

Graduate Council Minutes

November 19, 2008

Present: Drs. Saleh, Sustich, B. Gilbert, Traylor, Miao, McDaniel,
Amienyi, Haran (Cliff), Risch, and Nathan Gastineau

1. Proposed Certificate

Certificate in Addition Studies **APPROVED PROVISIONALLY**

2. New Courses

SW 5043 Foundations of Practice II **APPROVED PROVISIONALLY**

SW 5223 Rural Social Work **APPROVED**

SW 5274 Practicum in Addiction Studies I **TABLED**

SW 5292 Practicum in Addiction Studies II **TABLED**

SW 6013 Social Work Ethics **APPROVED**

SW 6023 Social Work Evaluation & Research **APPROVED**

SW 6033 Clinical Pract w Individuals **APPROVED**

SW 6043 Clinical Practice w Families **APPROVED**

SW 6053 Clinical Practicum with Groups **APPROVED**

SW 6063 Social Work Policy Analysis **APPROVED**

SW 6343 Clinical Intervention with Children **APPROVED**

SW 6803 Full-Time Advanced Field I **TABLED**

SW 6813 Full-Time Advanced Field II **TABLED**

SW 6821 Part-Time Advanced Field I **TABLED**

SW 6822 Part-Time Advanced Field II **TABLED**

SW 6831 Part-Time Advanced Field III **TABLED**

SW 6832 Part-Time Advanced Field IV **TABLED**

New/Special Course Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
 Graduate Council - Print 1 copy for signatures and save 1 electronic copy.

New Course or Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) SW 5223
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Rural Social Work
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard Letter
1. Is this course dual listed (undergraduate/graduate)? Graduate Listed Only
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) Not Cross Listed
7. Brief course description (40 words or less) as it should appear in the bulletin. This course is designed to explore the unique aspects of social work practice in rural areas using an ecosystems perspective. The roles and functions of social workers will be addressed as well as the ethical dilemmas frequently encountered in rural practice.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Graduate Social Work Student
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Summer and on Demand

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Barbara F. Turnage; ASU; P. O. Box 2460; State University, AR 72467; btturnage@astate.edu ; 870-972-3596
11. Proposed Starting Term/Year Summer 2009
12. Is this course in support of a new program? If yes, what program? Yes, this course is in support of the new MSW Program.
13. Does this course replace a course being deleted? No b. If yes, what course? c. Has this course number been used in the past? Attach Course Deletion Proposal-Bulletin Change Transmittal Form.
14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. No, this course will not affect another program.
15. Justification should include: Upon completion of this course, the student will be able to: <ol style="list-style-type: none">1. Discuss, compare, and contrast differing definitions of rural social work practice;2. Explain the nature of rural social work practice;3. Demonstrate knowledge of research and relevant literature related to rural social work;4. Discuss and critically evaluate special issues related to social work values and ethics involved in working with rural communities and with rural people;5. Identify characteristics of individuals and families, groups, and communities and organizations specific to rural environments;6. Discuss the generalist method and its application to rural social work practice; and7. Demonstrate an understanding of both cultural diversity and social and economic justice in terms of rural customs, traditions, heritage, and culture.
16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.) CLASS SCHEDULE AND READINGS Week 1: Course Overview: What is rural social work? <ol style="list-style-type: none">1. Definition of Rural Social Work2. Population Density3. Metropolitan vs. Non-Metropolitan4. Characteristics of Rural Communities5. Theories of Rural/Urban Differences Readings: Ginsberg, pp. ix-14, 35-51, 75-94 Belanger, k. (2005). In search of a theory to guide rural practice: The case for social capital. In Ginsberg, L. (Ed.) <i>Social work in rural communities</i> (4 th ed.). Washington, DC: Council on Social Work education. Livermore, M. & Nuestrom, A. (2003). Linking welfare clients to jobs: Discretionary use of worker social capital. <i>Journal of Sociology and Social Welfare</i> , 30(2), 87-103. Scales & Streeter. (2004). Chapter 1, pp. 3-12 What is rural?: http://www.ers.usda.gov/briefing/rurality/What is rural Week 2: Course Overview: <ol style="list-style-type: none">1. The Nature of Rural Social Work2. The Rural Context of Practice3. Social work Values and Ethics in a Rural Context4. Rural Social Work and Generalist Practice Readings: Ginsberg. (2005). Chapters, 12-13 Scales & Streeter. (2004). Chapters 2 NASW. (1999). Code of Ethics

Week 3:

Course Overview:

1. Research on Rural Social Work
2. The Need for Rural Services
3. Are Rural Services Effective?

Readings:

Rural Caucus Web Page

<http://www.rupri.org> - Rural Policy Research Institute

<http://www.rupri.org/editorial/> - Editorials on rural issues by Rowley

<http://www.ers.usda.gov> - The ERS publishes many reports on rural America

Week 4-5:

Course Overview:

1. Rural Individuals
2. Rural Culture, Values, and World View
3. Rural Response to Problems
4. Response to Formal Helping Services
5. Attachment to the Land

Readings:

Ginsberg. (1998). Programs and Problems in Rural Areas, Chapters 17-21

Week 6:

Course Overview:

1. Importance of Family in the Rural Community
2. Structure of Rural Families
3. Rural Families as Sources of Support and Help

Readings:

Csikai, E. and Belanger, K. (1999). pp. 95-103

Week 7:

Course Overview:

1. Rural Groups
2. Natural Groups as Helpers
3. Importance of Group Membership

Readings:

Furman, L. & Chandy, J. (1998). pp. 135-148

Week 8:

Course Overview:

1. Rural Diversity
2. Composition of Rural Communities
3. Rural Lifestyle
4. Tolerance for Diversity or Difference

Readings:

Ginsberg. (1998). Special Populations in Rural Communities, Chapters 19-23

Weeks 9-10:

Course Overview:

1. Rural Organizations
2. Links between Agencies and the Community
3. Problems of Service Delivery in Rural Social Welfare
4. Role of Leaders in Rural Organizations

Readings:

Scales & Streeter. (2004). Chapters 7-9, 11, 19

Weeks 11-12:

Course Overview:

1. Rural Communities
2. Needs Assessment and Program Development
3. Rural Communities and Types of Social Problems

Readings:

Ginsberg. (1998). Chapters 12-13

Weeks 13-15:

Course Overview:

Strengths of Rural Communities

Importance of Churches, Schools and Key Informants as Resources

Structure of Service Delivery in Rural Communities

Readings:

Ginsberg. (1998). Chapters 14-16

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.) The assignments for this course consist of four Exams, a Rural Social Work Paper, and four Quizzes.										
18. Special features (e.g. labs, exhibits, site visitations, etc.) No special features.										
19. Required reading Ginsberg, L. (Ed.). (1998). <i>Social work in rural communities</i> . (4 th ed.). Alexandria, VA: Council on Social Work Education. Scales, T. Laine & Streeter, Calvin, L. (2004). <i>Rural social work: Building and sustaining community assets</i> . Belmont, CA: Wadsworth Publishing.										
20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) As this course is part of the new MSW Program, the additional faculty required will be hired for the Program and not solely for this course.										
21. What is the primary goal of this course? The primary goal of this course is to develop an understanding of the unique aspects of social work practice in rural areas.										
22. If this proposal is for a general education course, please check the primary goal this course addresses: NA <table border="0"><tr><td><input type="checkbox"/> Communicating effectively</td><td><input type="checkbox"/> Thinking Critically</td></tr><tr><td><input type="checkbox"/> Using mathematics</td><td><input type="checkbox"/> Using Technology</td></tr><tr><td><input type="checkbox"/> Understanding global issues</td><td><input type="checkbox"/> Understanding interdependence</td></tr><tr><td><input type="checkbox"/> Developing a life-long appreciation of the arts and humanities</td><td><input type="checkbox"/> Developing a strong foundation in the social sciences</td></tr><tr><td><input type="checkbox"/> Using science to accomplish common goals</td><td><input type="checkbox"/> Providing foundations necessary to achieve health and wellness</td></tr></table>	<input type="checkbox"/> Communicating effectively	<input type="checkbox"/> Thinking Critically	<input type="checkbox"/> Using mathematics	<input type="checkbox"/> Using Technology	<input type="checkbox"/> Understanding global issues	<input type="checkbox"/> Understanding interdependence	<input type="checkbox"/> Developing a life-long appreciation of the arts and humanities	<input type="checkbox"/> Developing a strong foundation in the social sciences	<input type="checkbox"/> Using science to accomplish common goals	<input type="checkbox"/> Providing foundations necessary to achieve health and wellness
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23. Considering the indicated primary goal, provide <u>up to three outcomes</u> that you expect of students after completion of this course. For example, what will students who meet this goal <u>know</u> or <u>be able to do</u> as a result of this course? Primary Goal Outcome #1: Students will demonstrate an in-depth knowledge and understanding of the unique aspects of social work practice in rural areas. Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?) The learning activities that will be used to help students become familiar with social work practice in rural areas will include lectures and in-class activities. Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?) The assessment tools for this learning outcome are the course assignments. In particular, students will demonstrate their learning through the four Exams, the Rural Social Work paper, and the four Quizzes.										

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Course Descriptions

See Master List

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College Dean	Date	Graduate Curriculum Committee Chair	Date
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1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) SW 6013
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Social Work Ethics
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture
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9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Spring
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Barbara F. Turnage; ASU; P. O. Box 2460; State University, AR 72467; bturnage@astate.edu ; 870-972-3596

11. Proposed Starting Term/Year

Spring 2010

12. Is this course in support of a new program? If yes, what program?

Yes, this course is in support of the new MSW Program.

