



Graduate Programs Catalog

Academic Year 2023-2024

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HLC statement:

“The University of St. Thomas is accredited by the Higher Learning Commission (www.hlcommission.org; 312-263-0456), an institutional accrediting agency recognized by the U.S. Department of Education.”

MNOHE statement:

“The University of St. Thomas is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. Contact information for the Minnesota Office of Higher Education is:

1450 Energy Park Drive, Suite 350

St. Paul, MN 55108-5227

Phone: (651) 642-0567

Toll Free: (800) 657-3866

Fax: (651) 642-0675

<https://www.ohe.state.mn.us/>”

Specialized accreditation:

GSPP, Social Work, and Nursing - [Specialized Accreditation | Accreditation and Assessment - University of St. Thomas - Minnesota \(stthomas.edu\)](#)

Professional licensure disclosures: [Professional Licensure Disclosures – Professional Licensure Disclosures | Accreditation and Assessment - University of St. Thomas - Minnesota \(stthomas.edu\)](#)

Mission statements:

[University mission](#)

[Morrison Family College of Health Mission and Vision](#)

[School of Social Work mission](#)

[Graduate School of Professional Psychology Mission](#)

[Susan S. Morrison School of Nursing Mission and Vision](#)

University board members:

[University-level Board of Trustees webpage](#)

[Morrison Family College of Health Advisory Board](#)

Institutional officers:

[University-level Leadership](#)

[Morrison Family College of Health Leadership](#)

[2023-24 Schedule of fees, tuition, and any required charges](#)

[2023-24 Graduate Tuition and Fee Rates](#)

[Additional Graduate Cost Information](#)

Refund or adjustment policy:

[eRefunds | University of St. Thomas - Minnesota \(stthomas.edu\)](#)

Student Account Charges and Payment Options:

“Tuition, fees, and other charges for the academic term are billed at the outset of each term. Students are responsible for timely paying all amounts due to St. Thomas. Charges are made to each student’s account established at the time of registration, in accordance with the [Student Payment Agreement and Disclosure Statement](#).
[Tuition, Fees, Charges, and Payment Plans](#)

Students may pay their charges in a single lump sum by the first due date after the charges are billed, or they may pay their charges over a longer time period, in accordance with one of two [Payment Plan](#) options:

- The Extended Payment Plan is available to all students and allows students to pay charges for the fall, spring, and summer academic terms in installments. All charges must be fully paid before the end of the applicable term. Until the charges are fully paid, students will not be permitted to enroll in a subsequent academic term.
- The End of Term Payment Plan is available to students who do not receive financial aid from any source other than their employer, and who are eligible for an employer tuition reimbursement of at least 50% of the tuition balance based on receipt of a satisfactory grade report for the corresponding term. Under this plan, no tuition payment is required until after the end of the term, when grade reports have been issued. If the charges are not timely paid, students will not be permitted to enroll in a subsequent academic term.

Under the payment plans, monthly finance charges will be assessed on the unpaid balance in the student account.

Contact the [Business Office](#) for additional information about payment options.”

[University-wide graduate policies](#)

College- or School-specific graduate policies:

- Admission requirements, either directly stated in the catalog or linked to an external website
 - [Doctorate in Counseling Psychology](#)
 - [Master of Counseling Psychology](#)
 - [Master of Science in Nursing](#)
 - [Master of Social Work](#)
 - [Doctor of Social Work](#)

See program handbook links below for the following policies:

- Graduation requirement policies (e.g., minimum GPA)
- Attendance
- Institutional records about the progress of the student
- Academic probation, suspension, dismissal, including the minimum grades considered satisfactory or progress, a description of the probationary period (if any), conditions of reentrance for those students dismissed for unsatisfactory progress
- Student conduct
- Grading system

- Graduation requirements (required courses, elective courses)

[DSW Handbook](#)

[MSW Handbook](#)

[MSN Handbook](#)

[GSPH Handbook](#)

GRADUATE SCHOOL OF PROFESSIONAL PSYCHOLOGY

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

M.A. in Counseling Psychology - Required Courses (48 credits)

CPSY 600 - Psychological Statistics (3 credits)

CPSY 602 - Learning and Behaviors Change in Counseling Psychology (3 credits)

CPSY 603 - Introduction to Group Psychotherapy (3 credits)

CPSY 604 - Psychological Assessment I (3 credits)

CPSY 605 - Theories of Career Development (3 credits)

CPSY 606 - Basic Counseling Skills Lab (3 credits)

CPSY 607 - Ethics and Professional Issues (3 credits)

CPSY 608 - Counseling Practicum I (4 credits)

CPSY 609 - Counseling Practicum II (4 credits)

CPSY 610 - Counseling Practicum III (4 credits)

CPSY 611 - Theories of Counseling and Personality (3 credits)

CPSY 612 - Human Growth and Development (3 credits)

CPSY 631 - Physiological Bases of Behavior (3 credits)

CPSY 632 - Psychopathology (3 credits)

CPSY 650 - Introduction to Marriage and Family Psychology (3 credits)

CPSY 680 - Diversity Issues in Counseling (3 credits)

TOTAL MINIMUM CREDIT REQUIREMENTS - 48 CREDITS

MASTER OF ARTS IN COUNSELING PSYCHOLOGY WITH
FAMILY PSYCHOLOGY CONCENTRATION

M.A. Counseling Psychology Required Courses	48 credits
Family Psychology Required Courses*	<u>18 credits</u>
TOTAL REQUIRED CREDITS	66 credits

M.A. in Counseling Psychology/ Family Psychology Concentration* - Required Courses (66 credits)

- CPSY 600 - Psychological Statistics (3 credits)
 - CPSY 602 - Learning and Behaviors Change in Counseling Psychology (3 credits)
 - CPSY 603 - Introduction to Group Psychotherapy (3 credits)
 - CPSY 604 - Psychological Assessment I (3 credits)
 - CPSY 605 - Theories of Career Development (3 credits)
 - CPSY 606 - Basic Counseling Skills Lab (3 credits)
 - CPSY 607 - Ethics and Professional Issues (3 credits)
 - CPSY 608 - Counseling Practicum I (4 credits)
 - CPSY 609 - Counseling Practicum II (4 credits)
 - CPSY 610 - Counseling Practicum III (4 credits)
 - CPSY 611 - Theories of Counseling and Personality (3 credits)
 - CPSY 612 - Human Growth and Development (3 credits)
 - CPSY 631 - Physiological Bases of Behavior (3 credits)
 - CPSY 632 - Psychopathology (3 credits)
 - CPSY 648 - Family Dynamics (3 credits)
 - CPSY 650 - Introduction to Marriage and Family Psychology (3 credits)
 - CPSY 651 - Marriage and Family Development (3 credits)
 - CPSY 652 - Marriage Counseling (3 credits)
 - CPSY 653 - Family Counseling I (3 credits)
 - CPSY 654 - Family Counseling II (3 credits)
 - CPSY 655 - Marriage and Family Counseling Internship (3 credits)
 - CPSY 680 - Diversity Issues in Counseling (3 credits)
- TOTAL MINIMUM CREDIT REQUIREMENTS - 66 CREDITS**

MASTER OF ARTS IN COUNSELING PSYCHOLOGY WITH CO-OCCURRING DISORDERS CONCENTRATION
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M.A. Counseling Psychology Required Courses	48 credits
Family Psychology Required Courses*	<u>12 credits*</u>
TOTAL REQUIRED CREDITS	60 credits

CPSY 600 - Psychological Statistics (3 credits)

CPSY 602 - Learning and Behaviors Change in Counseling Psychology (3 credits)

CPSY 603 - Introduction to Group Psychotherapy (3 credits)

CPSY 604 - Psychological Assessment I (3 credits)

CPSY 605 - Theories of Career Development (3 credits)

CPSY 606 - Basic Counseling Skills Lab (3 credits)

CPSY 607 - Ethics and Professional Issues (3 credits)

CPSY 608 - Counseling Practicum I (4 credits)

CPSY 609 - Counseling Practicum II (4 credits)

CPSY 610 - Counseling Practicum III (4 credits)

CPSY 611 - Theories of Counseling and Personality (3 credits)

CPSY 612 - Human Growth and Development (3 credits)

CPSY 620 - Foundations of Substance Use and Addictions (3 credits)

CPSY 622 - Assessment and Differential Diagnosis of Co-Occurring Disorders (3 credits)

CPSY 623 - Fundamentals of Addiction Treatment Planning and Case Management (3 credits)

CPSY 624 - Co-Occurring Disorders and Evidence-Based Treatment Approaches

CPSY 631 - Physiological Bases of Behavior (3 credits)

CPSY 632 - Psychopathology (3 credits)

CPSY 650 - Introduction to Marriage and Family Psychology (3 credits)

CPSY 680 - Diversity Issues in Counseling (3 credits)

TOTAL MINIMUM CREDIT REQUIREMENTS - 60 CREDITS

DOCTORATE IN COUNSELING PSYCHOLOGY

Required Coursework (78 credits)

- CPSY 700 - Introduction to Doctoral Studies in Counseling Psychology (3 credits)
- CPSY 701 - Qualitative Methods of Inquiry (3 credits)
- CPSY 702 - Quantitative Methods of Inquiry (3 credits)
- CPSY 708 - Advanced Practicum I (1 credit)
- CPSY 709 - Advanced Practicum II (1 credit)
- CPSY 710 - Contemporary Approaches to Psychotherapy (3 credits)
- CPSY 715 - Life Span Development (3 credits)
- CPSY 717 - Vocational and Organizational Psychology (3 credits)
- CPSY 719 - Advanced Group and Social Behavior (3 credits)
- CPSY 723 - Supervision and Consultation (3 credits)
- CPSY 735 - Advanced Psychopathology (3 credits)
- CPSY 737 - Psychological Testing II (Personality) and Lab (3 credits)
- CPSY 739 - Learning and Cognition (3 credits)
- CPSY 751 - Prof. Development Seminar in Counseling Psychology (3 credits)
- CPSY 775 - Contemporary Ethical Issues (3 credits)
- CPSY 800 - Internship in Counseling Psychology (9 credits)
- CPSY 801 - Dissertation Measurement and Psychometrics (1 credit)
- CPSY 802 - Dissertation Methods and Scholarly Writing I (1 credit)
- CPSY 803 - Dissertation Methods and Scholarly Writing II (1 credit)
- CPSY 804 - Dissertation Methods and Scholarly Writing III (1 credit)
- CPSY 901 - Diversity Issues in Counseling Psychology (3 credits)
- CPSY 903 - Psychological Testing III (Cognitive) and Lab (3 credits)
- CPSY 908 - Biological Bases of Behavior (3 credits)
- CPSY 910 - Practice Development Seminar I (3 credits)
- CPSY 911 - Practice Development Seminar II (3 credits)
- CPSY 950 - Historical Foundations (3 credits)

Required Elective (3 credits) (Choose one. Not all are offered every year.)

