systems of Mental Illness Recovery**

MENTAL HEALTH

**Ferol Mennen, DSW, LCSW Chair, Mental Health
Concentration**

**Shannon Mayeda, PhD, LCSW Coordinator, Sub-
concentration**

**Debbie Winters, MSW, LCSW, Field Education Coordinator
(University Park Academic Center)**

Diane Golden, MSW, LCSW Field Education Coordinator

(Orange County Academic Center)

SUB-CONCENTRATION IN SYSTEMS OF MENTAL ILLNESS RECOVERY

Because so many issues that concern social workers relate to the mental health and psychosocial functioning of individuals, families, and small groups, the establishment of boundaries for the concentration became an important task. Toward this end we have placed an emphasis in course content and field placements on those target populations that are frequently encountered in mental health service delivery systems, including clients with the more severe and persistent psychological disturbances. Because of the need for service of these clients, the faculty and field representatives developed a sub-concentration for practice with persons who have serious mental illness. Those students electing this sub-concentration take all required courses in the concentration, a required elective (SW 618 social work practice with the severe and persistently mentally ill), have an integrative seminar that will meet every other week during the semester, and have a field placement serving this population.

Students who elect this concentration will be involved in the following activities throughout the year:

1. They will be scheduled to take Practice course with other students who work with persons with serious mental illness so that case examples and some greater course content will be addressed to the client base served.
2. They will be placed at a field agency that serves persons with serious mental illness and will receive supervision from field instructors who are especially knowledgeable about persons with serious mental illness and effective interventions for that population.
3. They will take an integrative seminar in the spring semester that is designed to enhance the integration between classroom and field experiences. Content covered in the seminar may vary from year to year.
4. In the Spring, students will take Social work 618, a course concentrating on integrating explanatory theory, practice models and case examples for persons with serious mental illness individuals.
5. All other courses required on Mental Health concentration students will be required of students who elect the sub-concentration.

Older Adult Sub-concentration

Maria P. Aranda, PhD, Chair

OLDER ADULTS SUBCONCENTRATION

The Older Adults Sub-concentration consists of four required courses, SOWK 653, SOWK 616, SOWK 686a, and SOWK 686b.

Fall Semester

SOWK 653 (1 unit): Integrative Seminar in Aging

SOWK 686a (4 units): Field Practicum I

Spring Semester

SOWK 616 (3 units): Clinical Practice with Older
Adults

SOWK 687b (4 units): Field Practicum II

Students who enroll in the Older Adult Subconcentration will be able to:

1	Understand the effect of ageism on older adults; being increasingly aware of their own views, biases, and fears toward aging, death and dying
2	Understand the complexity of interaction between physical, emotional, and social forces of aging on individual
3	Be aware of the diversity of cultural, spiritual, and ethnic needs and beliefs of older adults and family members, and understand what is culturally appropriate practice
4	Gain knowledge of various social policies and their impact on older adults and their families
5	Critically evaluate the value conflicts and ethical dilemmas represented by personal, professional and societal values and their application to social work practice in complex, urban, multicultural environments
6	Demonstrate knowledge of the biopsychosocial and life span development of individuals in later adulthood
7	Critically discuss the application of evidence-based, multidisciplinary assessments and diagnostic tools to older adults
8	Critically evaluate strengths-based, empowerment-oriented, evidenced-based practice with older adults and their caregivers
9	Critically evaluate practice theories and perspectives that address diversity, populations-at-risk, and social and economic justice
10	Demonstrate understanding of the role that research plays in generating, supporting, and revising knowledge and the relative gap of empirical evidence across theories and populations
11	Understand demographic and epidemiological trends which highlight the global aging patterns in the 21 st Century
12	Develop the facility for oral and written expression and analytic thinking necessary or professional social work practice

SOWK 653 (1 unit): Integrative Seminar in Aging

This one-unit course is offered during the students’ third semester in the MSW program. The seminar provides an introduction to the concepts and skills needed for effective social work practice with culturally/ethnically diverse older adults and their families. In so doing, the seminar builds on the knowledge gained in concentration-specific courses, and examines how it can be applied in direct and indirect practice with elderly clients and their family members. The course will cover physical, emotional and psychological processes that occur as one ages. We will also discuss social aspects of aging as they relate to family roles and responsibilities, cultural diversity, social support networks and the use of health and social service. Particular emphasis will be placed on helping students to identify personal and societal values regarding the aging process.

