

Graduate Council Meeting

May 4, 2010 email

1. New Course

SW 5113 Graduate Into to Social Work **APPROVED**

New/Special Course Proposal-Bulletin Change Transmittal Form

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

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 5113

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).

Graduate Intro to 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.

Online Course (note the choices listed above do not include online course options)

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)?

No, Graduate 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.)

No Social Work Course Only

7. Brief course description (40 words or less) as it should appear in the bulletin.

This is a graduate level introductory course for students who have baccalaureate degrees in fields other than social work. This course will provide students with an opportunity to explore the social work profession.

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).

Prerequisite – Graduate Students Only

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

This course will be offered in the Summer each year for regular standing students who do not have a background in social work.

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

George A. Jacinto, PhD

ASU-J Department of Social Work

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870 972 3137 (office)

11. Proposed Starting Term/Year

Summer 2010

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

This course does not affect any other program.

15. Justification should include:

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

The purpose of this course is to provide the student an opportunity to explore the social work profession.

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.

The mission of the department is to provide competent social workers. This is a prerequisite course for non-BSW students seeking admission into the MSW Program orients student to the richness of the profession, and offers them an opportunity to survey the many roles and methods used by social workers.

C. Student population served.

Students who have not completed an Introduction to Social Work course at the undergraduate level.

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

To provide graduate level knowledge of the social work profession.

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.)

Course designer note: This is an online course that is structured around modules rather than weeks. Four modules were developed for this course and students have five weeks to complete the modules.

Module One – Introduction to Social Work and orientation to the class

Objectives:

1. Identify the purpose of social work as an institution
2. Analyze role of social work profession in the social welfare system
3. Apply NASW Code of Ethics to social work practice situations
4. Identify key historical points in the evolution of social work

Readings:

1. Colby & Dziegielewski Chapters 1,2,3, & 4
2. Lennon-Dearing, R., Florence, J., Garrett, L., Click, I. A., & Abercrombie, S. (2008). A rural community –based interdisciplinary curriculum: A social work perspective. *Social Work in Health Care*, 47(2), 93-107.
3. VanHook, M. P., & Ford, M. E. (1998). The linkage model for delivering mental health services in rural communities: Benefits and challenges. *Health & Social Work*, 23(1), 53-60.

Module Two – Social Policy, Poverty and Income Maintenance Programs, Differences and similarities of rural-based social workers and social welfare providers who are not trained social workers.

Objectives:

1. Describe purpose of practice frameworks and identify critical stages in practice
2. Describe how selective practice theories are utilized in social work practice
3. Identify poverty and income maintenance programs
4. Differentiate between professional social work and other social welfare providers

Reading:

1. Colby & Dziegielewski Chapters 5, 6, & 7
2. Rathbone-McCuan, E. & Bane, S. (2003). Rural mental health: A discussion of service capacity building for rural elders. *Journal of Gerontological Social Work*, 41(3-4), 301-312.

Module Three – Review of Social Problems and social agency responses that impact social welfare and social work with rural-based vulnerable populations, and the use of self in practice.

Objectives:

1. Identify selected social problems, social agency responses with a focus on how the role of social work interacts with various issues
2. Develop beginning knowledge and understanding of the impact social welfare and social work has on rural-based vulnerable and at-risk populations
3. Apply NASW Code of Ethics to social work practice situations
4. Articulate how the professional use of self will apply to their practice

Readings:

1. Colby and Dziegielewski Chapters 8, 12, & 13
2. Amundsen, B. (2001, Spring). America's rural communities as crucibles for clinical reform. *Families, Systems, and Health* 19(1), 13-23.
3. Catalano, S. (1997, Spring). The challenges of clinical practice in small and rural communities: Case studies in managing dual relationships in and outside of therapy. *Journal of Contemporary Psychotherapy*, 27(1), 23-35.

Module Four – Social problems and social worker responses, the impact of social work and social welfare on vulnerable international populations.