CPSY 752 - Psych in Integrated Healthcare (3 credits)

CPSY 905 - Psychological Testing IV [Neuropsychology] (3 credits)

CPSY 960 - Child Assessment and Treatment (3 credits)

TOTAL MINIMUM CREDIT REQUIREMENTS - 82 credits

Other Electives (0 credit)

CPSY 928 - Doctoral Enrollment (0 credit)

GSPP Course Descriptions

CPSY C00: Statistics

Descriptive and inferential statistics; research models; introduction to research design. **3 credits**

CPSY C02: Lrng/Behv Chg-Counselng Psy

Theoretical approaches to learning and change within the counseling process. Emphasis on both theory and corresponding technical approaches to change behavior. **3 credits**

CPSY C03: Intro Group Psychotherapy

Theoretical models in group psychology, including group process, group dynamics, systems theory, group behavior, systems approaches to group behavior; defense mechanisms in group behavior; group leadership; task-oriented group experience. **3 credits**

CPSY C04: Psychological Assessment I

Measurement theory, reliability, validity, test construction and ethical and legal considerations. Theoretical constructs of various types of psychometric instruments, including aptitude, achievement, intelligence, interest, and personality. Prerequisite: CPSY600. **3 credits**

CPSY C05: Theories of Career Devel

Career Assessment. Comparative theories of career choice and career development. Occupational and environmental analysis techniques. Experience in the use of occupational information and career models. Problem identification for career issues and implications for other major life issues. Prerequisite: CPSY 600 recommended. **3 credits**

CPSY C0C: Basic Couns Skills Lab

Role playing and simulation of specific counseling techniques (in contrast to counseling theories). Peer and self-evaluation techniques. **3 credits**

CPSY C07: Ethics & Profess Issues

Professional ethics, professional standards of care, professional responsibilities, ethical decision-making, and current ethical and legal issues relating to role responsibilities. **3 credits**

CPSY C08: Counseling Prac I

Experience in individual and/or group counseling under faculty supervision in an approved setting. Seminar meetings for supervision, instruction, and discussion. Assignments include submission of audio- or video- taped counseling sessions, delivery of case presentations, and written self-evaluations. This course is the first of three consecutive courses that entail the practicum sequence (CPSY608, 609, 610). The cumulative requirements entails 700 hours on-site activity at a minimum of 20 hours per week for at least 30 weeks. **4 credits.**

CPSY C03: Counseling Prac II

Experience in individual and/or group counseling under faculty supervision in an approved setting. Seminar meetings for supervision, instruction, and discussion. Assignments include submission of audio- or video-taped counseling sessions, delivery of case presentations, and written self-evaluations and final integrative seminar paper. This course is the second of three consecutive courses that entail the practicum sequence (CPSY608,609, 610). The cumulative requirement

entails 700 hours of on-site activity at a minimum of 20 hours per week for at least 30 weeks. **4 credits**

CPSY C10: Counseling Prac III

Experience in individual and/or group counseling under faculty supervision in an approved setting. Seminar meetings for supervision, instruction, and discussion. Assignments include submission of audio- or video-taped counseling sessions, delivery of case presentations, and written self-evaluations and final integrative paper. This course is the third of three consecutive courses that entail the practicum sequence (CPSY608, 609, 610). The cumulative requirement entails 700 hours of on-site activity at a minimum of 20 hours per week for at least 30 weeks. **1 credit**

CPSY C11: Theories of Couns/Personality

This course is designed to provide an overview of the major counseling and personality theories. Major theories of personality and counseling will be explored including: psychoanalytic, existential, humanistic, cognitive, behavioral, constructivist, and family systems. Important emerging theories including constructivist, feminist, and multicultural approaches will be examined as well. The course is intended to provide both theoretical explanations for human behavior and the counseling interventions derived from the theory. **3 credits**

CPSY C12: Human Growth and Development

Examinations of stages of development and relationship between developmental stages and appropriate therapeutic intervention. Course includes childhood, adolescence, adulthood and family development. **3 credits**

CPSY C20: Found. Subst. Use & Addictions

This course provides an overview of the historical foundations and emerging theories of substance use and addictive disorders. An emphasis will be placed on the biopsychosocial model of addiction, the principles of motivation and change within the therapeutic relationship, evidence-based treatment approaches, and the continuum of care for substance use disorders. This course will also explore how systemic and multicultural factors, and other contextual variables influence individual and cultural relationships to alcohol and drugs, through foundational readings on diversity within the addiction field. **3 credits**

CPSY C22: Assmt/Diff Diag Co-Occ Disrds

This course prepares students to provide comprehensive, evidence-based screening and assessment of substance (ab)use and co-occurring disorders. An exploration of the complex and dynamic interaction between substance abuse, mental health symptoms and cultural and environmental factors is a particular focus of the course. The role of the therapeutic relationship and motivational principles in enhancing the assessment process is also explored. An approach to assessment that takes into account a biopsychosocial model with an emphasis on the unique context of the individual client will be promoted. Prerequisites: CPSY 620 and CPSY 632. **3 credits**

CPSY C23: Fund Addict Trt Plng/Case Mgmt

This course provides students with foundational knowledge of and practice in effective treatment planning for clients who present with mental health and substance use disorders. Students will learn how to synthesize and communicate knowledge about substance use and co-occurring disorders to diverse audiences. This course will allow students to prepare for a rapidly evolving healthcare system, so that they may positively affect the care of each client. Students will be

exposed to a broad range of clinical examples representing both dominant culture and underserved groups, requiring students to understand how various dimensions of diversity must be considered in planning treatment, managing cases, and making recommendations and referrals. Prerequisites: CPSY 620 and CPSY 632. **3 credits**

CPSY C24: Co-Occ Disrds & Ev-Based Trtmt

This course offers an integrated treatment model of addiction and co-occurring disorders to prepare students to provide therapeutic services to affected individuals and families, within the emerging recovery-oriented system of care. An emphasis is placed on evidence-based treatment approaches and principles. Experiential exercises are utilized to help students learn to provide effective treatment interventions for co-occurring disorders. The limits of treatment approaches devised primarily for members of the dominant culture will be explored, and both adaptations of treatment models (“top-down approaches”) for particular underserved groups will be covered as well as examples of approaches that have been developed from within cultural context (“bottom-up approaches”) will be addressed. Prerequisites: CPSY 620, 611, and 632. **3 credits**

CPSY C31: Physiological Bases of Behav

Examination of human physiological functioning in relation to behavior. Special focus on neuroanatomy and psychopharmacology. **3 credits**

CPSY C32: Psychopathology

Models for the understanding of behavior disorders, including DSM-IV diagnoses and terminology, and approaches to interventions. **3 credits**

CPSY C34: Trauma and Counseling

This course is designed to help students understand the prevalence and impact of trauma on individuals, recognize post-traumatic stress reactions, and understand contemporary intervention approaches available for people who have experienced trauma. Throughout the course there will be an emphasis on the use and critical review of the research literature as a means of grounding our clinical work and assumptions with this population. **3 credits**

CPSY C48: Family Dynamics

An introductory-level course in marriage and family living. The course covers, but is not limited to, the following areas: family social trends, demographic data, stages of family development, characteristics of healthy families, sibling-position models of family development and of marital patterns, and varying conceptual models of family counseling. In most settings, the instructor utilizes a combination of lecture, videotape presentations and small-group discussions. **3 credits**

CPSY C43: Sexual Health & Gender Issues

This is an elective, introductory, and graduate level course that is meant to broaden your understanding of issues regarding sexual health and gender that you may encounter in the therapy session. A large part of this course is focused on increasing your comfort and competence in having conversations about sexual health and gender with your clients, as well as knowing when to intervene and when to refer. Additional attention will be given to developing and keeping appropriate boundaries with clients when addressing issues of sexual health and gender. Theoretical frameworks regarding human sexuality, sexual disorders, normative vs. non-normative sexual behavior, issues of gender identity and expression, and applicable therapeutic interventions will be discussed. Specific focus will also be given to the co-occurrence of sexual and gender

concerns with mental health and substance use disorders, including discussions regarding prevalence and potential presentations. **3 credits**

CPSY C50: Intro to Marr/Fam Couns

Overview of marriage and family counseling, including application of family psychological theory to family problem solution. Intervention strategies based on family psychology theory. **3 credits**

CPSY C51: Marriage/Family Devel

Theory and research relating to marriage and family development, including family history, transgenerational family models, and developmental patterns involved with marriage and family growth. Prerequisite: CPSY 650. **3 credits**

CPSY C52: Marriage Counseling

Theory and techniques of marital therapy, including dysfunctional communication patterns, pathological marriage patterns, factors in marital selection, marital stress, behavioral approaches to marital therapy, family systems approaches to marital therapy, and psychoanalytic approaches to marital therapy. Prerequisite: CPSY 650. **3 credits**