SOWK 616 (3 units): Clinical Practice with Older Adults

This three-unit course is offered during the student’s fourth semester in the MSW program. This course provides an intensive examination of practice issues related to strengths based,

empowerment-oriented social work practice with older adults and their families in complex, urban and multicultural environments. Given the phenomenal growth of the older adult population in the U.S., the social work practitioner is likely to encounter clients who are dealing with the challenges of their own aging and/or that of family members. Clinical competence in gerontological social work requires a keen understanding of developmental issues of adulthood and late life, as well as the application of empirically-supported assessment and interventions in real life situations. Students gain an increased understanding of the needs, strengths and sociocultural diversity of older adults and their caregivers. This understanding serves as a basis for the application of practice concepts and critical thinking skills gained in previous semesters to the development of purposive interventions responsive to the particular issues facing diverse older adults and their caregivers. Attention is given to empowerment and evidenced-based interventions at individual and programmatic levels for older populations with mental health and chronic care conditions. **NOTE:** This course is also available as an elective to all social work students regardless of their primary concentration election.

SOWK 686a and 686b (4 units each course): Field Practicum I

Students in the Older Adult Subconcentration receive field instruction during their second year in an agency which can provide them with opportunities to work with older adult clients. Students are expected to have at least 200 hours of experience (out of a total of 600 hours of field instruction in their second year) providing social work services with older adults and their families. This is approximately one day per week, and includes direct and indirect service provision as well as supervisory and recording time related to work with older clients.

Such field experience may include crisis intervention, short-term individual treatment, long-term individual treatment, marital or family therapy, group work, community organizing, advocacy, program development, and/or program evaluation. Among the treatment issues and problems which students encounter are developmental tasks of aging (e.g., retirement, changing family relationships, physical and social losses), crises related to stressful life events (e.g., illness, death, relocation), psychopathology (e.g., depression, schizophrenia, substance abuse), and late-life dementing illnesses (e.g., Alzheimer's disease and related disorders). To the extent possible, students are given an opportunity to work with older adults who are frail as well as those who are healthy, and with those who reside in institutions as well as those who reside in the community.

Case Management Option

Maryalice Jordan-Marsh, PhD, Chair
Wynne Waugaman, PhD
Janet Schneiderman, PhD

CASE MANAGEMENT

The School of Social Work offers a case management or care coordinator option in the MSW curriculum. Graduates learn to plan, design, and develop resources for health and social service intervention programs; conduct social and health assessments of individuals, families, and diverse populations with complex needs; provide team leadership; offer holistic treatment of health and social problems; and advance the field of behavioral health through professional leadership and research in community-based settings. This option offers unique skills in information technology, coordination of care, and insights into how health policy affects resource allocation and care outcomes.

Course Requirements for the Case Management Option:

As part of the MSW curriculum, students take four (4) special topics/elective courses during the Concentration Year of study. Students enrolled in the case management option are required to take three (3) of these courses to fulfill these requirements as follows: Case Management as a Service Model (SOWK 661) and Information Technology for Human Services (SOWK 662); and Social Policy in the Health Care Sector (SOWK 636). The fourth elective is chosen in consultation with the Concentration field Advisor. This coursework and field practicum will make graduates eligible to take the national certifying examination in with the se management offered by the American Case Management Association, the Case Management Society of America and American Nurses Association (if the student is in the Nurse Social Work Practitioner option). A school-issued certificate is granted to students who complete the option.

Note: students in the Health concentration who elect this option will have one additional elective as they are taking the health policy course as a core course.

Field Instruction:

The case management coursework will strengthen the student's knowledge base and practice in the chosen of area of concentration. Students confer with their concentration advisor on how to arrange complementary field experiences that build case management skills.

