
USC School of Social Work



Alumna and Los Angeles City Controller Laura Chick, the first woman in the history of Los Angeles to hold citywide office, shares her expertise with students in Professor Jacquelyn McCroskey's course "Social Policy for Macro Practitioners: Policy on the Politics of Reform." The School of Social Work, noted for the research strength of its curriculum and faculty, was ranked ninth in the 2005 edition of U.S. News & World Report's America's Best Graduate Schools.

The USC School of Social Work offers programs of study leading to the Master of Social Work (M.S.W.) and Doctor of Philosophy (Ph.D.) in social work. These programs provide the student a broad background of knowledge about health and welfare problems; the meaning of programs past and present that have been established to meet them; and current issues and policy trends in the field.

At the same time, the student is helped to become a professional person through development of a philosophy in harmony with that of the profession: to prevent and mitigate severe social problems that challenge the viability of culturally diverse and complex urban settings; to build on the strengths of individuals, families and communities; and to lead the scholarly search for innovative, efficacious and just solutions.

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Administration

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Judy Axonovitz, M.S.W., *Director, Skirball Cultural Center Program*

Faculty

The Chinese-American Golden Age Association/ Frances Wu Endowed Chair in Social Welfare Policy and Services to the Chinese Elderly, the Elderly and the Handicapped: Iris Chi, Ph.D.

Driscoll/Clevenger Professorship in Social Policy and Administration: Bruce Jansson, Ph.D.*

Ernest P. Larson Professorship in Health, Ethnicity, and Poverty: Kathleen Ell, D.S.W.

Frances G. Larson Professorship in Social Work Research: John Brekke, Ph.D.*

John Milner Professorship in Child Welfare: Jacquelyn McCroskey, D.S.W.*

David Lawrence Stein/Violet Goldberg Sachs Professorship in Social Work: Penelope K. Trickett, Ph.D.*

Lenore Stein-Wood and William S. Wood Professorship in Social Work and Business in a Global Society: Michallé E. Mor-Barak, Ph.D.*

Richard M. and Ann L. Thor Professorship in Urban Social Development: Madeleine Stoner, Ph.D.*

Professors: John Brekke, Ph.D.*; Iris Chi, Ph.D.; Kathleen Ell, D.S.W.; Marilyn L. Flynn, Ph.D.; Bruce Jansson, Ph.D.*; Jacqueline B. Mondros, D.S.W.; Michallé Mor-Barak, Ph.D.*; Madeleine R. Stoner, Ph.D.*; Penelope K. Trickett, Ph.D.*; Wynne Waugaman, Ph.D.

Associate Professors: Maria Aranda, Ph.D.*; Ron Avi Astor, Ph.D.; Maryalice Jordan-Marsh, Ph.D.; Helen Land, Ph.D.*; Jacquelyn McCroskey, D.S.W.*; Ferol Mennen, D.S.W.*; Robert Nishimoto, D.S.W.*; Maura O'Keefe, Ph.D.*; Ramon Salcido, D.S.W.*; Essie T. Seck, Ph.D.*

Assistant Professors: John Bola, Ph.D.; Devon Brooks, Ph.D.; Kristin Ferguson, Ph.D.; Tyan Parker Dominguez, Ph.D.; Janet Schneiderman, Ph.D.; Ann Marie Yamada, Ph.D.; Bradley Zebrack, Ph.D.

Clinical Associate Professors: Ralph Fertig, J.D.; Esther H. Gillies, M.S.W.; Dae-in Kang, D.D.S.; James M. Karls, Ph.D.; Aura Kuperberg, Ph.D.; Doni Whitsett, Ph.D.; Gary J. Wood, Ph.D.

Clinical Assistant Professors: Annalisa Enrile, Ph.D.; Gokul Mandayam, Ph.D.; Valerie Richards, M.S.W.

Adjunct Professors: Harvey Buzin, M.S.W.; Francis S. Caple, Ph.D.; Margaret Fetting, Ph.D.; Michael Jackson, Ph.D.; Sharon Mass, Ph.D.; Diane Meadow, Ph.D.; Rose Monteiro, M.S.W.; Pat Sable, Ph.D.; Anneka Scranton, Ph.D.; Wendy Smith, Ph.D.

Adjunct Associate Professors: Estela Andujo, Ph.D.; Herbert Hatanaka, D.S.W.; Phyllis Massing, Ph.D.; Kerry Webber, M.S.W.; Marcia Wilson, Ph.D.

Adjunct Assistant Professors: Mary Andres, Psy.D.; Linda Cox, M.S.W.; Wanda Jewell, M.S.W.; Sheri Kelfer, L.C.S.W.; Carlos Sosa, M.S.W.

Research Associate Professor: Myoung Ock Ahn, M.D., Ph.D., M.P.H., Dr.P.H.

Research Assistant Professors: Jennie G. Noll, Ph.D.; Kathleen Sanchez, Ph.D.; Tanya Tull, D.S.S.

Adjunct Assistant Professors at the USC University Affiliated Project at Children's Hospital: Beverly Daley, Ph.D.; Diann Wingert, M.S.W.

Field Education Faculty: Raphael Angulo, M.S.W.; Margarita Artavia, M.S.W.; Meredith Dunlap, M.S.W.; Nancy Flax-Plaza, M.S.W.; Iris Gonzalez-Thrash, M.S.W.; Kim Goodman, M.S.W.; Mary Michaelene Gress, Ph.D. (*Assistant Dean*); Heather Halperin, M.S.W.; Stephen Hydon, M.S.W.; Wanda Jewell, M.S.W.; Michael Rose, M.S.W.; Jolene Swain, M.S.W.; Deborah Winters, M.S.W.

Emeritus Professors: Frances L. Feldman, M.S.W.; John Milner, M.S.*; Helen Northen, Ph.D.*; Howard J. Parad, D.S.W.*; Rino Patti, D.S.W.*; Robert W. Roberts, D.S.W.*; Barbara Solomon, D.S.W.*

Emeritus Associate Professors: June Brown, D.S.W.*; Barbara Star, Ph.D.; Samuel Taylor, D.S.W.*

Emeritus Field Education Faculty: Lillian Hawthorne, M.S.W.; Rhoda G. Sarnat, M.A.