Objectives:

1. Identify selected social problems, social agency responses to these problems, and the role that social workers play in these various settings.
2. Develop beginning knowledge and understanding of the impact social welfare and social work has on vulnerable and at-risk populations internationally
3. Apply NASW Code of Ethics to social work practice situations
4. Differentiate between a professional social worker and other social welfare providers

Readings:

1. Colby & Dziegielewski Chapter 14
2. Pugh, R. (2001, December). Globalization, fragmentation and the analysis of the difference in rural social work. *Rural Social Work*, 6(3), 41-53.
3. Pugh, R. (2007, December). Dual relationships: Personal and professional boundaries in rural social work. *British Journal of Social Work*, 27(8), 1406-1423.
4. Saltman, J., Gumpert, J., Allen-Kelly, K., & Zubrzycki, J. (2004, October). Rural social work practice in the United States and Australia: A comparison. *International Social Work*, 47(4), 515-531.

NOTE: This class consists of Four Modules. Students have five weeks in which to complete all four modules.

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

Students will be required to complete the following assignments: Four quizzes, four discussion postings, three one page papers.

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

None

19. **Required reading**

Colby, I., & Dziegielewski, S. F. (2010). *Introduction to social work: The people's profession* (3rd ed.). Chicago, IL: Lyceum Press.

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

This course will not require additional faculty or resources.

21. **What is the primary goal of this course?**

To provide graduate students an opportunity to explore the social work profession.

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

- | | |
|---|---|
| <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 |

23. **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: Identify the purpose of social welfare.

Learning Activity: Reading, writing postings and papers, and completing quizzes

Assessment Tool: Four Quizzes, Four Discussion Postings, Three One Page Papers

Primary Goal Outcome #2: Analyze the role of the social work profession within the rural-based social welfare system.

Learning Activity: Reading, writing postings and papers, and completing quizzes

Assessment Tool: Four Quizzes, Four Discussion Postings, Three One Page Papers

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".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.

For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable. Revised 9/10/2009

SOCIAL WORK

SW 5003 Human Behavior and the Social Environment I This course provides the student with a broad understanding of how individuals develop from birth to older age from psychological, psychiatric, Sociological, Social psychological, and human diversity perspectives. Prerequisite course is SW 5323. This course is restricted to graduate social work majors.

SW 5023 Foundations of Practice I This course will introduce the student to social work practice with individuals. Social, psychological, economic, and biological stressors are considered as they impact on the individual. The development approaches are the major orientations presented, augmented by various intervention modalities. This course is restricted to graduate students in the MSW program.

SW 5043 Foundations of Practice II 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 SW 5023 and Graduate Social Work Student

SW 5053 Social Welfare Policy/Services The purpose of this course is to establish the subject area of social welfare policy as a central concern of social work. The goals of the course are to help students identify socio-cultural and economic bases of social welfare in America. Prerequisite: This course is restricted to graduate social work students.

SW 5063 Social Justice and Diversity This course focuses on issues of diversity, oppression and social justice. It is designed to prepare social work students to be knowledgeable of people's biases. Prerequisite: This course is restricted to graduate social work students.

SW 5113: Graduate Intro to Social Work The purpose of this course is to provide the students an opportunity to explore the richness of the social work profession. This is a graduate level introductory course for students who have baccalaureate degrees in fields other than social work.

SW 5223 Rural Social Work 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, Prerequisite: Graduate Social Work Student

SW 5273 Practicum in Addiction Studies The first practicum experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students will receive onsite supervision from clinical supervisors with special training and credentials in substance abuse. Students will meet as a group weekly for faculty supervision. Prerequisite: SW 5323 Substance Abuse: Intervention and Treatment.

SW 5293 Practicum in Addiction Studies II The second practicum experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have responsibility for clients within an approved agency. Further the student will demonstrate proficiency in outcome measurement and goal attainment. Prerequisite: SW 5323 Substance Abuse: Intervention and Treatment, SW 5273 Practicum in Addiction Studies I

SW 5323 Substance Abuse and Dependence Interventions The course is designed to assist students to deepen and extend their assessment and intervention skills in Substance Abuse and Dependence Interventions. This course is restricted to graduate Students.

SW 5333 Human Behavior and the Social Environment II This course examines individual growth from a macro perspective. Examined is how families, groups, organizations, 202 and communities impact individual develop from birth to older age from psychological, psychiatric,

Revised 9/25/2008

sociological, Social psychological and human diversity perspectives. Prerequisite is SW 5303 .This course is restricted to graduate social work majors.

SW 5802 Part-Time Foundation I This part-time foundation field placement focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills.

SW 5803 Full-Time Foundation Field I This first full-time foundation field placement focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills.

SW 5812 Part-Time Foundation Field II This second part-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills.