



## **Elective Course Descriptions**

### **SOWK 600 Psychopathology**

This course will provide students with a solid foundation for understanding psychopathology and the knowledge and skills for psychological diagnosis in clinical work. The course will enhance student's abilities to distinguish between normal behavior and psychopathology, identify and classify symptoms into various psychological disorders and identify and understand common myths and stereotypes surrounding various disorders. Specific emphasis will be on understanding the contextual and individual factors related to diversity, equity, and resiliency, comprising internal and external resources that are essential for effective clinical practice

### **SOWK 620 Rural Family Law**

This course will study family law and some of its very important areas. The study principally deals with West Virginia family law but has applications beyond our state. This class is for any student interested in family law, but especially for students who work in the area of family law as social workers, attorneys, counselors, psychologists, law enforcement, and those interested in foster care/adoption. This class is meant to provide you with a basic understanding of West Virginia Family Law, and subjects connected with the above professions.

### **SOWK 620 Brain & Behavior Disorders**

This course will delve into the role the brain plays in common psychological disorders. The course will also examine how some commonly prescribed medications work as well as the effect of common environmental risk factors for psychological disorders on the brain.

### **SOWK 620 Grants**

This is an elective course designed for novice grant writers or those who desire to engage in grant writing. This course is available to all students in the Foundation and Advanced curriculum. The course emphasizes the basics of funding opportunity location and proposal writing. Students are introduced to the concepts and skills underlying systemic approach proposal writing, including but not limited to, the location of funding opportunities, understanding sources of funding, navigating proposal guidelines, and project/proposal development. This course will utilize online instruction, the course text, and online resources.

### **SOWK 620 Addiction, Treatment, and Intervention**

This course provides a working knowledge of the helping process as it applies to treatment of addictions (Alcohol, Marijuana, Stimulants and Opioids). It focuses on assessment and diagnostic skills; the pharmacology of commonly abused substances; appropriate goals and treatment plans; individual, group, and family treatment approaches; the levels of care available

to clients with addiction and their families; current research, trends and success rates in treatment; the impact of sex, age and ethnicity on the treatment process; the ethical guidelines of practice; and the American Psychiatric Association's diagnostic criteria for substance use disorders and their relationship to other mental health disorders.

The main Concord University Educational Goal addressed by this course is Critical Thinking: Student will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions. This will be measured using unit exams, discussion posts and reflection papers.

### **SOWK 620 Maternal & Child Mental Health**

This is an elective Asynchronous online course that prepares students interested in working with perinatal women and their babies/infants to help improve evidence-based and informed practice in the maternal and child mental health area. This course is for a master's level and is limited to advanced social work students. It covers the theoretical underpinning of maternal mental health and interventions and is designed to teach students skills and methods for conducting effective assessments and developing intervention plans. Students will be engaged in learning different screening and assessment tools utilized to identify maternal mental health signs and symptoms, assess psychosocial needs and level of help-seeking, and methods of providing psychoeducation to assist women across diverse populations in recognizing signs and symptoms to improve functioning.

This emphasis centers on perinatal culture-sensitive assessment, intervention, and application to encourage perinatal help-seeking behavior among women. Students will also, in this course, understand the policy implications and gain skills to address ethical dilemmas to enhance quality service delivery when working with perinatal women. It equips students with the competencies and skills required to support and provide effective and efficient mental health and medical services to women to improve both the mother's and babies' wellbeing.

### **SOWK 620 Substance Use: B/G & App**

This is an elective course designed for individuals who wish to increase their knowledge base in substance abuse mechanisms and applications. The course will examine both licit and illicit commonly misused drugs as well as medications. The goals will be to understand both the physiological mechanisms behind commonly misused substances as well as their impact on a rural environment and rurally-centered population. This course will utilize on-line instruction, the course text, and on-line resources.

### **SOWK 620 Domestic Violence**

This course involves the study of crime victims, survivors of violence and abuse. We will examine the physical, emotional, and financial harm people suffer at the hands of offenders, as well as the history, theories, research, legislation, and policy implications related to the social construction of a crime victim. Services and solutions for victims of crime will also be discussed throughout this course. After completing this course, students will:

- Understand the scope of violence experienced across communities and the risk factors and trauma associated with it, including common myths related to IPV, DV and SV.
- Understand causes, factors associated with violence within a social ecological framework that includes the links between IPV, DV and SA and sexism, racism, classism, ethnocentrism, ableism, heterosexism, homophobia, and other forms of oppression.
- Understand attitudes, potential biases, and privileged positions related to the dynamics of violence within communities.
- Describe theories and research findings related to IPV, DV and SV by identify the community resources available to domestic violence victims in the student's community.
- Demonstrate basic skills for detecting family violence and promoting help- seeking of both the abuser and the survivor.
- Describe recent research findings that have been used to advance knowledge regarding IPV, DV, and/or SV.
- Demonstrate knowledge of and basic skills in assessment of risk factors and the effects and the use of assessments for developing intervention and prevention plans.
- Understand common models of intervention for survivors at the individual, family, organizational, community and social levels.
- Develop assessments and interventions for victims, that assist in reducing the incidence of domestic violence.
- Provide critical analysis of the intersections among gender, culture, race/ethnicity, socioeconomic status, and violence; and
- Clearly state the factors contributing to the continuation of domestic violence, the steps necessary for relationship building with victims and their children, and possible solutions for ending intimate partner violence in the United States.
- Incorporate culturally competent social work skills into practice behaviors.
- Understand applicable laws and codes of ethics governing the practice of social work practice with survivors of IPV, DV and SV.