*Recipient of university-wide or school teaching award.

Degree Programs

The School of Social Work offers the Master of Social Work (M.S.W.) and the Doctor of Philosophy (Ph.D.) degrees. In addition, the school offers dual degrees with the schools of gerontology; law; policy, planning, and development; the Marshall School of Business and Hebrew Union College. Undergraduate students in the university may earn a minor in Children and Families in Urban America or Urban Neighborhood Studies.

Master of Social Work

The program of study which leads to the Master of Social Work degree consists of 63 units (49 units of course work and 14 units of field practicum). The program is available at three locations: University Park, the Orange County Center and Skirball Cultural Center in West Los Angeles, and can be completed in a full-time (two year) program or part-time (three or four year) program. The basic

curriculum of the first year introduces students to the range of social welfare problems and programs, and to the varieties of human behavior with which social work is concerned. At the same time, students learn the methods by which the social worker, the social agency and the organized community work with people and problems. Field instruction, under supervision in a social agency, is scheduled for two or three days a week, enabling students to

apply theory to practice. All content areas include content on diversity, social work values and ethics, and economic justice and populations at risk. At the end of the first year, students are expected to have acquired a sense of professional responsibility and the ability to use knowledge on behalf of the individual, the group and the community.

The second-year curriculum plan builds on the generic social work knowledge obtained in the first year of study by offering a choice of five advanced practice concentrations at the University Park campus: family and children; health; mental health; community organization, planning and administration (COPA); and world of work in corporate, industrial, union and public environments social work. Both the Orange County Center and Skirball Cultural Center campuses offer selected courses in the concentrations. Students who attend first-year courses at the Orange County Center and Skirball Cultural Center will take some or all concentration courses at University Park. There are also four sub-concentrations at University Park: social work practice (1) with the aging; (2) with severely and persistently mentally ill; (3) in school settings, which meets the academic requirements for the Pupil Personnel Services Credential necessary for social work practice in the public schools of California; and (4) in public child welfare. Students designate their choice of concentration by the end of their first year. The basic second-year curriculum (required courses and field instruction placement) will be determined by this choice of concentration; elective courses are available as part of the second-year curriculum. Students in all concentrations are required to enroll in SOWK 611 Leadership in the Social Work Profession and Organizations: Theory and Practice.

This system of curriculum offerings provides a strong educational program with a continuing commitment to a generalist base and a focused set of concentrations, in combination with a range of options to meet special interests. This program enables graduates to move into the social work community with a combination of knowledge and skills in a broad arena, as well as in-depth knowledge and skills in a particular method, population or area of service.

The curriculum builds on a liberal arts foundation which all entering students are required to have. Specific instruction in human biology is required. In addition, the applicant should have a range of undergraduate courses in the humanities and the social and physical sciences.

General Requirements

The Master of Social Work degree requires a minimum of 63 semester units of courses, including field education (1050 clock hours).

The degree is not awarded solely on the basis of credits earned but also requires evidence of competence in both theory and practice. At their discretion, the faculty may require courses or field work or both beyond the minimum requirements.

Time Limit

The master's degree program requires two academic years of full-time study or a structured part-time program which must be completed in a maximum of four years.

Grade Point Average Requirement

In accordance with the requirements of the Graduate School, a grade point average of 3.0 (A = 4.0) is required for admission to the School of Social Work. Likewise, the university requires an overall GPA of 3.0 for graduation from the master's degree program.

Course Requirements

Course requirements are organized in five interdependent content areas that continue throughout the two years: social work practice, social welfare, human behavior and the social environment, research and field work.

A typical first-year program includes two courses in social work practice; two courses in social welfare, policy and organizations; two courses in human behavior; two semesters of field work; two semesters of field work seminars; and one course in research methods.

Accepted applicants who believe they have had the equivalent of the school's first-year course material (SOWK 503, SOWK 505, SOWK 534, SOWK 535, SOWK 543, SOWK 545, SOWK 562, SOWK 586ab and SOWK 587ab) from an accredited B.S.W. program or another master's degree program with equivalent course work, and who can provide evidence through submission of course descriptions and outlines, may petition to take equivalency examinations. Students who pass these examinations need not repeat the course work and can substitute other university courses to meet degree requirements.

In the second year, students enroll in advanced practice courses organized around an area of concentration. Students typically choose their concentration in their first year of study and must enroll in three courses required by the concentration they select. Additionally, students in all concentrations must take two semesters of field instruction, four elective courses and SOWK 611 Leadership in the Social Work Profession and Organizations: Theory and Practice. Each student completes an individualized/educational plan which is approved by the concentration faculty.

Academic credit is not granted for life experience or work experience in lieu of the field practicum or any other courses in the curriculum.

Field Education

Field education is an integral part of the Master of Social Work curriculum. Two year-long field education courses are required. In the foundation year the field courses include: 16 hours per week in field placement and participation in a field seminar on campus. In the concentration year, students are typically in placement 20 hours per week. Field education takes place in selected agencies and centers, located throughout the county of Los Angeles and the surrounding counties, which represent the complete range of social services. Field placements are approved on the basis of the quality of their professional practice, their commitment to social justice and to addressing social work problems, their interest in participating in professional education and their ability to make personnel and resources available. Field instructors, who are employed by either the agency or the school, are responsible for teaching students in their field placements. The assistant dean for field education is administratively responsible for all field assignments.

Each placement in field education is made on an individual basis which takes into consideration the following: geographic location, previous experiences, future goals, professional interests, special needs and stipend requirements. In these placements, students engage in selected and organized social work activities that provide practical experience in applying skills learned in the classroom.

Foundation field placement is made by the school with the view of building a generalist foundation in direct services through providing practice experiences in a continuum of modalities including work with individuals, families, small groups and communities and with a diversity of client populations and treatment issues. All students are required to spend a minimum of 15 hours per semester in organizational practice. The generalist experience also encompasses a range of theoretical concepts and models to develop breadth of learning and establish a broad base for practice. The foundation year field course is a prerequisite for entry into the concentration placement.

The school, the agency and the student collaboratively decide on the concentration field placement with the view of developing the special knowledge and depth of skill needed for professional practice in a designated area of concentration. This advanced experience is designed to build on the student's foundation year and to develop knowledge and skills within the concentration area the student has selected.

Students must participate in an appropriate practice class concurrently with the field course, and in a field seminar during the foundation field course. Satisfactory performance in both foundation and advanced field courses is required for all students earning the Master of Social Work degree, including those enrolled in dual degree programs.

Southern California comprises an extensive geographic area, and public transportation is a limited resource. Students need access to an automobile for field placement.

A student must complete and receive credit for a minimum of 450 hours in the foundation year and 600 hours in the concentration year of field placement in order to be awarded the Master of Social Work degree.

Research Requirement

The research requirement consists of two courses. In the first year of study SOWK 562 is designed to impart knowledge of research methodology and statistics. In the second year, students are required to enroll in a concentration course, an elective or research project which has been approved as having appropriate advanced research content and meets the research requirement.

Transfer Students

Applicants who have recently completed part or all of the first half of graduate study at a CSWE-accredited school of social work may apply as transfer students. In addition to materials described in the section on application procedures, transfer students should forward course syllabi and a bulletin of the school for the year in which the course or courses were taken.

Dual Degree Programs

The School of Social Work currently offers dual degree programs with a number of other USC professional schools. In addition, the school maintains a dual degree program at Hebrew Union College located adjacent to the USC campus.

The goal of these programs is to encourage graduate students to gain a recognized competence in another discipline which has direct relevance to the roles filled by social workers in society. Dual degree programs are based on the premise that some topics covered in the school are also addressed in the curricula of other departments, so that some credit toward an M.S.W. degree may be given for specific courses in the cooperating department. Similarly, these departments have recognized that some credit toward their corresponding degree may be awarded for work

Transfer credits may be applied for those courses determined to be equivalent to USC's first-year courses or to meet the expectation of the second-year electives. The grade point average for any course taken at another school of social work must be at least 3.0 on a 4.0 grading scale. Where foundation courses are similar, but not equivalent, transfer students may be permitted to take a waiver examination for possible exemption from those courses. Transferred credit for field work will be computed on the basis of clock hours completed as well as on the breadth and depth of contents covered.

Nurse Social Work Practitioner

The School of Social Work offers a Nurse Social Work Practitioner track in the M.S.W. curriculum. This program is for licensed registered nurses with an appropriate baccalaureate degree who wish to seek a master's degree in social work with special preparation in case management to prepare for a career as a new interdisciplinary professional. Graduates combine the skills of social workers and nurses to plan, design and develop resources for health and social service intervention programs; conduct social and health assessments of individuals, families and diverse populations with complex needs; provide team leadership; offer holistic treatment of health and social problems; and advance the field of behavioral health through professional leadership and research in community-based settings. These settings include public health departments, departments of children and family services, mental health clinics, substance abuse and HIV treatment centers, schools, veteran's hospitals, multidisciplinary social and health service centers, hospices, and hospitals with

well-developed community outreach divisions such as Kaiser Permanente. This program is unique because it is not educating a nurse to be a social worker, but blending the two roles to create a new professional that can fulfill a void in the current health care and social systems arena.

Course Requirements for the Nurse Social Work Practitioner Track

As part of the M.S.W. curriculum, students take two courses in special topics. Students enrolled in the Nurse Social Work Practitioner track will take SOWK 661 Case Management as a Service Model and SOWK 662 Information Technology for Human Services to fulfill these requirements. In addition, Nurse Social Work Practitioner students will take SOWK 660 Health Care Delivery Systems: Planning for Health and Social Services as the social policy course in the concentration. This course work and field practicum will make Nurse Social Work Practitioner graduates eligible to take the national certifying examination in case management offered by the American Nurses Association and the Case Management Society of America.

Field Instruction

Field placements throughout the curriculum will reinforce and solidify the role of the nurse social work practitioner in the health care and social welfare environment. The case management course work will strengthen the student's knowledge base and practice in the chosen area of concentration. Field instruction will be collaboratively managed by both nurse and social worker preceptors.

USC School of Policy, Planning, and Development

Master of Social Work/Master of Planning

Dual degree students in this program receive an M.S.W. as well as a Master of Planning (M.Pl.). The M.Pl./M.S.W. degree requires completion of a total of 83 units and is normally completed over a period of 28 months. Students in this dual degree program must select the community organization, planning and administration concentration in the second year of their social work program. See the School of Policy, Planning, and Development, page 809, for course requirements.

completed in the School of Social Work. Because of this, students enrolled in dual degree programs can obtain both degrees with a reduced number of total units.

Students wishing to enroll in dual degree programs must apply for and be admitted to both schools.

USC Leonard Davis School of Gerontology

Students enrolled in this dual degree program complete 32 units of work in the Davis School of Gerontology and 46 units in the School of Social Work. The course work is usually completed over a 24-month period, with students selecting any of the second-year concentrations. See the Leonard Davis School of Gerontology, page 635, for course requirements.

Master of Social Work/Master of Public Administration

This dual degree program provides students interested in careers as administrators of social service agencies the opportunity to combine preparation in the substantive field of social work with the acquisition of the administrative capabilities necessary in the public sector. Students in this program must select the community organization, planning and administration concentration in their second year of graduate work. Most students complete both program requirements over a 24-month period. Students must take 54 units in social work and 28 units in public administration. See the School of Policy, Planning, and Development, page 812, for course requirements.

USC Gould School of Law

The dual degree program with the USC Gould School of Law is a four-year program in which students complete a total of 121 units. This includes 47 units in social work and 74 units in law.

To earn the J.D., all students (including dual degree students) must complete 35 numerically graded law units at USC after the first year. The associate dean may make exceptions to this rule for students enrolled in Law School honors programs.

First and Second Years: Complete both the first year J.D. program of study and the first year M.S.W. course of study.

Third Year: Complete the second year J.D. program.

Fourth Year: Complete the regular third semester of the M.S.W. program in the fall and the final semester of the J.D. program in the spring.

The Law School gives credit for the third semester in the School of Social Work, while the latter recognizes law courses as substitutions for a one-semester practice course, special topics courses, a third semester of social policy and one semester of field instruction (for which a clinical law semester is substituted).

