Spring 2016 Supplemental Course Information

Online Schedule of Courses:  http://schedule.berkeley.edu/

**SOC WEL 116**
**Current Topics in Social Welfare: Sexuality & Social Work**
2 units
Dr. Amanda Reiman, PhD

This course will investigate issues related to gender, sexuality and society. Heterosexism, the development of gender and sexuality and LGBT rights will all be explored via lecture, discussion, guest speakers and small group work. Students will learn how society has formulated ideas about sexuality and gender, and how these ideas impact the practice of social work.

*Prerequisite: SW 110.*

Amanda Reiman, PhD MSW is the California policy manager for the Drug Policy Alliance based in San Francisco, and Lecturer for Berkeley Social Welfare.

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**SOC WEL 181**
**Current Topics in Social Welfare: Social Science & Crime Prevention Policy**
3 units
Professor Jennifer Skeem

In this course, students will examine the relationships among social science, law, and crime prevention policy. The course is interdisciplinary in content and style, but emphasis is placed on how psychological science (clinical, developmental, and social) can inform decisions about individuals at high risk for repeated involvement in the juvenile- and criminal- justice systems. Topics of focus include risk assessment, adolescent development and juvenile justice, and prevention/intervention/correctional psychology. Students will have an opportunity to master a specific problem area. Broadly, the goals are for students to (a) become comfortable in translating crime prevention problems into social scientific questions, and (b) specifically understand how research findings can inform law and policy.

*Prerequisite: SW 110, or consent of instructor.*

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**SOC WEL 275**
**Diversity-Sensitive and Competent Social Work**
2 units
Eveline Chang, MSW

This course will engage students in self-reflection and dialogue related to social justice and social work practice at multiple levels: individual, family, group, organizational and community. We will work together to develop a community of dialogue that openly and honestly addresses each of our unique and complex identities and positions, how we intersect with and truly support the clients and communities with whom we work, and how social identity and position impact access to services, resources, and power.

Throughout the course, we will practice and integrate cultural humility, anti-oppressive social work practice, and mindfulness as applied to social justice.
Specific topics addressed will also include microaggressions and social work, intergenerational trauma and trauma-informed practice, and restorative justice.

This course prepares students to understand and practice diversity-sensitive, anti-oppressive social work. The course (1) builds awareness of power, privilege and marginalization embedded in each of our multiple and intersecting status dimensions (race, ethnicity, gender, sexual orientation, social class, gender identity and expression, dis/ability, religion, (im)migration, etc.), in the context of social work practice, (2) involves students in the process of awareness and practice through experiential, self-reflective and interactive activities, and (3) promotes anti-oppressive social work skills.

**SOC WEL 298.1 Leadership Development**
2 units Andrea DuBrow, MSW, MPH

Leadership development has rapidly gained visibility in the for-profit business world and, increasingly, in the non-profit and public sector. The purpose of this Social Welfare leadership course is to support MSW students in their leadership development and to increase their capacities to lead with formal and informal authority, from any position, within social work and across sectors. Leadership skills are increasingly needed for effectiveness in interdisciplinary collaboration, cross-sector change among a wide variety of public and non-profit agencies and community groups, and for advancement of social and economic equity. This course will offer a specific focus on three main areas: (1) Understanding self for increased skill as a change agent; (2) Understanding change and change management so as to effectively lead and participate in change processes; and (3) Leading effectively in groups and teams.

**SOC WEL 298.6 MSW Capstone Seminar**
2 units Professor Mike Austin

This seminar is designed to provide graduating MSW students with an opportunity to pull together all of their MSW learning through the use of experiential learning where students seek to integrate academic course work, fieldwork and part-time paid/volunteer positions. The purpose of this seminar is to help students integrate these various experiences prior to graduation. The seminar includes opportunities for: 1) mock job interviews and resume construction, 2) coaching (seeking and utilizing feedback), 3) developing a post-graduation learning plan and 4) guest presenters (alums). The seminar objectives include opportunities to: 1) engage in a safe space for peer learning when pulling together their end-of-program experiences, 2) conduct an analysis of all fieldwork, coursework, and relevant research work 3) prepare an e-portfolio that includes a self-reflective essay, updated resume, synthesis of academic and field placement, and attachment of relevant documents/readings, 4) receive support for developing a job search strategy (how to develop an elevator pitch, tips on informational interviews, construction of resume and cover letter, review of current salary surveys, constructing a self-reflective essay), and 5) develop a post-MSW learning plan for use in guiding future professional development.
SOC WEL 298.7  Most of What You Believe about Poverty is Wrong: A Social Impact Lab
2 units  Mauricio Lim Miller

This course will explore some of the flaws of current approaches to lessening poverty as well as strategies to support and harness the power of collective action by the families themselves. It will draw on the Family Independence Initiative’s (fii.org) national work with families and data they have collected. Students will have an opportunity to see first-hand the resourcefulness of low-income families through direct interaction as well as data/stories provided by families. The class will combine lectures with discussion, assigned readings, a community project, and guest lecturers. Students will produce a paper based on analyses of data and stories housed by the Family Independence Initiative, as well as take part in support of current initiatives led by the families in that project.

Mauricio (Maurice) Lim Miller founded Family Independence Initiative (FII) in 2001, with a mission to support and accelerate low-income families’ own efforts to improve their social and economic mobility. A first-generation immigrant from Mexico, Mauricio was inspired to develop FII after researching the histories of immigrant, migrant, and indigenous communities in the United States who managed to rise from intense poverty to middle-class standing. With an engineering background from UC Berkeley his research found something simple, yet extraordinary: Pathways to success require a group effort. Individuals and families turned to extended family and friends for support and resources, and followed the example of the successful families around them.

In recognition of his unconventional approach to generating economic mobility among low-income families, Mauricio was awarded a MacArthur “Genius” Fellowship in 2012. He was appointed by President Obama to the White House Council for Community Solutions, is an Ashoka Fellow, a Prime Mover Fellow and a Purpose Prize winner among other awards. Mauricio was honored for his work by First Lady Michelle Obama for his innovative work. He was also honored with an invitation from President Clinton to his 1999 State of the Union address for his work in social services. Prior to founding FII, Mauricio spent 22 years as the Director of Asian Neighborhood Design, a community development agency in San Francisco and Oakland.