13. Does this course replace a course being deleted? No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.**14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. No, this course will not affect another program.****15. Justification should include:**

Upon successful completion of this course, the student will be able to:

1. support the professional code of ethics, understand basic issues in its application to contemporary social work practice, clarify and reconcile the student's own personal value system with the values and ethics of the social work profession, and recognize conflicts of interest;
2. develop a capacity to understand the established requirements for decision making on ethical issues and dilemmas which empower clients and promote respect for: diversity, individual worth and dignity; right to independent decisions; and active participation in the helping process;
3. incorporate in the analysis of ethical issues and dilemmas from an ecological perspective with sufficient focus on the social environment to determine approaches to make social institutions more people or service oriented in response to human needs. This is particularly important in response to human needs resulting from poverty, discrimination, oppression and populations at risk;
4. clarify his/her own values and perspectives in relation to; the multiple factors that influence attainment of developmental and socialization needs of individuals in differing stages of life development, differing family structures and needs; and diverse populations; and develop an identification with the social work profession in the face of globalization;
5. address value trade-offs in social policy formulation, enactment, and implementation, with particular attention directed to the ethical and value conflicts within rural areas;
6. identify and apply social work values and ethics to generalist practice and understand the ethical concerns generated by the conformist movement in human services delivery regarding structural arrangements of organizations as well as their goals;
7. apply the findings of relevant research to the analysis of ethical issues and dilemmas and understand ethical issues in the conduct of research, and
8. demonstrate an understanding of issues and procedures relating to social work malpractice and liability.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)**CLASS SCHEDULE AND READINGS****Unit 1: Weeks 1, 2, & 3 Values****Topics:**

1. Course Overview and Requirements
2. The Nature and Function of Values
3. Personal Values versus Professional Values
4. Confidentiality

Required Readings:

Textbook, Chapters 1, 2, 3, and 5

Allen-Meares, P. (2000). Our professional values and the changing environment. *Journal of Social Work Education*, 36(2), 179-182.Bisman, C. (2004). Social work values: The moral core of the profession. *British Journal of Social Work*, 34(1), 109-124.Loewenberg, F. M., Dolgoff, R., & Harrington, D. (2005). *Ethical decisions for social work practice* (chapter 2).National Association of Social Workers. (1999). *Code of Ethics*. Washington, D.C.: Author.**Unit 2: Weeks 4, 5, & 6 Ethical Dilemmas in Social Work Practice****Topics:**

1. The value base of social work
2. Approaches to ethical decision making
3. Managed care
4. Ethics with people of color
5. Spirituality, ethics and social work in long term care
6. Assisted suicide

Required Readings:

Textbook, Chapters 4, 9, 13, and 14

Linz, N. (2004). An ethical dilemma in elder abuse. *Journal of Gerontological Social Work*, 43(2/3), 165-174.

Congress, E. (2004). What social workers should know about ethics: Understanding and resolving ethical dilemmas. *Advances in Social Work*, 1, 1-26.

Dziegielewski, S. F., & Holliman, D. C. (2001). Managed care and social work practice: Implications in an era of change. *Journal of Sociology & social Welfare*, 28(2), 125-140.

Unit 3: Weeks 7, 8, & 9 Legal Aspects of Social Work Practice

Topics:

1. Professional Responsibilities
2. Professional Liabilities
3. Domestic Violence
4. Child Welfare
5. Refusal of Service

Required Readings:

Textbook, Chapters 6, 7, 11, and 12

Banach, M., & Bernat, F. P. (2000). Liability and the internet: Risks and recommendations for social work practice. *Journal of Technology in Human Services*, 17(2/3), 153-171.

Danis, F. S. (2003). Domestic violence and social work education: What do we know, what do we need to know? *Journal of Social Work Education*, 39(2), 215-225.

Loewenberg, F. M., Dolgoff, R., & Harrington, D. (2005). *Ethical decisions for social work practice*. Chapters 5, 6, and 8

Unit 4: Weeks 10, 11, & 12 Professional Competence and Training

Topics:

1. Confidential communication
2. Teacher student relationships
3. Lay-Professional relationship

Required Readings:

Textbook, Chapter 10

Arnold, S. (1970). Confidential communication and the social worker. *Social Work*, 15, 61-67.

Loewenberg, F. M., Dolgoff, R., & Harrington, D. (2005). *Ethical decisions for social work practice*. Chapters 9, and 10

Strom-gottfried, K. (2000). Ethical vulnerability in social work education: Analysis of NASW complaints. *Journal of Social Work Education*, 36, 241-252.

Volland, P. J. (2003). Social work education for health care: Addressing practice competencies. *Social Work in Health Care*, 37(4), 1-17.

Unit 5: Weeks 13, 14, & 15 Malpractice and Liability Issues in Supervision and Consultation

Topics:

1. Legal and ethical dilemmas
2. Dual relationships

Required Readings:

Bergeron, L. R., & Gray, B. (2003). Ethical dilemmas of reporting suspected elder abuse. *Social Work*, 48(1), 96-106.

Congress, E. (2001). Dual relationships in social work education: Report on a national survey. *Journal of Social Work Education*, 3(2), 255-266.

Freud, S., & Krug, S. (2003). Beyond the code of ethics, part II: Dual relationships revisited. *Families in Society*, 83(5/6), 483-493.

Green, R. (2003). Social work in rural areas: A personal and professional challenge. *Australian Social Work*, 56(3), 209-219.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

The assignments for this course consist of two exams, Journal Articles Paper, and a Semester Paper.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

No special features.

19. Required reading

Linzer, Norman (2003). *Resolving ethical dilemmas in social work practice*. Allyn and Bacon: Needham, MA.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

As this course is part of the new MSW Program, the additional faculty required will be hired for the Program and not solely for this course.

21. What is the primary goal of this course?

The primary goal of this course is to develop an understanding of social work ethics.

22. If this proposal is for a general education course, please check the primary goal this course addresses: NA

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
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24. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1:

Students will demonstrate an in-depth knowledge and understanding of social work ethics.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

The learning activities that will be used are lecture and in class assignments.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

The assessment tools for this learning outcome are the course assignments. In particular, students will demonstrate their learning through the two exams, the Journal Articles Paper, and a Semester Paper.

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2. support the professional code of ethics, understand basic issues in its application to contemporary social work practice, clarify and reconcile the student's own personal value system with the values and ethics of the social work profession, and recognize conflicts of interest;
2. develop a capacity to understand the established requirements for decision making on ethical issues and dilemmas which empower clients and promote respect for: diversity, individual worth and dignity; right to independent decisions; and active participation in the helping process;
3. incorporate in the analysis of ethical issues and dilemmas from an ecological perspective with sufficient focus on the social environment to determine approaches to make social institutions more people or service oriented in response to human needs. This is particularly important in response to human needs resulting from poverty, discrimination, oppression and populations at risk;
4. clarify his/her own values and perspectives in relation to; the multiple factors that influence attainment of developmental and socialization needs of individuals in differing stages of life development, differing family structures and needs; and diverse populations; and develop an identification with the social work profession in the face of globalization;
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6. identify and apply social work values and ethics to generalist practice and understand the ethical concerns generated by the conformist movement in human services delivery regarding structural arrangements of organizations as well as their goals;
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Required Readings:

Textbook, Chapters 4, 9, 13, and 14

Linz, N. (2004). An ethical dilemma in elder abuse. *Journal of Gerontological Social Work*, 43(2/3), 165-174.

Congress, E. (2004). What social workers should know about ethics: Understanding and resolving ethical dilemmas. *Advances in Social Work*, 1, 1-26.

Dziegielewski, S. F., & Holliman, D. C. (2001). Managed care and social work practice: Implications in an era of change. *Journal of Sociology & social Welfare*, 28(2), 125-140.

Unit 3: Weeks 7, 8, & 9 Legal Aspects of Social Work Practice

Topics:

- 6. Professional Responsibilities
- 7. Professional Liabilities
- 8. Domestic Violence
- 9. Child Welfare
- 10. Refusal of Service

Required Readings:

Textbook, Chapters 6, 7, 11, and 12

Banach, M., & Bernat, F. P. (2000). Liability and the internet: Risks and recommendations for social work practice. *Journal of Technology in Human Services*, 17(2/3), 153-171.

Danis, F. S. (2003). Domestic violence and social work education: What do we know, what do we need to know? *Journal of Social Work Education*, 39(2), 215-225.

Loewenberg, F. M., Dolgoff, R., & Harrington, D. (2005). *Ethical decisions for social work practice*. Chapters 5, 6, and 8

Unit 4: Weeks 10, 11, & 12 Professional Competence and Training

Topics:

- 4. Confidential communication
- 5. Teacher student relationships
- 6. Lay-Professional relationship

Required Readings:

Textbook, Chapter 10

Arnold, S. (1970). Confidential communication and the social worker. *Social Work*, 15, 61-67.

Loewenberg, F. M., Dolgoff, R., & Harrington, D. (2005). *Ethical decisions for social work practice*. Chapters 9, and 10

Strom-gottfried, K. (2000). Ethical vulnerability in social work education: Analysis of NASW complaints. *Journal of Social Work Education*, 36, 241-252.

Volland, P. J. (2003). Social work education for health care: Addressing practice competencies. *Social Work in Health Care*, 37(4), 1-17.