Jewish Communal Service, Hebrew Union College

Students in this dual degree program simultaneously pursue graduate studies leading to the M.S.W. and an M.A. in Jewish Communal Service over a 24-month period. A total of 90 units must be completed to meet the requirements of both degrees.

USC Marshall School of Business

The M.S.W./M.B.A. dual degree develops knowledge and skills in working with individuals, families and groups, as well as organizational dynamics, marketing, decision sciences, accounting and human relations. Students interested in working in the management of human services and not-for-profit

organizations will develop knowledge of human resources, philanthropic and corporate social responsibility, organizational development and information management.

Application

Prospective students must apply to both the School of Social Work and the Marshall School of Business.

Program Requirements

The M.S.W./M.B.A. requires completion of a total of 96 units (48 in the Marshall School of Business and 48 in the School of Social Work) and is typically completed in a three-year period, including summer.

Students in this dual degree program must select the world of work concentration in the second year of their social work program. Course requirements in the Marshall School of Business include all courses required for the M.B.A. core program and graduate business electives sufficient to bring the total units completed in the Marshall School of Business to at least 48. Dual degree students may not count courses taken outside the Marshall School of Business toward the 48 units.

The M.B.A. and the M.S.W. degrees are awarded simultaneously upon completion of all program requirements.

Undergraduate Minor Program

Minor in Children and Families in Urban America

Twenty-two units of course work are required for the completion of the minor; a total of 16 of these units must be upper division course work.

REQUIRED COURSES	UNITS
SOWK 304 Children and Families in Urban America Gateway Course	4
SOWK 305L Children and Families in Urban America Integrative Seminar	2
SOWK 400 Children and Families in Urban America Capstone Course	4

Students choose three elective (4-unit) courses, one from each of the following three content areas. Of the three electives, only two may be taken from the same school or department.

Families and Children

OT 330 Perspectives on the Daily Life of Families	4
PSYC 336L Developmental Psychology	4
PSYC 338 Adolescent Development	4
SOCI 303 Sociology of Human Development	4
SOCI 305 Sociology of Childhood	4
SOCI 369 The Family in a Changing Society	4

Communities and Culture

ANTH 370 Family and Kinship in Cross-Cultural Perspective	4
COMM 324 Intercultural Communication	4
EDCO 102x Human Diversity: People, Power and Politics	4
PPD 100 Los Angeles, The Enduring Pueblo	4
PPD 439 Housing and Community Development	4
PPD 478 Planning, Policy-Making and Social Change	4

SOWK 200x Institutional Inequality in American Political and Social Policy	4
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Professions and Partnerships

COMM 320 Small Group and Team Communication	4
COMM 388 Ethics in Human Communication	4
EDPA 308 Politics and American Education	4
PPD 340 The American System of Justice	4
PPD 402 Management of Public and Nonprofit Organizations	4
PSYC 295 Urban Psychology	2

Minor in Urban Neighborhood Studies

The focus of this minor is on the quality of urban life at the scale of the neighborhood or district. The minor is supported by the four "urban schools" of USC: Architecture, Education, Social Work, and Policy, Planning, and Development. See Interdisciplinary Programs, page 103, for requirements.

Doctor of Philosophy

With the enrollment of a small group of highly qualified experienced social workers, the School of Social Work established the first social work doctoral program in the Western United States in 1953. Over the years, the school has continued the tradition of providing opportunities for learning in small classes, seminars and tutorials.

The major goal of the doctoral program in social work is to produce social work scholars who will have the capacity to make valuable and significant contributions to the knowledge base of the profession. Students acquire the skills necessary to become professional scholars and develop a significant capacity for professional leadership. Toward this end, the school is committed to pursuing excellence in education with persons of definite promise and to seeking gifted students of varied social, ethnic and economic backgrounds.

Through training in specific areas, graduates of the program develop theoretical, conceptual, critical and analytic skills which can be applied to social, organizational, interpersonal and personal problems. They emerge from the program with substantive knowledge and analytic skills that enable them to contribute to understanding social problems and ways of solving them. With these skills, they are able to take a disciplined approach to the issues confronting the profession of social work and the field of social welfare and are prepared to make a significant contribution to the research and scholarship that informs society's effort to improve the human condition.

The Ph.D. program in social work is administered by the Doctoral Committee of the School of Social Work in accordance with the policies set by the Graduate School. The requirements listed below are special to the School of Social Work and must be read in conjunction with the general requirements of the Graduate School listed in this catalogue on page 91.

Admission Requirements

Applicants for admission to the doctoral program must meet the following requirements:

- (1) A master's degree from a program accredited by the Council on Social Work Education or a master's degree from another field related to social work.
- (2) Academic promise, as evidenced by above average achievement in undergraduate and professional education and a personal statement outlining the applicant's scholarly goals.

(3) Professional competence as demonstrated through substantial experience in responsible social work, internships or other positions either during or subsequent to the master's program.

(4) Personal qualities compatible with performance in social work and indicating a potential for leadership in the field: skill in relationships, flexibility and openness to new ideas, maturity, identification with the profession of social work, and commitment to furthering the development of the profession.

(5) Satisfactory performance on the Graduate Record Examination – existing test scores may be submitted if the GRE has been completed no more than five years prior to the date of application. Information may be obtained from the USC Testing Bureau, YWCA 104, 857 W. 36th Place, Los Angeles, CA 90089-0052.

(6) Satisfactory performance on the Test of English as a Foreign Language (TOEFL) for all international students prior to the date of application. Existing test scores may be submitted if the TOEFL has been completed no more than two years prior to the date of application. Information may be obtained from the USC Testing Bureau, YWCA 104, 857 W. 36th Place, Los Angeles, CA 90089-0052.

(7) Submission of application materials as required. Instructions for application to the Doctor of Philosophy in Social Work program may be obtained by writing to the director of the program.

Under unusual circumstances, applications from persons who do not meet these requirements, including those who have just been awarded the M.S.W. degree, will be considered. In cases where the M.S.W. (or its equivalent) has recently been granted and the applicant does not have the prerequisite post-master's degree employment experience, it may be required that such experience be acquired concurrent with enrollment in the doctoral program.