CPSY C53: Family Counseling I

Advanced family assessment, communications and systems approaches to family problem identification. Compare and contrast various family theories in terms of problem identification. Understanding of philosophical orientation and research underlying family psychology. Prerequisite: CPSY 650. **3 credits**

CPSY C54: Family Counseling II

Understanding theory and research in current family systems models of intervention. Family systems approaches to problem solution utilizing these theories. Prerequisites: CPSY 650 C 653. **3 credits**

CPSY C55: Marr/Fam Couns Intern

Supervised clinical experience in marriage and family counseling designed to translate theory and skill development to practice. Supervision via tape, videotape, observation or case presentation methods, depending upon placement and professional ethics. Prerequisite: CPSY 650, 653, 608, 609, C 610. **3 credits**

CPSY C80: Diversity Issues in Counseling

Counseling with cultural differences, family concepts, traditions of multicultural perspective, ethnic concerns, and approaches to therapy based on cultural differences. **3 credits**

CPSY C38: Mentor Externship

Mentor Externship is an individual semester seminar course for students. The seminar focuses on the externship experience and links experiences in the professional setting to content from the required graduate coursework, ethics and standards of the profession. The course incorporates individualized guidance to assist each student in their self-directed professional development journey. **0 credits**

CPSY 699: Practicum (continuation) 1 credit

CPSY 700: Int Doc Prj/Counseling Psy

An introduction to the criteria and processes required for organizing scholarly studies in professional psychology. The structures, procedures and resources for developing a doctoral project will be outlined. The course emphasizes relevant questions, problems, and topics to pursue as possible counseling psychology doctoral projects. **3 credits**

CPSY 701: Qualitative Meth of Inquiry

A survey of diverse qualitative methods of inquiry applicable to the study of professional psychology. The course includes examination of examples of qualitative research in professional psychology and critical review of qualitative research designs. Students will develop a written and oral qualitative research proposal. **3 credits**

CPSY 702: Quantitative Meth of Inquiry

A survey of quantitative methods of inquiry in psychology. Emphases on application of statistical techniques and critical review of quantitative research designs. Includes review of psychometric theory and discussion of mental health outcome evaluation methods. **3 credits**

CPSY 708: Advanced Practicum I

Supervised experience in counseling psychology within an appropriate approved setting. Student receives supervision and consultation throughout the experience. Faculty and student design practicum to complement student's career goals and previous counseling experience. Weekly faculty consultation is provided in Practice Development Seminar (CPSY 910 and CPSY 911) in which students are required to be concurrently registered. **1 credit**

CPSY 703: Advanced Practicum II

Supervised experience in counseling psychology activities designed to enable students to develop additional doctoral level competencies (e.g. assessment, teaching, consultation, supervision, therapy with specific population, etc) not available to them in CPSY 708. Weekly faculty consultation is provided. **1 credit**

CPSY 710: Contemp Appr to Psychotherapy

An exploration of the theoretical foundations, practical strategies and techniques of various contemporary approaches to psychotherapy; ethical considerations in contemporary therapy. **3 credits**

CPSY 713: Relationship Counseling

Techniques of relationship therapy, including dysfunctional communication patterns, pathological relationship patterns, factors in relationship selection, and relationship stress. Addresses counseling skills and various approaches and techniques of relationship therapy. Ethical considerations in relationship counseling/therapy. **3 credits**

CPSY 715: Life Span Development

Examination of stages of development and relationship between developmental stages and appropriate therapeutic intervention. Course includes childhood, adolescence, adulthood and family development. **3 credits**

CPSY 717: Vocational/Organiz Psych

Course is designed as a doctoral course in career theories and career development, including career choice, assessment tools, and career development, including career choice, assessment tools, and career counseling, along with organizational consultation within the workplace. **3 credits**

CPSY 713: Adv Group and Social Behav

Theoretical review of social and group processes and interactions. Integration of selected principles from social psychology, social influence, social learning, social anxiety, social cognition, self-efficacy, attitude change, prejudice with models of group behavior. **3 credits**

CPSY 723: Supervision & Consultation

Theoretical models of therapy supervision, including examination of current theory and research. Current and historical models of consultation. Practice in and assessment of individual clinical supervision skills. **3 credits**

CPSY 735: Advanced Psychopathology

Diagnosis and treatment of behavior disorders, with special emphasis on treatment planning regarding affective, anxiety, and personality disorders. Ethical considerations in use of medical model nomenclature. **3 credits**

CPSY 737: Psy Test II Personality/Lab

Course explores the theoretical bases of personality assessment as well as the use of psychological instruments in the assessment of personality traits and characteristics. Students receive a review of psychometrics. These instruments include, but are not limited to CPI, MMPI-II, and MCMI. The impact of culture on personality assessment, methods of incorporating personality test results into psychological reports, and ethical issues pertaining to personality assessment will be examined. Students will gain experience administering, scoring and interpreting frequently used personality assessment instruments under faculty supervision. **3 credits**

CPSY 733: Learning and Cognition

Principles of learning (classical, operant conditioning, social learning). Exploration of theoretical framework of human cognition. Conceptual structures of short- and long-term memory. Theories of emotion. **3 credits**

CPSY 751: Prof Dev Sem/Counseling Psy

This course is designed as a seminar focusing on current professional issues in counseling psychology, the use of self as the instrument of counseling/therapy, and the professional growth of the counseling psychologist as a life-long process. **3 credits**

CPSY 752: Psych in Integrated Healthcare

This course focuses on the role of psychology within integrated healthcare. It covers the history of the field of health psychology and assessment/treatment models utilized in integrated care settings. Specific and common health issues addressed by psychologists practicing on interdisciplinary medical teams are a focus of the course. Additionally, ethics, cultural considerations, interdisciplinary consultation C interprofessional communication, and advocacy are

also addressed. **3 credits**

CPSY 775: Contemporary Ethical Issues

Ethical standards and rules of conduct in professional psychology. Current issues relating to ethical and professional behavior in psychology. **3 credits**

CPSY 800: Internship: Counseling Psych

Supervised practice of counseling psychology congruent with professional standards. A 2,000 hour internship is required to be completed within 24 months. Students can complete the internship over 12 months during the fourth year or up to 24 months during the fourth and fifth years. **3 credits**

CPSY 801: Diss Msrmt Psychometrics

This course addresses fundamental concepts in psychological measurement and psychometrics including reliability and validity, testing statistics, test construction strategies, testing ethics as related to psychometrics and measurement theory, an introduction to generalizability theory and item response theory, and skill development in evaluating tests and measures for inclusion in the dissertation and expression of psychometric properties and the description of measures used in the dissertation. **1 credit**

CPSY 802: Diss Methods Writing I

Part I of a three part series, this course is designed to orient students to conceptualizing and designing a research study. Students will develop skills in providing a critical review of the literature, identify research questions and hypotheses, and make compelling rationales for their dissertations in filling needed scholarly gaps. Prerequisites: CPSY 701 and CPSY 702. **1 credit**

CPSY 803: Diss Methods Writing II

Part II of a three part series, this course is designed to provide students with advanced knowledge in research paradigms and methodologies including mixed methods, participatory action research, case studies, critical theories, narrative approaches, grounded theory, phenomenology, and program evaluation. The course also reviews research ethics and justice. Students will apply this knowledge through identifying appropriate methods for their dissertation research and conducting institutional review board applications. Prerequisite: CPSY 802. **1 credit**

CPSY 804: Diss Methods Writing III

Part III of a three part series, this course culminates in applying knowledge and skills learned in parts I and II through writing and proposing the dissertation proposal. Students will produce completed drafts of research proposals including a manuscript style introduction, critical literature review, and methodologies. Students will present their mock proposals to peers and engage in scholarly critique of each other's work in preparation. Prerequisite: CPSY 803. **1 credit**

CPSY 825: Doctoral Project

The Doctor of Psychology degree (Psy.D.) requires completion of a doctoral project demonstrating a student's ability to assess, critically evaluate, and integrate knowledge gained from research, theoretical, and clinical sources regarding a topic of interest. The project consists of a critical scholarly literature review section followed by a section which discusses issues related to

implications, and culminates in a written document and oral presentation. Registration may be for 1 hour credit during 3 consecutive terms or for a maximum of three hours during a single term. Three hours maximum. **3 credits**

CPSY 301: Diversity Issues-Couns Psyc

Course focuses on training counselors and psychologists in cultural-relevant counseling skills. Two concerns relevant to any multicultural preparation are discussed and analyzed: 1) the influence of cultural diversity on counseling intervention and 2) developmental aspects and issues specific to individual culture and gender concerns. **3 credits**

CPSY 303: Psy Test III Cognitive/Lab

Course is designed to teach administration, scoring, interpretation of standardized individual mental tests. These instruments include, but are not limited to, the WAIS-R and WISC III. Students receive a review of psychometrics. The impact of culture on test results, methods of incorporating cognitive test results into psychological reports, and ethical issues pertaining to cognitive assessment will be examined. Students will gain experience administering, scoring, and interpreting assessment instruments under faculty supervision. **3 credits**

CPSY 305: Psyc Testing IV-Neuropsych

Course is designed to provide an introduction to neuropsychological assessment. A foundation for such assessment will be provided, including neuroanatomy, neuropathology, and neuropsychology followed by an overview of neuropsychometry. **3 credits**

CPSY 308: Biological Bases of Behavior

This course examines human physiological functioning in relation to behavior. In particular, mechanisms of neurotransmission, neuroanatomy, psychopharmacology, and brain pathology as it pertains to neurological and psychiatric disorders are explored. **3 credits**