Unit 5: Weeks 13, 14, & 15 Malpractice and Liability Issues in Supervision and Consultation

Topics:

- 3. Legal and ethical dilemmas
- 4. Dual relationships

Required Readings:

Bergeron, L. R., & Gray, B. (2003). Ethical dilemmas of reporting suspected elder abuse. *Social Work*, 48(1), 96-106.

Congress, E. (2001). Dual relationships in social work education: Report on a national survey. *Journal of Social Work Education*, 3(2), 255-266.

Freud, S., & Krug, S. (2003). Beyond the code of ethics, part II: Dual relationships revisited. *Families in Society*, 83(5/6), 483-493.

Green, R. (2003). Social work in rural areas: A personal and professional challenge. *Australian Social Work*, 56(3), 209-219.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

The assignments for this course consist of two exams, Journal Articles Paper, and a Semester Paper.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

No special features.

19. Required reading

Linzer, Norman (2003). *Resolving ethical dilemmas in social work practice*. Allyn and Bacon: Needham, MA.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

As this course is part of the new MSW Program, the additional faculty required will be hired for the Program and not solely for this course.

21. What is the primary goal of this course?

The primary goal of this course is to develop an understanding of social work ethics.

22. If this proposal is for a general education course, please check the primary goal this course addresses: NA

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

25. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1:

Students will demonstrate an in-depth knowledge and understanding of social work ethics.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

The learning activities that will be used are lecture and in class assignments.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

The assessment tools for this learning outcome are the course assignments. In particular, students will demonstrate their learning through the two exams, the Journal Articles Paper, and a Semester Paper.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

21. Minimize this form.
22. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
23. This will take you to a list of the bulletins by year, please open the most current bulletin.
24. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
25. Right-click on the highlighted area.
26. Click on "copy".
27. Minimize the bulletin and maximize this page.
28. Right-click immediately below this area and choose "paste".
29. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
30. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Course Descriptions

See Master List

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
x Graduate Council - Print 1 copy for signatures and save 1 electronic copy.

x New Course or **Special Course (Check one box)**
 Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) SW6033
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Clinical Pract w Individuals
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Combined Methods—Lecture, Web, Presentations, etc.
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard Letter
5. Is this course dual listed (undergraduate/graduate)? No, Graduate Social Work Course
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No, Only listed in Social Work
7. Brief course description (40 words or less) as it should appear in the bulletin. This course is designed to assist students in development of their clinical assessment and intervention skills with individuals. The course presents the theoretical basis of individual focused models of assessment and intervention in rural-based clinical social work practice.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Graduate Social Work students who have completed SW 6003
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Fall

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
Dr. Barbara F. Turnage, ASU, P. O. Box 2460, State University, Arkansas 72467, 870-972-3596

11. Proposed Starting Term/Year Fall 2009

12. Is this course in support of a new program? If yes, what program?
Yes. Masters of Social Work

13. Does this course replace a course being deleted? No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. The addition of this course will not affect another program.

15. Justification should include:

A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

Course Learning Objectives: By the end of the term the students should be able to:

1. Describe the scope, nature and focus of rural-based clinical social work practice with individuals.
 2. Critique the concept of rural-based clinical practice and phases (beginning, middle, and termination) of the clinical relationship.
 3. Analyze the efficacy of crisis intervention, socio-behavioral, psychosocial, and spirituality frameworks in the reduction of social stress, enhancement of social functioning and empowerment skills with individual clients.
 4. Develop a repertoire of strategies that demonstrate: sensitivity to client strengths, awareness and responsiveness to social justice issues, appropriate ethical reasoning, and facility in using the planned change process, client advocacy, and skill in facilitating empowerment of individuals.
 5. Demonstrate skills in integrating knowledge on the impact of diversity (ethnic, racial, class, religion, gender, age, sexual orientation, and life style) and global perspectives (hunger, poverty, health issues) in rural-based clinical social work practice.
 6. Develop skills in rural-based individual assessment, treatment planning, therapeutic intervention and documentation.
 7. Evaluate practice and goal attainment in rural-based clinical work using evaluation methods learned in the core curriculum. Develop rural-based clinical social work treatment goals and treatment contracts.
 8. Compare and contrast Cognitive Behavioral Therapy, Rational Emotive Behavior Therapy, Narrative Therapy and Solution-Focused Therapy interventions and discuss which therapies are best suited for various population groups.
- Demonstrate termination/disengagement skills with individuals.

B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course will enable students to gain the necessary skills to provide clinical services to families.

C. Student population served.

The population this course will serve will be graduate social work students who have completed SW 6003 Psychopathology for Social Workers.

D. Rationale for the level of the course (lower, upper, or graduate).

This course is designated as a graduate course as it prepares students to provide clinical services to families.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Week 1

Content Overview:

1. Introduction
2. Orientation to course
3. Review syllabus and assignments

Required readings:

- Cooper & Lesser-Granucci, Chapter 1

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 2

Content Overview:

1. Description of Micro-Mezzo-Macro relationship in rural-based clinical work with individuals
2. Understanding the concept of rural-based clinical practice
3. Clinical integration

Required readings:

- Cooper & Lesser-Granucci, Chapter 1

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 3

Content Overview:

1. Social work values and ethics in the rural setting
2. Importance of personality development and its implication for work with individuals
3. Review of the clinical helping process: the phases of treatment

Required readings:

- Cooper & Lesser-Granucci, Chapters 1, 2, & 3 (Discuss case of Dan)

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 4

Content Overview:

1. Key issues
2. Psychosocial assessment and the planned change process and advocacy
3. Crisis Intervention Theory

Required reading:

- Brown, E. J., & Bobrow, A. L. (2004). School entry after a community-wide trauma: Challenges and lessons learned from September 11, 2001. *Clinical Child and Family Psychology Review*, 7(1), 211-221.
- Myer, R. A., & Moore, H. B. (2006). Crisis in context theory: An ecological model. *Journal of Counseling and Development*, 84(2), 139-147.

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 5

Content Overview:

1. Components of a treatment plan: goals, objectives & action steps
2. Evaluating the treatment plan as a clinical practice "map"
3. The relationship between treatment plans and progress notes

Required readings:

- Dziegielewski, S. F., & Leon, A. M. (2001). Time-limited case recording: Effective documentation in changing environment. *Journal of Brief Therapy*, 1(1), 51-66.
- White, V. E. (2002). Developing counseling objectives and empowering clients: A strength-based intervention. *Journal of Mental Health Counseling*, 24(3), 270-279.

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 6

Content Overview:

1. Writing progress notes & record keeping
2. Inclusion of the strengths-based approach in documentation
3. Recommending treatment plans

Required readings:

- Cameron, S. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling & Development, 80*(3), 286-292.

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 7

Content Overview:

1. Overview of the theories (Freud and others)
2. Psychoanalytic theory and Ego Psychology
3. The Ego and Defense mechanism

Required reading:

- a. Cooper & Lesser-Granucci, Chapters 6 & 7

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 8

Content Overview:

1. Object relations theory
2. Relational theory
3. Worker's use of self/transference/countertransference

Required readings:

- b. Cooper & Lesser-Granucci, Chapter 8

Activities:

Lecture, In-class documentation exercise

Week 9

Content Overview:

1. Developing a global perspective in clinical social work
2. Choosing culturally specific interventions
3. Assessing the impact of diversity (ethnic, racial, class, religion, gender, age, sexual orientation, and life style).

Required readings:

- Cooper & Lesser-Granucci, Chapter 5
- Weisman, A., Feldman, G., Gruman, C., Rosenberg, R., Chamorro, R., & Bellozersky, I. (2005). Improving mental health services of Latino and Asian immigrant elders. *Professional Psychology: Research and Practice, 36*(6), 642-648.

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 10

Content Overview:

1. Cognitive Behavioral Therapy
2. Historical Overview
3. Key concepts

Required readings:

- Cooper & Lesser-Granucci, Chapter 9 & 10

Activities:

Lecture, In-class documentation assignment, In-class team assignment #1

Week 11

Content Overview:

1. Socio-Behavioral and Cognitive Interventions with Clients (re: depression, anxiety, social skills)
2. Application of socio-behavioral and cognitive interventions
3. Best practices for treatment and role-play of case examples

Required readings:

- Cooper & Lesser-Granucci, Chapter 10

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 12

Content Overview:

1. Narrative Therapy and Solution-Focused Therapy
2. Understanding the theories
3. Role-play therapeutic strategies

Required readings:

- Cooper & Lesser-Granucci, Chapter 11 & 12

Activities:

Lecture, Role-play

Week 13

Content Overview:

1. Assessing clinical problems in children and Adolescents
2. Considerations in treating the family system
3. Children and psychotropic medications

Required readings:

- Student Cooper & Lesser-Granucci, Chapter 13

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 14

Content Overview:

1. Termination of treatment
2. Aftercare considerations for children and adolescents
3. Follow-up services

Required reading:

- a. Cooper & Lesser-Granucci, Chapter 14

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 15

Content Overview:

1. Self-care for the Clinical Social Worker
2. "Holiday Blues"
3. Termination process concerns

Required reading:

- No readings for this week

Activities:

Lecture, Small Group Discussion

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

The course requirements are: Team Assignments, Article Review, Documentation Exercises, Client Treatment Plan

18. Special features (e.g. labs, exhibits, site visitations, etc.)

The special features included with this course will be speakers from the community practicing individual treatment.

19. Required reading

Textbook: Cooper, M and Lesser-Granucci, J. (2007). Clinical social work practice: An integrated approach (3rd ed.) Needham Heights, MA: Allyn & Bacon. Other readings as listed in the course outline.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

As this proposed course is part of a new masters program, the additional faculty required will be hired for the program and not solely for this course.

21. What is the primary goal of this course?

The primary goal of this course is provide graduate students the skills to provide clinical services to individuals.

22. If this proposal is for a general education course, please check the primary goal this course addresses: NA

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

26. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1: Students will be able to analyze the efficacy of crisis intervention, socio-behavioral, psychosocial, and spirituality frameworks..

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

The learning activities will include lecture, group diagnosing assignments, films, guest speakers and community visits, and course readings.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?). The assessment tools for this learning outcome are the course assignments. In particular, students will demonstrate their learning through completion of in-class assignments, article review, documentation exercise, and client-centered treatment plan.

Primary Goal Outcome #2: Students will apply social work ethics to clinical practice with the families with whom she may practice. .

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

The learning activities will include lecture, group diagnosing assignments, films, guest speakers and community visits, and course readings.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

The assessment tools for this learning outcome are the course assignments. In particular, students will demonstrate their learning through completion of in-class assignments, article review, documentation exercise, and client-centered treatment plan.

Primary Goal Outcome #3: Students will be able to demonstrate how to integrate generalist and clinical perspectives in rural-based family therapy.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

The learning activities will include lecture, group diagnosing assignments, films, guest speakers and community visits, and course readings.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

The assessment tools for this learning outcome are the course assignments. In particular, students will demonstrate their learning through completion of in-class assignments, article review, documentation exercise, and client-centered treatment plan.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

31. Minimize this form.
32. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
33. This will take you to a list of the bulletins by year, please open the most current bulletin.
34. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
35. Right-click on the highlighted area.
36. Click on "copy".
37. Minimize the bulletin and maximize this page.
38. Right-click immediately below this area and choose "paste".
39. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
40. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Course Descriptions

See Master List

New/Special Course Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
x Graduate Council - Print 1 copy for signatures and save 1 electronic copy.

x New Course or **Special Course (Check one box)**
 Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	Professional Education Head of Unit (If applicable)	Date
College Curriculum Committee Chair	Date	General Education Committee Chair (if applicable)	Date
College Dean	Date	Undergraduate Curriculum Council Chair	Date
		Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
 SW6043

2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).
 Clinical Practice w Families

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
 Combined Methods—Lecture, Web, Presentations, etc.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?
 Standard Letter

6. Is this course dual listed (undergraduate/graduate)?
 No, Graduate Social Work Course

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
 No, Only listed in Social Work

7. Brief course description (40 words or less) as it should appear in the bulletin.
 This course is designed to assist students to deepen and extend their assessment and intervention skills in rural-based clinical practice with families. The course presents the theoretical basis of family focused models of assessment and intervention.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).
 Graduate Social Work students who have completed SW 6003

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
 Spring

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
Dr. Barbara F. Turnage, ASU, P. O. Box 2460, State University, Arkansas 72467, 870-972-3596

11. Proposed Starting Term/Year Spring 2010

12. Is this course in support of a new program? If yes, what program?
Yes. Masters of Social Work

13. Does this course replace a course being deleted? No

b. **If yes, what course?**

c. **Has this course number been used in the past?**

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. The addition of this course will not affect another program.

15. Justification should include:

A. **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**
Course Learning Objectives: By the end of the term the students should be able to:
9. Compare and contrast in depth the various core elements of family treatment in social work practice.
10. Critique various family intervention theories and models.
11. Critique the various prevention practice methods with families.
12. Describe the clinical intervention phases of work with families.
13. Demonstrate integration of generalist and clinical perspectives in rural-based family interventions.
14. Apply social work ethics to clinical practice with families.
15. Develop a rural-based family assessment and apply the assessment to treatment planning.
16. Develop rural-based clinical social work treatment goals and treatment contracts.
17. Demonstrate termination/disengagement skills with families.

B. **How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.**
This course will enable students to gain the necessary skills to provide clinical services to families.

C. **Student population served.**
The population this course will serve will be graduate social work students who have completed SW 6003 Psychopathology for Social Workers.

D. **Rationale for the level of the course (lower, upper, or graduate).**
This course is designated as a graduate course as it prepares students to provide clinical services to families.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Week 1

Content Overview:

4. Introduction
5. Orientation to course
6. Review syllabus and assignments

Required readings:

- Janzen et al., Chapter 1

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 2

Content Overview:

4. Framework for rural-based clinical practice with families
5. History and current trends of family treatment
6. Developmental stages of the family including tasks, life cycle diversity, and macro impacts on family functioning in a rural environment

Required readings:

- Carter, B., & McGolderick, M. (1999). Chapter 1: Overview. The expanded family life cycle: Individual, family and social perspectives. In B. Carter & M. McGolderick (Eds.), *The expanded family life cycle: Individual, family and social perspectives* (3rd ed., pp. 1-26). Needham Heights, MA: Allyn & Bacon.

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 3

Content Overview:

4. The Structural Approach
5. The Communications Approach
6. The Strategic Approach

Required readings:

- Janzen et al., Chapter 2 (pp. 1-44)
- Satir, V., & Bitter, J. (2001). The therapist and family therapy: Satir's Human Validation Process model. In A. M. Horne (Ed.), *Family counseling and therapy* (3rd ed., pp.) Belmont, CA: Wadsworth.
- Sczpozchnik, J. et al. (1989). Structural family versus psychodynamic child therapy for problematic Hispanic boys. *Journal of Consulting and Clinical Psychology* (57), 571-578.

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 4

Content Overview:

4. The Social Learning Approach
5. The Family Preservation Approach
6. The Family Psychoeducational Approach

Required reading:

- Janzen et al., Chapter 2 (pp. 49-59)
- Leon, A. (1999). Family support model: Integrating service delivery in the twenty-first century. *Families in Society*, 14-24.
- Fristad, M. A., et al. (2003). Multi-family psychoeducation groups in the treatment of children with mood disorders. *Journal of Marital and Family Therapy*, 29(4), 491-504.

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 5

Content Overview:

4. The first session: meeting the family and assessment at the beginning of treatment
5. Assessing as an ongoing process
6. Learning the family's patterns and interactions through observation and questions

Required readings:

- Janzen et al., Chapter 3
- Worden, Chapter 2
- Worden, Chapter 3
- Doherty, W. (1998). From hedgehog to fox: Retooling for an age of complexity. *Family therapy network*, 50-57.

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 6

Content Overview:

4. Format and general outline for family assessment
5. The context of assessment: its purpose, audience, outside influences
6. Assessing and integrating the family's strengths, resilience, and resources

Required readings:

Worden, Chapter 5

- Westbrook, K. & Starks, S. (2000). Strengths perspective inherent in cultural empowerment: A tool for assessment of African American individuals and families. In R. Fong and S. Furuto (Eds.), *Culturally competent practice: Skills interventions, and evaluations*. Needham Heights; MA: Allyn and Bacon.

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 7

Content Overview:

4. Overview of processes and dynamics of facilitating change
5. First and second order changes
6. Role-play

Required reading:

- Worden, Chapter 6 (pp. 101-123)
- Worden, Chapter 7 (pp. 145-155)

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 8

Content Overview:

4. Single parent population description and definitions
5. Assessment issues
6. Best practices for treatment and role-play

Required readings:

- Janzen et al., Chapter 4 (pp. 95-113)
- Atwood, J. (1995). A social constructionist approach to counseling the single parent. *Journal of Family Psychotherapy*, 6(3), 1-32.
- Jung, M. (1996). Family-centered practice with single-parent families. *Families in Society*, 77(9), 583-590.

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 9

Content Overview:

4. Description of families coping with and living with poverty and income loss
5. Assessment issues
6. Best practices for treatment and role-play case examples

Required readings:

- Janzen et al., Chapter 6 (pp. 147-172)
- Sousa, L. (2005). Building on personal networks when intervening with multiproblem poor families. *Journal of Social Work Practice*, 19(2), 163-179.

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 10

Content Overview:

4. Description of families coping with chronic and terminal illness
5. Assessment issues
6. Best practices for treatment and role-play of case examples.

Required readings:

- Janzen et al., Chapter 8 (pp. 209-229)
- Paterson, J. (2005). Weaving gold out of straw: Meaning-making in families who have children with chronic illnesses. *Family Psychology: The Art of the Science*, 521-548.
- Rolland, J. (2004). Helping families with anticipatory and terminal illness. In J. Rolland (Ed.), *Living beyond loss: Death in the family* (2nd ed., pp. 213-236). New York: Rutledge.

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 11

Content Overview:

4. Description of families experiencing child abuse and family violence
5. Assessment issues
6. Best practices for treatment and role-play of case examples

Required readings:

- Janzen et al., Chapter 9 (pp. 233-262)
- Lund, C. J. & Green, B. F. (2003). Developing a capacity for self-preservation and emergency management among battered families. *Journal of Family Violence*, 18(4), 181-192.
- Flicker-Elhai, A., Ruggiero, K., & Smith, D. (2005). Parent-Child interaction: Therapy with two maltreated siblings in foster care. *Clinical Case Studies*, 4(1), 13-39.

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 12

Content Overview:

4. Description of families experiencing substance abuse issues
5. Assessment issues
6. Best practices for treatment and role-play of case examples

Required readings:

- Janzen et al., Chapter 10 (pp. 267-294)
- Hogue, A., & Liddle, H. (1999, July). Family-based preventive intervention: An approach to preventing substance use and antisocial behavior. *American Journal of Orthopsychiatry*, 69(3), 278-293.
- Wycoff, S. & Cameron, S. (2000). The Garcia family: Using a structural systems approach with an alcohol-dependent family. *Family Journal: Counseling & Therapy for couples & Families*, 8(1), 45-57.