Under very unusual circumstances, applications to the doctoral program in social work will be considered from those who do not hold the M.S.W. or an equivalent degree. Such applicants, in order to be admitted to the program, must have a master's degree (or its equivalent) in a field related to social work and a demonstrated commitment to the field of social work as evidenced by substantial contribution to the knowledge base of the profession. Admission decisions on applicants

who do not hold an M.S.W. or equivalent degree will be made by the full Doctoral Program Committee of the School of Social Work rather than by a subcommittee of that body.

Priority will be given to applications that are completed by January 1.

Application Procedure

All applicants to the doctoral program must submit the following information: (1) university application; (2) Ph.D. Information Form for the School of Social Work; (3) personal statement of objectives; (4) career goals; (5) current vita; (6) four letters of reference, at least three of which are from persons who can assess the student's scholarly potential; (7) all undergraduate and graduate transcripts; (8) recent GRE scores; (9) recent TOEFL scores; and (10) examples of appropriate written work.

Foreign Language/Research/English Language Requirements

There is no foreign language requirement for the Ph.D. degree. Competence in advanced research methodology and statistics is required through satisfactory completion of required courses. All international students are required to submit their TOEFL scores prior to the date of application and to meet university requirements for teaching.

Course Requirements

Students must complete a minimum of 45 course units beyond the master's degree (exclusive of SOWK 794 Doctoral Dissertation). Students must complete at least 24 units within the School of Social Work and at least three courses in other departments or schools within the university. At least 8 of these 12 units must be in courses with a substantive rather than a research-methodology or statistic focus. One elective inside or outside of the School of Social Work and one additional research or statistic course inside or outside the School of Social Work are also required. Each student must develop a concentration either in another discipline outside the School of Social Work within the university (such as gerontology; sociology; psychology; preventive medicine; business; policy, planning and development; or political science) or in a problem area where different external courses in different departments or schools bear on a specific social problem like homelessness. An overall grade point average of B (3.0) on all graduate work attempted in the doctoral program is required for graduation.

Core Content

All students are expected to master core content. They must also complete 9 units from the substantive five core courses.

REQUIRED COURSES	UNITS
9 units from the following:	
SOWK 702	Theories of Human Behavior in the Contexts of Social Environments 3
SOWK 703	Explanatory Theories for Larger Social Systems 3
SOWK 733	Policy Analysis and Advocacy in a Comparative Social Policy Context 3
SOWK 743	Theories for Practice with Small Systems 3
SOWK 744	Theories for Practice with Large Systems 3

Core Courses:

SOWK 760L	Introduction to Social Work Statistics 3
SOWK 761L	Multiple Regression in Social Work Research 3
SOWK 762	Social Work Research Methods I 3
SOWK 763	Social Work Research Methods II: Issues in Research for Social Work Practice 3
SOWK 764	Advanced Multivariate Statistics 3

Macro focus: students with a macro focus in policy, community organization or administration must complete either SOWK 702 or SOWK 743 as part of their core curriculum.

Micro focus: students with a micro focus in direct practice must complete either SOWK 703, SOWK 733 or SOWK 744.

Elective: 3-unit elective in research or statistics must be taken in the School of Social Work or elsewhere within the university.

Students must complete a minimum of 10 units per semester in their first semester and second semester of their first year in the program to maintain their status as full-time students and eligibility for financial support from the School of Social Work.

Individualized Course of Study

The second year of the curriculum is largely individualized to meet each student's educational goals. It is organized around a specific field of social work practice or a problem area. In the case of fields of practice or problem area, students gain knowledge of that field's development and policies; one level of comparative practice theory applicable to that field; comparative explanatory theory appropriate to the field and the chosen practice level; and advanced research methods

which can be used to explore field-specific questions.

Field of Practice is defined as a field of activity in which there is an identifiable service delivery system, a continuum of care for clients, and a defined or established role for social workers.

Given the current expertise of the faculty and available faculty resources, students may choose from the following fields of practice specializations: (1) family and children, (2) mental health, (3) health, (4) occupational/industrial employment, (5) aging/gerontology, or (6) economic security/income maintenance.

Additional fields of practice can be added to the above choices depending on faculty interest, expertise and availability.

Problem Area is defined as a social or service delivery problem that is relevant to the field of social work such as homelessness or urban health systems.

Practice Theory is defined as advanced knowledge of comparative practice theories at one point on the intervention continuum as they relate to the field of practice chosen. The practice intervention continuum is defined to include practice with individuals, families and groups, as well as community practice, administration, planning, and policy practice.

Explanatory Theory is defined as advanced knowledge of comparative social science theories as they relate to the field of practice and level of intervention chosen.

Specialized Research Skills is defined as advanced skills in research methodology and statistics which support the student's dissertation within the field of practice.

Students fulfill the requirement for the mastery of the content of their individualized course of study through a combination of at least three (2-unit) directed tutorials (SOWK 790) with members of the Social Work faculty, at least three university courses in other departments of the university and an elective.

For students to enter their course of individualized study at the beginning of their second year of full-time study, they and their advisor begin planning their individualized curriculum during the first semester of the first year in the program. Students are required to file and have approved a plan of individualized study. This plan is filed with the doctoral committee, which reviews and approves the plans submitted by the end of the second semester.

Opportunities for Further Skill Development

The program offers to students, on an elective basis, skills training in both teaching and research.

Teaching Skills

All doctoral students must engage in two semester-long teaching experiences before they graduate. These may be fulfilled by co-teaching, teaching-assistant or solo-teaching experiences. Students must take instruction in teaching before they begin these teaching experiences in a course approved by the doctoral committee within or outside the School of Social Work. International students must meet the standards set forth by USC's American Language Institute for English as a Second Language fluency requirements.

Additional Research Skills

Students are also offered the opportunity for enhanced skills building in research through a research internship. The one- or two-semester internship (SOWK 785), starting typically in the spring of the second year, is designed to provide students with hands-on, practical experience with an ongoing faculty research project prior to the start of their own dissertation research. Typically, activities include data collection and/or analysis. The practicum is expected to yield a paper of publishable quality co-authored by the student and the faculty member.

Students may enroll in SOWK 599 Special Topics by petitioning the doctoral committee in writing. The decision to grant or deny admission will be based on each applicant's learning and research interests and permission of the instructor.