The topics, assignments and materials in this course may bring up strong and difficult feelings to process. In the course we will be discussing case studies and relevant research. These topics are difficult. If you find yourself in distress, you are encouraged to contact the Concord University's Counseling Center

### **SOWK 620 Counseling Theories**

This course presents an introduction to the major theories of counseling and psychotherapy. This class will also address the historical development and views of human nature for each theory. Students will learn the central constructs and methods of the theories as well as their limitations and practical implications. Emphasis is placed on the applicability of the approaches to work with diverse client populations with a focus on rural practice.

### **SOWK 620 Trauma**

This course is designed to prepare social work students for competent social work practice in the field of trauma and the ability to intervene with individuals, families, groups, organizations, and

communities within the practice, research, and policy context. Trauma-informed practice is an ethical obligation of the profession, due to the elevated likelihood of encountering survivors of trauma in all practice settings. Additionally, understanding the impact of secondary traumatic stress, vicarious traumatization, vicarious resilience, and posttraumatic growth is critical to professional growth and development. This course focuses on the best practice standards and research to provide trauma-informed social work practice across rural settings and with rural populations.

### **SOWK 620 SOWK Roles in CJ**

This course is considered an elective within the MSW program and will provide a foundational understanding of the criminal justice system and the various roles of social work that occur within the justice system. Students are introduced to the criminal justice continuum and how social work practice occurs for perpetrators of crime, victims of criminal behavior and communities that have been affected by criminal activities. Throughout the course, students will engage with criminal justice related topics, while concurrently applying varying concepts of identity within the justice continuum.

### **SOWK 620 Clinical Practice Application**

This course builds on previously learned coursework to provide students with advanced skills for the provision of mental health services in rural areas with individuals, families, and groups. As rural practitioners, students must be able to provide mental health assessments and intentions in various settings and with a diverse client base. This course will focus on best practices for assessment and evidence-based interventions for a variety of mental health presentations. Additional focus will be given to the identification of mental health symptom manifestations and possible contributors using a biopsychosocial spiritual model, documentation, and treatment planning. Finally, students will understand social workers' key role in the mental health care system.

### **SOWK 620 Rural Child Welfare**

The purpose of this course is to provide an advanced knowledge of and skills for social work practice in rural child welfare settings. Students will gain knowledge of the underlying theories and systems of rural child welfare practice. We will begin by looking at the origins of child welfare, where it is presently, both in terms of education and practice, and where it might be in the years ahead. Specific topics will include an historical overview, the changing family, poverty, violence and other social problems, day-care, and school-related services, counseling, family-centered services for children, protecting children, court services, ethical issues in child welfare, teen parents, family foster care, adoption, and residential settings focusing primarily on rural practice.

### **SOWK 620 Professional Leadership**

This elective course is designed to provide a basic introduction to leadership by focusing on what it means to be a good leader within the social work profession. Emphasis in the course is on the practice of leadership. The course will examine topics such as: the nature of leadership,

recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, handling conflict, overcoming obstacles, and addressing ethics in leadership. Attention will be given to helping students to understand and improve their own leadership performance.

### **SOWK 620 Contemporary Ethical Issues**

This is an elective course designed to introduce students to contemporary ethical issues while practicing in rural areas. This course is available to all students in the foundation and advanced curriculum. The course will focus on areas such as becoming familiar with the NASW Code of Ethics, becoming self-aware in relation to own personal values and ethics versus professional values and ethics, and looking at ethical dilemmas and ways to deal with them. The course will utilize online instruction, the course text, and online resources.

### **SOWK 620 Gerontology**

This is an elective course designed to introduce students to working in Gerontology in rural areas. This course is available to all students in the Foundation and Advanced curriculum. The course will focus on areas such as needs of rural adults, services to rural adults, competent practice in rural areas, & other issues related to older adults in rural areas. Students with both novice and intermediate knowledge bases in the area of Gerontology in rural areas will find the class beneficial through developing new skills, or enhancing existing skills, in working with this population. The course will utilize online instruction, the course text, and online resources.

### **SOWK 620 Impacts of Incarceration**

This is a course focusing on the impact of incarceration on the children, families, and communities of our current global society, especially in rural areas. The course provides the foundation for understanding the historical development of the practice of incarceration; the impacts of this sentencing as well as viable alternatives to be utilized instead of incarceration. All levels of incarceration are examined from multiple theoretical models. Students will develop critical thinking and assessment skills for competent social work practice.

### **SOWK 620 School Social Work**

This course presents foundation knowledge and skills essential to effective social work practice in school settings. Topics range from the evolution of social work in schools, school social work theory, assessment, and interventions for use in school settings. Education law, especially as it relates to special education eligibility and services, is a core aspect of the course. Content on multiculturalism, diversity, social justice, and social change are integrated into the course materials as those critical issues relate to practice in schools. Students will learn skills and abilities associated with various school social work roles and responsibilities; recognizing that the roles assumed by school social workers vary from state-to-state, district-to-district, and school-to-school.

### **SOWK 620 Crisis Intervention**

This course is designed to introduce students to basic crisis intervention strategies. The course addresses fundamental crisis intervention theory and offers practical applications in various crisis situations. Students will explore various assessments, interventions and crisis treatment issues. Students will gain an understanding of disaster psychology, natural disasters, terrorism, school violence, and suicidality from diverse perspectives. Special emphasis will be placed on the impact of trauma on the individual, family and community. Students will learn and practice applying specific interventions in crisis scenarios.

Concord University Educational Goal- Critical Thinking: Student will demonstrate the ability to access, analyze, and interpret information, respond, and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.