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 13

Content Overview:

4. Families experiencing divorce
5. Gay & lesbian headed families
6. Reconstituted families
7. Families of those with mental disorders

required readings:

- Student presentations.

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available

Week 14

Content Overview:

4. Families with aging members
5. Immigrant, refugee, and bicultural families
6. Families with disabled member

Required reading:

Student presentations

Activities:

Lecture, Small Group Discussion, and Multimedia or Speakers when Available, and Multimedia or Speakers when Available

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

The course requirements are: Family Assessment, Family Treatment Paper, Role Playing, and a Group Project.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

The special features included with this course will be speakers from the community practicing family therapy.

19. Required reading

This course requires one textbook, journal articles, and visits to internet sites.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

As this proposed course is part of a new masters program, the additional faculty required will be hired for the program and not solely for this course.

21. What is the primary goal of this course?

The primary goal of this course is provide graduate students the skills to provide clinical services to families.

22. If this proposal is for a general education course, please check the primary goal this course addresses: NA

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

27. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1: Students will be able to critique the various types of family treatment and intervention.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

The learning activities will include lecture, group diagnosing assignments, films, guest speakers and community visits, and course readings.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?). The assessment tools for this learning outcome are the course assignments. In particular, students will demonstrate their learning through completion of a family assessment, writing a treatment-focused paper; engaging in role-play, and group presentations.

Primary Goal Outcome #2: Students will apply social work ethics to clinical practice with the families with whom she may practice. .

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

The learning activities will include lecture, group diagnosing assignments, films, guest speakers and community visits, and course readings.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

The assessment tools for this learning outcome are the course assignments. In particular, students will demonstrate their learning through completion of a family assessment, writing a treatment-focused paper; engaging in role-play, and group presentations.

Primary Goal Outcome #3: Students will be able to demonstrate how to integrate generalist and clinical perspectives in rural-based family therapy.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

The learning activities will include lecture, group diagnosing assignments, films, guest speakers and community visits, and course readings.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

The assessment tools for this learning outcome are the course assignments. In particular, students will demonstrate their learning through completion of a family assessment, writing a treatment-focused paper; engaging in role-play, and group presentations.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

41. Minimize this form.
42. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
43. This will take you to a list of the bulletins by year, please open the most current bulletin.
44. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
45. Right-click on the highlighted area.
46. Click on "copy".
47. Minimize the bulletin and maximize this page.
48. Right-click immediately below this area and choose "paste".
49. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
50. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Course Descriptions

See Master List

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and save 1 electronic copy.

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) SW6053
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Clinical Practicum with Groups
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Combined Methods—Lecture, Web, Presentations, etc.
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard Letter
7. Is this course dual listed (undergraduate/graduate)? No, Graduate Social Work Course
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No, Only listed in Social Work
7. Brief course description (40 words or less) as it should appear in the bulletin. This course focuses on the theory and practice of rural-based clinical social work practice with groups. Students will master an understanding of group work theories, interventions and techniques applied to persons with a range of issues.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Graduate Social Work students who have completed SW 6003
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Fall
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Barbara F. Turnage, ASU, P. O. Box 2460, State University, Arkansas 72467, 870-972-3596

11. **Proposed Starting Term/Year** Fall 2010

12. **Is this course in support of a new program? If yes, what program?**

Yes. Masters of Social Work

13. **Does this course replace a course being deleted?** No

b. **If yes, what course?**

c. **Has this course number been used in the past?**

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. **Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.** The addition of this course will not affect another program.

15. **Justification should include:**

A. **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**

Course Learning Objectives: By the end of the term the students should be able to:

18. Compare and contrast the various stage theories and other theoretical models of social work with groups.
19. Critique various group therapy theories.
20. Analyze the social workers differential use of group process across the phases of the group's development with using the person-in-environment and strengths perspective.
21. Create a six week group to be used in the student's practice.
22. Develop a personal theory of group therapy using the stage development theories and therapies studied.
23. Apply social work ethics to clinical practice with groups.
24. Demonstrate competent ability to apply group intervention knowledge and skills in clinical social work with groups.
25. Demonstrate the use of therapeutic and preventative frameworks of practice including cognitive behavioral, reality therapy, client-centered therapy, rational emotive behavior therapy, and gestalt therapy.
26. Demonstrate termination/disengagement skills with groups.

B. **How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.**

This course will enable students to gain the necessary skills to provide clinical services to groups.

C. **Student population served.**

The population this course will serve will be graduate social work students who have completed SW 6003 Psychopathology for Social Workers.

D. **Rationale for the level of the course (lower, upper, or graduate).**

This course is designated as a graduate course as it prepares students to provide clinical services to groups.

16. **Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Week 1:

Content Overview:

1. Orientation to the course
2. History of social work groups
3. Ethical group practice

Required Readings:

- Northen & Kurland, Chapter 1
- Schwartz, W. (2005). The group work tradition and social work practice. *Social Work with Groups*, 28(3/4).

Activities:

Lecture, Classroom Lab Group (No More than 8 to a Group)

Week 2:

Content Overview:

1. Groups as social systems
2. Conceptual framework for understanding groups
3. Group development

Required Readings:

- Northen & Kurland, Chapters 2 & 8

Activities:

Lecture, Classroom Lab Group, Blackboard Notes, Multimedia

Week 3:

Content Overview:

1. A model of group planning
2. Assessment of Need
3. Pregroup interviews

Required Readings:

- Northen & Kurland, Chapters 5 & 6

Activities:

Lecture, Classroom Lab Group, Blackboard Notes, Multimedia

Week 4:

Content Overview:

1. Intervention skills: exploration, purposefully inquiry, purposeful silence
2. Modeling
3. Confrontation

Required Readings:

- Northen & Kurland, Chapters 3 & 4

Activities:

Lecture, Classroom Lab Group, Blackboard Notes, Multimedia

Week 5:

Content Overview:

1. Conflict and Stages of Group Development
2. Concept of Roles
3. Intervention in the Middle Stages of the Group

Required Readings:

- Northen & Kurland, Chapters 9 & 10

Activities:

Lecture, Classroom Lab Group, Blackboard Notes, Multimedia

Week 6:

Content Overview:

1. Group member orientation
2. Development of norms
3. Facilitating group interaction

Readings:

- Northen & Kurland, Chapters 12 & 13

Activities:

Lecture, Classroom Lab Group, Blackboard Notes, Multimedia

Week 7:

Content:

1. Maintaining and Strengthening the Group
2. Influencing group structure and process
3. Planning termination of groups

Readings:

- Northen & Kurland, Chapters 14 & 15

Activities:

- Lecture, Classroom Lab Group, Blackboard Notes, Multimedia

Week 8:

Content Overview:

1. Explanation of Client-Centered Therapy
2. Critical incident in the initial stage of the group
3. First critical incident: Group Silence

Readings:

- Donigian & Hulse-Killacky, Chapters 1 (pp. 7-18) & 13 (p. 121)

Activities:

Lecture, Classroom Lab Group, Blackboard Notes, Multimedia

MID-TERM PROJECT DUE

Week 9:

Content:

1. Explanation of Cognitive-Behavioral Therapy including roles and techniques
2. Critical Incident in the initial stage of group
3. Critical Incident II: Group Attack on the Leader

Readings:

- Donigian & Hulse-Killacky, Chapters 2 (pp. 20-25) & 14 (p. 156)

Activities:

Lecture, Classroom Lab Group, Blackboard Notes, Multimedia

Week 10:

Content Overview:

1. Explanation of Rational Emotive Behavior Therapy
2. Critical Incident in Power/Control stage
3. Critical Incident III: Mass Group Denial

Readings:

- Donigian & Hulse-Killacky, Chapters 8 (pp. 66-76) & 15 (p. 189)

Activities:

Lecture, Classroom Lab Group, Blackboard Notes, Multimedia

Week 11:

Content Overview:

1. Explanation of Reality Therapy
2. Critical Incident in Intimacy Stage of Development
3. Critical Incident IV: Member Chooses to Leave Group

Readings:

- Donigian & Hulse-Killacky, Chapters 9 (pp. 78-84) & 16 (p. 235)

Activities:

Lecture, Classroom Lab Group, Blackboard Notes, Multimedia

Week 12:

Content Overview:

1. Explanation of Solution-Focused Therapy
2. Critical Incident in Working or Interdependent Stage of Development
3. Critical Incident V: Group member makes fun of another member

Readings:

- Donigian & Hulse-Killacky, Chapter 10 (pp. 85-90) & 17 (p. 278)

Activities:

Lecture, Classroom Lab Group, Blackboard Notes, Multimedia

Week 13:

Content Overview:

1. Explanation of Gestalt Therapy
2. Critical Incident in Closing/Termination Stage
3. Critical Incident VI: Member maintains distance

Readings:

- Donigian & Hulse-Killacky, Chapters 4 (pp. 34-40) & 18 (306)

Activities:

Lecture, Classroom Lab Group, Blackboard Notes, Multimedia

Week 14:

Content Overview:

1. Summary of Theoretical Frameworks
2. Termination in Groups
3. Evaluation & Follow-up

Readings:

- Donigian & Hulse-Killacky, Chapters 18 (pp. 300-334) & 19 (pp. 337-356)

Activities:

Lecture, Classroom Lab Group, Blackboard

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

The course requirements are: Presentation of Learning from Lab Group Assignment, Critical Incident Lab Group, Designing a Six Week Group; and Developing Personal Theory of Group Therapy.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

The special features included with this course will be speakers from the community practicing group and family therapy.