Course Descriptions:

SOWK 636 - Social Policy in the Health Care Sector: Evolution and current setting of health policy; dynamic interaction between cultural, socio-economic, and political factors in shaping American health policy.

SOWK 661 - Case Management as a Service Model: Case management as a service model for increasing cost effectiveness and quality of care for diverse populations including transitional planning, utilization management and resource utilization.

SOWK 662 - Information Technology for Human Services: Information technology as a resource for quality health and human services. Implications for interagency collaboration, empowerment of clients and professionals, evidence-based practice, education and ethics.

Mental Health Initiative Program Option

**Contacts: Dr. Micki Gress, PhD
Professor Jolene Swain**

**CALSWEC MENTAL HEALTH INITIATIVE
STIPEND PROGRAM
FACTS SHEET**

This program is a part of the State of California's Mental Health Initiative (Prop 63) which is designed in part to educate professionals for work in public mental health settings using a RECOVERY MODEL. This stipend is contingent upon the release of the funds by the state of California to CalSWEC, which includes all participating California schools of social work.

The state departments of mental health are hoping to transform mental health services to four main target groups:

- Seriously and persistently mentally ill adults;
- Older adults with mental illness;
- Seriously emotionally disturbed children and their families; and
- Transitional/high risk adolescents.

Students eligible for this stipend must be entering their Concentration Year of study, with a graduation date of May 2009.

Students must enroll in the Mental Health Concentration, or the Family and Children's Concentration, or the COPA Concentration.

Students must choose one of these four above populations as their area of focus, and they must choose a field placement that works with that same group, in an outpatient/community mental health setting. The placement agency must either be a directly operated county mental health facility OR an agency that has a county contract with the Department of Mental Health. If the student is placed in a county contract agency, they must work in the program/unit that the agency has funded through a DMH contract. Please note that NO in-patient facilities, including jails, state hospitals, and detention centers are acceptable placements for this stipend. Please consult with your field advisor regarding acceptable DMH contract placements.

Students who are in the PPS Program may be eligible for this stipend IF their placement in the school is funded by a DMH contract. Only a very few school placement can qualify for this stipend. Please check with Steve Hydon to confirm school placement eligibility.

All students in this program must enroll in the following courses, in order to meet the required curriculum competencies.

See attached curriculum grid.

1. All students must take a cross population seminar that will be a part of the field practicum, and will constitute additional hours in field. This seminar will meet on Fridays for two hours every other week, for two semesters (a total of 14 sessions, or 28 additional hours) at the UPC Campus.

2. All students will have to take a course in the DSMIV which will incorporate psychopharmacology.
3. All students will have to take a course in Addiction and Recovery, incorporating an understanding of issues of co-occurring disorders.
4. All students, excepting COPA, will have to elect one of three practice courses, depending upon the population group the student has selected for focus.
These electives are:

- 1) Understanding Micro, Mezzo, and Macro Issues with Severely and Emotionally Disturbed Children and Their Families;
- 2) Understanding Micro, Mezzo, and Macro Issues with Transitional Youth; or
- 3) Understanding Micro, Mezzo and Macro Issues with Severely and Persistently Mentally Ill Adults and Older Adults with Mental Illness.

Students accepting this stipend must agree to a work commitment of one year for the one year of stipend support. This work must be done in an MSW position with either a directly operated or a contract mental health clinic within the State of California. Evidence of this pay-back must be provided to USC School of Social Work, and students must agree to participate in a monitoring system, during this payback period. Prior to graduation all awardees are encouraged to attend the Joint Job Fair, which will include information re: the tracking process.

Applications for the stipend may be accessed on-line. All written applications will be evaluated and oral interviews will be scheduled with those students whose written applications are judged excellent. We have 20 stipends to award. Each stipend is in the amount of \$18,500. Awards will be based on the quality of the applications, and the subsequent interviews. All awardees must be in good academic standing (minimum 3.0 GPA). All awardees must be able to pass a criminal background screening prior to the start of the Fall Semester.