The usual program includes two years of full-time course work, plus an additional period for completing the qualifying examinations and dissertation. In rare cases, students who are not able to take the full-time program because of employment may spread course work out over three years. They must, however, have the equivalent of full-time study in residence for at least one year.

Students should specify whether they are applying for the full-time or part-time program at the time they apply to the program. Part-time students usually carry two courses per semester during the academic year. They may wish to accelerate their progress by enrolling in appropriate courses when available during the summer session.

The time limit for completing all requirements for the Ph.D. degree is eight years from the first course taken at USC to be applied toward the degree. Students who have completed an applicable master's

degree at USC or elsewhere (almost all students in the social work doctoral program must complete the Ph.D. in six years.

Transfer of Credit

The transfer of post-master's doctoral course work from another institution will only be considered if a grade of B or better (A=4.0) has been obtained, and the course has been completed within the last five years. Transfer of credits must be petitioned and approved by both the School of Social Work and the Graduate School.

Screening Procedures

When students have completed a minimum of 16 units (but not more than 24 units) of doctoral course work, the doctoral committee assesses their performance and makes a decision about their readiness to continue in the program. If the decision is to deny permission to continue, the students are so notified. If permission is granted, a guidance committee is established.

Guidance Committee

The guidance committee is composed of five faculty members, four of whom, including the chair, are from the School of Social Work and one from an academic unit of the university other than the School of Social Work. The function of the guidance committee is to oversee the development of the student's academic program through the qualifying examination.

Qualifying Examination

As a prerequisite to candidacy for the Ph.D. degree, students must pass written and oral qualifying examinations. In order to take examinations, students must complete all core courses, at least 6 units of SOWK 790 and at least 32 units of course work in the doctoral program with a grade point average of at least 3.0 in each course attempted.

All students must pass a qualifying examination by completing a paper that the examination committee judges to be of publishable quality and passing an oral examination on subject matter related to the paper. The paper must deal with a substantive theoretical, model-building or methodological issue in the student's chosen area. Critical reviews of the literature or reports of empirical studies conducted by the student specifically for the qualifying examination are acceptable. The topic of the paper will be chosen in conjunction with the student's chair and must be defended before and agreed to by the entire examination committee. The content of the paper is to go beyond products developed for

tutorials and must be an independent effort. Further details for completing the paper and oral examination are provided as needed. When students pass the written and oral portions of the qualifying examination, they advance to candidacy.

In accordance with university policy, since the two portions of the qualifying examination are considered part of a single examination, only one retake of either portion of the examination is permitted. When the oral examination has been passed, the student is formally admitted to candidacy.

Doctoral Dissertation

When the student is admitted to candidacy, a dissertation committee is established consisting of three members of the guidance committee, one of whom must be from outside the School of Social Work. The dissertation committee has the responsibility of providing consultation in research, approving the dissertation, conducting the final oral examination and recommending the candidate for the Ph.D. degree. The doctoral dissertation should make a contribution to knowledge and theory related to the profession of social work. Dissertations must not only show technical mastery of the subject and research methodology but must also demonstrate the candidate's ability to work independently as a scholar.

The first step in the dissertation process is the development of a dissertation proposal. Normally about 25-30 pages, the proposal should contain a clear statement of purpose, a rationale for the research, research questions or hypotheses, a review of pertinent literature, and an explication of the research methods to be used including the design, instrumentation, sampling procedures and plan for analysis. The proposal must include human subject clearances for the anticipated research obtained from the appropriate school and university committees.

The dissertation proposal is defended before the student's dissertation committee, and the committee approved the proposal. A copy of this approval is filed with the director of the doctoral program.

It is expected that students will begin work on their dissertation prospectus as soon as possible after completion of the qualifying examinations, and that an acceptable proposal will be presented within three months of the completion of the examination.

Abstract of Dissertation

Since the abstract of the dissertation is also published in Dissertation Abstracts International, it should be written with care and must be representative of the final draft of the dissertation. A shorter abstract for publication in Social Work Research and Abstracts is also required.

Final Oral Examination

Upon approval of the final draft of the dissertation by all members of the dissertation committee, the candidate must pass a general final oral examination. After the candidate successfully completes the final oral examination, the committee recommends the candidate to the Graduate School for the Ph.D. degree.

Rita and Maurice Hamovitch Research Center

The Hamovitch Research Center, located in the School of Social Work, serves as the administrative umbrella for the school's centers of research excellence. These centers of interdisciplinary research include the areas of mental health, health, corporate and industrial social work, child abuse, interpersonal violence and other projects of interest to individual faculty. The center hosts seminars and colloquia which are open to the university and community.

Research projects are supported by federal, state, county and school resources. The center engages faculty in research, demonstration and application in building and testing theory, developing research instruments, testing models of service and treatment modalities, evaluating programs and service policy. The center also provides opportunities for doctoral students to acquire research training through ongoing and newly initiated faculty research projects. Doctoral students are encouraged to apply to participate in such projects which often lead to dissertation possibilities. Predoctoral fellowships and/or research assistantships for projects conducted at the center are sometimes available to incoming and ongoing doctoral students. The center also enables doctoral students to conduct their own research through the auspices of the center, including their dissertation research. All doctoral students are encouraged to attend and participate in the center's colloquia and programs to enhance their involvement with and skills in research and knowledge development.

Courses of Instruction

SOCIAL WORK (SOWK)

The terms indicated are *expected* but are not *guaranteed*. For the courses offered during any given term, consult the *Schedule of Classes*.

200xm Institutional Inequality in American Political and Social Policy (4) Historic and philosophical roots of inequality for minority groups in the United States and implications for public policy. Not available for major credit.

303 Crises in Human Development (4, FaSp) Issues, concepts, and methodology related to understanding human behavior, growth and development from infancy through old age; developmental crises at each stage of the life cycle.

304 Children and Families in Urban America (4, Sp) Gateway to the minor in Children and Families in Urban America. Provides foundation for principles on the conditions of children, families and communities, partnerships between families and human service professionals, and interprofessional practice in urban American communities.

305L Children and Families in Urban America Integrative Seminar (2, FaSp) Introduction to human service professionals, agencies and institutions in the greater Los Angeles area which serve children and families who reside there.