19. Required reading

Northen, H., & Kurland, R. (2001). Social work with groups (3rd ed.). New York: Columbia University Press
 Donigian, J.; & Hulse-Killacky, D. (1999). Critical incidents in group therapy (2nd ed.). Belmont, CA: Brooks/Cole Publishing Company

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

As this proposed course is part of a new masters program, the additional faculty required will be hired for the program and not solely for this course.

21. What is the primary goal of this course?

The primary goal of this course is provide graduate students the skills to provide clinical services to groups.

22. If this proposal is for a general education course, please check the primary goal this course addresses: NA

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

28. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1: Students will create a six week group to be used in the student's practice.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

The learning activities will include lecture, group diagnosing assignments, role play, films, guest speakers and community visits, and course readings.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?). The assessment tools for this learning outcome are the course assignments. The course requirements are: Presentation of Learning from Lab Group Assignment, Critical Incident Lab Group, Designing a Six Week Group; and Developing Personal Theory of Group Therapy.

27. Primary Goal Outcome #2: Students will develop a personal theory of group therapy using the stage development theories and therapies studied.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

The learning activities will include lecture, group diagnosing assignments, role play, films, guest speakers and community visits, and course readings.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

The course requirements are: Presentation of Learning from Lab Group Assignment, Critical Incident Lab Group, Designing a Six Week Group; and Developing Personal Theory of Group Therapy.

Primary Goal Outcome #3: Students will be able to demonstrate how to various therapeutic theories work with different populations.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

The learning activities will include lecture, group diagnosing assignments, role play, films, guest speakers and community visits, and course readings.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

The assessment tools for this learning outcome are the course assignments. In particular, students will demonstrate their learning through completion of a family assessment, writing a treatment-focused paper; engaging in role-play, and group presentations.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

51. Minimize this form.
52. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
53. This will take you to a list of the bulletins by year, please open the most current bulletin.
54. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
55. Right-click on the highlighted area.
56. Click on "copy".
57. Minimize the bulletin and maximize this page.
58. Right-click immediately below this area and choose "paste".
59. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
60. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Course Descriptions

See Master List

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and save 1 electronic copy.

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) SW 6063
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Social Work Policy Analysis
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard Letter
4. Is this course dual listed (undergraduate/graduate)? Graduate Listed Only
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) Not Cross Listed
7. Brief course description (40 words or less) as it should appear in the bulletin. This graduate course builds on SW5053 (Social Welfare Policy and Services I) and/or SW4303 (Social Welfare Policy) and focuses on the use of various conceptual frameworks in studying and analyzing current social policy issues.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Graduate Social Work Student
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Fall
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Barbara F. Turnage; ASU; P. O. Box 2460; State University, AR 72467; burnage@astate.edu ; 870-972-3596

11. Proposed Starting Term/Year
Fall 2009

12. Is this course in support of a new program? If yes, what program?

Yes, this course is in support of the new MSW Program.

13. Does this course replace a course being deleted? No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. No, this course will not affect another program.

15. Justification should include:

Upon completion of this course, the student will be able to:

1. Demonstrate an in-depth knowledge and understanding of social welfare policies and services and related needs in contemporary American society, with attention to the reciprocal relationships between policy and practice, and person and environment;
2. Distinguish and assess the actual and probable differential consequences of various social policy values-choices on the lives of various groups of people (e.g., ethnic and racial minorities, women, gays and lesbians, children and families in poverty, the elderly, chemically dependent, families with incarcerated members, the disabled) and for compatibility with professional values and ethics;
3. Employ appropriate frameworks for analyzing and evaluating measures to meet, through social welfare policy and services, the interpersonal, concrete, and environmental needs, especially for families in or near poverty, and promote economic, political, and social justice for these families;
4. Demonstrate an in-depth knowledge and understanding of the reciprocal relationship between social policy and economic or fiscal policy, especially in relationship to the rural impact of economic globalization.
5. Apply requisite policy-practice knowledge and skills (e.g., advocacy, coalition building, agenda setting, lobbying, "use of the web"), with comfort in using interactional dimensions of power to influence the development, enactment, implementation and evaluation of social welfare policy and services; and
6. Interpret the legal principles that guide administrative processes in public policy implementation, especially those related to human service organizations.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
CLASS SCHEDULE AND READINGS

Weeks 1, 2, & 3: Unit I Becoming Motivated to Become A Policy Advocate: Policy Practice and Policy Advocacy as the Fourth Dimension of Social Work Practice

Topics:

1. Course overview and requirements. Policy practice & Policy advocacy: A conceptual framework - The policy wheel
2. Reform tradition and rationales for participating in policy advocacy

Required Readings:

In the textbook, read chapters 1-2.

Chapter 1 Joining a Tradition of Social Reform, pp. 2-33

Chapter 2 Articulating Four Rationales for Participating in Policy Advocacy, pp. 34-66

Swenson, C. (1998). Clinical social work's contribution to a social justice perspective. *Social work*, 43, 6, 527-537.

Weeks 4, 5, & 6: Unit II Advocating for Change

Topics:

1. Understanding and developing political strategy.
2. Putting political strategy into action

Required Readings:

In the textbook, read chapters 10-11.

Chapter 10 Developing Political Strategy, pp. 327-344

Chapter 11 Putting Political Strategy into Action, pp. 345-374

Jackson-Elmore, C. (2005). Informing policymakers: Opportunities for social workers. *Social work*, 50, 3, 251-261.

Weeks 7, 8, & 9: Unit III Surmounting Cynicism by Developing Policy-Advocacy Skills

Topics:

1. Analytic concepts and frameworks for policy practice and policy advocacy.
2. Understanding policy practice in governmental, electoral, community, and agency settings.

Required Readings:

In the textbook, read chapters 3-4.

Chapter 3 Obtaining Skills and Competencies for Policy Advocacy, pp. 68-100.

Chapter 4 Understanding the Ecology of Policy in Governmental, Electoral, Community, and Agency Settings, pp. 101-137.

Schneider, R. L. & Lester, L. (2001). *Social work advocacy: A new framework for social action*. Belmont, CA: Brooks/Cole.

Weeks 10 & 11: Unit IV Committing to Problems and Solutions

Topics:

1. Building agendas and analyzing problems.
2. Selection of policy options and "trade-offs".
3. Preparation work for policy advocacy.

Required Readings:

In the textbook, read chapters 5-8.

Chapter 5 Committing to an Issue: Building Agendas, pp. 139-167

Chapter 6 Committing to a Solution: Analyzing Problems, pp. 168-209

Chapter 7 Developing Policy Proposals, pp. 210-247

Chapter 8 Presenting and Defending Policy Proposals, pp. 248-286

Brady, D. (2005). The welfare state and relative poverty in rich western democracies, 1967-1997. *Social forces*, 83, 4, 1329-1364.

Zimmerman, S. L. (2003). Child and family well-being in states with different political cultures. *Families in society*, 84, 2, 275-284.

Weeks 12 & 13: Unit V Advocating for Change

Topics:

1. Analytic and political approaches to policy advocacy.
2. Engaging in ballot-based policy advocacy.

Required Readings:

In the textbook, read chapters 9,12.

Chapter 9 Developing and Using Power, pp. 288-326

Chapter 12 Engaging in Ballot-Based Policy Advocacy, pp. 375-406

Lynch, R. S. & Mitchell, J. (1995). Justice system advocacy: A must for NASW and the social work community. *Social work*, 40, 9-13.

Weeks 14 & 15: Unit VI Troubleshooting and Assessing Policies

Topic:

Policy implementation and evaluation.

Required Readings:

Chapter 13 Troubleshooting Policies, pp. 408-439

Chapter 14 Assessing Policies, pp. 440-460

Mitchell, J. & Lynch, R. S. (2003). Beyond rhetoric of social and economic justice: Redeeming the social work advocacy role. *Race, gender & class*, 10, 2, 8-26

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.) The assignments for this course consists of a two exams, Legislative Advocacy Project, Policy Analysis & Presentation, and Quizzes.	
18. Special features (e.g. labs, exhibits, site visitations, etc.) No special features.	
19. Required reading Jansson, B. S. (2008). <i>Becoming an effective policy advocate: From policy practice to social justice</i> , (4 th ed.). Pacific Grove, CA: Brooks/Cole. National Association of Social Workers. (1999). <i>Code of ethics</i> . Washington, DC: Author.	
20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) As this course is part of the new MSW Program, the additional faculty required will be hired for the Program and not solely for this course.	
21. What is the primary goal of this course? The primary goal of this course is to develop an understanding of economic, political, and social justice from a national and global perspective.	
22. If this proposal is for a general education course, please check the primary goal this course addresses: NA	
<input type="checkbox"/> Communicating effectively	<input type="checkbox"/> Thinking Critically
<input type="checkbox"/> Using mathematics	<input type="checkbox"/> Using Technology
<input type="checkbox"/> Understanding global issues	<input type="checkbox"/> Understanding interdependence
<input type="checkbox"/> Developing a life-long appreciation of the arts and humanities	<input type="checkbox"/> Developing a strong foundation in the social sciences
<input type="checkbox"/> Using science to accomplish common goals	<input type="checkbox"/> Providing foundations necessary to achieve health and wellness
29. Considering the indicated primary goal, provide <u>up to three outcomes</u> that you expect of students after completion of this course. For example, what will students who meet this goal <u>know</u> or <u>be able to do</u> as a result of this course?	
Primary Goal Outcome #1:	
Students will demonstrate an in-depth knowledge and understanding of social welfare policies and services and related needs in contemporary American society, with attention to the reciprocal relationships between policy and practice, and person and environment.	
Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)	
The learning activities that will be used to help students become familiar with local, state, national and international policies.	
Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)	
The assessment tools for this learning outcome are the course assignments. In particular, students will demonstrate their learning through the two exams, the Legislative Advocacy Project, the Policy Analysis & Presentation, and the Quizzes.	