Students selected to be interviewed will be contacted after May 13th to schedule an interview. Interviews will be conducted May 20th – May 27th.

If awarded a stipend all students are required to attend an orientation on August 15th. All students who are awarded a stipend must sign a contract with CALSWEC/USC, agreeing to the terms of this award. Please make sure that you will be available on August 15th if you receive this award. It is imperative that you attend the orientation.

Please note that if you receive a stipend it will impact your financial aid package. Myisha Moody, Assistant Director of Financial Aid will meet with all awardees during the orientation to review you packages and discuss any questions re: financial aid as it relates to this stipend.

If you have any questions please contact Dr. Micki Gress at gress@usc.edu, or Jolene Swain at jswain@usc.edu.

Mental Health Initiative Program Option Course Sequence

Concentration	Free electives	Fall Semester	Spring Semester
Required by all students receiving DMH stipend in all concentrations	-	Integrated Seminar	
Mental Health NOTE: not required to take 612 in the Fall or Spring.	2	605-Human Development and Mental Health 645-Clinical Practice in Mental Health Settings 625-Evaluation of Research: Mental Health Elective * 686a- Field Practicum I - 2 nd year Internship in a DMH or DMH contracted facility that specifically works with people with severe and persistent mental illness.	611-Leadership in the Social Work Profession and Organizations 617-Substance Abuse/Addictive Disorders Population Focus Course* Elective* 686b - Field Practicum II
Families & Children	1	601-Advanced Theories and Interventions with Children and Adolescents 611-Leadership in the Social Work Profession and Organizations Required Elective* (see note below) Required Elective* 686a- Field Practicum I - 2 nd year Internship in a DMH or DMH contracted facility that specifically works with people with severe and persistent mental illness.	Required Elective* (see note below) 602-Advanced Theories and Interventions with Families 603-Policy, Planning, and Research for Change in Families & Children Settings Population Focus Course* 686b - Field Practicum II
COPA	1 or 2	629-Evaluation of Research: COPA 648-Management for Community and Social Services Required Elective* (see note below) Required Elective* 686a- Field Practicum I - 2 nd year Internship in a DMH or DMH contracted facility that specifically works with people with severe and persistent mental illness.	611-Leadership in the Social Work Profession and Organizations 639-Social Policy for Managers,Planners,and Community Organizers Required Elective* (see note below) Population Focus Course* 686b - Field Practicum II
MH/PPS	0	605- Human Development and Mental Health 645-Clinical Practice in Mental Health Settings 614-Social Work Practice in School Settings 686a- Field Practicum I - 2 nd year Internship in a DMH or DMH contracted facility that specifically works with people with severe and persistent mental illness. And Field Seminar	611- Leadership in the Social Work Profession and Organizations 602- Advanced Theories and Interventions with Families 603-Policy, Planning, and Research for Change in Families & Children Settings Population Focus Course* 617-Substance Abuse/Addictive Disorders 686b - Field Practicum II And Field Seminar
Family & Children/ PPS	0	601-Advanced Theories and Interventions with Children and Adolescents 611-Leadership in the Social Work Profession and Organizations 614-Social Work Practice in School Settings Required Elective* (see note below) 686a- Field Practicum I - 2 nd year Internship in a DMH or DMH contracted facility that specifically works with people with severe and persistent mental illness.	602- Advanced Theories and Interventions with Families 603-Policy, Planning, and Research for Change in Families & Children Settings Population Focus Course* Required Elective* (see note below) 686b - Field Practicum II

IMPORTANT NOTE REGARDING ELECTIVES: One elective must be 617 Substance Abuse AND one elective must be 612 Psychopathology and Diagnosis of Mental Disorders. Can be taken either semester. Number of free electives available after required electives is listed in the Free Electives column.
Note for COPA: Requirement is 612 or the one unit online Psycho Pathology Course

*Population Focus Course” is one course chosen depending on the student’s area of interest.

- Severely and Emotionally Disturbed Children and Their Families
- Transitional Youth
- Severe and Persistently Mentally Ill Adults and Older Adults