375 The Urban Neighborhood (4) (Enroll in URBN 375)

390 Special Problems (1-4) Supervised, individual studies. No more than one registration permitted. Enrollment by petition only.

400 Children and Families in Urban America Capstone Course (4, FaSp) The capstone course for the "Children and Families in Urban America" minor will provide an opportunity to understand the relationship between federal, state and local policies which provide services to children and families. It will apply the knowledge learned in previous minor-related courses.

475 Urban Practicum (4) (Enroll in URBN 475)

503 Human Behavior and the Social Environment I (2-4, max 8, Fa) The ecological systems paradigm is the lens through which theories of personality, family, group, organization, community and culture and the interaction among these systems are explored.

505 Human Behavior and the Social Environment II (2-4, max 8, Sp) The course of human life, including the factors which impinge on the developmental continuum between normal and pathological conditions. *Prerequisite:* SOWK 503.

534 Policy and Practice in Social Service Organizations (3, Fa) Study of social work organizations with emphasis on their policy contexts, organizational theory, and the development of delivery systems.

535 Social Welfare (3, Sp) Structure and operation of current American social welfare programs (social policy analysis). *Prerequisite:* SOWK 503, SOWK 534.

543 Social Work Practice with Individuals and Families (4, Sp) Theory and principles underlying generic social work practice with primary emphasis on working with individuals and families.

545 Social Work Practice with Groups and Complex Cases (2, Sp) Theories and principles with primary emphasis on groups and application to problems requiring multilevel interventions. *Prerequisite:* SOWK 503, SOWK 534, SOWK 543.

562 Social Work Research (3, Sp) Introduction to research methods, including conceptualization of research problems, literature review, research design, sampling, measurement, data collection and data analysis.

586ab Field Practicum (3-3, FaSp) Supervised field placement to develop generalist practice skills in working with individuals, families, groups, communities and organizations. Graded IP/CR/NC.

587ab Integrative Learning for Social Work Practice (a: 2, Fa; b: 2, Sp) Integrative content from Policy, Research, Human Behavior, Social Work Practice and Field Practicum. Graded CR/NC. *Concurrent enrollment:* a: SOWK 586a, SOWK 543; b: SOWK 586b, SOWK 545.

590 Directed Research (1-12) Research leading to the master's degree. Maximum units which may be applied to the degree to be determined by the department. Graded CR/NC.

599 Special Topics (1-3, max 8)

601 Advanced Theories and Interventions with Children and Adolescents (3, Fa) Advances students' knowledge and clinical skills working with children and adolescents. Emphasis on problems affecting children, including developmental derailments and disruptions. *Prerequisite:* SOWK 505, SOWK 545, SOWK 650; *corequisite:* SOWK 602.

602 Advanced Theories and Clinical Interventions with Families (3, Fa) Advances students' knowledge and clinical skills working with diverse urban families experiencing various stressors. Exploration and application of a range of family therapy models. *Prerequisite:* SOWK 505, SOWK 545; *corequisite:* SOWK 601.

603 Merging Policy, Planning and Research for Change in Families and Children's Settings (3, Sp) Development and evaluation of service programs for children and families incorporating social welfare policy, macro practice and research skills. *Prerequisite:* SOWK 534, SOWK 535, SOWK 562.

605 Human Development and Mental Health (3, Fa) Understanding problem-producing behaviors and their ramifications on individuals, families, and groups that comprise the clientele in mental health settings. Required for students in Mental Health concentration. *Prerequisite:* SOWK 505.

611 Leadership in the Social Work Profession and Organizations: Theory and Practice (3, FaSp5m) Through didactic and experiential methods, students learn to interpret and apply leadership theory and research. Covers skills of effective leadership at all organizational levels. *Prerequisite:* SOWK 505, SOWK 535, SOWK 545, SOWK 601, SOWK 602, SOWK 603; or SOWK 605, SOWK 625, SOWK 645; or SOWK 631, SOWK 632, SOWK 636; or SOWK 671, SOWK 672, SOWK 673.

612 Psychopathology and Diagnosis of Mental Disorder (3) Assessment of psychopathology, and the rationale and organization of the American nosological system for diagnosis of mental disorders. Emphasis is on developing differential diagnostic skills.

613 Social Work Practice in the Political Arena (3) Prepares students to be effective in using social work and political skills in different political settings.

614 Social Work Practice in School Settings (3) Based on ecosystems perspectives, this course examines policies, theories and principles of social work practice in school settings.

615 Brief Therapy and Crisis Intervention (3) Theory and multimodal approaches for brief therapy and crisis intervention with diverse clientele in a range of mental health and health settings.

616 Clinical Practice with Older Adults (3) Developmental tasks of adulthood and later life, as well as assessment and intervention for problems and disorders associated with aging.

617 Substance Abuse with Consideration of Other Addictive Disorders (3) Exploration of nature and treatment of substance abuse and other addictive disorders as well as relevant treatment models for individuals, groups and families.

618 Social Work with Individuals with Severe and Persistent Mental Illness (3, Sp) This advanced mental health practice course focuses on innovative clinical interventions to be used when treating individuals who have severe and persistent mental illnesses.

619 Social Work in Public Child Welfare Settings (3, Sp) This advanced seminar will provide tools to enhance the practitioner's response to the special challenges (substance abuse, HIV/AIDS, domestic violence) in public child welfare.

625 Evaluation of Research: Mental Health (3, Fa) Range of research conducted in mental health; evaluation of selected research reports and their application to social work practice. Required for students in Mental Health concentration. *Prerequisite:* SOWK 562.

629 Evaluation of Research: Community Organization, Planning and Administration (3, Fa) Research for macro-practice, emphasizing qualitative methods, participatory action research, program evaluation, needs assessment; mapping and GIS to understand urban environments. *Prerequisite:* SOWK 562.

631 Advanced Theories and Clinical Interventions in Health Care (3, Fa) Evaluation of theory, best practices, emerging issues, and skill development in health settings; interaction among cultural, socioeconomic, and organizational factors. *Prerequisite:* SOWK 505, SOWK 545.

632 Program Planning and Evaluation in Health Care (3, Fa) Program and intervention development and evaluation research in health settings. Issues and skill development in program design and methods for evaluation. *Prerequisite:* SOWK 562.

