

Reginald E. McSweeney ()
 AU/GU course—see content above.

Christianity and the Environment ()
 A religious, philosophical, and activist approach to environmental issues, analyzing ideological causes of environmental degradation, and offering philosophical and theological perspectives which inform and sensitize the student to the Christian's environmental responsibility. Qualifies as an "S" course for General Education Service Learning. Contains a service component. *Spring*

Christian Bioethics ()
 Designed for the student to examine differing ethical models and to develop a personal model that will serve as the basis on which a Seventh--1.29a vEhcomponent5hristian Spyi 1td25.425 0 TmSev5sDakLa personal ad(e)]TJ0T*0[decistiosg. developed model examiring

Required Application

- Hold a baccalaureate degree from an accredited college or university, or a Bachelor of Social Work (BSW) degree from a program accredited by the Council on Social Work Education
- Provide transcripts that demonstrate course work with a strong liberal arts background.

Required Liberal Arts Background Minimum Semester Credits

- Human Biology or Anatomy and Physiology—
(or pass challenge exam)
- Communications/Language Skills (foreign languages, speech, grammar, linguistics, written communication, media)—
- Social and Behavioral Science (sociology, anthropology, psychology, social psychology, diversity)—
- Humanities/History (philosophy, religion, arts, government, political science, economics, or literature)—
- Math/Physical Science (statistics, sciences, chemistry, physics, logic, math)—
- Previous computer skills, either in course work (1 credit) or extensive hands-on experience evidenced by the *Computer Skills Assessment Form*.
- A GPA of at least 3.00 (4.00 system) in the upper division course work or a minimum GPA of 3.5 in at least 10 graduate credit hours

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MSW A, a E, a

Students may choose to specialize in the following areas of emphasis: Marriage and Family, Administration and Development, Mental Health, School Social Work, and Emergency Preparedness. Please refer to the Department of Social Work website for further information: www.andrews.edu/cas/sowk/.

C, a, E, P, a,

Students may complete the following sequence of courses totaling 18–19 credits and receive a *Certificate of Emergency Preparedness* from Andrews University. This Certificate should be accepted by

- C , d e a d F a , e a R** (-)
This course explores factors that put children and families at risk for various social problems in American society. Special attention is placed on institutions, services, policies, and laws that impact families, set within a historical context of child welfare laws and services.
- S b a c e U e A e c a S c e** (-)
An overview of substance-use terminology, historical issues, definitions, epidemiology, consequences, and drugs of abuse within an American cultural and historical framework. Offered alternate years.
- S c a W , M e d S e a** (,)
Provides opportunity for students to develop their basic social work skills through integrating social work knowledge and theory into field practice. Several aspects of field will be discussed. Is taken concurrently with the student's field placement and is repeated each semester student is in SOWK435. Corequisites: SOWK435, SOWK401. *Fall, Spring*
- E e g e c P a a g** (-)
Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Required course for Michigan Professional Emergency Management (PEM) certification. Includes satisfactory completion of FEMA-provided modules in Professional Development Series. Prerequisite: SOWK408.
- F e d I** (,)
A lab course to give students experience and practice in a community agency under qualified supervision. A total of 400 clock hours required. Repeatable to 4 credits. Corequisites: SOWK420, SOWK401. *Fall, Spring, Summer*
- I e a a E e f S c a W e f a e** (-)
Students engage in critical thinking in relation to global issues. Theories of causation and alternative models of global intervention. Explores the social, cultural (including religious), political, and economic factors impacting social-welfare policies and the delivery of human services in Third World, developing, industrial, and post-industrial societies.
- W** (,)
- A e e a d T e e f V c f V e c e** (-)
Examination of assessment issues, approaches, and barriers to effective treatment when working with victims of domestic violence, adult survivors of sexual abuse, victims of rape, incest survivors, and child sexual-assault victims. Interpretation of assessment findings included. Short- and long- term therapy options including specific techniques are explored. Prerequisites: SOWK401 and 402 or SOWK501 or permission of instructor.
- C I e e** (-)
Survey of brief treatment models. Direct application of various crisis intervention models to population in crisis. Prerequisite: SOWK401.
- S c a P , c e a d S e c e O e C e** (-)
A study of the policy-making processes and strategies utilized to meet the needs of the poor and at-risk populations in other countries. Students travel abroad where they study social policy formulation, analyze selected social policies and programs, and participate in the development of a group position paper. Prerequisite: SOWK350 or equivalent course.
- D a e R e e a d E e g e c O e a** (-)
Study of the phases of disaster response and recovery with attention to local, state, and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision-making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery on victims and communities and the implications of disaster recovery efforts. Required course for PEM certification. Prerequisites: BSAD426/526. Evidence of satisfactory completion of PDS modules, IS-244 Developing and Managing Volunteers, IS-546/547 Continuity of Operations, and IS-700 National Incident Management System.
- T e a e f S b a c e A b e** (,)
An overview of treatment techniques and basic prevention strategies including specific training in assessment and therapeutic techniques, examining the relationship between etiology and treatment. Treatment evaluation discussed. At-risk, vulnerable populations receive special consideration.
- A d a c e d T e e f A d c a d T e e** (-)
Surveys, critiques, and integrates the primary theories currently used to explain the process, outcome, and treatment of addictions. Covers biological, psychological, social, and anthropological addiction theories. Primary substance-abuse prevention theories are surveyed. Implications for at-risk, vulnerable populations considered.
- D e a a d G e f C e a S c e** (-)
Designed to help the student understand cultural and societal perspectives on death as well as develop an increased awareness and sensitivity to the personal and interpersonal dynamics of death, dying, and loss. The student's personal encounters with dying, death, and loss, as well as the experiences of guest speakers, provides topics for class discussion. The "art of condolence" is discussed for helping people deal with uncomplicated death and loss issues.
- S c a W . R e e a c** ()
A broad range of research tools available to social workers to improve both the effectiveness and efficiency of their practice. Research methodologies, both quantitative and qualitative, presented. Also includes a generalist overview of statistics. Students do a research project addressing a social problem. *Spring*