CPSY 310: Practice Development Sem I

Professional development seminar is designed to provide supervision and consultation for practicum experience along with discussion of assessment and intervention strategies and professional responsibilities as a counseling psychologist. Topics examined through the consultation process include: peer supervision, utilization of self, counseling/psychotherapy process, assessment and intervention strategies, quality assurance, legal and ethical considerations, and culturally diverse counseling intervention. Course requires concurrent registration with CPSY 708, Doctoral Practicum. **3 credits**

CPSY 311: Practice Development Sem II

Professional development seminar is designed to provide supervision and consultation for practicum experience along with discussion of assessment and intervention strategies and professional responsibilities as a counseling psychologist. Topics examined through the consultation process are: counseling/psychotherapy procedures, ethical and legal concerns with intervention, peer supervision, theoretical basis of intervention, quality assurance, and integration of self, process, and theory. Course requires concurrent registration with CPSY 708 Doctoral Practicum. **3 credits**

CPSY 328: Doctoral Enrollment

Doctoral students must maintain continuous enrollment from the time of admission until the dissertation is completed. During any semester in which they are not registered for a regular course (Doctoral Project or Internship), they must register for and pay a special tuition for CPSY 928 (Permits validation of student ID). **0 credits**

CPSY 350: Historical Foundations

This course explores the historical background, context, and foundations of the practice of counseling psychology. Historical and philosophical roots of modern psychology are traced and linked to application in contemporary counseling psychology. Topics include the history of counseling psychology as a profession, history of counseling/psychotherapy approaches and theories, and important debates and controversies in scientific psychology. **3 credits**

CPSY 3C0: Child Assessment/Treatment

Diagnostic assessment of child and adolescent psychopathology and effective intervention to treat psychopathology in children and adolescents. Basic understanding of developmental issues, cultural issues, economic issues and discriminatory factors involved in treatment of children and adolescents. **3 credits**

School of Social Work

ADVANCED STANDING OPTIONS			
1 Year Program	2 Year Program	3 Year Program	Hybrid (2 Years)**
Year One	Year One	Year One	Year One
Summer Session I GRSW 500 GRSW 681 Summer Session II GRSW 625 GRSW 645 Fall Semester GRSW 603 GRSW 607* GRSW 650 GRSW Elective Spring Semester GRSW 604 GRSW 608* GRSW Elective GRSW Elective	Fall Semester GRSW 500 GRSW 645 GRSW 650 Spring Semester GRSW 625 GRSW 681 GRSW Elective	Fall Semester GRSW 500 GRSW 645 Spring Semester GRSW 625 GRSW 681	Summer GRSW 500 GRSW 645 Fall Semester GRSW 625 GRSW Elective Spring Semester GRSW 650 GRSW Elective
	Year Two	Year Two	Year Two
	Fall Semester GRSW 603 GRSW 607* GRSW Elective Spring Semester GRSW 604 GRSW 608* GRSW Elective	Fall Semester GRSW 650 GRSW Elective Spring Semester GRSW Elective GRSW Elective	Summer GRSW 681 GRSW Elective Fall Semester GRSW 603 GRSW 607* Spring Semester GRSW 604 GRSW 608*
		Year Three	
		Fall Semester GRSW 603 GRSW 607* Spring Semester GRSW 604 GRSW 608*	

REGULAR STANDING OPTIONS

2 Year Program	3 Year Program	4 Year Program	Hybrid (3 Years)**
Year One	Year One	Year One	Year One
Fall Semester GRSW 500 GRSW 501 GRSW 505 GRSW 540 GRSW 580 Spring Semester GRSW 502 GRSW 506 GRSW 625 GRSW 645 GRSW 681	Fall Semester GRSW 500 GRSW 540 GRSW 580 Spring Semester GRSW 625 GRSW 645 GRSW 681	Fall Semester GRSW 500 GRSW 540 Spring Semester GRSW 625 GRSW 645	Summer GRSW 500 GRSW 540 Fall Semester GRSW 625 GRSW 580 Fall Semester GRSW 650 GRSW Elective
Year Two	Year Two	Year Two	Year Two
Fall Semester GRSW 603 GRSW 607* GRSW 650 GRSW Elective Spring Semester GRSW 604 GRSW 608* GRSW Elective GRSW Elective	Fall Semester GRSW 501 GRSW 505 GRSW 650 Spring Semester GRSW 502 GRSW 506 GRSW Elective	Fall Semester GRSW 501 GRSW 505 Spring Semester GRSW 502 GRSW 506	Summer GRSW 681 GRSW Elective Fall Semester GRSW 501 GRSW 505 Fall Semester GRSW 502 GRSW 506
	Year Three	Year Three	Year Three
	Fall Semester GRSW 603 GRSW 607* GRSW Elective Spring Semester GRSW 604 GRSW 608* GRSW Elective	Fall Semester GRSW 580 GRSW 650 GRSW Elective Spring Semester GRSW 681 GRSW Elective GRSW Elective	Summer GRSW 645 GRSW Elective Fall Semester GRSW 603 GRSW 607* Fall Semester GRSW 604 GRSW 608*
		Year Four	
		Fall Semester GRSW 603 GRSW 607* Spring Semester GRSW 604 GRSW 608*	

MSW Course Descriptions

GRSW 500: History and Philosophy of Social Work

This course provides a foundation for the graduate social work and includes some texts that will be used across the curriculum. Special emphasis is placed on understanding the history, legacies, philosophy and values of social welfare and social work. This course provides students the opportunity to explore the historical development of the ethics, purposes, and sanctions characteristic of professional social work practice. 3 credits

GRSW 501: Theory and Practice of Social Work I

This course provides the first year MSW student with the knowledge and skills needed for generalist social work practice. Students develop communication and interviewing skills, which are used in work with client systems of all sizes. It is taken concurrently with a field placement, which serves as a practice lab for applying theory and skills learned in the classroom. This first course in a year long sequence (students are expected to stay in the same section both semesters) focuses on understanding the generalist and integrative models of practice, social work values and ethics, the strengths perspective, empowerment principles and basic principles of ethical reasoning. Student self-awareness and self-assessment are especially important since they facilitate the development of an authentic style of practice. 3 credits

GRSW 502: Theory and Practice of Social Work II

This course is a continuation of GRSW 501 and is also taken concurrently with a field placement which serves as a practice lab for theory and skills learned in the classroom. This course focuses on several practice applications: group theory and process (both task and treatment groups), agency change, and understanding the dynamics of unintended discrimination and oppression. As with the first course, student self-awareness and self-assessment are critical to developing a solid foundation for authentic practice. 3 credits

GRSW 505: Field Practicum and Seminar I GRSW 506: Field Practicum and Seminar II

The field practicum is an educationally directed on-site experience under the supervision of an agency-based social work field instructor and a campus based faculty liaison. Students complete a total of 400 hours during the first practicum. On-campus seminars (I and II) taken concurrently with the practicum, assist the student in the integration and application of practice theory to their placement learning activities. The first practicum is taken concurrently with GRSW 501 and GRSW 502: Theory and Practice of Social Work I and II. 3 credits

GRSW 540: Human Behavior and the Social Environment

This foundation course will explore the dynamics of human behavior and prepare a foundation of knowledge on which to build clinical practice skills. Through a study of systems theory, psychodynamic theory and the identification of the biological, psychological and sociological variables influencing development, students will gain a theoretical base for application to the assessment of client systems. Special emphasis in the course is on the important factors of human diversity (ethnic minorities of color, racism, ethnocentrism, aging, sexism, sexual orientation, and religion/spirituality) as they affect the dynamics of human behavior. 3 credits

GRSW 580: Foundation Social Work Research

This course focuses on learning generalist social work research methods and skills. Students will be introduced to the basic concepts of research, allowing them to be both critical consumers and novice producers of research. Skills emphasized include critiquing and analyzing research literature, searching for relevant scholarly articles, writing literature reviews, developing research design, and understanding quantitative and qualitative data analysis. Discussed in the class are frameworks regarding evidence-based practice, diverse client systems, ethical research practice, and social justice. 3 credits

GRSW 590: Topics

The topics course will vary each semester offered and provide an in-depth study of particular issues, concerns and trends in social work. GRSW 590 is a foundation level elective. 3 credits

GRSW 603: Methods of Clinical Social Work I

This course is part one of a year-long sequence requiring students to keep the same instructor over the academic year. This course provides an overview of theories and intervention methods for social work practice. The course focuses on the clinical interview, both with regard to the philosophy and theoretical constructs of the approaches and to the application of those approaches in work with clients from various cultural, ethnic and class backgrounds. Emphasis is placed on differential aspects of assessment and diagnosis of clients of all ages, the formulation of a treatment plan, the therapeutic relationship and the process of treatment. This course is taken concurrently with GRSW 607. 3 credits

GRSW 604: Methods of Clinical Social Work II

This course is part two of a year-long sequence requiring students to keep the same instructor over the academic year. This course provides an overview of theories and intervention methods for social work practice. It is a continuation of GRSW 603. The course focuses on the clinical interview, both with regard to the philosophy and theoretical constructs of the approaches and to the application of those approaches in work with clients from various ages, cultural and ethnic and class backgrounds. Emphasis is placed on differential aspects of assessment and diagnosis of different age groups throughout the lifespan, the formulation of a treatment plan, the therapeutic relationship and the process of treatment. Emphasis is placed on theories and methods of practice with individuals and groups. This course is taken concurrently with GRSW 608. 3 credits

GRSW 607: Field Practicum and Seminar III GRSW 608: Field Practicum and Seminar IV

This course provides advanced learning and practice in settings conducive to clinical social work practice under the instruction of an agency-based social work supervisor and campus-based faculty member.