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

61. Minimize this form.
62. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
63. This will take you to a list of the bulletins by year, please open the most current bulletin.
64. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
65. Right-click on the highlighted area.
66. Click on "copy".
67. Minimize the bulletin and maximize this page.
68. Right-click immediately below this area and choose "paste".
69. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
70. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Course Descriptions

See Master List

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and save 1 electronic copy

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) SW 6343
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Clinical Intervention with Children
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard Letter
5. Is this course dual listed (undergraduate/graduate)? Graduate Listed Only
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) Not Cross Listed
7. Brief course description (40 words or less) as it should appear in the bulletin. This course is designed to provide advanced clinical practice, knowledge, and skills for intervention with children and youth primarily in the context of the rural environment. The special needs and vulnerabilities of high-risk children and youth are also addressed.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Graduate Social Work Student
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Summer
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Barbara F. Turnage; ASU; P. O. Box 2460; State University, AR 72467; burnage@astate.edu ; 870-972-3596

11. Proposed Starting Term/Year
Summer 2009

12. Is this course in support of a new program? If yes, what program?
Yes, this course is in support of the new MSW Program.

13. Does this course replace a course being deleted? No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. No, this course will not affect another program.

15. Justification should include:
Upon completion of this course, students will be able to:

1. Integrate content from human behavior, policy, empirical research findings, and field practicum instruction into practice situations;
2. Demonstrate knowledge and skill in the use of systemic, psychodynamic and behavioral/cognitive approaches in working with children and youth;
3. Demonstrate skill in analyzing and developing responses to value and ethical dilemmas in practice with children and youth consistent with the professional *Code of Ethics* (e.g., ethical issues surrounding diagnosing/labeling of children and adolescents); and
4. Demonstrate advanced skill in professional use of self and the capacity to critically assess one's own clinical practice and needs for future professional growth and development;
5. Demonstrate understanding of the effects of ethnicity/race, gender, and culture on social work practice with children and youth;
6. Demonstrate an understanding of a community-based orientation in working with children and youth and its implications for the promotion of economic, political, and social justice;
7. Demonstrate knowledge and skills in assessment and intervention of family dynamics and factors contributing to the psychological and behavioral difficulties of children and youth (e.g., assessing the role of the child's symptoms within the family system);
8. Demonstrate knowledge and skills in assessment and intervention of family dynamics and factors contributing to the psychological and behavioral difficulties of children and youth (e.g., through the use of play and games);
9. Demonstrate knowledge and skills in developing and implementing competency-based interventions (e.g., educational and developmental) in working with high-risk children and youth consistent with a community-based and global orientation;
10. Demonstrate an understanding of how social, economic, and cultural factors affect the functioning of specific groups and the implications of these potential risks and protective factors for social work practice; and
11. Demonstrate an ability to examine, compare, and critically evaluate different models of social work practice with children and adolescents.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
CLASS SCHEDULE AND READINGS

Unit 1: Weeks 1 & 2
Course Overview: The Role of Theory in Social Work Practice with Children & Youth

1. Guidelines for theory evaluation
2. Applying theories to practice and case situations
3. An ecological perspective in working with children & youth
4. Behavior theory, cognitive theory, crisis theory, psychosocial theory

Readings:

1. Webb. (2003). Chapters 1 & 2
2. Eamon, M. K. (2001). The effects of poverty on children's socioemotional development: An ecological systems analysis. *Social Work*, 46, 3, pp. 256-266.

Unit 2: Weeks 3, 4, & 5
Course Overview: Social Work Assessment

1. Biopsychosocial assessment of children and youth
2. The role of attachment figures in the assessment of children and youth
3. Risk and protective factors in the assessment factors in the assessment of children and youth

4. Developmental factors in the assessment of children and youth

Readings:

1. Webb. (2003). Chapters 3, 4, &5
2. Davies. (2004). Chapters 1-4, 6, 8, 10, & 12
3. Clifford, D. & Burke B. (2004). Moral and professional dilemmas in long-term assessment of children and families. *Journal of Social Work, 4, 3, pp. 305-321.*
4. Gilgun, J. (2004). The 4-D: Strengths-based assessment instruments for youth, their families, and communities. *Journal of Human Behavior in the Social Environment, 10, 4, pp. 51-73.*
5. Surbeck, B. (2003). An investigation of racial partiality in child welfare assessments of attachment. *American Journal of Orthopsychiatry, 73, 1, pp. 13-23.*

Unit 3: Weeks 6, 7, 8, & 9

Course Overview: One-to-One Work with Children and Youth

1. Play Therapy: Theory and Techniques
2. Treatment issues relating to child abuse, victimization and trauma
3. Cultural factors in the treatment of children and youth

Readings:

1. Davies. (2004). Chapters 9 & 11
2. Webb. (2003). Chapters 7 & 14
3. Carter-Black, J. (2001). The myth of "The tangle of pathology": Resilience strategies employed by middle-class African American families. *Journal of Family Social Work, 6, 4, pp. 75-100.*
4. Crane, K., & Ellis, R. (2004). Benevolent intervention or oppression perpetuated: Minority overrepresentation in children's services. *Journal of Human Behavior in the Social Environment, 89, 1-2, pp. 19-38.*
5. Hall, T. M., Kaduson, H. G., & Schaefer, C. E. (2002). Fifteen effective play therapy techniques. *Professional Psychology: Research and Practice, 33, 6, pp. 515-522.*
6. Kossak, S. (2005). Exploring the elements of culturally relevant service delivery. *Families in Society, 86, 2, pp. 189-195.*

Unit 4: Weeks 10 & 11

Course Overview: Working with the Family

1. Integration of child and family model
2. Meeting with Parents Alone
3. Family Sessions

Readings:

1. Webb. (2003). Chapter 6
2. Barth, R.; Landsverk, J.; Chamberlain, P.; Reid, J.; Rolls, J.; Hurlburt, M. S.; Farmer, E.; James, S.; McCabe, K.; & Kohl, P.L. (2005). Parent-training programs in child welfare services: Planning for a more evidence-based approach to servicing biological parents. *Research on Social Work Practice, 15, 5, pp. 353-371.*

Unit 5: Week 12

Course Overview: Working with Adolescents

1. Developmental considerations
2. Common clinical issues
3. Cultural considerations in working with adolescents

Readings:

1. Alvord, M. K., & Grados, J. J. (2005). Enhancing resilience in children: A proactive approach. *Professional Psychology: Research and Practice, 36, 3, pp. 238-245.*
2. Malekoff, A. (2005). Assuming a stance of uncertainty: essentials for social work with adolescents. *Families in Society, 85, 2, pp. 207-216.*

Unit 6: Weeks 13, 14, & 15

Course Overview: Specific Problems facing Children and Adolescents and Social work Practice Evaluation

1. Children in out-of-home placements
2. Substance disordered families
3. Nontraditional families
4. Victims and witnesses of family violence
5. School failure
6. Evaluation of practice

Readings:

1. Webb. (2003). Chapters 10-15
2. Chen, J., & George, R. (2005). Cultivating resilience in children from divorced families. *Family Journal, 13, 4, pp. 452-455.*
3. Molin, R., & Plamer, S. (2005). Consent and participation: Ethical issues in the treatment of children in out-of-home care. *American Journal of Orthopsychiatry, 75, 1, 152-157.*
4. Powers, J., Bowen, G., & Rose, R. (2005). Using social environment assets to identify intervention strategies for promoting school success. *Children & Schools, 27, 3, pp. 177-187.*
5. Randolph, K., Rose, R., Fraser, M., & Orthner, D. K. (2004). Promoting school success among at risk youth. *Journal of Poverty, 8, 1, pp. 1-22.*
6. Wilson, L., & Conroy, J. (1999). Satisfaction of children in out-of-home care. *Child Welfare, 78, 1, pp. 53-69.*

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

The assignments for this course consist of an Individual Project, a Problem Analysis, and four Exams.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

No special features.

19. Required reading

Davies, D. (2004). *Child development: A practitioner's guide*. New York: The Guilford Press.

National Association of Social Workers. (1999). *Code of ethics*. Washington, DC: Author.

Webb, N.B. (2003). *Social work practice with children*. New York, NY: The Guilford Press.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

As this course is part of the new MSW Program, the additional faculty required will be hired for the Program and not solely for this course.

21. What is the primary goal of this course?

The primary goal of this course is introduce students to clinical social work practice skills with children.