636 Social Policy: Health Care (3, Sp) Evolution and current setting of health policy; dynamic interaction between cultural, socioeconomic, and political factors in shaping American health policy. Required for students in Mental Health in Health Settings concentration. *Prerequisite:* SOWK 534, SOWK 535.

639 Social Policy for Managers, Planners and Community Organizers (3, Fa) Analysis of efforts to improve local human services organizations and agencies with consideration of political, social, demographic and organization contexts. *Prerequisite:* SOWK 534, SOWK 535.

645 Clinical Practice in Mental Health Settings (3, Fa) Social work processes from intake to termination; emphasis on clinical skills required for social work practice in a broad spectrum of mental health settings. Required for students in Mental Health concentration.

648 Management for Community and Social Services (3, Fa) Methods and principles of management in urban settings with primary emphasis on strategic management, finance analysis, and innovative project development.

651 Social Work Practice in Public Child Welfare (1, Fa) Integrates foundation and advanced knowledge and skill for practice in public child welfare. Graded CR/NC.

652 Social Work Practice in School Settings (1, Fa) Integrates foundation and advanced knowledge and skill for practice in school settings.

653 Social Work Practice With and In Behalf of Older Adults (1, Fa) Integrates foundation and advanced knowledge and skill for practice with and in behalf of older adults. Graded CR/NC.

654 Social Work Practice with Severely and Persistently Mentally Ill (1, Fa) Integrates foundation and advanced knowledge and skill for practice with severely and persistently mentally ill. Graded CR/NC.

660 Health Care Delivery Systems: Planning for Health and Social Services (3, Sp) Evaluating health care delivery systems in the U.S. and internationally including community social capital, health disparities, access to care, and policy implications for diverse populations.

661 Case Management as a Service Model (3, Fa) Case management as a service model for increasing cost effectiveness and quality of care for diverse populations including transitional planning, utilization management and resource utilization.

662 Information Technology for Human Services (3, Sp) Information technology as a resource for quality health and human services. Implications for interagency collaboration, empowerment of clients and professionals, evidence-based practice, education and ethics.

671 Clinical Intervention and Advanced Theories in Work Settings (3) Clinical intervention strategies and theories emphasizing crisis intervention, task-centered, and short-term interventions with individuals, families, and social networks effective in work settings. *Prerequisite:* SOWK 505, SOWK 545.

672 Improving Work Life Through Social Policy and Managing Organizational Development and Change (3, Fa) Advances students' ability to formulate social policy and conceptual understanding of workplace issues. Intervention strategies for organizational development. *Prerequisite:* SOWK 535.

673 Program Development, Training, Grant Writing, and Program Evaluation in Work Settings (3, Fa) Focus on the role of social workers in program development and evaluation, supervision and training, and research in workplace settings. *Prerequisite:* SOWK 562.

686abc Field Practicum II (3 or 4; 3 or 4; 2-4, FaSpSm) Supervised field placement to develop depth of skill and practice in area of concentration. Graded CR/NC/IP/INC. *Prerequisite:* SOWK 586ab.

690ab Research (1-4; 1-4, FaSpSm) Intensive individual study of specific problems. Graded CR/NC.

695 Research Project I (2, Fa) Credit on acceptance of professional research project proposal. Graded CR/NC. *Prerequisite:* SOWK 562.

697 Research Project II (1, Sp) Credit on acceptance of professional research project. Graded CR/NC. *Prerequisite:* SOWK 695.

702 Theories of Human Behavior in the Contexts of Social Environments (3, Fa) A focus on human behavior in interaction with the social environment; major paradigms including general systems theory, ego psychology, and role theories are examined.

703 Explanatory Theories for Larger Social Systems (3, Fa) Theories of organizational and community behavior are examined in relation to their influence on the development of social services.



733 Policy Analysis and Advocacy in a Comparative Social Policy Context (3, Fa) Examination of the evolution of American and other welfare states in selected nations. Analysis of global welfare institutions. Engaging in policy analysis in a comparative context.

743 Theories for Practice with Small Systems (3, Fa) Early practice theories and their historical roots are examined. Implications for evolving current practice theories with individuals, families, and groups are discussed.

744 Theories for Practice with Large Systems (3, Fa) Examination of the development and utility of theories, models and approaches to social work community and administrative practice.

760L Introduction to Social Work Statistics (3, Fa) Foundation course covering univariate and bivariate descriptive and inferential statistics. Required lab covering basic computer skills and utilization of statistical software.

761L Multiple Regression for Social Work Research (3, Sp) Multivariate statistical methods including descriptive and inferential statistics, parametric and non-parametric tests of hypotheses; correlation, analysis of variance, multiple regression, and factor analysis; utilization of computer programs for statistical analysis.

762 Social Work Research Methods I (3, Fa) Models of research, the nature of inquiry, and the research process including problem formulation, measurement, designs, sampling and data sources. *Prerequisite:* doctoral standing.

763 Social Work Research Methods II: Issues in Research for Social Work Practice (3, Sp) Research methods to provide students with advanced methodological knowledge in two areas related to social work practice: psychotherapy outcome research and program research. *Prerequisite:* SOWK 762.

764 Advanced Multivariate Statistics (3, Fa) Introduction to single equation statistical modeling using limited dependent variables (categorical and ordered categorical). Methods are drawn from statistics and econometrics.

780 Adult Learning Theory and Social Work Education (2, Sp) Description and analysis of current problems and issues in higher education with particular emphasis to social work education. *Prerequisite:* SOWK 763, SOWK 760L, SOWK 733, SOWK 702, SOWK 703.

781 Guided Teaching Experience (2, FaSp) Mentorship with a member of the teaching faculty; discussions of curriculum design; observation; preparation and delivery of selected course sessions. Graded CR/NC. *Prerequisite:* SOWK 780.

785 Guided Research Internship (2, FaSp) Research practicum designed to provide students with hands-on practical experience with an ongoing faculty research project. Graded CR/NC. *Prerequisite:* SOWK 763.

790 Research (1-12, FaSp) Research leading to the doctorate. Maximum units which may be applied to the degree to be determined by the department. Graded CR/NC.

794abcdz Doctoral Dissertation (2-2-2-0, FaSp) Credit on acceptance of dissertation. Graded IP/CR/NC.