Students complete a minimum of 600 hours during the practicum. Campus seminars (III and IV) taken concurrently with the practicum provide guidance for learning, continued application of theory and prior experience, and further refinement of social work skills. The clinical field practicum is taken concurrently with GRSW 603: Methods of Clinical Social Work I and GRSW 604: Methods of Clinical Social Work II. 4 credits

GRSW 609: Spiritual Dimension of Social Work Practice

This course conceptualizes social work practice as consisting of seven interrelated elements: use of

theory, goals of practice, context for practice, nature of helping relationship, assessment, intervention and ethical guidelines. These interrelated elements will be explored in the context of religion, spirituality, and various practice settings. Social Work assists people in achieving their full potential within their environmental contexts by adopting a holistic, person-in-environment perspective. Since its inception, the profession has recognized that a holistic perspective requires attending to biological, psychological, sociological, and spiritual human needs. Current trends in social work education support the inclusion of content on religion and spiritual diversity. In accordance with professional policy, this course is an elective that provides an introduction to the spiritual dimension of social work practice. 3 credits

GRSW 612: Grief Counseling and Therapy

The course provides theoretical and applied frameworks for understanding grief and loss as they relate to social work practice. The perspectives and skills taught in the class can be used in recognizing and addressing grief and loss with persons of diverse backgrounds, who are facing a variety of different losses, in a variety of practice settings. The course is designed to be relevant for social work practice in any setting, not just those focused on death and dying. A broad view of the concept of loss will be taken. Students will be able, by the conclusion of the course, to recognize, identify, and respond to losses with those with whom they work. Students will also address matters of self and team care when addressing grief issues with clients. 3 credits

GRSW 614: Clinical Practice with Children

This class will be focused on the normal developmental trajectory from birth through adolescence, with an emphasis on the early formative years. Because pathological development can only be evaluated through the lens of normative development, the first half of the semester will be dedicated to understanding what happens in the normal developmental sequence and what developmental milestones must be reached.

The second half of the semester will look at various pathologies found in children with a goal of discovering the causes of these pathologies and the most useful interventions to help development get back on track. During all of the semester we will also be reading clinical stories, including effective interventions when development goes awry. 3 credits

GRSW 615: Clinical Practice with Couples and Families

This course provides an overview of theory and models of social work intervention with couples and families. Students will learn the philosophy and theoretical constructs of a variety of methods as well as how to apply those methods to clients. In addition, the course will focus on a few common clinical issues which families face, allowing students the opportunity to apply the methods to particular problem areas. Emphasis is placed on both cultural and gender issues, as well as on working with families with both traditional and non-traditional structures. 3 credits

GRSW 616: Clinical Practice with Groups

This theory-based course develops knowledge and skills for the application of research-informed models of clinical social work with groups. It focuses on the therapeutic factors in group process and the tasks and skills of the clinical social worker in composing groups, facilitating group process on behalf of members, and the skills and techniques for responding to group members' special needs. Special emphasis is placed on cultural and gender-sensitive application of the practice models promoting empowerment processes in groups and their application with special populations at risk. Attention is also given to integrating research in the practice of clinical social work with groups. 3 credits

GRSW 618: Cognitive Interventions

This course will introduce students to the effective practice of cognitive behavioral therapy (CBT). Students will be introduced to and will have the chance to practice techniques from CBT such as activity scheduling, thought records, and guided discovery. Students will learn how to conceptualize and to treat broadly from a cognitive behavioral perspective, with attention to forming a cognitive conceptualization, including concepts such as automatic thoughts, intermediate thoughts, core beliefs, and how to work at each of these levels. Students will also learn how to modify and tailor treatment to specific diagnoses such as mood, anxiety, personality, psychotic, and substance-related disorders. 3 credits

GRSW 619: Integrative Psychotherapy

This course on integrative psychotherapy uses a bio/psycho-social/spiritual perspective applied to clinical social work practice. Based on Mindfulness-based Meditation principles and practices, students will explore the mind-body connection informed by neuroscience research, emotional intelligence and mindfulness-based approaches, body-oriented, and contemplative approaches from other east/west disciplines of study. Integrative psychotherapy draws from a range of expressive/healing arts. Through both theoretical and experiential practices students will learn effective and appropriate applications of integrative processes in clinical work with individuals, couples, families and groups. Integrative therapy with diverse mental health issues and client populations will be taught through case examples, classroom activities, discussion and assignments. A strong ethical foundation for practice and the prevention of compassion fatigue will be established throughout the course. 3 credits

GRSW 621: Brief Dynamic Psychotherapy

This course will focus on teaching the theory and practice techniques of brief psychodynamic psychotherapy. Major emphasis will be on one model of brief dynamic psychotherapy being, "Time Limited Dynamic Psychotherapy." The course will focus on the application of this dynamic theory to clinical social work practice. The course will focus on techniques utilized to effect change. 3 credits

GRSW 622: Clinical Practice with Adolescents

This course will focus on teaching clinical social work interventions with adolescents emphasizing a developmental, psychodynamic perspective. The course will focus on developing clinical skills that assist adolescents in dealing with derailed development. 3 credits

GRSW 623: Clinical Practice with Older Adults

Emerging from what we learned through the Hartford Geriatric Enrichment Grant, this course has been designed as a graduate level specialty course on the clinical issues of aging. The course is an examination of aging and the interaction of the biological, psychological, emotional, spiritual, and social/economic factors. By focusing on clinical practice and case management with older adults and their families, the course will provide in-depth knowledge about assessment, diagnosis, treatment and evaluation. In counterpoint to the application of various psychological and cognitive measurement tools, students will discuss the clinical and ethical implications in relation to diversity and populations at risk. Theories of aging and models of intervention will be discussed and critiqued. The role of the clinical social worker will be examined in the various settings and agencies serving aged populations. The course is based on the strengths-based perspective and will provide a variety of viewpoints and case examples of best practice with older clients and their families. 3 credits

GRSW 625: Social Policy

This course explores a wide range of dimensions pertaining to social welfare policy. The social

problems to which policies respond are analyzed and situated within the political-economic structures that produce them. The content and effects of current social policy are examined, and alternative policies are considered. The connections between social policy and clinical social work practice are explored, as are various strategies for influencing social policy, including advocacy, mobilizing, and organizing. 3 credits

GRSW 626: Clinical Practice for the Treatment of Trauma

This course will focus on an understanding of the psychophysiology of trauma and address clinical work with trauma clients. The course will explore trauma's impact on the organization of the self and its implications for treatment. 3 credits

GRSW 627: Clinical Practice in Schools

This course examines the school as a social institution charged with educating and socializing children into American society (Allen-Mears, Washington & Welsh, 2000); and the role of the social worker in such a host setting. Attention is placed on clinical social work with children and adolescents in a school setting, including differential diagnosis and special education mandates. This course examines specific handicaps to learning and the differences between diagnosis and special education labeling. This course emphasizes roles and tasks of the social workers in helping students, schools and families adjust to and cope with special needs. We will explore the process of integrating social work values into a school setting. Emphasis will be placed on evaluation of the effectiveness of school social work interventions. 3 credits

GRSW 628: Clinical Practice with People of Immigrant and Refugee Backgrounds

This course provides an in-depth study of issues related to clinical social work practice with people of immigrants and refugees backgrounds. It is set in the macro context of understanding the experiences of migration and resettlement to the U.S. and to engagement with U.S. service delivery systems. intended to serve refugees and immigrants. Specific clinical skills and strategies for engaging and treating immigrant and refugee clients of immigrant and refugee backgrounds in various practice settings are emphasized, along with research findings on service utilization of immigrants and refugees. 3 credits

GRSW 629: Clinical Social Work Practice in Integrated Healthcare

The objective of this course is to educate social work students in the direct practice of integrated behavioral health in primary care. Students will become knowledgeable of the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention planning and implementation, and practice evaluation. Because the populations served in primary care settings span the spectrum of severity in both the physical and behavioral health dimensions, students will develop competencies in engaging and supporting patients across a range of health conditions. This includes the essential practice skills needed to effectively address the challenges of integrating services, care, and support for persons with health, mental health, and substance use problems. 3 credits

GRSW 633: Dialectical Behavior Theory

This course provides a detailed understanding of the theoretical perspectives, empirical foundations, and treatment strategies of Dialectical Behavior Therapy (DBT). DBT is an Empirically Supported Treatment (EST) approach for working with clients who have difficulty managing symptoms associated with Depression, Anxiety, Personality Disorders and Personality Disorder - Trait Specified Disorders (PD-TS), addictions, and dual diagnosis. DBT assists clinicians in

expanding their expertise and effectiveness working with and supporting clients with dramatic interpersonal styles, difficulty regulating their reactions to external triggers, suicidal issues, and self-harm potential. It is a therapeutic approach that originated from Cognitive Behavioral Therapy (CBT). Students will explore the theoretical basis of this approach, specific DBT interventions, and how to effectively work with high-risk, complex, multi-need clients. Students will be encouraged and challenged to assess and critique how DBT aligns and conflicts with clinical social work practice and values. 3 credits

GRSW 634: Clinical Practice in Military Social Work

This course assumes that students have a basic understanding of the military, service members, veterans and their families. The focus of the work in this course is the development of clinical competencies and use of professional self in military social work practice. This elective draws on theory and research informed strategies for military social work interventions with service members/veterans, couples, family members, and groups. Throughout the course, students will be expected to address their learning in the context of application to practice and leadership in the field. 3 credits

GRSW 645: Assessment and Differential Diagnosis

This course will explore the dynamics of mental health assessment and differential diagnosis. Considering the biological, psychological, sociological and spiritual variables influencing behavior, students will gain a theoretical foundation for understanding and assessing mental health and mental health diagnoses. The impact of diversity, social justice, and social determinants of health on behavioral and mental health will be explored. Special emphasis in this course will be given to the complexity of mental health, and to the use and practical limitations of diagnostic systems, including the DSM-5. 3 credits