22. If this proposal is for a general education course, please check the primary goal this course addresses: NA

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

30. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1:

Students will develop rural-based clinical practice skills to work with children.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

The learning activities that will be used to help students become familiar with rural-based clinical practice with children are course lectures & readings.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

The assessment tools for this learning outcome are the course assignments. In particular, students will demonstrate their learning through the Individual Project, the Problem Analysis, and the four Exams.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

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Course Descriptions

See Master List

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and save 1 electronic copy

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) SW 5043
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Foundations of Practice II
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard Letter
6. Is this course dual listed (undergraduate/graduate)? Graduate Listed Only
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) Not Cross Listed
7. Brief course description (40 words or less) as it should appear in the bulletin. Focus of this course is on the theory and practice of social group work in clinical settings. Consideration is given to such issues as group dynamics, leadership, composition, direct and indirect intervention, the use of group activities under various conditions and different settings. Prerequisite SW5023.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Graduate Social Work Student
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Spring
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Barbara F. Turnage; ASU; P. O. Box 2460; State University, AR 72467; btturnage@astate.edu ; 870-972-3596

11. Proposed Starting Term/Year

Spring 2009

12. Is this course in support of a new program? If yes, what program?

Yes, this course is in support of the new MSW Program.

13. Does this course replace a course being deleted? No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.**14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. No, this course will not affect another program.****15. Justification should include:**

Upon completion of this course, students will demonstrate:

1. Knowledge of how, in the context of an ecological perspective, professional social work practice requires intervention skills ranging on a continuum from micro to macro practice;
2. Knowledge of social work's historic and current commitment to social change that promotes the well being of people, empowers populations at risk, and advances social and economic justice;
3. Knowledge of and beginning skills in professional development and relationship building skills needed for practice with organizations and communities (e.g. professional use of self, self-critique, critical thinking, differential use of communication skills, engage in participatory processes with clients, plan for continuous professional development);
4. Knowledge of and beginning skills in assessing strengths and problems regarding the auspices, characteristics, and dynamics of human service organizations, including their task environments and their effects on individuals and the delivery of services;
5. Knowledge of and beginning skills in assessing strengths and problems regarding the characteristics and dynamics of communities, including implications of the global community;
6. Knowledge of and beginning skills in applying practice models in community organization and social action, community social and economic development, management and administration, and advocacy and policy practice.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
CLASS SCHEDULE AND READINGS**Week 1:**

Course Overview: Introduction to Class

1. Review of syllabus
2. Assignment of groups

Readings:

1. Chapter 1

Week 2:

Course Overview: Use of Groups in Social Work Practice

1. Historical Context
2. Types of Groups
3. Different Theoretical Approaches

Readings:

1. Gitterman & Shulman, "The Life Model, Mutual Aid, Oppression, and the Mediating Function" in *Mutual Aid Groups, Vulnerable Populations, and the Life Cycle*, pp. 3-28.
2. Reid, Chapter 2, "A Historical Context" Riordan and Boggs, (1988). Some critical differences between self-help and therapy groups. *Journal for Specialists in Group Work*, 1, 24-28
3. Rosenberg (1984). *Support groups: A special therapeutic entity*. *Small Group Behavior*, 15, 173-185.

Week 3:

Course Overview: Use of Groups as a Method of Practice

1. Interpersonal Influence Processes
2. Therapeutic Factors

Readings:

1. Reid, Chapter 3, "Therapeutic Factors in Groups"
2. Lee & Swenson, "The Concept of Mutual Aid," in *Mutual Aid Groups, Vulnerable Populations, and the Life Cycle*, pp. 413-429.
3. Vulnerable Populations, and the Life Cycle, pp. 413-429.

Week 4:

Course Overview: Social Worker Skills in Group Work; Overview of Concepts

1. Group work skills
2. Concepts of groups

Readings:

1. Henry, Chapter 1 "Context"
2. Shulman, "Group Work Method" in Mutual Aid Groups, Vulnerable Populations, and the Life Cycle, pp. 29-58.

Week 5:

Course Overview: Group Dynamics; Stages of group development

1. Group dynamics
2. Group development stages

Readings:

1. Henry, Chapters 2 "A Four-Dimensional Approach to Group Skills"
2. Toseland & Rivas, "Understanding Group Dynamics" in An Introduction to Group Work Practice, pp. 56-64

Week 6:

Course Overview: Pre-Group Planning; Convening Stage

1. Group planning
2. Convening stages of groups

Readings:

1. Henry, Chapters 3 & 4 "The Initial Stage" and "The Convening Stage"
2. Yalom, (1995). "Creation of the Group: Place, Time, Size, Preparation," The Theory and Practice of Group Psychotherapy, Fourth Edition, New York: Basic Books. pp. 266-278.

Week 7:

Course Overview: Formation stage of the group, Worker skills & role

1. Group formation
2. Role & skills of the social worker

Readings: Henry, Chapter 5 "The formation Stage"

Week 8:

Course Overview: Formation stage of the group, worker skills & role continued....

Readings: Henry, Chapter 5 "The formation Stage"

Week 9:

Course Overview: Conflict/disequilibrium stage; Worker skills & role

Readings: Henry, Chapter 5 "The formation Stage"

Week 10:

Course Overview: Chapter 6 "The Conflict/Disequilibrium Stage"

Readings: Chapter 6 "The Conflict/Disequilibrium Stage"

Week 11:

Course Overview: The maintenance and termination stage, worker skills & role

Readings: Henry, Chapters 7 & 8 - "The Maintenance Stage" and "The Termination Stage"

Week 12:

Course Overview: Working With Difficult Clients and Group Situations; Evaluating Groups

Readings:

1. Yalom, (2003). "Problem Patients," The Theory and Practice of Group Psychotherapy, pp.369-403.
2. Dies (2005). The role of evaluation in clinical practice: Overview and group treatment illustration. International Journal of Group Psychotherapy, 43, 77-102

Week 13:

Course Overview: Attending to Multiculturalism in Groups; Ethics and Professional Boundaries in Groups for Special and Vulnerable Populations

Readings:

1. Corey (2007). "Ethical and Legal Issues in Group Counseling," in Groups: Process & Practice, pp. 25-58.
2. Margolies, (2004). Cracks in the frame: Feminism and the boundaries of therapy. Women and Therapy, 9 (4), pp. 19-30.
3. Peterson, (2008). The power differential in the professional/client relationship at Personal Risk. New York: W. W. Norton and Co. pp. 34-49.

Week 14 & 15:

Course Overview: Ethics and Professional Boundaries in Groups for Special and Vulnerable Populations

Readings:

1. Corey (2007). "Ethical and Legal Issues in Group Counseling," in Groups: Process & Practice, pp. 25-58.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

The assignments for this course consists of a Mid-term Exam, a written Organizational Analysis, a semester project, and a Final Exam

<p>18. Special features (e.g. labs, exhibits, site visitations, etc.) No special features.</p>										
<p>19. Required reading Henry, S. (2004). <i>Group skills in social work</i> (2nd Edition). Pacific Grove, CA: Brooks/Cole.</p> <p>National Association of Social Workers. (1999). <i>Code of ethics</i>. Washington, DC: Author.</p> <p>Shulman, Lawrence, (2005). <i>The skills of helping individuals, families, groups, and communities</i>, (4th ed.). Itasca, ILL: Peacock Publishing.</p> <p>Hepworth, D., Rooney, R., Rooney, G., Gottfried, K., Larson, J. (2006). <i>Direct social work practice: Theory and skills</i>. (7th ed.) Belmont, CA: Thompson/ Brooks Cole.</p>										
<p>20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) As this course is part of the new MSW Program, the additional faculty required will be hired for the Program and not solely for this course.</p>										
<p>21. What is the primary goal of this course? The primary goal of this course is introduce students to clinical social work practice skills with children.</p>										
<p>22. If this proposal is for a general education course, please check the primary goal this course addresses: NA</p> <table border="0"> <tr> <td><input type="checkbox"/> Communicating effectively</td> <td><input type="checkbox"/> Thinking Critically</td> </tr> <tr> <td><input type="checkbox"/> Using mathematics</td> <td><input type="checkbox"/> Using Technology</td> </tr> <tr> <td><input type="checkbox"/> Understanding global issues</td> <td><input type="checkbox"/> Understanding interdependence</td> </tr> <tr> <td><input type="checkbox"/> Developing a life-long appreciation of the arts and humanities</td> <td><input type="checkbox"/> Developing a strong foundation in the social sciences</td> </tr> <tr> <td><input type="checkbox"/> Using science to accomplish common goals</td> <td><input type="checkbox"/> Providing foundations necessary to achieve health and wellness</td> </tr> </table>	<input type="checkbox"/> Communicating effectively	<input type="checkbox"/> Thinking Critically	<input type="checkbox"/> Using mathematics	<input type="checkbox"/> Using Technology	<input type="checkbox"/> Understanding global issues	<input type="checkbox"/> Understanding interdependence	<input type="checkbox"/> Developing a life-long appreciation of the arts and humanities	<input type="checkbox"/> Developing a strong foundation in the social sciences	<input type="checkbox"/> Using science to accomplish common goals	<input type="checkbox"/> Providing foundations necessary to achieve health and wellness
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<p>31. Considering the indicated primary goal, provide <u>up to three outcomes</u> that you expect of students after completion of this course. For example, what will students who meet this goal <u>know</u> or <u>be able to do</u> as a result of this course?</p> <p>Primary Goal Outcome #1:</p> <p>Students will develop rural-based generalist practice skills with micro, mezzo, and macro client systems.</p> <p>Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)</p> <p>The learning activities that will be used to help students become familiar with the rural-based generalist practice skills will be course readings, lectures, and in class activities.</p> <p>Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)</p> <p>The assessment tools for this learning outcome are the course assignments. In particular, students will demonstrate their learning through an in class activities, the Mid-term Exam, a written Organizational Analysis, a semester project, and a Final Exam.</p>										

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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Course Descriptions

See Master List