planning, organizing, decision making, and marketing impact organizational and community change. Prerequisite: Completion of SOWK502, admission to Advanced Standing, or permission of instructor.

Intercultural Marital Conflict (-)

Explores models and techniques to uncover and utilize counselee's strengths to improve marital communication and satisfaction. Research-based techniques applied through role-playing and other experiential activities. Prerequisite: SOWK402 or SOWK501 or an equivalent graduate course in social-work methods or counseling.

Crisis Intervention (-)

Survey of brief treatment models. Direct application of the different approaches to populations in crisis. Prerequisite: SOWK502 or advanced placement.

Advanced Family Therapy (-)

This course prepares students to work with families. Major family therapy modalities are included, as well as an exposure to therapeutic family concerns. Prerequisite: Advanced-year status or permission of instructor.

Organizational Assessment (-)

The basic underpinnings of organizational dynamics. Students explore the historical influences on and current challenges faced by social-work managers. The basics of management-assessment skills and human issues that impact organization explored. Prerequisite: Advanced-year placement. *Fall*

Topic: _____ (-)

Students are able to select offerings from various contemporary social-work topics. Repeatable with different topics.

Independent Study/Research (-)

Open to qualified students who show ability and initiative. See the department policy for specific requirements. Prerequisites: Permission of Graduate Program Director and instructor.

SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY

Bell Hall, Room 157
269-4713468
speech@andrews.edu
www.andrews.edu/cas/speech/

Lena G. Caesar, *Chair*
Brynja K. Davis
Darah J. Regal

Academic Programs	Credits
BS: Speech-Language Pathology and Audiology	46
Minor in Speech-Language Pathology and Audiology	22

M

The Andrews University Department of Speech-Language Pathology & Audiology provides faith-affirming Christian education focusing on the knowledge and practice of speech-language pathology and audiology. Majors are expected to become knowledgeable about a variety of communication disorders, their etiology, and treatment; develop professional skills and demeanor; treat all patients with respect regardless of age, gender or ethnicity; provide effective clinical services; and successfully prepare for graduate education and service to the world.

Speech-language pathology and audiology are two disciplines that focus on communication problems. Speech-language pathologists work with individuals who have difficulties speaking fluently and clearly, understanding speech, using their voices, formulating language, and feeding and/or swallowing. Audiologists work with individuals who have difficulty with hearing, central auditory processing, dizziness, and tinnitus. Speech-language pathologists and audiologists work in a variety of settings including hospitals, schools, rehabilitation centers, and private practice.

The major in speech-language pathology and audiology at