GRSW 650: Clinical Supervision and Program Management

This course identifies and examines central concepts, theories and models of clinical supervision and program management. Strategies and techniques for establishing, improving and maintaining the supervisory relationship as a mechanism for maximizing service to clients are considered. Special attention is given to organization dynamics and structure, to delineating the management function, and to issues of power and authority. Emphasis is on the dynamics of supervision, ethical and value principles, professional boundaries and supervision as a leadership function. 3 credits

GRSW 681: Social Work Practice Research

This course focuses on developing the knowledge and skills of the student to be an evaluator of social work practice as well as to be an active participant in adding to the knowledge base of social work. Students will propose, carry out, and present research findings for both a quantitative and qualitative research project. Both research projects include writing a literature review, designing and implementing research methods including human subjects review, collecting and analyzing data, and synthesizing and writing research findings. An emphasis is placed on research writing skills, single system design, and practice and program evaluation. Discussed in the class are frameworks regarding evidence-based practice, diverse client systems, ethical research practice, and social justice. 3 credits

GRSW 682: Clinical Research Project

The purpose of the clinical research project is to provide the student with an opportunity to independently conceptualize a research problem, formulate a research design, implement the research, analyze the data, address ethical and cultural considerations, and disseminate the findings. The project is a logical extension of required research courses (GRSW580 and GRSW681)

and requires application, integration, and further development of previously acquired knowledge and skills from human behavior and the social environment, policy, and practice curriculum areas. The research must be relevant to clinical social work practice and demonstrate an original and clear contribution to the body of social work knowledge in the student's selected area of focus. The project should demonstrate the student's ability to integrate theory with research findings. 3 credits

GRSW 690: Topics

The topics course will vary each semester offered and provide an in-depth study of particular issues, concerns and trends in social work. GRSW 690 is a clinical level elective. 3 credits

DSW Program Outline

Year One

SUMMER

3-day Orientation in Minnesota

2 Week On-Campus Residency, University of St. Thomas, St. Paul, MN

DRSW 700: History of Social Work and Social Work Education

SEMESTER I, FALL

8-Week Online Courses

DRSW 710: Social Work Education

DRSW 720: Social Work Theoretical Perspectives

SEMESTER II, SPRING

8-week Online Courses

DRSW 728: Research and Scholarship I

DRSW 729: Research and Scholarship II

Year Two

SUMMER

2 Week On-Campus Residency, University of St. Thomas, St. Paul, MN

DRSW 727: Banded Dissertation and Scholarship

SEMESTER III, FALL

8-Week Online Courses

DRSW 717: Pedagogies in Social Work Education: Theory and Practice

DRSW 721: Scholarship of Teaching and Learning (SoTL) in Social Work Education

SEMESTER IV, SPRING

8-Week Online Courses

DRSW 723: Engaged Scholarship

DRSW 718: Mission and Purpose through Curriculum

Year Three

SUMMER

2 Week On-Campus Residency, University of St. Thomas, St. Paul, MN

DRSW 725: Career Development Practicum

SEMESTER V, FALL

8-Week Online Courses

DRSW 726: Writing for Publication

Elective Course, choose from:

DRSW 731: Grant Writing

DRSW 734: Leadership, Mentorship and Faculty Development

DRSW 735: Independent Study

SEMESTER VI, SPRING

8-Week Online Courses

DRSW 800: Banded Dissertation

DRSW 801: Banded Dissertation II: Defense

DSW Course Descriptions

DRSW 700 History of Social Work & Social Work Education

This course will examine the history of social work and social work education. By reading and discussing influential historic social work texts, students will understand and consider the enduring tensions, achievements, and possibilities of the social work profession. The influences of socioeconomic class, race, and gender on the

development of social work and social work education are considered. The longstanding tensions between theory and practice and between micro and macro practice are also addressed. The historical legacy of leadership provided by educators and other influential persons in the social work profession are examined. Students will take on the role of professor by presenting historic texts and leading thought-provoking and engaging discussions. Students will conduct a scholarly historic analysis of archival materials on a topic related to social work education that culminates in a research paper and review a peer's final paper, as well. Students will develop a consciousness of their identity as a social work instructor and scholar and be able to identify and articulate the historic antecedents that have influenced this development. **3 credits**

DRSW 710 Social Work Education

This course provides a foundation for analyzing the continuum of social work education in the United States from baccalaureate to masters, through the doctoral degree. It explores the philosophy and process of accreditation both professional and regional. It examines generalist and specialized curriculum models (explicit curriculum) and context, faculty, financial resources (implicit curriculum). Special emphasis is placed on understanding the history, philosophy and values of social work education. The role of professional social work educational associations and their relationship to professional practice associations is reviewed. International social work education is explored. **3 credits**

DRSW 717 Pedagogies in Social Work Education: Theory & Practice

This course provides a container for discerning one's paradigm for teaching and learning, and for selecting teaching methods that are most congruent with that paradigm. Alternative pedagogies for teaching and learning have emerged in social work education, and four pedagogies representing the most traditional to the most radical will be examined. The ontological, epistemological and axiological assumptions of each will be explored as well as other pedagogical issues such as focus of teaching/learning, role of teacher, course structure and methods of evaluation. **3 credits**

DRSW 718 Curriculum Development: Manifestation of Mission and Purpose

The purpose of this course is to explore and address the role of curriculum - implicit and explicit - in operationalizing the mission and purpose of a social work program, regardless of level - BSW, MSW, and Doctorate. Social work programs 'live' in larger institutional, societal and cultural contexts. Based on the grounding provided in previous courses, students will consider the influences on and the role of curriculum in the institution at large, including faculty governance structures that guide curriculum development and changes, the influences of mission and goals on curriculum development at multiple levels, and the unique role of accreditation in the development of social work curriculum. Students will demonstrate their ability to participate in curriculum development through the application of current CSWE Education Policy and Standards (EPAS) to curriculum (explicit and implicit) development activities. Students will independently, and as a team member, implement and map this process from

mission and purpose through delivery to include assessment and ongoing improvement. **3 credits**

DRSW 720 Social Work Theoretical Perspectives

The intent of this course is for students to gain a mastery in the selection and application of theories, concepts and frameworks that serve as the grounding of social work and social work teaching. This course will provide the opportunity for students to identify their own bias in the selection and application of theory and the factors that contribute to this process. This course serves to inform the teaching of all social work practice courses (micro through macro), providing students the opportunity to develop skills in deconstructing and reconstructing key theories and frameworks that are utilized in both practice and classroom settings. This course will provide opportunities for students to critically analyze and compare theories from a variety of frameworks including ethics, diversity and social justice. These critical thinking skills will be exercised through students selecting potential theories and/or frameworks for use in their banded dissertations. **3 credits**

DRSW 721 Scholarship of Teaching and Learning (SoTL) in Social Work Education

The purpose of this course is for students to understand and apply the scholarship of teaching and learning (SoTL) to social work education. We will examine the teaching and assessment practices of exemplar teachers in higher education. We will explore important social justice principles in SoTL generally and teaching evaluation methods specifically, including: multiple learning styles, developmental needs of students, and diversity. Simultaneously, students will develop a scholarship of teaching and learning project throughout the semester, which will consist of detailed and ongoing instructor feedback. For this project, students will create a research proposal consisting of a literature review, conceptual/theoretical framework, sample, measure(s), and analysis plan. This project will arm students with a framework for conducting a scholarship of teaching and learning in their future social work education practice.
. 3 credits

DRSW 722 Mixed Methods of Social Work Research

This course will provide an overview of mixed methods research, with an emphasis on its application in social work research. Students are expected to have a basic understanding of quantitative and qualitative research methods prior to beginning this course. "Mixed methods" refers to the intentional mixing of quantitative and qualitative approaches within one study or across a program of research. Engagement in mixed methods research is intended to enhance the researcher's ability to study complex social phenomena holistically, while minimizing some of the limitations posed by mono-method (qualitative or quantitative) designs. The foundation for conducting mixed methods research in social work is laid by exploring the historical, philosophical, and epistemological, roots of this emerging research methodology. Methods for collecting, analyzing and presenting data will also be discussed. **3 credits**

DRSW 723 Engaged Scholarship

The purpose of this course is to engage directly with scholarly activities such as writing for publication, peer-review, and ongoing assessment of a scholarship agenda as the grounding for a student's development of an identity as a scholar. The work of this course is grounded in the student's Banded Dissertation Plan. Strategies and techniques for establishing, improving and maintaining types of scholarly activities are examined, discussed and implemented. Emphasis in this course is on the development and creation of a ready to submit for publication article. Each student will develop an outline for a proposal for a peer-reviewed presentation at professional conference(s), based on the topic of the manuscript. Professional ethics in scholarly activities such as writing for publication are addressed. Grant writing is described within the context of writing for publication. Students are expected to come to this course with a plan for writing based on their Banded Dissertation Plan. **3 credits**

DRSW 724 Interprofessional Education in Social Work Education

Social Work has a critical role in the development and practice of Interprofessional Education (IPE) grounded in its historical roles in interdisciplinary and multidisciplinary practice settings. In this course, students will explore and analyze the relationship of social work competencies with those currently articulated in IPE in both medical and non-medical settings. Students will consider these intersections in community settings such as the Interprofessional Center for Counseling and Legal Services (IPC) at the University of St. Thomas where faculty, staff and students from law, psychology and social work collaborate to address the needs of underserved clients. Students will analyze the challenges and opportunities provided by Interprofessional education and practice in the academy, the profession and practice. **3 credits**

DRSW 725 Career Development Practicum

In this course, students will articulate the dimensions of their identity as social work educators in preparation for seeking a teaching position in higher education. Grounded in their experience and previous coursework and input from students, classmates and instructor, students will develop and analyze their teaching skills through in vivo teaching opportunities in the classroom. Students will articulate their educator identity through seminar-based consultations with the instructor, peers, faculty development and other career-focused experts. Students will develop updated teaching and scholarship statements; formulate a curriculum vitae showing their teaching, scholarship and service/leadership accomplishments. Guided by the instructor, and with supporting evidence/detail, students will articulate their scholarship agenda and teaching philosophy through practice colloquium presentations. **3 credits**

DRSW 726 Writing for Publication

This course serves as a project-focused seminar with the goal of preparing students to write for scholarly publication. Building on previous coursework, the seminar takes the form of a writing group and emphasizes later parts of the writing process (i.e. writing as

rewriting, refining, and finalizing). The seminar will give attention to topics such as ways to strengthen one's methodology and considerations in choosing and writing with a journal's focus and specifications in mind. The seminar focuses on one paper, offers a social context for writing, and culminates in the finalization of a manuscript, suitable for publication, that can serve as one of the three scholarly products required for the banded dissertation. **3 credits**

DRSW 727 Banded Dissertation and Scholarship

In this course students will identify their primary area of scholarship and research inquiry and develop the proposal for their Banded Dissertation (BD). Students will evaluate a continuum of methodological approaches to consider for their scholarship that are both congruent with social work practice realities and representative of models of inquiry that incorporate multiple world views of knowing and understanding the human experience. Students will learn about how conceptual frameworks guide research and scholarship and identify the conceptual framework that will guide their banded dissertation. Students will learn about the role and management of the institutional review board and the effective management of research projects. Students will explore and critically analyze Boyer's four areas of scholarship: the scholarship of discovery, scholarship of integration, scholarship of application and scholarship of teaching. Students will develop an understanding of the process for publication requirements for scholarship works in peer-reviewed journals and presentation of scholarship at regional and national conferences. **3 credits**

DRSW 728 Research and Scholarship I (Quantitative Methods)

This course introduces students to quantitative research methods in social work. This course introduces students to ways of conducting social work inquiry in natural or controlled settings based on quantitative methods and reasoning. In this course, students will explore the philosophical, epistemological, methodological, ethical and socio-political issues that underlie and influence quantitative research. Students will learn about the role, use and application of apriorism in designing, conducting, analyzing and reporting quantitative studies. We will address reliability and validity as requirements of rigor in the conduct of quantitative research studies. Students will learn the basic elements of statistical analysis and hypothesis testing focused on processes and problems that are the focus of social work practice and education. This course provides the necessary knowledge needed to work on a research-based article that is a requirement of the banded dissertation. Prerequisite: DRSW 720. **3 credits**

DRSW 729 Research and Scholarship II (Qualitative Methods)

This course introduces students to qualitative research methods in social work. Students will learn to gain insight and explore phenomena in their natural settings, interpreting the meaning people attribute to them. Students will learn about the methodological, cultural, ethical and political issues that underlie qualitative research. Students will learn about the unique role of qualitative research for knowledge development, including epistemology, theory, conceptual frameworks, and designs. Students will learn

approaches for generating, interpreting and reporting qualitative data, including strategies for addressing rigor in the analysis of data. Students will learn about reflexivity in the research process and how their culture and place in society affect research methods and the interpretation of data. This course will provide students with a working knowledge of how to use qualitative approaches and methods to understand the perceptions, behaviors, processes and problems that are the focus of social work practice and education. This course provides the necessary knowledge needed to work on a research-based article that is a requirement for the banded dissertation.

Prerequisite: DRSW 728. **3 credits**

DRSW 731 Grant Writing

Developing effective grant writing skills is essential to acquiring competitive funding from internal institutional resources, government agencies or private foundations for research or program evaluation/ development. The ability to write grants is a highly marketable skill that is a blend of both science and art. It requires content knowledge, writing proficiency, strong research skills, creativity, organizational ability and patience. The purpose of this course is to address the essential knowledge and skills of grant writing and provide the experience of writing a grant application from the development of an idea through the submission process for either an academic research proposal or a community-based collaboration. Students will learn and demonstrate the basics of grant writing including identifying and analyzing potential funding sources, creating project goals/study aims, choosing study designs and evaluation plans, addressing budgets and timelines, and responding to grant reviews. **3 credits (Elective)**

DRSW 732 Program Evaluation & Assessment

The purpose of this course is to address the essential knowledge and skills of program evaluation and assessment needed for faculty to actively participate in assessment in their university, college and program. This course also addresses the application of this knowledge and skill set to guide evaluation of programs in the community. Programs of all types are increasingly under pressure to demonstrate their effectiveness and accountability to a variety of internal and external constituencies and stakeholders. They need to demonstrate how they are meeting specific performance objectives and program outcomes, the achievement of which may be linked to continued program funding. This course will provide an overview of approaches and essential skills to participate in program evaluation and assessment for programs in higher education and in the community. **3 credits (Elective)**

DRSW 733 Program Administration

Social work programs operate in the context of a rapidly changing higher education environment. In order to remain responsive to environmental changes, organizational structure and function must have sufficient flexibility to adapt, while maintaining a consistent focus on institutional and program mission. Designing and administering programs which have these qualities requires a knowledge and value base which, while drawing on traditional management theories, is in many important ways unique to social

work. This course is designed to enable students to understand the knowledge base required for program management and to apply it in a manner consistent with social work values. **3 credits (Elective)**

DRSW 734 Leadership, Mentoring & Faculty Development

This course provides opportunities for students to conduct independent explorations of each of three areas that are integral to developing leadership roles: Supervision, mentoring, and faculty development. Using resources provided and those identified through their own research, students will continuously examine their competencies and demonstrate preparation for supervision, mentorship and faculty development in the academic setting. Applications may focus on work with students, colleagues, and/or self-development. **3 credits (Elective)**

DRSW 735 Independent Study

Independent study refers to a type of learning contract in which a registered student and/or professor have the responsibility for defining, organizing and evaluating a special project of limited scope (limited in content and in the time designated for its completion). Independent study provides an opportunity for students to receive one-to-one instruction and guidance, while pursuing a subject of special interest. This work is completed independently under the professor's personal direction. **1-3 credits (Elective)**

DRSW 790 Topics

The topics course will vary each semester and provide an in-depth study of particular issues, concerns and trends in social work practice at all levels and in social work education. Topics may address areas such as emerging trends; the roles and responsibilities of social work educators in leadership in the profession, community, and academy; and the development of scholar-practitioner identity. **1-3 credits (Elective)**

DRSW 800 Banded Dissertation

This course provides doctoral candidates with the framework, final considerations and instructions for the completion of the written DSW Banded Dissertation. Candidates for graduation will have completed three scholarship products which are subject to the peer review process and are linked by issue, theory, theme, pedagogy, or population. The practical aspects of conceptual framing and writing of the dissertation will be addressed. A peer review process will be completed during the course and the students will begin initial consideration of the defense process for their completed dissertation. **3 credits**

DRSW 801 Banded Dissertation II (Defense)

This course is a continuation of Banded Dissertation I. In this course students will prepare for and complete their Banded Dissertation (BD) defense. A public defense is a peer-review process. The purpose of a defense is for the student to explain, describe, and critically analyze and defend their choices for their BD products. Students will

discuss and defend their overall topic, scholarly agenda, the conceptual model for their BD, research method, ideas, and relationship to social work education and/or practice. Students will have the opportunity to publicly present their scholarly work and emerging scholar-identity amongst the faculty, colleagues, and the community at large and engage in public discourse. In this course, students will finalize their BD products and be well prepared for a public defense. Students will experience a public peer-review process, be challenged as they respond to criticism, demonstrate the ability to critically analyze questions and respond to questions, and expect revisions as part of this academic exercise. Prerequisite: DRSW 800. **3 credits**

Susan S. Morrison School of Nursing

SAMPLE DEGREE PLAN:

Master of Science in Nursing (MSN)
20-month program

School of Nursing
Morrison Family College of Health UNIVERSITY OF
St. Thomas

	Year One	Year Two
Summer	Outstanding Pre-Requisites TOTAL CREDITS: Varies	NRSG 600: Perinatal Nursing & Childbearing Families (4 cr.) NRSG 605: Nursing Care for Children and Families (4 cr.) TOTAL CREDITS: 8
Fall	<i>NRSG 515: Whole Person Wellbeing (1 cr.)</i> <i>NRSG 510: Foundations of Nursing Practice (2 cr.)</i> NRSG 520: Nursing Clinical Skills and Health Assessment (4 cr., 60 hours) <i>NRSG 540: Pathophysiology and Pharmacology for Nursing Practice I (3 cr.)</i> TOTAL CREDITS: 10	<i>NRSG 560: Interprofessional Collaboration & Integrative Health Care (1 cr.)</i> NRSG 570: Complex Nursing Care II (4 cr., 90 hours) NRSG 620: Population Health Nursing (4 cr., 60 hours) <i>NRSG 610: Pathophysiology & Pharmacology for Nursing Practice III: Advanced Assessment and Interventions (3 cr.)</i> TOTAL CREDITS: 12
J-Term	<i>NRSG 525: Applied Research & Evidence Based Practice (3 cr.)</i> TOTAL CREDITS: 3	 TOTAL CREDITS: 0
Spring	<i>NRSG 535: Health Equity & Social Determinants of Health (1 cr.)</i> NRSG 530: Psychiatric/Mental Health Nursing (4 cr., 60 hours) NRSG 550: Complex Nursing Care I (4 cr., 60 hours) <i>NRSG 541: Pathophysiology & Pharmacology for Nursing Practice II (3 cr.)</i> TOTAL CREDITS: 12	<i>NRSG 590: Innovation: Advocacy Through Systems Change (1 cr.)</i> NRSG 650: Capstone: Complex Nursing Care III (4 cr., 120 hours) <i>NRSG 640: Informatics and Healthcare Technologies in Nursing Practice (3 cr.)</i> <i>NRSG 670: Nursing Leadership in Complex Health Care Systems (3 cr.)</i> TOTAL CREDITS: 11

Requirements for Degree

56 total credits, including 4 credits in core/concentration.

Clinical Courses in bold

Interdisciplinary Courses in italics

MSN Course Descriptions

NRSG 510: Foundation of Nursing Practice (2 credits)

In this course students will apply strategies for improving the health of the public within the context of nursing's metaparadigm: person, environment, health, and nursing. Emphasis is on recognizing nursing as a profession, person-centered care, and issues and trends in health and health care. The course will include examination of nursing care within health care systems and nurses' roles in influencing health outcomes. Students will address whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration.

Co-requisites: NRSG 515, NRSG 520, NRSG 540

NRSG 515: Whole Person Wellness (1 credit)

This course will offer MSN students the opportunity to learn and reflect upon the risk factors in society that influence health equity, and identify barriers, and solutions that can improve overall health and well-being. Students will examine various conceptualizations of social determinants of health, including those explained and addressed within regional, state, national and international organizations dedicated to addressing health equity. Special emphasis will be placed on initiatives aimed at mitigating factors impacting health equity, specifically for marginalized populations and the

master's prepared nurse's role in mitigation.

Co-requisites: NRS 510, NRS 520, NRS 540

NRS 520: Nursing Clinical Skills and Health Assessment (4 credits)

In this course, students will develop person-centered skills and health assessment techniques. Emphasis is on whole-person wellness, understanding person in the context of their environments, clinical judgment, and safety and quality. Students will analyze the influence of social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration in the provision of clinical skills and health assessment.

Co-requisites: NRS 510, NRS 515, NRS 540

NRS 525: Nursing Research and Evidence-Based Practice (3 credits)

In this course, students will integrate research and evidence-based practice in providing nursing care and refine their critical thinking skills to incorporate innovative perspectives. Emphasis will be on interrelationships between professional, scholarly nursing practice, health systems and the spheres of care, whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration.

Prerequisites: C- or better in NRS 510, NRS 515, NRS 520, NRS 540

NRS 530: Psychiatric/Mental Health Nursing (4 credits)

Students will ascertain the concepts and theories related to the provision of psychiatric/mental health nursing practice. Emphasis will be on nursing therapeutic interventions created for mental health and the care of persons with mental illnesses within the context of disease prevention/promotion of health and well-being, chronic disease care, and hospice/palliative/supportive care, whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration. The course includes integration of didactic and clinical learning in a variety of settings.

Prerequisite: C- or better in NRS 525

Co-requisites: NRS 535, NRST 541

NRS 535: Healthy Equity and Social Determinants of Health (1 credit)

This course will offer MSN students the opportunity to learn and reflect upon social determinants of health and their impact on health equity. Students will examine various conceptualizations of social determinants of health, including those explained and addressed within regional, state, national and international organizations dedicated to addressing health equity. Special emphasis will be placed on initiatives aimed at mitigating factors impacting health equity specifically for marginalized populations and the master's prepared nurse's role in mitigation.

Prerequisite: C- or better in NRS 525

Co-requisites: NRS 530, NRS 541, NRS 550

NRS 540: Pathophysiology and Pharmacology for Nursing Practice I (3 credits)

In this course, students will analyze the integration of pathophysiology and pharmacology. Emphasis is on mechanisms underlying disease and concomitant therapeutic agents to treat disease. This course will encompass pathophysiology and pharmacology in the context of whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and

interprofessional collaboration.

Co-requisites: NRS 510, NRS 515, NRS 520

NRS 541: Pathophysiology and Pharmacology for Nursing Practice II (3 credits)

Students will expand their knowledge of the integration of pathophysiology and pharmacology in this course. Emphasis is on the examination of multifaceted disease processes and concomitant pharmacotherapies. This course is a continuation of Pathophysiology and Pharmacology for Nursing Practice I and will continue to illustrate pathophysiology and pharmacology within the context of whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration.

Prerequisite: C- or better in NRS 525

Co-requisites: NRS 530, NRS 535, NRS 550

NRS 550: Complex Nursing Care I (4 credits)

In this course, students will discover the spheres of care essential for entry-level nursing practice. The examination and application of the spheres of care are within the context of whole-person wellness, social determinants of health and health equity, health care advocacy and systems change and interprofessional collaboration. This course integrates didactic and clinical learning in a variety of settings across the lifespan within families and communities.

Prerequisites: C- or better in NRS 530

Co-requisites: NRS 535, NRS 541

NRS 560: Interprofessional Collaboration and Integrated Healthcare (1 credit)

This course will offer MSN students the opportunity to learn and reflect upon the role of nursing and nurses in myriad interprofessional health care contexts. Students will learn about the importance of interprofessional healthcare teams who understand and invite the contributions of others, while working collaboratively toward optimized patient outcomes in different settings, specifically those that ensure quality and safety. Special emphasis will be placed on the exploration of social identity and the role of assumptions, biases and perceptions, and as well as, microaggressions in nursing and interprofessional teams.

Prerequisite: C- or better in NRS 605

Co-requisites: NRS 570, NRS 610, NRS 620

NRS 570: Complex Nursing Care II (4 credits)

This course enhances students' knowledge and skills of the spheres of care essential for entry-level nursing practice. Emphasis is on restorative care, including critical/trauma care, complex acute care, chronic disease care, and hospice/palliative/supportive care. The examination and application of the spheres of care are within the context of whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration. An integration of didactic and clinical learning will occur in a variety of settings across the lifespan within families and communities.

Prerequisite: C- or better in NRS 605

Co-requisites: NRS 560, NRS 610, NRS 620

NRSG 590: Innovation: Advocacy Through Systems Change (1 credit)

This course will offer MSN students the opportunity to learn and reflect upon the role of nursing and nurses in identifying important health policy issues as well as becoming agents of change, devising innovations to meet the health care needs of the persons/families/communities they serve, and using program evaluation, data analysis, and information to advance social justice. Special emphasis will be placed on students' ability to position themselves to be effective in orchestrating policy and regulatory changes at local, state, and national levels. Special emphasis will be placed on developing students' understanding of themselves as leaders in policy formation, and how current policies affect the practice of nursing and the delivery of healthcare regionally, statewide, nationally and internationally.

Prerequisites: C- or better in NRSG 560, NRSG 570, NRSG 610, NRSG 620

Co-requisites: NRSG 640, NRSG 650, NRSG 670

NRSG 600: Nursing Care for Women and Childbearing Families (4 credits)

This course prepares students to care for women, infants, and childbearing families across the spheres of care (disease prevention/promotion of health and well-being, chronic disease care, restorative care, and hospice/palliative/supportive care). The examination and application of these spheres are within the context of maternal-newborn nursing, women's health, care of families, whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration. This course integrates didactic and clinical learning in a variety of settings.

Prerequisites: C- or better in NRSG 530, NRSG 535, NRSG 541, NRSG 550

NRSG 605: Nursing Care for Children and Families (4 credits)

In this course, students will examine care for children and families across the spheres of care (disease prevention/promotion of health and well-being, chronic disease care, restorative care, and hospice/palliative/supportive care). The analysis and application of these spheres are within the context of pediatric nursing, care of the family, whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration. An integration of didactic and clinical learning in a variety of settings will prepare students to lead care for children and families.

Prerequisite: C- or better in NRSG 600

NRSG 610: Pathophysiology and Pharmacology for Nursing Practice III: Advanced Assessments and Interventions (3 credits)

In this course, students will obtain advanced integration of pathophysiology, pharmacology and health assessment concepts to enhance preparation for direct care roles for complex cases. This course will build on Pathophysiology and Pharmacology for Nursing Practice I and II as well as health assessment throughout the curriculum. There will be special emphasis on hospice/supportive/palliative care, whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration.

Prerequisite: C- or better in NRSG 605

Co-requisites: NRSG 560, NRSG 570, NRSG 620

NRSG 620: Population Health Nursing (4 credits)

This course illustrates concepts and theories related to the provision of public health nursing practice. The promotion and protection of the health of the public will be emphasized within the context of disease prevention/promotion of health and well-being, chronic disease care, hospice/palliative/supportive care, whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration. An integration of didactic and clinical learning will occur in a variety of community and public health settings.

Prerequisite: C- or better in NRSG 605

Co-requisites: NRSG 560, NRSG 570, NRSG 610

NRSG 640: Informatics and Healthcare Technologies in Nursing Practice (3 credits)

Students will examine informatics concepts, theories, and practices to enable them to incorporate technology responsibly, ethically, and creatively to meet the health care needs of patients, families, and communities. Emphasis will be on technology tools, technological systems, informatics processes, and care documentation processes across the spheres of care within the context of whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration.

Prerequisites: C- or better in NRSG 560, NRSG 570, NRSG 610, NRSG 620

Co-requisites: NRSG 590, NRSG 650, NRSG 670

NRSG 650: Capstone: Complex Nursing Care III (4 credits)

In this course, students will transition to professional Registered Nurse practice through a synthesis and implementation of program outcomes. Consideration of the spheres of care, whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration will be emphasized. This course includes a precepted practicum with final preparation for the NCLEX-RN examination.

Prerequisites: C- or better in NRSG 560, NRSG 570, NRSG 610, NRSG 620

Co-requisites: NRSG 590, NRSG 640, NRSG 670

NRSG 670: Nursing Leadership on Complex Health Care Systems (3 credits)

Students will apply leadership concepts and theories to skillfully practice as a leader to achieve clinical excellence, improve nursing care and health outcomes. Professional Registered Nurse leadership role development will be emphasized through understanding of complexity theory as well as assumption of principles of innovation and ingenuity, courage and resilience within the context of the spheres of care, whole-person wellness, social determinants of health and health equity, health care advocacy and systems change, and interprofessional collaboration.

Prerequisites: C- or better in NRSG 560, NRSG 570, NRSG 610, NRSG 620

Co-requisites: NRSG 590, NRSG 640, NRSG 650